Comprehensive Progress Report

Mission:

Every minute of every day the Statesville Road Family equips every scholar with the academic skills and habits of character to ensure college and career readiness.

Vision:

The vision of Statesville Road IB Elementary School is to create and sustain a culturally responsive and equitable learning environment in which we instill perseverance, compassion, collaboration, reflection, and integrity in ALL of our scholars, so that they become catalysts for positive change in the world.

Goals:

Provide a duty free lunch period for every teacher on a daily basis. (B2.01) Measurable outcomes: Master schedule that includes duty free lunch for all teachers.

Provide duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03) Measurable outcomes: Master schedule that includes daily planning time for teachers.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors through creating a school community in which every child's social and emotional learning needs are being met through strong, supportive adult relationships, core instruction in social and emotional learning, and research-based interventions, when applicable. Measureable Outcomes: 1. An increase in the self-efficacy indicator on the Spring 2022 Panorama survey to 70% (up from 47% in 19-20 across grades K-5). 2. At least 90% of staff members indicate "I feel safe at school" on the Spring 2022 Insight Survey.

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level --a 4 or 5-- on the English Language Arts (ELA) EOG will increase from 2.9% in SY2021-2022 to 26.5% in SY2022-2023 and 50% in SY 2023-2024

We will exceed Educator Value Added Assessment System (EVAAS) growth for our overall index in SY2022-2023 and SY2023-2024. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-management will increase from 61% on the Fall 2021 Panorama Screener (in grades 3-5) to 65% in SY2022-2023 and 68% in SY2023-2024. (Aligns with A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 28.8% in SY2021-2022 to 23.8% in SY2022-2023 and 18.8% in SY 2023-2024. (Aligns to A4.06 and CMS guardrail 1)

We will increase our students with disabilities subgroup performance grade from a F to a D or higher in 2023-24.

! = 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

Initial Assessment:	We had full implementation on this goal. We have structures and practices in place to meet the needs of the students and to address all behavior concerns. Due to the previous administration of not submitting the proper data into the platforms, we are working with baseline data for this year. Though we do have multiple referrals on a daily basis, most of the behaviors are addressed and handled without OSS as a consequence. As a result of our restorative practices the number of students that have been suspended for OSS were 23 with a total of 35 days in OSS. The SS team works as a team to develop caseloads to follow up with Tier 2 supports.	Limited Development 09/07/2022		
	We have had much success with this goal. We SEL time on a daily basis with check ins and check outs, we also have multiple tier 2 supports like Soaring Eagles, Mind Body and Spirit , Counseling groups, Turbo Teams, Monday Morning Meetings, and specific gender groups based on SEL needs.			
	The challenges that we have had included critical staffing throughout the year. We have students that are in social emotional distress that might surface at different times in the year. In order to get proper support from the district there are many obstacles and unnecessary documentation that needs to take place.			
	We have opportunities to support families with professional development through outside agencies and in house resources.			

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Rules and procedures implemented with fidelity across all classrooms. Decrease in referrals across the school. Increase in the percentage of teachers that feel supported in managing student behaviors based on the Insight survey. 3rd grade ELA, EVAAS			**Michael Lungarini**	**06/15/2024**
Actions			0 of 2 (0%)		
8/30/23	Admin conduct walkthrough's and provide feedback during morning meeting time in each classroom by the end of the 1st quarter, and continued support each quarter throughout the year. (SEL)			Diana Moats	02/28/2024
Notes:					
9/28/22	SEL Team to create Check in Questions and Check Out questions based on Panorama data and IB attributes. (SEL)			Diana Moats	06/08/2024
Notes:	3rd grade ELA, EVAAS				
Implementation:			06/06/2023		
Evidence	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Experience	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Sustainability	6/6/2023 Evidence in the SIT folder on the Indistar Platform				

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**

| Initial Assessment: | The third grade EOY EOG reported that 19.6% of our black and Hispanic students were CCR ready. This is up from 2.9 % CCR. We did not meet the goal of 26.5%, but we did make significant gains. We have built a strong foundation with establishing an instructional planning approach within our PLCs. We have unpacked the standards within the PLC, modeled instruction in the PLC, looked at misconceptions, and utilized data to make instructional adjustments. We saw an increase across the board with EOY data with all instructional levels.

