

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 3rd, 4th & 5th 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>		Schoolwide behavioral expectations are utilized in the classroom, and will be expanded to include common areas.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		When this indicator is fully achieved, there will be uniform movement in the school common areas with acceptable voice levels. The schoolwide goal is that ABE referrals will decrease by 10% in 2023-2024 from the 2022-2023 ABE data.		Tiana Thompson	12/19/2023
Actions			0 of 1 (0%)		
10/12/22		Faculty (all classroom and Resource) who have consistently high office referral/classroom management issues will be provided guidance and interventions from administration, with both administration and the Leadership Team monitoring each month for assistance. This will be measured by providing support to any faculty whom have more than 5 ABE referrals a week, with the goal being that ABE referrals (5) decrease from that point forward.		Tiana Thompson	12/19/2023

Notes: 11/17/23 As of today, no teachers have 5 referrals in one week in the ABE system.

11/6/23 At this point in the year, we don't have any teachers with the required number of ABE referrals to warrant PBIS assistance.

10/9/23 As of today, one teacher has entered 5 referrals in one week in the ABE system. The Leadership team will look and discuss next steps.

10/02/23 PBIS video and incentives were shared with the staff and students today.

9/18/23 At this point in the year, zero percent of teachers have more than 5 ABE referrals.

9/11/23 Leadership team discussed behavior, but at this point in the school year, no one has entered more than 5 ABE referrals in one week. The team will keep monitoring.

2/6/23 Coaches and PALS are assisting in certain classrooms to provide models and feedback.

1/26/23 Leadership team has provided the opportunity for several teachers to attend the District's classroom management class.

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>		Instructional Coach and Grade-Level teams work collaboratively to develop student-centered lessons which are in alignment with both district pacing and standards.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Grade-Level teams continue to develop and implement standards-aligned units of instruction for all subjects and grade-levels. The 2023-2024 schoolwide expectation is that 100% of all grade-level teams will discuss these in weekly Collaborative sessions guided and assisted by Instructional Coaches.		Kristy Culbreth	12/19/2023
<i>Actions</i>			0 of 1 (0%)		
10/12/22	Grade-level teams, with the assistance of Instructional Coaches, will unpack each standard/unit of study during their weekly Collaborative prior to teaching them. 100% of Grade-Levels will unpack the standard which is being taught that week during their respective Collaborative through discussions held with and structured by the Instructional Coach. Because this is a schoolwide goal, it will be the expectation that this is performed in all weekly Collaboratives between grade-levels and the Instructional Coach, and will be monitored weekly by the Instructional Coach. Ultimately, this goal will be measured by ensuring this process has been held for all faculty through the Instructional Coach sharing this work at each weekly Leadership Team meetings through the accompanying Leadership Team Meeting agendas.			Kristy Culbreth	12/19/2023

Notes: 11/17/23 The upper grades completed data days based on Benchmark #1. The leadership team discussed bubble students and will meet with individual teachers to discuss their bubble students. Instructional Coaches are continuing to unpack standards during PLC meetings.

11/6/23 Each instructional team continues to unpack standards. The upper grades will complete data days based on Benchmark #1. The Leadership team looked at the benchmark data and discuss areas of support.

10/9/23 One hundred percent of grade levels reported unpacking was occurring during their Collaborative weekly.

9/18/23 One hundred percent of grade levels reported unpacking was occurring during their Collaborative weekly.

9/11/23 This action will be polled at our upcoming September SIT meeting.

2/13/23 Collaborative meetings are unpacking the standards, looking at the post test to ensure questions are being asked at appropriate level.

1/23/23 Prior to the beginning of a math unit, teachers create a Know/Show chart in collaborative for the upcoming standards. All grade levels continue to unpack standards; pacing guides are being closely followed in all grades.

12/12/22 Teachers continue to make Know/Show charts to unpack the standards in collaboratives.

11/14/22 Teams continue to use the pacing guide to aid in unpacking standards in each weekly Collaborative meeting.

10/10/22 Teams are following ELA and math pacing guides; Instructional Coaches check lesson plans for pacing and alignment.

