

Comprehensive Progress Report

Mission:

Our mission at Glendale Acres is that we will provide a safe and caring environment that will ensure success and nothing less.

Vision:

Our Vision

The vision at Glendale Acres is to create learners today to become leaders tomorrow.

Goals:

By May 2023 Glendale Acres Elementary School will raise proficiency in mClass with the school as a whole for a composite score for schoolwide growth from 61% proficiency to 70% proficiency for EDS and Black students, as well as, all students.

By May 2023 Glendale Acres Elementary School will raise proficiency in Successmaker Math in second grade. Successmaker math for second grade for initial placement was 1.85 with a current course level of 2.69 cumulative. This showed a gain in the second grade of .84 for the school year 21-22, which indicates that most of our second graders will pass the math EOG in third grade with a mean score of 70%.

At Glendale Acres our students will develop the social-emotional skills needed to be successful, engaged learners and adapt to challenging situations.



! = 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> | | While working with the entire staff, administrations will focus on managing a safe and positive environment that is conducive to learning opportunities. In addition, the administration will ensure a safe school environment, disaggregating and monitoring social and behavioral performance while using resources that are directly aligned to NCDPI and CCS, for academic success and continued alignment. | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | <p>When this objective is met using the curriculum provided by the district and continued professional development with PBIS, office referrals will decrease as well as a decrease in classroom interruptions due to behavior. This will increase students' time on task, and engaged learning, and result in student academic success. Full implementation of this objective will be determined by data from the BIMAS platform.</p> <p>All classroom teachers will provide social-emotional lessons daily to students utilizing the curriculum provided by the district. In addition, the school social worker and guidance counselor will implement Second Step on a daily basis in addition to what teachers are teaching during morning meetings.</p> | | Caroline Rogers | 05/20/2023 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 9/30/22 | Teachers provide social-emotional lessons daily, along with additional lessons provided by the guidance counselor and social worker using Second Step which will reduce the number of office referrals and student support referrals. | | Guidance Counselor, Social Worker, Administrative | 05/20/2023 |

Notes: 10/3/2022 The implementation of Second Step began with 40-minute lessons every other week.

| 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> | | <p>All classroom teachers will meet as a grade level team and a vertical team weekly to ensure that standard-aligned units of instruction for each grade level and subject are adequately being addressed to meet the needs of EDS students and Black students as a subgroup. Each week PLC's will meet to review the scope and sequence, standards-aligned instruction, and academic and behavioral expectations.</p> <p>Teachers are prepared for long-range planning prior to teaching lessons by utilizing standards-aligned units of instruction provided by district-chosen curricula. These standards-aligned units of instruction include standards-based objectives and criteria for mastery, assessments to track student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers.</p> | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | <p>All teachers will utilize current resources that are provided by the district to align instruction resulting in an increase in student achievement for the subgroups EDS and Black students on formal assessments and informal assessments.</p> <p>Students will be engaged in grade-level aligned work when working independently and with support. Student work will also be differentiated across all subject areas.</p> | | Caroline Rogers | 05/20/2023 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 9/30/22 | Students will be engaged in grade-level aligned work when working independently and with support. | | Instuctional Coach, Classroom Teachers, Administra | 05/20/2023 |

Notes: During grade level planning, teachers will use Cumberland County initiatives to ensure that the lessons are aligned with the standards.

10/4/2022 Small groups for remediation were developed

10/10/2022 Small groups for Math and ELA remediation begin

| 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 MTSS team meets as needed to discuss concerns on students' academic, social/behavioral, or students receiving IEP services. The team discusses the tier the student is currently receiving and what steps are to be monitored on the district MTSS spreadsheet and critical intervention spreadsheet throughout the year. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | Teachers will provide equity-based tiered instruction using various resources and data to meet the needs of the students. This will result in academic success for all students. The MTSS team will operate in accordance with the model designed by our state. | | Caroline Rogers | 05/20/2025 |
| Actions | | | 0 of 1 (0%) | | |
| | 9/30/22 | EnVision Math curriculum that provides differentiated support, as well as, Wonders digital platform for Tier II and Tier III students. Teachers will create small group plans that are shared with the administrative team and describe their plans for addressing the individual needs of students, using various data sources. | | Guidance Counselor, Social Worker, Administration | 05/20/2025 |
| Notes: The administrative team will work collaboratively to ensure this goal is met. | | | | | |

| | 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> | | | <p>As we continue to provide all students with what they need to increase their emotional well-being, continued professional development, and implementation of social and emotional web-based platforms will be utilized.</p> <p>As a PBIS school, we have practices in place to meet the needs of our student population and continue to provide the implementation of strategies and interventions to meet the needs of all of our students.</p> | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | | When every child's social and emotional needs are adequately being addressed and in accordance with the implementation of curricular and support personnel. | | Kimberly Brown | 05/20/2024 |
| Actions | | | | 0 of 1 (0%) | | |
| | 9/30/22 | | Students social-emotional needs will be addressed through small group sessions with the school guidance counselor as needed. Second Step will also be utilized to strengthen the social and emotional needs of all students. | | All teachers, Guidance Counselor, Social Worker, | 05/20/2024 |
| <i>Notes:</i> | | | | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------|-------|---|-----------------------------------|--|-------------|
| <i>Initial Assessment:</i> | | | Currently, Ashley and Glendale Acres have not met vertically for two years. | Limited Development 10/04/2022 | | |
| <i>How it will look when fully met:</i> | | | <p>At Glendale Acres, we work in vertical teams that meet every week and grade-level teams that meet every week. Curre The ability to provide vertical teams at Glendale allows us to support transitions for grade-to-grade or level-to-level.</p> <p>In addition, for a seamless transition between Glendale Acres and Ashley Elementary, the schools will begin to meet every 9 weeks with second-grade teachers and third-grade teachers to review data talks, cohesive maps focusing on math, and data talks on ELA and Math performance using EOG, mClass and Successmaker data points.</p> <p>Full implementation of the indicator where the school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level will be evident when the administrative teams and teachers from Ashley Elementary and Glendale Acres meet every 9 weeks on an ongoing basis throughout the school year to discuss data, resources and other evidence to increase proficiency and growth in ELA and Math not only for all students but focusing on EDS and Black student subgroups.</p> | | Julie Dees | 05/20/2023 |
| <i>Actions</i> | | | | 0 of 2 (0%) | | |
| | 10/4/22 | | Glendale Acres second grade teachers, instructional coach, and administrators, along with district support as needed, will meet every nine weeks to review data, curriculum, and resources to support a vertical seamless transition, as well as, focus on EDS and Black students. | | Second Grade Level Chairperson, Administrative Tea | 05/20/2023 |

Notes: 10-13-2022 Ashley and Glendale Acres meets to discuss EOG scores and BOG scores, curricular expectations and additional data points

10/24/22 Ashley and Glendale Acres meets to discuss EOG scores and BOG scores, curricular expectations and additional data points.

Caroline Rogers

05/20/2023

Notes: 10-13 -22 Met with Ashley Elementary to discuss coherence maps, and standard alignment and discuss data expectations.

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 |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

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|----------------------------|--|---|-----------------------------------|--|--|
| <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 10/25/2022 | | |
|----------------------------|--|---|-----------------------------------|--|--|

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|---|--|--|--|-------------|------------|
| <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. | | Melody Boyd | 06/01/2023 |
|---|--|--|--|-------------|------------|

Actions 0 of 4 (0%)

10/25/22 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

Melody Boyd

06/01/2023

Notes:

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|---------------|---|--|-------------|------------|
| 10/25/22 | 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 | | Melody Boyd | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 10/25/22 | 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 | | Melody Boyd | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 10/25/22 | Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS,Subgroup,discipline, attendance, etc.), and track and support progress towards SIP goals | | Melody Boyd | 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 |
|---|---------|--|---|------------------------------|-----------------|-------------|
| Initial Assessment: | | | The administrative team including the instructional coach meets weekly with each grade level at PLC to review the curriculum scope and sequence for all subject areas, MTSS students, mClass and or Successmaker data, and additional updates from the district as needed. Focusing on student data weekly prepares our teachers to adequately meet the immediate needs of each student in their classroom. | No Development 10/04/2022 | | |
| How it will look when fully met: | | | The leadership team and other professional staff meet regularly (at least twice a month) to review the implementation of effective practices. In order for this objective to be met the administrative team will ensure that all grade levels will meet weekly at PLCs to focus on the curriculum which will drive the instruction on a daily basis in the classroom. Furthermore, the alignment of the curriculum and daily classroom instruction will be supported by data gathered, reviewed, and discussed. | | Julie Dees | 05/20/2024 |
| Actions | | | | 0 of 1 (0%) | | |
| | 10/4/22 | Resource personnel, as well as, other personnel will be providing support to teachers in the classroom and working with students in small groups to assist in collecting data that will assist teachers in classroom instruction while meeting the needs of all students in the classroom. | | | Melissa Fincher | 05/20/2024 |
| <i>Notes:</i> 10/10/2022 Small groups utilizing resource teacher for Tier II students in ELA and Math begin | | | | | | |

| 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> | | The master schedule and resource schedule provide all teachers time on a daily or weekly basis for instructional planning. | Limited Development 10/04/2022 | | |
| <i>How it will look when fully met:</i> | | Distributive leadership and collaboration have established a team structure among teachers with specific duties and time for instructional planning. Full implementation of allocating instructional planning time will support grade level PLC meetings, vertical team meetings, and administrative meetings to be productive meetings focusing on student growth and proficiency, data talks and instructional planning. | | Beth Lee | 05/20/2025 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 10/4/22 | Glendale Acres uses a digital planbook for all teachers to share lesson plans in advance and a Glendale Acres Shared Drive for teachers has been implemented to upload student files, schedules, meeting team notes, and PLC agendas that allow administrators to provide immediate feedback and increase collaboration between the administrative team and teachers. | | Administration | 05/20/2025 |
| <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> | | The administrative team monitors the strategic implementation of curriculum and daily classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Administrators conduct daily walks and will provide feedback if needed. When visiting the classrooms, administrators use I.C.E. (Instruction, Curriculum, and Environment) for classroom visits. | Limited Development 10/04/2022 | | |
| <i>How it will look when fully met:</i> | | The administration will utilize the coaching tracking to Tier teachers to provide support as needed throughout the year. | | Julie Dees | 05/20/2024 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 10/4/22 | The implementation of the coaching tracking tiered system for all teachers to provide on-going support. | | Caroline Rogers | 05/20/2024 |
| | | <i>Notes:</i> 10/10/2022 Coaching Tracker for the 22-23 school year has been updated for October 2022. | | | |

| 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> | | <p>The administrative team meets regularly with all teachers to have data talks for the school to increase student growth and proficiency for EDS and Black as a subgroup. The digital data spreadsheet from the district is completed accordingly, as well as, the digital spreadsheet for Glendale Acres. All students have either a student portfolio or a digital student portfolio that is reviewed as needed.</p> <p>The administrative team, instructional coach, and second-grade teachers will monitor formal assessments and successmaker to increase proficiency in Math.</p> | Limited Development 10/04/2022 | | |
| <i>How it will look when fully met:</i> | | All data is reviewed in order to direct instruction, progress monitoring of students, and to develop small groups to meet the needs of all students. Wonders Tiered II and or III digital platform will be used for ELA and MDIS (Black Box) will be used for Math to meet the needs of students receiving remedial support. | | Julie Dees | 05/20/2023 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 10/4/22 | Remedial small groups or acceleration groups will be implemented to support the classroom instructional program in ELA and Math, as well as, focus on increasing proficiency in the EDS and Black subgroups. | | Instructional Coach, All teachers, Administration | 05/20/2023 |

Notes: 10/11/2022 SIP Addendum and SIP plan were shared with the SIT members and will be shared with all staff on 10-11-2022. will be shared out with staff. Please be mindful that changes can occur at any time. Dr. Dees shared in an email with staff on the Bear Essentials

(10/10/22) reviewing our target goals for moving from a school performance grade D to C because it is based on Ashley's EOG scores with 20% growth and 80% proficiency. class target goal for the school at Glendale Acres is 70% proficiency and kindergarten teachers for BOY must have 50 students for 70% proficiency, first-grade teachers must have 47 students from BOY to reach 70% proficiency and second-grade teachers must have 41 students to be 70% proficient. Currently, in kindergarten from BOY mClass assessments, 24 students were proficient and 26 need to move to proficiency, in first grade from BOY mClass assessments, 29 students were proficient and 18 need to move to proficiency and in second grade from BOY mClass assessments, 35 students were proficient and 6 need to move to the proficiency of 70% to be on our school's goal/target for mClass as we move forward to MOY.

| 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> | | At Glendale Acres, we will continue to recruit and retain premier professionals to ensure that student needs are met accordingly. | Limited Development 10/04/2022 | | | |
| <i>How it will look when fully met:</i> | | By Cumberland County School recruitment procedures and process, while using Unified Talent, premier professionals will be interviewed by administrators and the classroom teachers they will work with to provide a consistent, equitable, and balance grade level and team. | | Julie Dees | 05/20/2025 | |
| <i>Actions</i> | | | 0 of 1 (0%) | | | |
| | 10/4/22 | Administrators invite classroom teachers and the instructional coach to be included in the interview process. | | Julie Dees | 05/20/2024 | |
| <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> | <p>11/10/22 November is the Month of the Military Family. We will paint the rock purple in front of the school. On November 10 it will be Camo-Up Day. The students are to dress up in the clothing depicting their branch of the military. The staff can wear a purple shirt and jeans. We will take a picture of the students with the rock.</p> <p>11/1/22 The Thanksgiving train will begin on November 1st. Each classroom is asked to get a box (xerox box) to decorate with their classroom theme. The office staff will be the train engine. The train and cars will be lined up across the steps of the stage. Mrs. Spiegelberg and Mrs. Curtis will provide the names of the families that could use the Thanksgiving Food Drive assistance. Bags will be made for each of the families.</p> <p>10/10/22 Donuts for Grownups was a huge success. The pictures were shared with the district . Ms. Murrell will submit parent engagement activities to the district on the Google Form after each event with the sign-in sheets. These documents will also be shared with Dr. Dees to be placed in the district folder.</p> <p>Glendale Acres is committed to collectively involving and engaging all parents and the community to ensure student success. The PTA at Glendale Acres meets every month to support the student, staff, and school which provides clear, two-way communication with all of our stakeholders. In addition, a monthly parent letter is sent home with all students on upcoming school, community, and PTA events.</p> <p>As we continue to increase parent support, we will increase our tutoring program at Glendale to involve parents and community members with volunteer opportunities to work with students while supporting the school and teachers.</p> <p>In the school year, 2022-2023 will provide a quarterly lunch n' learn for parents to attend to review standards-based report cards, Successmaker math data, and mClass data and provide additional parent engagement activities based on parent feedback from a Google Form survey.</p> | Limited Development 06/02/2022 | | |

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|--|---|---------------------------|---|-------------------|
| <p>How it will look when fully met:</p> | <p>Documentation will provide evidence that parents and the community have access to the school website, invitations to school events, access to school newsletters, school improvement plan, and reminders sent via telephone from ParentLink/Classdojo.</p> <p>Quartley Parent Engagement Lunch n' Learn activities for all parents to attend</p> | | <p>Caroline Rogers</p> | <p>05/20/2023</p> |
| <p>Actions</p> | | <p>0 of 2 (0%)</p> | | |
| <p>6/2/22</p> | <p>Glendale Acres will provide a variety of communication to the community through meetings, announcements, newsletters, the school website, the school social media page, the school PTA social media website, and Spanish Choice Program and provide an opportunity for parent sessions to collaborate with an Instructional Coach throughout the year.</p> <p>Increased parent participation as measured by event attendance by utilizing a Parent Ambassador.</p> | | <p>Janet Knotts</p> | <p>05/20/2023</p> |
| <p><i>Notes:</i> November 2023: Hire a Parent Ambassador</p> | | | | |
| <p>10/5/22</p> | <p>All teachers will communicate regularly with all parents on their child's academic, behavioral, and social-emotional progress, as well as, school events and parent engagement activities.</p> | | <p>All teachers, Instructional Coach and Admininstrat</p> | <p>05/20/2023</p> |
| <p><i>Notes:</i></p> | | | | |

| Core Function: | | Dimension E - Families and Community | | | |
|---|---------|--|-----------------------------------|---|-------------|
| Effective Practice: | | Community Engagement | | | |
| | E2.02 | The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Glendale Acres will provide a variety of communication to the community through meetings, announcements, newsletters, school website, school social media page, school PTA social media website, and Spanish Choice Program and provide an opportunity for parent sessions to collaborate with an Instructional Coach throughout the year. | Limited Development 10/04/2022 | | |
| <i>How it will look when fully met:</i> | | A parent Lunch n' Learn will occur every nine weeks to review the home-connect letters, discuss how to interpret mClass and Successmaker data, and review and have discussions on other pertinent curricular components as needed throughout the year. | | Caroline Rogers | 05/20/2025 |
| Actions | | | 0 of 1 (0%) | | |
| | 10/4/22 | Quartley parent engagemnet activities will be held to provide professional development talks. | | Guidance Counselor, Social Worker, Administrative | 05/20/2025 |
| <i>Notes:</i> | | | | | |