The success that we have had has led to an increase to EOY students' assessment data and teacher Insight Survey data with an emphasis on Instructional Planning and Student Growth

Some of the challenges that we have had are: finding time to supplement the curriculum to meet the needs for our students, attendance on grade levels to support the Tier 2 instruction, and teacher turnover mid-year.

Our opportunities for growth are to continue to strengthen the PLC through modeling effective practices, the utilization of support staff for Tier 2 instruction. The hiring of additional ML teachers and an EC facilitator for the 2023-2024 school year. | Limited Development
08/15/2022 | | |

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		100% of student instructional tasks aligned to the grade level standard in all classrooms across the school (including EC, ESL, special areas). Teachers providing small group instruction based on student misconceptions and the lowest level of intervention. Content PLC's analyzing student work weekly based on the unpacked standards and planning re-teach and small groups based on results of analysis. 100% of all K-5 classrooms implementing all EL curriculum components with fidelity. 100% of K-5 classrooms utilizing EL curriculum assessments and utilizing data from these assessments to drive small group instruction. 3rd grade ELA, EVAAS			**Michael Lungarini**	**06/15/2024**
Actions			0 of 3 (0%)			
	9/7/22	Content Leads (MCLs and Facilitators) will facilitate the PLC to deep dive and unpack grade level standards to correlate with curriculum activities and develop mastery criteria for those grade level standards. (3rd grade , EVAAS, Fam-S29, Title I funding)			Michael Lungarini	02/28/2024
	Notes:	Evidence of Progress: https://drive.google.com/drive/folders/1f5NFCyoYA9cmyEQkJT9fDLFsIlYxmpYN Content leads meetings scheduled out for the year on the master calendar and through Outlook invites in August 2023. 3rd grade ELA, EVAAS				
	9/13/22	Weekly data meetings will be conducted and facilitated by facilitators and MLCs to look over the assessment data that aligns to the mastery of the standards and modify small group instruction to meet the needs of those students that need tutorial of standard or enrichment of standard. (3rd grade, EVAAS, Title I funding)			Michael Lungarini	06/08/2024
	Notes:					

	9/13/22	Facilitators/ILT will conduct bi-weekly walk-throughs of classrooms to monitor the implementation of grade level standards being taught with fidelity during classroom instruction. (3rd grade ELA, EVAAS, Title I funding)		Michael Lungarini	06/08/2024
Notes:					
Implementation:			06/19/2023		
Evidence		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Experience		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Sustainability		6/6/2023 Evidence in the SIT folder on the Indistar Platform			

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:		We have had full implementation of the MTSS process, as all levels of students have made growth. We have had an increase of 9.1% proficiency from 2022 to 2023, and in increase of 5.2% CCR from 2022 to 2023. Some of the success that we have had included multiple data points that are trending in a positive direction as it relates to the Tier 2 support. We have utilized support staff the lead small group instruction for our below grade level students. We have had outside tutoring opportunities with Brain Trust, Heart Math , CTA, and Y Readers. Some challenges have been staff and student attendance, as this plays a factor with implementing the Tier 2 groups with fidelity. There are also challenges with cross referencing the multiple data points that support student growth. We are also testing the students too much, which limits actual instructional time. We will be utilizing the MAP assessment as the core measure that is directing our focus on students that are in need of supplemental instructional support. Some opportunities for growth are to utilize the multiple staff around the building as a "check in person" to build meaningful relationships and check in with academics and social emotional well-being.	Limited Development 09/07/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	All students at SRES will receive rigorous, standards-aligned instruction as their core in all grade levels and subject areas. Students not responding to Core Instruction will be identified and provided with appropriate research-based interventions. All teachers will be trained and receive support in this process.			**Michael Lungarini**	**06/15/2024**
Actions			**0 of 5 (0%)**		
	7/20/23	Teacher Assistants will be trained, professionally developed, and implement small group instruction for Tier II and Tier III students through approved research based, standards based supplemental curriculum to master the targeted skills. (3rd Grade, EVAAS, FAMS-3)		Facilitators and MCLs	02/28/2024
	Notes:				
	7/20/23	Additional staff have been hired to support the needs of our EC and ML subgroups. Two additional ML teachers have been hired to support the needs of our ML students through Tier II and Tier III instruction. An EC Facilitator has been hired to support the needs of our EC students. (3rd grade, EVAAS, Title I , Position Exchange)		Jessica Nash	02/28/2024
	Notes:				
	9/7/22	Students identified for Tier II and Tier III instruction through 2022-2023 EOY , 2023-2024 BOY, and 2023-2024 MOY data. Small group instruction will be created and interventions will be discussed through weekly grade level PLC meetings. (3rd grade ELA, EVAAS)		MCLs and Facilitators	06/08/2024
	Notes:				
	9/13/22	Monthly MTSS discussion through ILT meetings to discuss the progress of identified MTSS students. (3rd grade ELA, EVAAS, FAM-3)		Hinnant	06/08/2024
	Notes:				
	9/28/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention, implementation of the Out of School Tutoring program to provide additional instructional time to students based on need.to increase overall performance of students with disabilities. (EVAAS)		Diana Moats	06/09/2024
	Notes:				

Implementation:			07/20/2023		
Evidence		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Experience		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Sustainability		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
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 full implementation on this goal. We have structures and practices in place to meet the needs of the students and to address all behavior concerns. We have increased the overall positive culture of the school, but the goal of increasing Self Management in regards to the Panorama Survey does not show an increase from Spring of 2022 (61%) to Spring of 2023 (60%). Due to the previous administration of not submitting the proper data into the platforms, we are working with baseline data for this year. Though we do have multiple referrals on a daily basis, most of the behaviors are addressed and handled without OSS as a consequence. The SS team works as a team to develop caseloads to follow up with Tier 2 supports. We have also had a decrease in OSS disproportionality of our black students as we saw a decrease from 28.8% in 2022 to 24% in 2023. We did miss our goal by .2%. We have had much success with this goal. We SEL time on a daily basis with check ins and check outs, we also have multiple tier 2 supports like Soaring Eagles, Mind Body and Spirit , Counseling groups, Turbo Teams, Monday Morning Meetings, and specific gender groups based on SEL needs. Though we have structures in place we need more in house training as we are onboarding staff members throughout the year. We have students that are in social emotional distress that might surface at different times in the year. In order to get proper support from the district there are many obstacles and unnecessary documentation that needs to take place. Counseling groups, Turbo Teams, Monday Morning Meetings, and specific gender groups based on SEL needs. We have opportunities to support families with professional development through outside agencies and in house resources.	Limited Development 09/07/2022		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Students will be able to appropriately express their emotions and mediate conflict across the school setting. This will lead to higher levels of student learning due to students feeling safe, secure and supported within all areas of the school setting. Discipline data will be reduced by at least 50% from the previous school year based on Power School Incident reports. 100% of classroom teachers will utilize their "Morning Meeting Time" to provide core instruction around social emotional learning. Student and Parent survey's will indicate an overall positive response in questions pertaining to the supports that the school provides in regards to social emotional learning. (SEL)			**Michael Lungarini**	**06/15/2024**
Actions			0 of 6 (0%)			
	9/7/22	Morning Meetings will be conducted daily that focus on building a positive school culture throughout the school and in each individual classroom. The administrative team and counselor will conduct walkthrough's monthly during each classroom's "Morning Meeting" time to provide feedback on the effectiveness of the program being provided during that time. (SEL, OSS, FAMs-31)			School Support Staff	02/28/2024
	Notes:	3rd grade ELA, EVAAS				
	7/20/23	BMT is assigned to assist with the behavioral plans of students that need support with social emotional learning. (SEL, OSS, Title I, FAM-S 30)			BMT	02/28/2024
	Notes:					
	9/14/23	Attendance plan put in place to address a tiered approach to attendance concerns (3rd grade, EVAAS) https://docs.google.com/document/d/1Yj-RsR0YqkIGQsZ_MJr_19flKgWvCTTTDkswc-e53XY/edit			Kim Pickett- Social Worker	06/08/2024
	Notes:	https://docs.google.com/document/d/1Yj-RsR0YqkIGQsZ_MJr_19flKgWvCTTTDkswc-e53XY/edit				

9/13/22	Counselor and Social Worker will facilitate and conduct panorama survey in order to create valid responses and accurate data collection that reflects students social and emotional needs. Data will be disaggregated to implement targeted interventions to best meet the needs of students. (SEL)			Counselors	06/08/2024
Notes:	(SEL)				
9/7/22	Monthly Committee Meetings are scheduled. Culture Shapers, focused on positive staff culture, and Turbo Teams committee, focused on positive student culture meetings , and are focused on utilizing a variety of data sources to evaluate progress and plan for needed changes. (SEL, OSS)			ILT and SEL Team	06/08/2024
Notes:					
9/7/22	Weekly Student Services Support Team meetings are scheduled, take place, and are focused on utilizing a variety of data sources to evaluate progress and plan for individual and small group student supports throughout rotating caseloads. The data sources that will be evaluated are the Panorama survey data specifically centered around positive self-perception and self-efficacy, as well as the student services referral process. (SEL, OSS, FAMs- 30)			Vernita Nicholas - Counselor	06/08/2024
Notes:					
Implementation:			07/20/2023		
Evidence	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Experience	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Sustainability	6/6/2023 Evidence in the SIT folder on the Indistar Platform				

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:		We are developing implementation as we are working on developing structures to support the vertical alignment. We have had vertical alignment meetings once a month to align the IB curriculum school wide and across grade levels. The success that we have had have to do with the staff in the building. We do have staff members that are knowledgeable in multiple grade levels to increase the rigor of a particular grade, and/or close the gaps on reinforcing some foundational skills. The challenges are time and staff capacity. Some opportunities are to have a step-up day with one grade level to the next. We will work on peer observations that are vertically aligned.	Limited Development 09/07/2022		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		All teachers providing rigorous, standards-aligned, on-grade level instruction each year and collaborating to plan vertically to eliminate learning gaps for students from year to year. Support staff supporting individual teachers, students, and families in providing interventions based on the identified early warning indicators.		**Michael Lungarini**	**06/15/2024**
Actions			0 of 2 (0%)		
	9/7/22	Vertical alignment planning through content leads at the beginning of each IB unit. (3rd grade ELA, EVAAS)		Michael Lungarini	06/08/2024
	Notes:				
	9/28/22	End of the year transition meetings to prepare students for the next school level. (3rd grade ELA, EVAAS , SEL)		Michael Lungarini	06/08/2024
	Notes:				
Implementation:			06/06/2023		

Evidence	6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Experience	6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Sustainability	6/6/2023 Evidence in the SIT folder on the Indistar Platform			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.	Limited Development 09/07/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Collaboration and support from LC and other department staff Professional Development around use of curriculum and instructional materials aligned to the district Goals and Guardrails Professional Development around the use of Branching Minds and Standard Treatment Protocol interventions and Progress monitoring tools Allotments for Interventists and MTSS Facilitators with ongoing professional development for those roles (as applicable) Additional district specialist positions to support the needs of schools Funding for master teachers or differentials to support math and/or ELA instruction in secondary schools			**Michael Lungarini**	**06/15/2024**
Actions			0 of 2 (0%)		
9/7/22	SRES is part of West Learning Community. As a result, the Principal receives coaching from Executive Director. SRES participates in District Cycles of Professional Development. (3rd grade ELA, EVAAS)			Michael Lungarini	06/08/2024
Notes:					
9/28/22	Ongoing PD from the DUSI and Learning Community to disaggregate the instructional data and generate flexible grouping for our students. (3rd grade ELA, EVAAS)			Michael Lungarini	06/08/2024
Notes:					
Implementation:			06/06/2023		
Evidence	6/6/2023 In SIT Folder attached to Insight platform				
Experience	6/6/2023 In SIT Folder attached to Insight platform				
Sustainability	6/6/2023 In SIT Folder attached to Insight platform				

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:		We have full implementation. The ILT meets regularly once a week to review school wide data, instructional decisions, and various school wide functions. Some success is that there is constant collaboration amongst the ILT and the ability to see school wide trends to plan PD and other initiatives. Some challenges are top-down meaningless initiatives from the federal, state, and district levels that have little to no impact on student success. We have opportunities to onboard new ILT members and build teacher leadership capacity across all grade levels.	Limited Development 09/07/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		ILT meets regularly once per week. Content Lead meetings led by the principal are identified and scheduled out for the year, once per quarter Agendas and meeting minutes are located in the google drive		**Michael Lungarini**	**06/15/2024**
Actions			0 of 3 (0%)		
	7/20/23	Principal meets individually with instructional coaches to review their coaching load, where they are on their scope and sequence of effective education, and the supports or next steps that need to be implemented. Data is reviewed, and observation or coaching meetings are scheduled for the following week. (3rd grade , EVAAS, SEL, Title I, OSS)		Principal, AP, Facilitators, and MCLs	02/28/2024
	Notes:				
	9/7/22	ILT meets regularly once per week to discuss school wide goals and events. (3rd grade ELA, EVAAS, SEL, Title I)		ILT and SEL Team	02/28/2024
	Notes:				

	9/28/22	Monthly Walkthroughs by ILT with a specific grade level focus and a specific core action item focus. (3rd grade ELA, EVAAS)		MCLs and Facilitators	06/08/2024
Notes:					
Implementation:			06/06/2023		
Evidence		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Experience		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Sustainability		6/6/2023 Evidence in the SIT folder on the Indistar Platform			

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
Initial Assessment:		We have full implementation as we have a master calendar that has built in time for instruction, instructional planning, and curriculum development. Some success that we have had is really focusing on the instructional needs of the students through data planning days and data talks that are built in quarterly to plan for flexible grouping. The challenges that we face are staff absences. The planning for proper instruction requires attendance from staff members at all times. We have also had some turnover throughout the year, and the onboarding process has caused a delay in this process. The opportunity for growth is to be intentional with the instructional blocks for whole groups and small group instruction to maximize instructional support. To mitigate some of the challenges, we will use a reward system for staff attendance followed up with crucial conversations and staff letters for those staff members that have accumulated multiple absences.	Limited Development 09/07/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		SRES will have a highly effective Instructional Leadership team, committees with action that is tightly aligned to the School Improvement Plan, and grade level/department PLC's whose work is rooted in continuous school improvement. Agendas and outcomes of the PLC's, committees, and leadership teams are rooted in the Indicators and aligned to the goals in the SIP.		**Michael Lungarini**	**06/15/2024**
Actions			0 of 2 (0%)		
	9/7/22	Monthly Committees meeting to discuss high leverage areas of growth around the school improvement. 3rd grade ELA, EVAAS		Facilitators and MCLs	06/08/2024
	Notes:	3rd grade ELA, EVAAS			

	9/28/22	Weekly PLC meetings for instructional planning focused on data disaggregation, modeling of effective instructional practices, and unpacking standards. (3rd grade ELA, EVAAS)		MCLs and Facilitators	06/08/2024
Notes:		3rd grade ELA, EVAAS			
Implementation:			06/06/2023		
Evidence		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Experience		6/6/2023 Evidence in the SIT folder on the Indistar Platform			
Sustainability		6/6/2023 Evidence in the SIT folder on the Indistar Platform			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
KEY **B3.03**	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We have had full implementation of this goal. All staff members were placed on a standard evaluation to have 3 formal evaluations per year. The ILT also have a coaching caseload to support and implement coaching and feedback for a teacher in the building. The third grade EOY EOG reported that 19.6% of our black and Hispanic students were CCR ready. This is up from 2.9 % CCR. We did not meet the goal of 26.5%, but we did make significant gains. Some success that we have had have been received from our teacher surveys with observation and feedback having the highest marks on the survey results. Some of the challenges are to build teacher capacity for observation, feedback, and coaching. Opportunities for growth will be to add monthly peer observations for all instructional leaders to build the capacity around the building.	Limited Development 09/07/2022		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	All teachers will receive instructional feedback at least bi-weekly from the principal, AP, or ILT member. All formal evaluations will provide teachers with meaningful, actionable feedback.		**Michael Lungarini**	**06/15/2024**
Actions		**0 of 3 (0%)**		
9/7/22	All teachers will receive bi-weekly coaching throughout the year from their MCL/Facilitator Each MCL will receive weekly coaching from the principal or AP. (3rd grade ELA, EVAAS)		Michael Lungarini	02/28/2024
Notes:				

			Implementation Status	Assigned To	Target Date
	9/13/22	Monthly ILT walk throughs using the Qualtrics rubric to improve the quality of equitable instruction. Feedback is provided to teachers on the day of each walk through using actionable glows and grows using the Statesville Road Scope and Sequence of Effective Teaching Practices. Progress of teacher action steps will be monitored by the ILT and adjustments to coaching will be made accordingly. (3rd grade ELA, EVAAS)		Michael Lungarini	06/08/2024
Notes:					
	9/7/22	Principal will schedule and conduct at least 3 formal/informal observations of each classroom teacher throughout the year. Feedback and coaching will be aligned to the Statesville Road Scope and Sequence of Effective Teacher Practices. (3rd grade ELA, EVAAS, FAM-S monitoring)		Michael Lungarini	06/08/2024
Notes:					
Implementation:			06/06/2023		
Evidence		6/6/2023 Evidence in the SIT Folder on the Indistar Platform			
Experience		6/6/2023 Evidence in the SIT Folder on the Indistar Platform			
Sustainability		6/6/2023 Evidence in the SIT Folder on the Indistar Platform			

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**

Initial Assessment:	We have had full implementation of this goal. We have weekly data meetings to discuss data points for building small groups for flexible grouping and the MTSS process. We have also utilized Title I funds for data days that disaggregate data for the BOY, MOY, and EOY assessments. We have had success with this, as the teachers understand the data platforms, how to utilize the data, and how to plan around the data to drive instruction. Some challenges that we have had are time, staff capacity, and attendance factors. There are opportunities for professional development within our support staff and teacher assistants to understand the data points and plan for effective instructional support.	Limited Development 09/07/2022		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	All decision making groups across the school (Admin, ILT, SIT, Content Leads) regularly and consistently utilize a variety of student assessment data and classroom observation data to review benchmark goals established in the SIP. ILT meets to review data to determine coaching caseloads and progress of teachers during coaching on a weekly basis. Content leads utilize student work samples to determine professional development needs of the team. SIT utilizes survey data and student assessment data to monitor goals in the SIP and make recommendations for adjustments to programming and professional development needed based on student progress toward goals.			**Michael Lungarini**	**06/15/2024**
Actions			0 of 2 (0%)			
	9/7/22	Create and implement a protocol for reviewing student assessment and classroom observation data on a weekly basis with the PLC to determine flexible grouping. (3rd grade ELA, EVAAS)			Facilitators/MCLs	02/28/2024
	Notes:					
	9/28/22	Data Dive Days after each benchmark assessment to determine small group instruction for flexible grouping, examine adjustments for support needed for each small group, and identified targeted instruction for small and whole group instruction. (3rd grade ELA, EVAAS)			MCLs and Facilitators	06/08/2024
	Notes:					
Implementation:			06/06/2023			
Evidence	6/6/2023 Evidence in the SIT folder on the Indistar Platform					
Experience	6/6/2023 Evidence in the SIT folder on the Indistar Platform					
Sustainability	6/6/2023 Evidence in the SIT folder on the Indistar Platform					

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

Initial Assessment:	We are in the developing stages of implementation. We have recruited and maintained our highly effective teachers. We have only had 1 highly effective teacher plan to leave after the 2023 school year due to her moving out of state. The success that we have had is that we have retained our irreplaceable teachers for the 2023-2024 school year. The challenges that we have had is to coach out the teachers that have been underperforming. We have also had issues with hiring due to the district's HR procedures and delay in the hiring process. Some of the opportunities for growth are to have more celebrations for teachers in high growth and attendance.	Limited Development 09/07/2022		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	All teachers will receive feedback from formal and informal observations regularly and action steps will be monitored to ensure growth in teacher practice. Admin and ILT teams will be highly aligned in feedback being given by utilizing the Getting Better Faster Guide. A clear and consistent on-boarding plan will be in place for all new staff members (including staff that start after the beginning of the school year) to include mission alignment, review of staff handbook and expectations, time with the MCL to do a deep dive into grade level/content standards, PD around common protocols (Gradual Release, Do Now Exit Ticket), teacher evaluation training, support in creating PDP goals. This will result in an increase in teacher retention rate of teachers performing on or above standard on evaluations and an increase in the Cultural Index on the Spring Teacher Insight Survey .		**Michael Lungarini**	**06/15/2024**
Actions		0 of 2 (0%)		
9/7/22	MCL's will receive training on SRES Scope and Sequence for Observation and feedback . This Scope and Sequence will be utilized with all MCL's and Admin in coaching sessions and learning walks. (3rd grade ELA, EVAAS)		Facilitators/MCLs	02/28/2024
Notes:				

9/28/22	MCLS and facilitators will meet bi-weekly with their coaching caseload to develop a plan centered around the Scope and Sequence for instructional delivery and classroom management to increase teacher capacity throughout the building. (3rd grade ELA, EVAAS)			MCLs and Facilitators	06/08/2024
Notes:					
Implementation:			08/30/2023		
Evidence	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Experience	6/6/2023 Evidence in the SIT folder on the Indistar Platform				
Sustainability	6/6/2023 Evidence in the SIT folder on the Indistar Platform				

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Resource Allocation**			
KEY D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement. | Limited Development 09/28/2023 | | |

How it will look when fully met:	Collaboration and support from LC and other department staff Professional Development around use of curriculum and instructional materials aligned to the district Goals and Guardrails Professional Development around the use of Branching Minds and Standard Treatment Protocol interventions and Progress monitoring tools Allotments for Interventists and MTSS Facilitators with ongoing professional development for those roles (as applicable) Additional district specialist positions to support the needs of schools Funding for master teachers or differentials to support math and/or ELA instruction in secondary schools		**Michael Lungarini**	**06/15/2024**
Actions		**0 of 1 (0%)**		
9/28/23	Within the 2023-24 school year, our school identified the following resource inequity, teacher instructional capacity and training, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches.		Michael Lungarini	06/09/2024
Notes:				

Core Function:	Dimension E - Families and Community
Effective Practice:	Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:	We are in the developing phase of implementation. We have had much success in getting the families into the building for celebratory events, such as dances, awards assemblies, graduations, and holiday giveaways. We have had great turnout for our quarterly awards assemblies, curriculum nights, and end of year events. The attendance is up from the previous years due to the restrictions of the pandemic. We have had much success in getting the families into the building for celebratory events, such as dances, awards assemblies, graduations, and holiday giveaways. Some of the challenges are getting families into the building for instructional purposes. We have hosted quarterly instructionally focused events, but the turnout has been limited compared to the celebratory events. Opportunities for growth are being more active on social media, and establishing a buzz around the events that are taking place in the building.	Limited Development 09/07/2022		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	High levels of parent participation rate at school events, as well as, have parents who are actively and regularly involved in decision making groups on the school to include the School Leadership Team and PTA (more than just the elected board members).. Parents feeling supported and connected to the school based on Spring parent survey. Community partnerships that provide both support to the school in identified areas and the school supporting the community organization.		**Michael Lungarini**	**06/15/2024**
Actions		**0 of 4 (0%)**		
9/7/22	Each teacher will contact the parents of every child that they teach to attempt to schedule a parent teacher conference (in person or on the phone) by the end of each quarter. Teacher Work Days will be required and will be designated time for teacher to use to conduct these conferences. (3rd grade ELA, EVAAS, FAMS- 3)		Michael Lungarini	02/28/2024

Notes:				
9/13/22	Family Engagement nights each month to engage and teach parents/families. Create Family Partnership and Empowerment group with support from Shermco to increase overall parental involvement at family engagement events. (3rd ELA, EVAAS, SEL, Title I)		Michael Lungarini	06/08/2024
Notes:				
10/6/22	Increase the attendance rate at Statesville Road from 94% in 2022-2023 to 96% in 2023-2024. The Social Worker will head the Student Services team to send home the appropriate attendance letters, make phone calls, and conduct home visits for truant students. (EVAAS)		Kim Pickett	06/08/2024
Notes:				
9/7/22	Determine SIT meeting dates for the year and post to school website, social media sites, and ParentSquare. We are looking to increase attendance by 20% through consistent communication practices. (3rd grade ELA, EVAAS)		Michael Lungarini	06/08/2024
Notes:				
Implementation:		06/19/2023		
Evidence	6/19/2023 Evidence in the SIT folder in the Indistar Platform			
Experience	6/19/2023 Evidence in the SIT folder in the Indistar Platform			
Sustainability	6/19/2023 Evidence in the SIT folder in the Indistar Platform			