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>		Faculty look to provide tiered-instruction to all students to ensure that academic needs are met for all stakeholders across all grade-levels.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Across all grade-levels, faculty will provide sound instruction, augmented by daily small-group instruction. Using formative assessment data, remediation will be provided to students in need so as to bridge educational gaps. This will be achieved, primarily, through the use of tutors, the embedded Read to Achieve block and the embedded Enrichment blocks. The 2023-2024 schoolwide goal is that 75% of Tier II and Tier III students see an increase in their formative assessment scores based on the previous assessment.		Kristy Culbreth	05/18/2025
Actions			0 of 2 (0%)		
10/12/22	All faculty will provide daily small-group instruction.			Kristy Culbreth	05/18/2025
	<p><i>Notes:</i> 4/17/23 A 4.01: Small-group instruction continues using daily within the instructional day, and also during Enrichment with identified students.</p> <p>2/6/23 After data days, we will begin using the small group template from the county schoolwide.</p> <p>1/26/23 Instructional coaches are looking more closely at small group plans for alignment with the data. This is a focus for 3rd-5th grade and will be discuss more closely at the upcoming data days.</p> <p>1/26/23 During the January Lead Success meeting, beginning teachers will sign up for a time for their small groups to be observed by the AP.</p>				
10/12/22	Instructional Coaches and the Leadership Team will ensure that tutors, Read to Achieve block and Enrichment blocks are being utilized correctly and properly in all classrooms across the grade-levels.			Kristy Culbreth	05/18/2025

Notes: 2/13/23 Tutor schedule is being revised to assist with RTA students due to tutor absences.

2/6/23 After data days occur this week, Leadership team will look at revise the tutors and their schedules to match the current needs as demonstrated in the benchmark data.

1/26/23 We have been assigned 4 tutors. Space has been provided to work with students. Materials, lessons, and list of students have been provided by the corresponding coach.

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:		Staff and faculty will aid students whom present emotional issues or are in distress.	Limited Development 10/12/2022		
How it will look when fully met:		All faculty will assist students displaying emotional issues through the use of calm corners within individual classrooms. When needed, students will be referred to the Social/Emotional Learning (SEL) Coach for added intervention. A 10% decrease in SEL Coach referrals from month to month is the 2023-2024 schoolwide goal.		Tiana Thompson	05/18/2025
Actions			0 of 2 (0%)		
	10/12/22	Faculty will utilize calm corners to assist students whom are in emotional distress.		Tiana Thompson	05/18/2025
Notes:		6/1/23 Resource teachers need a calming corner. Morganton Road partners with Counseling services during school day to help provide needed services. 1/26/23 At this point in the year, all classroom should have calming corners in place.			
	10/12/22	SEL Coach will log all student referrals in order to ensure their emotional needs are being met.		Tiana Thompson	05/18/2025
Notes:		3/27/23 The Leadership Team discussed the students currently in Tier 2 and Tier 3. Meetings have been scheduled and items for referrals are being completed. Students will be ready to send over for testing in the 2023-2024 school year.			

	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>			The school provides numerous avenues to ensure that students are prepared for inherent transitions which occur during their educational career.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>			<p>Morganton Road will provide the following to assist students during their academic transitions:</p> <ul style="list-style-type: none"> *Kindergarten students will enter school via a staggered entry process *All students in all grade-levels are provided an Open House opportunity during which families can meet and talk with faculty about the upcoming school year *Kindergarten students will participate in a Kindergarten Celebration at school year's end *5th Grade students will have a field trip to tour the middle school in advance of their promotion *5th Grade students will participate in a 5th Grade Promotion Ceremony at school year's end <p>The 2023-2024 school goal is that 100% of all students will participate in the aforementioned events.</p>		Ashley Porter	05/18/2025
Actions				0 of 3 (0%)		
	10/12/22	Kindergarten students are provided staggered entry into school and a Kindergarten Celebration at year's end.			Kristy Culbreth	05/18/2025
<i>Notes:</i> 9/1/22 Kindergarten students, parents, and teachers participated in staggered entry for the first week of school.						
	10/12/22	All students and families are given an Open House opportunity prior to the opening of the school year.			Kristy Culbreth	05/18/2025
<i>Notes:</i> 3/20/23 5th Grade will participate in the annual Middle School tour on April 4.						
1/26/23 Fifth grade students plan to attend middle school orientation at Westover on April 4 at 8:30 am.						

7/12/23	5th Grade students are provided a field trip to tour the middle school and a 5th Grade Promotion Ceremony at year's end.		Kristy Culbreth	05/18/2025
<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	B1.03	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
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<i>Initial Assessment:</i>	The school's Leadership Team meets weekly to discuss academic progress, teacher performance, areas where support is needed, formative assessment data, and other matters within the school as needed. Additionally, Instructional Coaches meet with all Grade-Level teams during weekly Collaboratives to aid in planning and curriculum development. Lastly, the School Improvement Team holds a monthly meeting during which the School Improvement Plan is reviewed for progress made toward respective goals held therein.		Limited Development 10/12/2022		
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<i>How it will look when fully met:</i>	Both the Leadership Team and Grade-Level teams will hold weekly meetings to discuss issues relative to their function, while the School Improvement Team (SIT) will meet monthly to ascertain progress within the School Improvement Plan. The 2023-2024 schoolwide goal is that 100% of these meetings are held as aforementioned scheduled.			Ashley Porter	05/18/2025
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Actions			0 of 3 (0%)		
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7/12/23	The Leadership Team meets weekly to discuss academic progress, teacher performance, areas where support is needed, and formative assessment data.		Ashley Porter	05/18/2025
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<i>Notes:</i>				
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7/12/23	Collaboratives are held each week with Instructional Coaches and all Grade-Level teams during which planning and curriculum development are discussed.		Kristy Culbreth	05/18/2025
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<i>Notes:</i>				
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7/12/23	The School Improvement Team holds a monthly meeting during which the School Improvement Plan is reviewed for progress made toward respective goals held therein.		Kristy Culbreth	05/18/2025
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Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All faculty are provided a dedicated, embedded 80-minute Collaborative once a week, during which they will meet with grade-level colleagues and the Instructional Coaches to discuss grade-level planning and curriculum development. Additionally, each faculty will receive a 40-minute planning on the four instructional days throughout the week on which their Collaborative is not held.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Grade-Level teams are given ample planning sessions throughout the school year, with a total of 240 minutes provided each week. The 2023-2024 schoolwide goal is that 100% of faculty participate in weekly Collaborative sessions with colleagues and their respective Instructional Coach.		Ashley Porter	05/18/2025
<i>Actions</i>			0 of 2 (0%)		
	10/12/22	Weekly Collaborative sessions are provided to all grade-levels with the administrative expectation that all faculty attend to work with Instructional Coaches on respective planning and curriculum development.		Ashley Porter	05/18/2025
<i>Notes:</i>		4/17/23 The Accountability Team uses data to make plans for both enrichment and tutoring.			
		1/26/23 The Leadership Team meets weekly. Each committee meets monthly. SIT as well as grade level chairs meet monthly. Each grade level meets weekly during their collaborative planning block.			
	7/12/23	Four, 40-minute planning sessions are provided to all faculty in addition to their weekly Collaborative session so as to aid in the development of cogent, viable, student-centered lesson plans.		Ashley Porter	05/18/2025
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principals at all sites will oversee curriculum development, instruction and student academic success, while providing guidance to aid in all of these.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Faculty will be provided with ongoing guidance to ensure the best instructional presentation is being given to students each instructional day. This is primarily achieved through formal NCEES observations conducted by both the Principal and Assistant Principal. Additionally, the Leadership Team will also provide informal observations to aid in their professional growth. The 2023-2024 schoolwide goal is that 100% of faculty are provided formal or informal feedback at least twice each month.		Ashley Porter	12/19/2023
Actions			0 of 1 (0%)		
10/12/22		All faculty are provided formal (NCEES) and informal feedback through both administration as well as the Leadership Team. All feedback will be discussed in weekly Leadership Team meetings, with the Leadership Team Agendas serving as the measurable mark of faculty receiving a minimum of two monthly feedback sessions being completed. This data will be utilized to map a workable plan for individualized support across all faculty moving forward.		Ashley Porter	12/19/2023

Notes: 11/17/23 Mr. Porter and Mrs. Thompson have 100% completed the first round of NCEES evaluations as well as iRounds.

11/6/23 The principal is currently conducting second rounds of observations. The administration team is also conducting iRounds weekly. The Leadership team discussed strengths and areas for improvements based on iRounds.

10/9/23 At this point everyone has had their first round of formal observations. Administration will soon begin iRounds and the feedback will be discussed in weekly Leadership meetings.

10/02/23 Leadership team is focused on ensuring the implementation of brain warmers and small groups. We will revisit on 10/16.

9/18/23 Twelve classrooms were visited during the Cognia Eleot walkthrough. iRounds will begin for 100% of classrooms. One hundred percent of certified staff have been scheduled for the first round of formal observations.

9/11/23 The Leadership team discussed the preconference, formal observation schedule, and the upcoming Eleot visit.

3/20/23 The Leadership Team continues to perform iRounds and discuss findings in the weekly Leadership Team meeting.

1/26/23 The principal set a schedule for observations. The final round of observations are currently being conducted. Post conferences are scheduled for next week.

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 monitor ongoing schoolwide data, while respective grade-level teams weekly discuss and review formative assessment data for use in formulating small-groups and tutoring/enrichment groupings.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		The Leadership Team will monitor ongoing formative assessment data to ensure that proper academic progress is being achieved throughout the school year, while Collaboratives permit faculty to do the same at a grade-level scope. The 2023-2024 schoolwide goal is a 2% increase in student achievement using 2022-2023 End-of-Grade (EOG) data as the baseline metric.		Kristy Culbreth	05/18/2025
<i>Actions</i>			0 of 2 (0%)		
	10/12/22	All grade-level teams will work with Instructional Coaches to utilize formative assessment data to employ tiered assistance to students during Collaboratives.		Kristy Culbreth	05/18/2025

Notes: 4/17/23 Student Trackers have all been updated by grade-level teams. The Leadership Team uses these to work with grade-level teams to ensure that Read to Achieve blocks, Enrichment and After-School Tutoring is targeted and successful.

3/20/23 Upper grades will be updating Student Trackers after the 3rd Reporting Period Benchmarks to then determine Enrichments and After-School tutoring groups.

2/6/23 Remediation schedules will be revised after data days this week.

1/23/23 Upper grades will have their Second Reporting Period Data Days to discuss benchmark results. The bubble student tracker will be updated at that point to be most reflective of which students need enrichment and tutoring. Lower grades will hold Data Days during collaboratives after the mClass middle of the year window closes.

12/12/22 Our African American subgroup has been invited to After School Tutoring and Enrichment based on need from benchmark scores.

11/14/22 3rd through 5th Grades are currently having Data Days to examine the most recent benchmark data. Each Accountability Team member has a proficiency target for the year, while the Leadership Team tracks teacher progress toward meeting that target in their weekly meeting.

10/10/22 K-2nd will have focus on mClass data analysis and small group instruction the week of October 10 during Collaboratives. 3rd-5th will examine Benchmark data once it is available.

7/12/23 The Leadership Team will disaggregate schoolwide formative data during weekly sessions.

Ashley Porter

05/18/2025

Notes:

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>		The school looks to recruit viable and student-centered staff and faculty, and once in place, provide ongoing evaluative feedback and support to aid in their professional growth.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Staff and faculty will be provided ongoing feedback to aid in their professional growth. Additionally, the principal will look to celebrate schoolwide and individual achievements, as well as offer continuous support, so as to foster a climate of success in which stakeholders want to remain. The 2023-2024 schoolwide goal is that 80% of staff and faculty will be retained, to not include retirees.		Ashley Porter	05/18/2025
Actions			0 of 2 (0%)		
	10/12/22	Administration will provide leadership opportunities for stakeholders through both Committees as well as the opportunity to provide participate in the Mini-Professional Development sessions.		Ashley Porter	05/18/2025
	<i>Notes:</i> 5/8/23 The Leadership Team continues interviewing candidates for the 2023-2024 school year 3/27/23 The Leadership Team is currently conducting interviews for the 2023-2024 school year. The Leadership Team includes administration and coaches. 1/26/23 Each committee is tasked with certain responsibilities concerning areas around the school. The events committee host 2 awards days each nine weeks. The yearbook committee is currently putting the yearbook together.				
	10/12/22	Monthly meetings are held with administration and Grade-Level Chairs so as to offer continuous support across all grade-levels.		Ashley Porter	05/18/2025
	<i>Notes:</i>				

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
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Kim Robertson	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Kim Robertson	03/29/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The schoolwide administrative expectation is that all faculty communicate with parents/guardians on a regular basis concerning curriculum, as well as ways parents can support their child's learning through ClassDojo. Administration ensures that open lines of communication exist with families through both the school's social media platforms and the monthly distribution of the School Newsletter.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		The school/home bond is crucial to student success, and the school looks to enhance this through maintaining open lines of communication with all stakeholders. This is primarily achieved through the teachers' use of ClassDojo, the school's social media platform, and the monthly School Newsletter. Additionally, administration ensures there is at least one parent engagement offering each month to encourage family participation in the life of the school and their child's education. The 2023-2024 schoolwide goal is a 2% increase in parent/guardian attendance in school events based on the previous month.		Tiana Thompson	05/18/2025
<i>Actions</i>			0 of 3 (0%)		
	10/12/22	Ongoing school information will be shared with parent via the school's social media platform.		Janet McAllister	05/18/2025

Notes: 5/8/23 mClass Home Connect letters will go home on May 15th; an EOG letter from administration was sent to inform parents of the upcoming testing schedule; teachers sent home ClassDojo messages explaining remediation participation.

1/26/23 Monthly parent newsletters go home at the end of each month for the next month.

1/23/23 The Bitmoji classroom for parents will debut in the near future.

12/12/22 A Bitmoji Classroom is being developed by the Curriculum & Instruction Committee as a parent resource. Lunch with a Loved One flyer was shared on ClassDojo at both the school level and individual classroom level.

7/12/23 Administration will create and share a Monthly Newsletter with parents and guardians.

Ashley Porter

05/18/2025

Notes:

7/12/23 A parental engagement event will be held each month to encourage participation in the school as well as their child's education.

Tiana Thompson

05/18/2025

Notes: