

Comprehensive Progress Report

Mission: To instill knowledge, build relationships and empower students by providing equitable learning opportunities to all students.

Vision: Through diversified experiences, our students will succeed in a safe and caring environment, while reaching their full potential to ultimately achieve readiness for college and careers in a 21st century world.

Goals:
 Each of the third, fourth, and fifth grade teachers will meet or exceed their end of grade "EOG" proficiency targets.
 Student support and academic success will increase as a result of direct correlation to increased parental engagement.



! = 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>			PBIS expectations are being utilized in the classroom, but need to be expanded to include common areas and use of a common language.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, there will be uniform movement in the school common areas as well as use of common language and voice levels.		Tiana Thompson	06/01/2023
Actions				0 of 2 (0%)		
	10/12/22	Teachers who have consistently high office referral/classroom management issues will be provided observations and interventions from the PBIS committees. Administration and leadership will monitor to see that recommendations are being followed.			Tiana Thompson	06/01/2023
<i>Notes:</i>						

10/12/22	ABE will be utilized by all classroom and resource teachers.		Tiana Thompson	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		Instructional Coach assists with planning and completing lesson plans. There is little accountability for teachers to understand the alignment of resources.	Limited Development 10/12/2022		
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<i>How it will look when fully met:</i>		Instructional teams will develop and implement standards-aligned units of instruction for each subject and grade level.		Ruth Bundy	06/01/2023
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Actions			0 of 2 (0%)		
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10/12/22	Assessment data and goal summaries will be utilized to determine areas of weakness. Units of study in these areas will be revised to improve student learning under the supervision of the instructional coaches and discussed weekly in collaboratives.		Ruth Bundy	06/01/2023
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Notes:

10/12/22	Each grade level team with the assistance of the instructional coaches will unpack each standard/unit of study prior to teaching each unit. A deeper look at the unpacking document and videos explaining the standards to the teacher will occur.		Ruth Bundy	06/01/2023
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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>		We are currently implementing Individual Reading Plans for all Kindergarten through 4th RTA students demonstrating weaknesses through mclass testing.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		<p>Across each grade level, all teachers will implement with fidelity small group instruction. In regards to other interventions within the school, NC Ed tutors (2) will work with small groups for tiered interventions in grade 2 and grade 3 leveled students. Grades 3-5 will utilize schedule enrichment and RTA blocks during the weekly schedule to focus on tiered small groups.</p> <p>Our SWD subgroup will have remediation using the prescriptive scheduler in SuccessMaker.</p>		Ruth Bundy	06/01/2023
Actions			0 of 3 (0%)		
10/12/22		Ensure classroom teachers are utilizing small group time with fidelity.		Kristy Culbreth	06/01/2023
	<i>Notes:</i>				
10/12/22		Ensure remediation staff are set up with space, schedule, list of students, and resources.		Ruth Bundy	06/01/2023
	<i>Notes:</i>				
10/12/22		SWD will be remediated using the prescriptive schedule in Successmaker.		Kristy Culbreth	06/01/2023
	<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
<i>Initial Assessment:</i>			We currently have a PBIS Team and have hired a SEL Coach. Each classroom has been provided calm corner materials.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			All staff members will receive training on the utilization of calm down corners. All classroom teachers will use the IRP to progress monitor tier 2 and 3 behavioral concerns.		Tamika Barksdale	06/01/2023
Actions				0 of 2 (0%)		
	10/12/22		Our staff members will be trained in the utilization of calming corners.		Tamika Barksdale	06/01/2023
<i>Notes:</i>						
	10/12/22		Teachers will use the IRP to progress monitor Tier 2 and/or Tier 3 behaviors.		Ruth Bundy	06/01/2023
<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
<i>Initial Assessment:</i>			At the beginning of the year, Kindergarten participates in staggered entry. Open House is provided for all grades in August prior to school beginning. Fifth grade will attend an orientation at the middle school in the Spring.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			Our families will have the opportunity to join our Open House and meet classroom teachers. Our Kindergarten students will have the opportunity to familiarize themselves with their new school. Our fifth grade students will have the opportunity to visit the middle school and discover their surroundings and new setting. Fifth graders will also have the opportunity to explore career pathways through Major Clarity.		Kristy Culbreth	06/01/2023
Actions				1 of 3 (33%)		
	10/12/22		Kindergarten will participate in staggered entry.	Complete 10/12/2022	Ruth Bundy	09/01/2022
<i>Notes:</i>						

10/12/22	Fifth grade transition to middle school: tour and talk will occur in the spring.		Camille Wallace	06/01/2023
<i>Notes:</i>				
10/12/22	Fifth grade students will use Major Clarity to explore career opportunities.		Camille Wallace	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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 10/12/2022		
How it will look when fully met:			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.		Kim Robertson	06/01/2023
Actions				0 of 1 (0%)		
10/12/22			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.		Kim Robertson	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>			Leadership team meets weekly to discuss academic progress, teacher performance/support, and iRound data. The Curriculum Coaches meet weekly with the grade level teams to provide collaborative data analysis and aligned lesson development. The school improvement team meets monthly to progress monitor the work of committees.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the community - teachers, administrators, students and their families - share a common vision of what the school should be like. This creates a culture of discourse in which the most important matters facing the school are openly and honestly discussed. Instructional teams meet weekly. Leadership team meets weekly. Committee/Correlate teams meet monthly to progress monitor assigned indicators. They then report this information at our monthly SIT planning in order for progress toward actions to be monitored.		Ashley Porter	06/01/2023
Actions				0 of 3 (0%)		
	10/12/22	During weekly leadership meetings, the team will develop coaching/assistance plans for teachers who are struggling with implementation and performance as determined by observations, walkthroughs and assessment data.			Ruth Bundy	06/01/2023
<i>Notes:</i>						
	10/12/22	Committee/Correlate met monthly to progress monitor assigned indicators.			Ashley Porter	06/01/2023
<i>Notes:</i>						
	10/12/22	The School Improvement Team accepts progress monitoring data and makes changes and/or revisions as needed. The School Improvement team then shares progress toward indicators and "other work" with our school stakeholders.			Ashley Porter	06/01/2023
<i>Notes:</i>						

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>		Instructional Coaches will create the collaborative planning agenda weekly. Teams will examine data and then use data to form targeted small groups.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Teams, when effectively constructed and managed, shore up continuous planning frameworks. A team approach to planning and decision making allows for distributive leadership. Our Instructional Teams are made up of our leadership team, our committee/correlate teams, our PLCs, our CCS school support team, and our SIT team which includes parents.		Ashley Porter	06/01/2023
<i>Actions</i>			0 of 1 (0%)		
	10/12/22	Incorporate team structures into the school that will progress monitor our indicators and actions on a continually basis.		Ashley Porter	06/01/2023
<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>		The principal will monitor curriculum and classroom instruction regularly and provide feedback to teachers.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		The Principal and Assistant Principal will complete all required observations in NCEES for all personnel. The Instructional team will complete informal observations for all teachers weekly, and provide constructive feedback to all teachers (email, face to face) in order to build capacity in all personnel. After NCEES observation, Admin will hold post conferences with each teacher, and record data in the NCEES system.		Ashley Porter	06/01/2023
<i>Actions</i>			0 of 1 (0%)		
10/12/22		The principal sets a schedule for teacher observation based on years of experience. The principal is directly involved in supporting employees growth. The principal will provide timely feedback, mentoring, coaching, or other support required to increase the capacity of our teachers.		Ashley Porter	06/01/2023
<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 review performance data and classroom observation data. Each grade level meets weekly to review assessment data and then use it to form small groups, enrichment groups, and tutoring groups.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		The Leadership Team will use the disaggregated EOG subgroups data to specify 2 target subgroups: SWD and African American population. This data will be used to target these particular students for enrichment, RTA, and tutoring. A plan is made for students receiving EC services.		Kristy Culbreth	06/01/2023
Actions			0 of 2 (0%)		
	10/12/22	SWD will use the prescriptive scheduler for Successmaker to target their needed skills.		Kristy Culbreth	06/01/2023
<i>Notes:</i>					
	10/12/22	The students in our African American subgroup will be identified to ensure additional services are provided through enrichment and/or tutoring.		Kristy Culbreth	06/01/2023
<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>		MRES has a high transition rate for teachers. In order to improve retention of our teachers and reflecting on our TWC survey, the following data was shown: 48.5% of our faculty feel there is an effective process for making group decisions to solve problems. 45.7% of our teachers felt they had an appropriate level of impact on making decisions. 40% felt uncomfortable raising issues or concerns. 45.7% felt the school environment was cleaned and well maintained.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		We would like for our next TWC survey to show improvements in the areas noted above regarding the culture of our school.		Ashley Porter	06/01/2023
<i>Actions</i>			0 of 3 (0%)		
10/12/22		Develop distributive leadership opportunities for our staff through leadership responsibilities in our committees/correlates as well as among our peers.		Ashley Porter	06/01/2023
<i>Notes:</i>					
10/12/22		Regular scheduled meetings with the custodial team to share feedback from our teachers and staff members in regards to cleanliness.		Ashley Porter	06/01/2023
<i>Notes:</i>					
10/12/22		Create and maintain relationships in which staff feel comfortable raising issues and concerns that are important to them. This will be done through the principal communicating regularly with staff to promote a culture of congeniality.		Ashley Porter	06/01/2023
<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>		Teachers communicate with parents/guardians on a regular basis concerning curriculum and ways parents can support their child's learning through Class Dojo. Administration sends home monthly updates through a school newsletter. Curriculum Night was held in October.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		By engaging parents in ways that directly relate to their child's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach. Attitudes, habits, and skills that children acquire through their relationship with their family and that facilitate school learning is more predictive of academic learning than the families' socio-economic status. By offering advice to parents and setting high expectations, students can become successful at school.		Tonya McGill	06/01/2023
Actions			0 of 2 (0%)		
	10/12/22	Information will be sent out to parents who are unable to make school events via school web site, Facebook page, our Twitter page, parent newsletter, and Class Dojo.		Tonya McGill	06/01/2023
		<i>Notes:</i>			
	10/12/22	Quarterly parent learning opportunities		Tiana Thompson	06/01/2023
		<i>Notes:</i>			