

Comprehensive Progress Report

Mission: Our mission is to create a nurturing global environment where high expectations for all will produce creative, responsible, lifelong learners.

Vision: We are committed to empowering all students to collaborate, compete, and succeed in an increasingly interconnected world. We aim to provide a safe learning environment with a welcoming atmosphere that creates a sense of belonging amongst our families. We will seek to maintain an inclusive environment that acknowledges and respects children from diverse family and cultural backgrounds.

Goals: We will exceed growth for each of our subgroups as determined on the NC EOG Internal Review Report.

We will raise our proficiency score for our SWD sub-group so that our composite grade for that sub-group is a C, by the end of the 2024-2025 school year.

As a school, we will reach 75% proficient on our school composite EOG score, to ensure that we have an overall SPG score of 70 on the EOGs for the 2022-2023 school year.



! = 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>		Most of our teachers are very effective with classroom management strategies and are aware of the school expectations. We have had a lot of staff turnover so we still have a lot of staff that need some assistance in this department.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		Students will be aware of the PBIS policies and procedures. Teachers will properly input discipline write-ups into ABE. They will also delineate between data captures and office referrals. Our schoolwide suspension numbers will decrease due to having more students adhering to the classroom/schoolwide rules.		Erica Caine	05/31/2024
Actions			2 of 6 (33%)		
	10/3/22	All of the relevant PBIS policies and procedures for our school will be placed into the school HUB in Google Sheets.	Complete 09/05/2022	Lisandra Dyer	08/22/2022
	<i>Notes:</i> 9/28/22- Ms. Dyer has placed the relevant information in the NCIES Hub and the staff members are aware of how to access the information.				
	10/3/22	Teachers will be trained by Ms. Caine on how to properly create discipline write-ups in ABE. She will discuss with them the difference between data captures, and office referrals.	Complete 10/10/2022	Erica Caine	10/10/2022
	<i>Notes:</i> 10/10/22- Ms. Caine and Ms. Roberson showed how to complete write-ups in ABE at the staff meeting.				
	10/3/22	At the monthly PBIS meetings, input will be collected from teachers to identify strategies to mitigate serious concerns identified in our behavior data.		Lisandra Dyer	05/31/2024
	<i>Notes:</i>				
	10/3/22	Quarterly PBIS awards will be provided for those students that meet the quota of required greens awarded in Class Dojo.		Lisandra Dyer	05/31/2024
	<i>Notes:</i>				
	10/3/22	Ms. Caine will have teachers with strong classroom discipline model strategies during Lead Success teacher meetings.		Erica Caine	05/31/2024
	<i>Notes:</i>				

10/9/22 The MTSS team along with the IEP team will work with specific teachers to create Behavior Intervention Plans for EC students that are displaying severe behaviors. Crisis Intervention team members will be contacted as needed.

Brady Davis

05/31/2024

Notes:

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>		Some of the teachers are applying small group instruction to meet the targeted needs of their students. Some teachers are not fully utilizing small group instruction to provide differentiated instruction. There is not enough discussion during grade-level planning or PLC meetings to discuss what the students are learning, it is more focused on what teaching materials will be used to meet the curriculum that is included in the pacing guide.	Limited Development 09/29/2022		
<i>How it will look when fully met:</i>		Teachers will not just be teaching the whole group content that is required for the given text or week. Teachers will use county-wide, state-wide, and textbook-related assessments to determine the proper learning levels of their students. The grade level lesson planning meetings will no longer be mainly focused on whole group instruction and the learning materials that will be used to meet the overall learning objectives. The meetings will be more focused on the teachers discussing how they are meeting the leveled learning needs of their students including small group instruction for both remediation and enrichment opportunities. A particular focus will be placed on identifying what scaffolding is provided to insure that the SWD sub-group will be able to close the learning gap with their non-disabled peers.		Brady Davis	05/31/2023
<i>Actions</i>			5 of 10 (50%)		
	9/29/22	At one of the beginning of the year meetings Administration will discuss with the entire teaching staff the revamped purpose of grade-level planning sessions. It will be pointed out to teachers that the learning materials that will be used will already need to be in the planning document for the individual grade levels. The expectations will be provided to the teachers to use the planning time to discuss how the modifications are working and what other modifications can be provided to ensure student success.	Complete 09/06/2022	Brady Davis	09/11/2022
Notes: 9/26/22 - Discussions have been held with the teachers so that they are aware of the expectations for their grade level planning processes as changes have been made since the previous year.					

9/29/22	A revised planning document will be created for the teachers to use and apply prior to attending their weekly grade level planning meetings.	Complete 08/24/2022	Brandilynn Picciano	09/11/2022
<i>Notes:</i> 9/26/22 - The teachers have been provided with the planning document and are properly utilizing it during their grade level planning sessions.				
9/29/22	Ms. Brown will create a Google Sheet and share with the teachers so that they can keep up with the data for their students. The Sheet will include Successmaker, SMAs, Dibels, and any other statewide data assessments on these Sheets.	Complete 09/23/2022	Porcia Brown	09/12/2022
<i>Notes:</i> 9/26/22 - This sheet was shared with the teachers and they are aware of the monthly expectations for keeping up with the current formative data.				
9/29/22	The teachers will be fully trained by the Instructional Coaches to apply the digital lesson planning tools that are included with the McGraw-Hill Wonders Reading textbook series.	Complete 08/29/2022	Porcia Brown	09/12/2022
<i>Notes:</i> 8/29/22 - The Instructional Coaches modeled to the teachers how to utilize the planning guide for Wonders. Discussion was held about how the process will be even more stream lined, once everyone is more comfortable with using it.				
9/29/22	The Wonders materials will be sorted and delivered to the teachers so that they will have the reading tools that they need to properly implement the new program.	Complete 09/26/2022	Erica Caine	09/19/2022
<i>Notes:</i> 9/26/22 - Ms. Caine has now received all of the Wonders materials and has sorted them out and delivered them to the classrooms.				
9/29/22	Teachers will continue to use the data collected from classroom observations, teacher-made tests, and Wonders related materials to plan differentiated small-group instruction.		Porcia Brown	04/29/2023
<i>Notes:</i>				
9/29/22	The teachers will keep up with the individual digital data Sheets for their students. They will add in data as it is relevant, such as Report Card grades, Successmaker, SMA and Dibels data. The teachers will need to have this updated at the end of each month.		Erica Caine	05/31/2023
<i>Notes:</i>				

9/29/22	Teachers will effectively use their data sheets and information collected from teaching lessons to discuss what is and isn't working during grade-level planning meetings. This will provide the grade level teachers and Instructional Coaches time to come up with new strategies to continue to apply to meet the learning needs of all students, including the Students with Disabilities sub-group.		Erica Caine	05/31/2023
<i>Notes:</i>				
9/29/22	Various members of the administration team will complete walk-throughs to ensure that small group instruction is occurring on a regularly scheduled basis.		Brady Davis	05/31/2023
<i>Notes:</i>				
9/29/22	Teachers will implement the Reading pre, interim, and post-tests as necessary.		Brandilynn Picciano	05/31/2023
<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>		Mrs. Lindsay and Mrs. Dyer, the School Counselors, have already met several times this year to develop systems for teachers to become more knowledgeable in the MTSS process. Mrs. Lindsay has created documents and placed them in a Google Folder on the hub for teachers to have easy access. Some of the documents include: example PEPs, documentation templates, Progress Monitoring forms, a step-by-step guide to MTSS and parent communication letters. Mrs. Lindsay, Mrs. Dyer, Ms. Caine and Mrs. Picciano also met to discuss the district-wide requirements for the new Individualized Reading Plans for students. The School Counselors will be presenting MTSS and example tiered interventions to the staff at a staff meeting in October.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		When this objective is fully met our grade level and school-wide proficiency numbers will be comparable to what they were pre-Covid and exceed 70%. Teachers will have completed the needed MTSS referrals, and students that are truly in need will receive IEP services. When this is fully implemented all of our sub-groups will exceed their growth expectations and increase their achievement score to a score of at least 70% throughout Math, Reading, and Science.		Brady Davis	05/31/2024
Actions			2 of 8 (25%)		
10/20/22		Mr. Davis will review the subgroup data with the staff and point out how our Students With Disabilities are the only group of students that did not meet their goals. The administrative team will remind the teachers that eventhough those students get pull out services through the EC team, it is imperative to provide them with strong tier one interventions as well.	Complete 10/10/2022	Brady Davis	10/10/2022
		<i>Notes:</i> 10/10/22 - Mr. Davis discussed with the staff the importance of continuing to keep the focus on the Students with Disabilities subgroup. He reminded the staff that the EC teachers provide scaffolding support for the students through the Spire program, and do not necessarily provide instruction on grade level content.			
10/10/22		The school leadership team will introduce the IRP process to the staff so that they are aware of the expectations, the needed parental notifications, and how it will all work.	Complete 10/10/2022	Erica Caine	10/14/2022
		<i>Notes:</i> 10/10/22- Mr. Davis and Ms. Lindsay reviewed the procedures at the staff meeting.			

10/4/22	The school leadership team will host an initial school-wide training on MTSS and tiered interventions for the NCIES staff.		Lisandra Dyer	10/31/2022
<i>Notes:</i>				
10/20/22	Time will be spent at grade-level PLC meetings discussing specifically how the small group instruction is planned for our Students with Disabilities sub-group as that is our only sub-group that did not meet proficiency goals.		Brady Davis	05/13/2023
<i>Notes:</i>				
10/4/22	The school leadership team will facilitate MTSS PLC meetings to assist teachers will Progress Monitoring data and the MTSS process.		Lisandra Dyer	05/31/2023
<i>Notes:</i>				
10/4/22	The administrative team will continue to check IRP progress to see if students need additional interventions or if they can be removed from the IRP. The MTSS Personalized Education Plan Data Collection spreadsheet will be updated during this time.		Porcia Brown	05/31/2023
<i>Notes:</i>				
10/9/22	The administrative team, and grade level teams will use bi-weekly data meetings to identify any gaps in the data between various subsets of students (including male/female, white/black, disabled/and non) and strategize on how to best close the gaps.		Erica Caine	05/31/2023
<i>Notes:</i>				
10/9/22	The school counselors will schedule bi-weekly drop in meetings so that teachers can meet with them to discuss how to best monitor and adjust the implementation of interventions to ensure all students learning needs are properly met.		Lisandra Dyer	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
Initial Assessment:			We had more policies and procedures in place, including entire school convocations, and more interaction between classrooms, but the need for social distancing drastically decreased any connections that students could build at their school. We are a PBIS school but we were not able to fully implement it to get the maximum engagement from parents and students. Previously our School Counselors both taught weekly classes which decreased their opportunities to provide as-needed individual and small-group counseling sessions with students. Some of students already have behavior goals on their IEPS so we will continue to ensure that we are providing them with the supports that they need based on their intervention plans.	Limited Development 09/29/2022		
How it will look when fully met:			When this objective is fully met, students will be more appropriately engaged at NCIES. Teachers will have more of a focus on positive behavior in the classroom, versus negative behavior. Students will increase involvement in clubs, student government, attend school-wide functions in the Activity Room, compete against other classrooms for the Spirit Stick and Panda coin awards, etc. Supports will be in place so that the Guidance Counselors can meet with small groups and individual students to provide them with targeted emotional support. Teachers will input behaviors into ABE so that there is data in place that can be tracked.		Erica Caine	05/31/2023
Actions				3 of 9 (33%)		
	9/29/22	Our two School Counselors have created flexible schedules so that they can best meet with small groups and individual students on an as-needed basis.		Complete 08/22/2022	Lisandra Dyer	08/29/2022
<i>Notes:</i> 8/22/22 - Ms. Lindsay and Ms. Dyer have created their schedules so that they will have times available for small group counseling sessions and individual counseling sessions.						
	9/29/22	Buddy classrooms from different grade levels will be assigned to each classroom. The expectations for what to do with buddy classrooms will also be clearly provided to the teachers.		Complete 08/29/2022	Porcia Brown	09/02/2022
<i>Notes:</i> 8/29/22 - Mr. Brown has shared the buddy classroom pairings with the teachers in the school Hub. The teachers have been provided with various options as to what they can do with their buddy classes.						

9/29/22	Teachers will receive training on how to utilize the various aspects of ABE.	Complete 10/10/2022	Erica Caine	10/10/2022
	<i>Notes:</i> 10/10/22- Ms. Caine and Ms. Roberson reviewed the ABE process with the teachers at the staff meeting and showed them how to input the information. The training presentation was placed into the school Hub.			
9/29/22	PBIS team member representatives from each grade level will be assigned through a school correlate. Each member will meet monthly to analyze the student behavior data and to discuss plans for upcoming PBIS-related fun events.		Lisandra Dyer	05/31/2023
	<i>Notes:</i>			
9/29/22	PBIS policies and procedures will be discussed during staff meetings and grade level meetings.		Brady Davis	05/31/2023
	<i>Notes:</i>			
9/29/22	Buddy classrooms will start meeting with one another and read to each other, wish each other luck on upcoming assessments, make them encouraging posters, build positive relationships, etc.		Porcia Brown	05/31/2023
	<i>Notes:</i>			
10/9/22	Teachers will input discipline concerns into ABE so that the administrative team is aware and so that proper actions can take place as deemed necessary by the administrative team.		Brady Davis	05/31/2023
	<i>Notes:</i>			
10/9/22	The PBIS team will work with Class Dojo and ABE data to determine specific students of need that are displaying severe behaviors. Suggestions will be made of staff member check ins, and other alternative plans to provide those students with discipline interventions.		Lisandra Dyer	05/31/2023
	<i>Notes:</i>			
10/9/22	Our IEP team will continue to monitor the effectiveness of behavior goals that are included in students' IEPs.		Elizabeth Frey	05/31/2023
	<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
Initial Assessment:			<p>Many students at NCIES are not completely operating at their proper grade level proficiency levels. Our MTSS team is/has identified those students who are performing much worse than their peers and are working with them to move them toward the IEP team, or on a watch list to provide more targeted interventions.</p> <p>Based on last year's EOG data our Black students performed 15% points lower than their Hispanic counterparts, and 17% points lower than their White counterparts. All of our racial subgroups exceeded growth last year, with our Black students growth score more than doubling that of the White students, with a score of 5.51 compared to 2.44.</p>	Limited Development 10/09/2022		
How it will look when fully met:			<p>When this goal is fully met we will have plans in place to support student transitions across the various grade levels of our school. We will ease our students into Kindergarten with our extended staggered entry process. We will have used formative and summative data to create equitable classes throughout the school K-5. The academic levels and behavior levels of our students will be distributed equally due to the teachers working together to create the classes for the following school year. Our Fifth graders will be aware of the expectations, policies, and procedures for their upcoming transition into New Century International Middle School, and will get a head start on getting registered for their courses.</p>		Brady Davis	05/31/2024
Actions				2 of 7 (29%)		
	10/20/22	Kindergarten students will transition into NCIES with multiple different Beginner Days. Each student will only attend school, one day between Monday and Thursday of the first week.		Complete 09/02/2022	Maranda Rogers	08/29/2022
<i>Notes:</i>			8/29/22 - The students were properly notified of their day to attend. Each student followed directions and only attended for one day.			
	10/20/22	Kindergarten teachers will collect assess the students during the first week and then create the class rosters, ensuring that students are equally distributed throughout the grade level.		Complete 09/02/2022	Maranda Rogers	09/02/2022
<i>Notes:</i>			9/2/22 - The rosters were created and the students were assigned to their classrooms.			

10/20/22	In March, the Fifth-grade students will take a field trip to New Century International Middle School to tour the school. They will receive their course registration at this time and get to meet the school leadership team at the Middle School.		Jessica Akers	04/01/2023
<i>Notes:</i>				
10/10/22	At the end of the year teachers will meet together to evenly distribute their students for the following school year so that each class is created equitably. They will place their rosters on the created Google Sheet so that the Data Manager has access to it.		Brady Davis	05/31/2023
<i>Notes:</i>				
10/10/22	The school leadership team will facilitate bi-weekly MTSS PLC meetings to assist teachers will Progress Monitoring data and the MTSS process.		Lisandra Dyer	05/31/2025
<i>Notes:</i>				
10/10/22	The administrative team will continue to check IRP progress to see if students need additional interventions or if they can be removed from the IRP. The MTSS Personalized Education Plan Data Collection spreadsheet will be updated during this time.		Porcia Brown	05/31/2025
<i>Notes:</i>				
10/10/22	The administrative team, and grade level teams will use bi-weekly data meetings to identify any gaps in the data between various subsets of students (including male/female, white/black, disabled/and non) and strategize on how to best close the gaps.		Brady Davis	05/31/2025
<i>Notes:</i>				

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 10/03/2022		
<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>			The Leadership Team which is comprised of the Principal, Assistant Principal and Instructional Coaches currently meet for one dedicated time a week on Friday mornings to discuss instruction, behavioral concerns, and the focuses of the following week including staff meeting topics, classrooms to visit, and upcoming events/celebrations. Grade level planning documents include opportunities for teachers to input concerns so that the administrative team can look into the matters and get back with them.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, we will have standing bi-monthly meetings where the Leadership Team and other teacher leaders in the building meet to discuss instructional practices and what the staff needs to be successful during the school year. We will use a Leadership agenda and Q&A document which will hold the resources and other evidence to track the progress of this objective.		Erica Caine	05/31/2024
<i>Actions</i>				0 of 5 (0%)		
10/14/22	The MTSS team will meet monthly to analyze progress on the current School Improvement Plan goals and actions.			Lisandra Dyer	01/25/2023	
<i>Notes:</i>						

10/14/22	We have our staff meeting on the first Monday of every month. We share the agenda with the teachers on the Friday before, that they will be able to look over the information that will be covered.		Brady Davis	05/31/2024
<i>Notes:</i>				
10/14/22	The Leadership team will hold meetings every Friday morning, in which the Principal, Assistant Principal, and two Instructional Coaches meet to discuss weekly grade level planning, data, information for the weekly email, and information for upcoming School Improvement and Staff meetings.		Brady Davis	05/31/2024
<i>Notes:</i>				
10/14/22	The principal meets with the SIT chair and Indistar process manager on Thursdays prior to School Improvement Team meetings to plan for the upcoming SIT meeting. The grade level concerns are discussed, recent data is looked at and relevant indicators are prepared for the upcoming meetings.		Brady Davis	05/31/2024
<i>Notes:</i>				
10/14/22	Our four Correlate teams (consisting of members of all of the grade levels and departments) meet once a month to discuss relevant topics to their correlate and focus on upcoming events that need to be planned.		Erica Caine	05/31/2024
<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>		We have a 40-minute common planning block most days of the week. The grade-level teachers meet with the administrative team for 40 minutes each Wednesday for common planning. The teachers are also encouraged to collaborate through Google Docs or meet in person prior to that meeting as most of the core instruction should already be planned in advance of the meeting. There are assigned roles on each grade level as to whom is responsible for being the main point of contact for various subjects. One to two teachers on each grade level are assigned to one of the four different correlates at our school.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		Teachers will attend grade level planning sessions fully prepared to discuss the objectives and curriculum for the following week. Teachers will identify the differentiated learning strategies that they will apply to reach students of various academic levels. Teachers and the administrative team will be aware of which specific teachers are the point of contact/department chair for the various curricular subjects.		Erica Caine	05/31/2024
Actions			3 of 7 (43%)		
10/12/22		The coaches will use one of the back-to-school meetings to explain to the teachers the planning concept and the adjustments that have been made from previous years. The teachers will be expected to come to the meetings with the basic planning part completed and will use the time to make adjustments for small group instruction.	Complete 08/19/2022	Porcia Brown	08/15/2022
		<i>Notes:</i> 8/29/22 - The teachers have been trained on the process for grade-level planning for this year. They are aware of differentiated expectations.			
10/12/22		The planning document will be placed into the shared NCIES Hub so all teachers and administration can access it at all times.	Complete 08/15/2022	Brady Davis	08/15/2022
		<i>Notes:</i> 8/29/22 - The planning document was placed into the Hub and the teachers are able to access it.			
10/12/22		The schedule has been created to provide common planning most of the days of the week, with everyone having common planning on Wednesdays.	Complete 08/22/2022	Brady Davis	08/21/2022

Notes: 8/29/22 - Mr. Davis has created the schedule. There may need to be some slight tweaks soon as new classes will probably need to be added.

9/29/22 - One of the Third grade classes was closed and that teacher was moved to Fourth grade which caused some slight schedule adjustments.

10/12/22 PLC meetings will be held every other Thursday so that teachers can use that time to work on MTSS requirements and Individual Learning plans for students.

Porcia Brown

05/31/2024

Notes:

10/12/22 Once a month teachers will attend their specific correlate (out of the four possibilities)and then report back to the rest of their grade level the discussions that were held at the Correlate meeting.

Erica Caine

05/31/2025

Notes:

10/12/22 A correlate form will be placed into the Hub by Mr. Davis. The teachers will have to sign up for a correlate making sure that at least one member of each grade level is on each correlate so that all groups will be represented.

Brady Davis

05/31/2025

Notes:

10/12/22 The coaches and administration will be present for the weekly grade-level planning sessions, which will be led by the grade-level chairs. The coaches will try to keep the focus of the meeting on instruction and differentiation and not managerial-related discussions.

Brandilynn Picciano

05/31/2025

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
<i>Initial Assessment:</i>		At the start of the year Ms. Caine and Mr. Davis divide the staff into two groups based upon which administrator will be completing the observations for them for the year, so that the teachers are aware of who will be observing them. Since school started, both administrators have consistently been in classrooms for formal observations and informal walkthroughs. Teachers receive notes after their visit and additional feedback is offered during meetings throughout the week.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, staff members will feel comfortable with administrators being in their classrooms. Staff members will be receptive of constructive feedback and use the information within their daily instruction. The information used to determine the objective has been fully reached will be the 2024 Teacher Working Conditions survey, summative evaluations and record of activities and feedback from staff members regarding school culture.		Brady Davis	05/31/2024
Actions			1 of 4 (25%)		
	10/9/22	A spreadsheet has been created and placed in the Hub to identify which administrator will be the main one completing the PDP and observations for each staff member.	Complete 08/31/2022	Brady Davis	08/25/2022
	<i>Notes:</i> 8/25/22 - The spreadsheet has been created and placed into the Hub. As new teachers join, they will be added onto the list as well.				
	10/4/22	Administrators will follow the Observation schedule to ensure staff members are observed in a timely manner and conferenced with within the 10 day period.		Erica Caine	05/31/2023
	<i>Notes:</i>				
	10/9/22	The administrative team will share with one another the findings during classroom visits to insure that points of emphasis are met and to identify new points of concern that need to be discussed during staff meetings, and specific grade level meetings.		Brady Davis	05/31/2023
	<i>Notes:</i>				
	10/4/22	Coaches and administrators will informally visit classrooms each week to monitor instruction and student behaviors.		Erica Caine	05/31/2024

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 administrative team and the school are aware of the data for our students. The EOG data is disaggregated and presented to our entire staff at various different staff meetings. We have various meetings throughout the year to discuss and plan based on formative data. Teachers have to keep their small groups very flexible based on the changes in recently collected data, to ensure that all students are receiving the level of instruction that they need. Our school improvement team members are encouraged to take feedback from their grade levels and share it with the School Improvement Team so that we can make the best decision for the entire staff, in regard to possible professional development needs.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		Teachers will be aware of the recent formative and latest summative data for their students. Teachers will easily be able to access the data for PLC and grade-level planning discussions focused on the data. Teachers will be able to explain how and why their small groups have been created the way that they are. With this proper implementation of targeted small group instruction, we should see positive benefits in our proficiency scores throughout the year, and students should be able to surpass their EVAAS projected scores on their End of Grade assessments. Teachers will have also contributed ideas for what they would like to learn more about during staff meetings, and identify which teachers would be able to share their expertise on these varying subjects.		Brady Davis	05/31/2025
<i>Actions</i>			0 of 5 (0%)		
	10/14/22	The teachers are assigned to keep up with their data so that it can be used during grade-level planning sessions, PLC meetings, SST meetings, and IEP meetings. They are checked by the Instructional Coaches at the end of each month to assure that the recent relevant data has been included		Porcia Brown	05/31/2025

<i>Notes:</i>			
10/14/22	The administrative team plans out walkthroughs for various staff members in advance so that the team can keep an idea of how various teachers are doing at implementing specific strategies. Feedback both positive and negative are provided to the teachers after the walkthroughs.		Brandilynn Picciano 05/31/2025
<i>Notes:</i>			
10/14/22	The walkthrough observational data is discussed during Friday leadership meetings to ensure that targeted strategies are being applied in the classroom, and to provide ideas on how to approach upcoming grade level planning meetings, and PLC meetings.		Porcia Brown 05/31/2025
<i>Notes:</i>			
10/14/22	All summative data is discussed with the entire staff during various staff meetings. When possible data is disaggregated to discuss how well our various subgroups have performed.		Brady Davis 05/31/2025
<i>Notes:</i>			
10/14/22	Data sheets have been created for the teachers by Ms. Brown, and shared with them so that they can keep up with formative and summative data in one central, digital, location.		Porcia Brown 08/31/2025
<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>		<p>We currently have some systems in place to honor current employees, including various staff member of the Month awards (for teacher, assistant, and support staff members). We also plan surprise events to reward teachers with food and dress down days to reward staff. At the start of the year Ms. Caine and Mr. Davis divide the staff into two groups based upon which administrator will be completing the observations for them for the year, so that the teachers are aware of who will be observing them. During Lead Success meetings, Ms. Caine goes over the process and procedures for the evaluation process with the new teachers. We also have bi-weekly walkthrough observations completed in which the Instructional Coaches complete informal observations of staff members. Peer observations and Coaching cycles are then provided to those specific teachers that are in need of extra assistance.</p> <p>Recruitment of staff seems to be an ongoing process with the near constant hiring of both classified and certified staff.</p>	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When we have fully met our objective of having a full staff, we will not have any current vacancies and all employees will be able to serve their intended roles. Teachers will feel supported and show that by listing more positive results on their end-of-the-year North Carolina Teacher Working Conditions survey. All of the required NCEES observations including peer observations and PDPs will be completed in time based on the timeline provided by CCS HR.		Brady Davis	05/31/2025
Actions			1 of 7 (14%)		
	10/3/22	Ms. Brown will create a ballot so that staff members can vote on different staff members of the month. There will be one winner for each group of certified, classified, and support staff members.	Complete 09/29/2022	Porcia Brown	08/29/2022

Notes: 8/29/2022 - The ballot was created.

9/26/22 - The ballot was sent out to the staff for voting for the month of September.

10/3/22 The certified staff will be divided into two groups based upon which administrator will be completing their observations and PDP information into NCEES. This spreadsheet will be placed into the NCIES Hub.

Brady Davis

08/22/2024

Notes:

10/3/22 Ms. Caine and Mr. Davis will meet with all of the Certified staff at the start of the school year to discuss their PDPs and complete their pre-conference prior to starting observations.

Brady Davis

08/25/2024

Notes:

10/3/22 Ms. Caine will pair each beginning teacher with a teacher mentor, that will be responsible for signing off on their PDP, meeting with them throughout the year during the monthly Lead Success meetings, and offering general assistance as needed.

Erica Caine

08/25/2024

Notes:

10/3/22 At the end of each month, Ms. Brown, will send out the digital ballot so that students can vote on the winner for each category for staff member of the month.

Porcia Brown

05/31/2025

Notes:

10/3/22 The Instructional Coaches will schedule informal walk-throughs on a bi-weekly basis to provide teachers with immediate feedback on specific areas of focus that are decided on current grade level needs and county expectations.

Brandilynn Picciano

05/31/2025

Notes:

10/3/22 Administrative conferences will be held between Ms. Caine and Mr. Davis with teachers that need extra focus on meeting the teaching and learning goals at NCIES. These meetings will be documented and the minutes placed into HR files as needed.

Brady Davis

05/31/2025

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
<i>Initial Assessment:</i>		Our current communication with families has been limited to Class Dojo and email. Extending to social media may reach more families. Some teachers use telephone communication effectively while others are struggling to reach parents this way.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		New Century Elementary will utilize social media to communicate with families. All teachers will have regular, timely, and effective communication via telephone and e-mail. Teachers will be able to close the communication gaps that will be present, due to the students not coming to school on a daily basis.		Porcia Brown	05/31/2023
Actions			2 of 4 (50%)		
10/14/22	Teachers will require parents to sign up for Class Dojo as our main form of communication. Teachers will express to parents the importance of being on Class Dojo to receive important daily updates from the school.	Complete 09/26/2022	Brandilynn Picciano	08/29/2022	
<i>Notes:</i> 9/28/22 - Parents have reached out to parents multiple times to get them to sign up for Class Dojo. Most classes have everybody signed up.					
10/14/22	All students will be provided with a Boomerang folder in which daily correspondence will go home from school each day, so that it can be returned the following day.	Complete 09/06/2022	Marti Sessoms	08/29/2022	
<i>Notes:</i> 8/29/22- The students all received their Boomerang folders on the first day of school and will have it to use for their important correspondence.					
10/14/22	Teachers will make multiple attempts to get all parents access in the PowerSchool parent portal. Parents will use the portal to keep up with their children's grades and access other needed information.		Brady Davis	05/31/2025	
<i>Notes:</i>					
10/14/22	Teachers will schedule parent teacher conferences throughout the school year as needed. They will not just be held around report card times.		Brady Davis	05/31/2025	

Notes: