

Comprehensive Progress Report

Mission: Our school is committed to providing a safe and caring environment where students will learn, appreciate diversity, display good character and become responsible citizens.

Vision: Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, problem-solving skills, and the ability to learn independently.

Goals:

By May 2024, Black subgroups will increase their Reading/ ELA school performance grades: Black- 56.4 to 60.

We will decrease classroom incidents that resulted in office referrals from 34.64% (35%) to 30% by May 2024.

By May 2024, EDS subgroups will increase their Reading/ ELA school performance grades: EDS 59.4% to 62%

By May 2024, our non-proficient scholars (schoolwide) in reading will decrease from 151 to 130.

By May 2024, our non-proficient scholars (schoolwide) in math will decrease from 156 to 136.

By May 2024, our non-proficient scholars (schoolwide) in science will decrease from 85 to 78.7.

By May 2024, our SWD scholars (schoolwide) increase proficiency from 36.5 to 40.



! = Past Due Objectives

KEY = Key Indicator

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>		Currently our teachers have a practice of reviewing lesson activities among each other during content planning.	Limited Development 09/21/2022		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		<p>During grade level meetings, teachers will work collaboratively with the instructional leadership team to ensure that lessons and activities are aligned to the standards, data disaggregation, small group implementation, and the use of CCS aligned and vetted resources. Teachers will receive professional development on small group implementation for secondary level, data analysis tools, and tiered instruction for reading and math. Teachers will also have the opportunity to observe teachers who demonstrate strength in these areas. We plan to hire an additional part-time teacher to assist with supporting our teachers at varied levels to ensure optimal instructional practices and 85% proficiency in 6th, 7th, & 8th grade reading scores from Master View Predicative Assessments, pre & post unit assessments, SuccessMaker and other formal assessments.</p> <p>Teachers will identify or create common pre/post tests for clusters or modules. Instructional leadership team will review alignment of standards to look for scholar data cohesiveness. Small groups will be a on-going development throughout grade levels. Teachers will be trained on how to implement effective small groups for the secondary level by CCS instructional specialists. Teachers will use scholar tracking spreadsheet to indicate groupings for tiered instruction, track progress toward proficiency, and identify which areas will need additional focus (remediated standards needed).</p> <p>PLC Agenda Google Folder</p>		Hanan Odeh	05/23/2024
Actions			7 of 11 (64%)		
	9/21/22	Teachers will be given a choice of two sample template PLC agendas to co-create one that will address all the major component items needed for an effective PLC meeting.	Complete 10/18/2022	Melanie Johnson	10/15/2022

	<i>Notes:</i> 10/15/2022-0 The SIT agreed on a PLC and Content Planning document to meet data focused guidelines during Tuesday and Thursday meetings: 6th (9:15-10am); 7th (11:30- 12:45 pm); & 8th (1- 2:30 pm). Teachers did utilize these documents weekly and housed in PLC Google Drive folder.			
10/10/22	Teachers will utilize Google Drive folder to add weekly PLC agendas to tracker teacher input, resources covered, and instructional planning fidelity.	Complete 05/01/2023	Virginia Jicha	05/01/2023
	<i>Notes:</i> Teachers placed their up loaded plans and PLC agendas to the good drive each week starting 10-18-2022.			
10/10/22	Administration will monitor scholar tracker spreadsheet and offer feedback to readdress any follow up items using feedback piece attached to agenda for 90% of monthly PLC meetings.	Complete 05/01/2023	Virginia Jicha	05/01/2023
	<i>Notes:</i> Leadership Team frequently reviewed scholar tracking data on weekly Fridays during ILT PLC: Admin Agenda linked.			
9/26/22	Teachers will track scholar data using CCS Scholar tracking spreadsheet to monitor standard alignment and determine which standards need to be address for spiral back/remediate to build proficiency in core subjects.	Complete 05/31/2023	Melanie Johnson	05/31/2023
	<i>Notes:</i> During PLC meeting, teachers reviewed scholar progress and created quarterly remediation efforts based on this information. https://drive.google.com/drive/folders/1-DfTn_eZmEvp3XFCW1Y4UsJzLGoqF7vi?usp=drive_link			
9/26/22	ILT will attend and co-facilitate PLCs/ Data sessions on Tuesdays and Thursdays to ensure all components or elements of the teacher expectation instructional practices are followed.	Complete 05/31/2023	Queesha Tillman	05/31/2023
	<i>Notes:</i> The leadership team had data reviews after each Benchmark. We asked the the County Content Specialist to come to our PLCs and explain our data and assist us with digging into the data. After each of these data discussions, we would meet with the grade levels on Tuesdays to discuss the data for our level 2 to -3's to make sure that we are targeting these students with learning opportunities.			
9/26/22	Teachers will have data conversations within PLCs and noted in agenda by presenting individual class data after each post/common assessment to ensure transparency and knowledge of classroom performance trends.	Complete 05/31/2023	Robin Flowers	05/31/2023

	<p><i>Notes:</i> Teachers are meeting in PLCs twice a week to discuss data from assessments to determine academic needs. PLCs also meet to address student social/emotional needs. Copies of the Team agendas are organized by grade level in the SFCMS Staff Information folder in Google Drive. The agenda are used to drive meetings and plan for student success. Teachers use the data to identify bubble kids and create small group instruction and tutoring groups based on specific standards students need based on the data</p>			
9/21/22	Teachers will review MasterConnect standards, pacing, and vetted resources attached to lessons for each subject during content planning PLCs on Thursdays for consistency with instructional alignment.	Complete 05/31/2023	Dannet Parchment	05/31/2023
	<p><i>Notes:</i> ELA teachers used the Mastery Connect to follow the county pacing guide for open up resources to use in their lessons for the next week. The content teachers would discuss which resources would be most appropriate for their students based on the data from pre-assessments. The County Content coaches would meet with teachers during PLC to review data and plans.</p>			
8/10/23	During weekly PLCs, teachers will determine what students should know and be able to do during the lesson by analyzing learning targets as they relate to the current standard.		Karen Libby	05/10/2024
	<p><i>Notes:</i></p>			
8/10/23	Instructional coach, district coaches, or administration will model and explain how to unpack standards using the NCDPI NCSCOS documents (unpacking/clarification docs) to analyze the learning targets in lessons using the unpacked standards.		Karen Libby	05/10/2024
	<p><i>Notes:</i></p>			
8/10/23	Teachers will focus on the beginning of the lesson and its purpose: Communicate learning target(s) with students, activate prior knowledge, warm-up, facilitate student grappling opportunities, and build classroom community.		Karen Libby	05/10/2024
	<p><i>Notes:</i></p>			
8/10/23	Instructional coach, district coaches, or administration will model and explain the instructional block with a clear focus on lesson opening. Share curriculum resources used during this portion of the instructional block. Observe Lesson Opening, provide real-time coaching and feedback.		Karen Libby	05/10/2024

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Implementation:		06/13/2023		
Evidence	6/12/2023 6/12/2023- Agendas from weekly PLCs and presentations will demonstrate this objective being fully implemented and met.			
Experience	6/12/2023 - New administration found that SFCMS staff and teachers needed district and admin support in learning proper data disaggregation. Admin held weekly office hours to assist teams and individual staff with proper gathering, dissecting, and analyzing their class, subject, and school wide data points.			
Sustainability	6/12/2023 6/12/2023- Admin will need to continue to train teacher leaders and utilize district coaches to assist with properly training teachers and staff on how to properly disaggregate their class performance data.			

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
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
<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. 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.		La'Shanda Carver-Moore	05/30/2024
<i>Actions</i>			0 of 3 (0%)		
10/21/22		The Area Superintendent assigned to the school will work with the principal to ensure an 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		La'Shanda Carver-Moore	05/23/2024
<i>Notes:</i>					
10/21/22		Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals		La'Shanda Carver-Moore	05/30/2024
<i>Notes:</i>					

10/21/22	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. Designated 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		La'Shanda Carver-Moore	05/30/2024
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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>		Regular monitoring and written feedback was provided to staff. The instructional leadership team conducted weekly walkthrough visits to provide teachers and staff with timely feedback on instructional practices.	Limited Development 07/26/2018		
<i>How it will look when fully met:</i>		Once fully implemented, administrators will routinely visit classrooms and will provide written feedback to staff. Teacher ratings on evaluations will reflect effective instructional practices that increase scholar performance. Teachers performance data will drive the additional in-services or PDs for teachers. Teacher 'cheat sheet' items has been shared and will be one of the determining factors towards teacher preparedness. Beginning teachers will have monthly meetings built around specific needs and outcomes to strengthen instructional practices. We plan to hire an additional support personnel to assist with co-teaching efforts for new or struggling teachers. This person will provide weekly feedback on recommendations for improvement with individuals and discuss progress or concerns with administration.		Queesha Tillman	05/26/2024
Actions			3 of 9 (33%)		
	9/26/22	Support personnel will push-in with new/struggling teachers to provide weekly instructional feedback with execution of lessons and activities.	Complete 06/01/2023	Queesha Tillman	04/30/2023
		<i>Notes:</i> Pal from the county, instructional support staff scheduled to push into classrooms. County Content Coaches for Reading and Math pushed into classes and assisted with making plans. 1-1 coaching sessions offered by admin.			

10/4/22	Administration will provide interventions within teacher coaching cycle based on walkthrough data and observations to improve teacher instructional practice and improve scholar outcomes.	Complete 06/02/2023	Qeesha Tillman	04/30/2023
<i>Notes:</i> Conducted walk thoughts and provided feedback and arranged pd with county content areas coaches to meet specific needs.				
8/10/23	Instructional coach, district coaches, or administration will collaborate with teachers to plan differentiated instruction to meet student needs by identifying CCS resources for differentiation that target standards and skills in need of support or enrichment for small groups and individual students.		Karen Libby	05/10/2024
<i>Notes:</i>				
8/10/23	Teachers will provide differentiated learning opportunities for students based on data and individual students' needs. Instructional coach, district coaches, or administration will model and support teachers as they facilitate differentiated instruction for classes based on data and individual students' needs.		Karen Libby	05/10/2024
<i>Notes:</i>				
7/26/18	Administrators will meet bi-weekly with SP1 teachers and monthly with SP2 teachers to discuss and evaluate teacher instructional effectiveness based off of evaluations, informal walk-throughs and lesson plans.	Complete 06/02/2023	Virginia Jicha	05/26/2024
<i>Notes:</i> LEAD Success met monthly on the third Monday. Did weekly Irounds on SP1 and SP2s and discussed what was observed and did checkin to answer questions about what was observed. Completed observations on the appropriate observation schedule. Teacher submitted lessons plans weekly after PLC				
7/26/18	Administrators will hold PLCs weekly to discuss and evaluate teacher instructional effectiveness using the seven items on the "Look- for Cheat Sheet", formal observation items, and any notes from informal walkthroughs.		Karen Libby	05/26/2024
<i>Notes:</i>				
9/22/20	The administrative team will provide targeted, differentiated support to ELA and Math teachers on standards based and aligned instruction.		Karen Libby	05/26/2024
<i>Notes:</i>				
6/4/21	Peer observations will occur quarterly based on teachers and grade levels needs. The initial focus will be alignment and adherence to the work of the PLC. Future focuses will be determined by the SIT.		Dannet Parchment	05/26/2024

Notes:

9/26/22

Walkthrough data will be used to determine areas of strength and weakness across the school. The principal and assistant principal will develop plans of action based on that data and consider which additional professional development to provide teachers and staff.

Amber Fulcher

05/31/2024

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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>		PLCs and Content planning will be conducted weekly with a focused mindset to cover teacher classroom data and devise a plan to remediate within 90 minute classes.	Limited Development 09/21/2022		
<i>How it will look when fully met:</i>		2022-23 SY- Based on the previous EOG/EOC scores, we need nine SPG points to go from a 76 (B) to an 85 (A); this equates to a 13.8% increase in proficiency. We have currently assigned four professional development (in-services) sessions with CCS curriculum specialists to focus efforts on attaining our goal through training on effective small groups for secondary level scholars, high yield strategy implementation, and strategic data reviews. Purpose-driven and meaningful PLCs is a another area that has been adjusted. We have tailored our PLC guidelines to outline and discuss scholar performance data. Our current master schedule has been adjusted to embed weekly PLCs and Content Area planning. We plan to disaggregate the risk analysis data, scholar tracking sheet with common assessments, teacher observation data and ABE data among PLCs at various periods of the school year.		Amber Fulcher	05/24/2024
Actions			1 of 8 (12%)		
	9/21/22	Based on teacher and scholar performance data (Master View Predicative Assessment, SuccessMaker, pre & post unit assessments, EOG, and teacher made assessments) disaggregated, admin will discuss and analyze various available leadership professional development to support teacher and scholar performance. Principal and Assistant Principal will take two staff members to leadership conference to trained on best practices in areas for improvement.	Complete 05/31/2023	Quesha Tillman	05/31/2023
<i>Notes:</i>					
	8/10/23	Teachers will take their area of growth and seek out additional learning on their own within the county or school through self reflection survey, peer observation feedback, and coaching cycle feedback.		Dannet Parchment	12/08/2023
<i>Notes:</i>					

8/10/23	Teachers will look at their student growth from last year's EVAAS and discuss with the principal to analyze next steps for teacher growth to be notated in teacher's PDPs.		Amber Fulcher	02/23/2024
<i>Notes:</i>				
8/10/23	The school leadership team will register or provide in-house for teachers targeted professional development based on weekly reviewed walkthrough data and use 'look fors' rubric to measure and build supportive measures to strengthen individual instructional practice. Using our in house PD topics one topic pre grade level or content area.		Amber Fulcher	02/23/2024
<i>Notes:</i>				
8/10/23	The school leadership team will provide professional development using a teacher "reflective survey" collectively created by leadership team. Surveys will be conducted twice yearly, once in August and once in January the administrative leadership will provide PDs and/or coordinate with Curriculum Coaches to provide training based on teacher needs from the survey.		Dannet Parchment	02/23/2024
<i>Notes:</i>				
9/26/22	Data from ABE will be disaggregated among staff to indicate and address areas of concern in the form of professional development in-service and possibly readdress duty stations to cover "hot spots" on school campus.		Wanda McNair	05/31/2024
<i>Notes:</i>				
9/27/22	Admin will conduct a needs assessment to gauge the preferred professional development of teachers to improve instructional practices and overall improve scholar outcomes.		Virginia Jicha	05/31/2024
<i>Notes:</i>				
9/27/22	Our scholar data tracking spreadsheet will be used in PLCs and Content Planning to highlight, monitor, and discuss the reading proficiencies among our 6th, 7th, and 8th, grade scholars during content planning. Admin and content teachers will analyze data to determine specific gaps or negative trends to develop a plan of remediation efforts, professional development, and/or targeted academic support within small groups.		Valerie Israel	05/31/2024
<i>Notes:</i>				