

Comprehensive Progress Report

Mission: Learn, Lead, Love, Serve

Vision: At East Iredell Elementary, we aspire to help every child reach his/her potential in all avenues and walks of life.

- Goals:**
- By May 2025 East Iredell Elementary will increase student proficiency in Reading by 10% (from 32.43% to 42.43% proficiency) and Math by 10% (from 40.3% to 50.3%). This will be measured by NC EOG assessments in ELA and Math for all 3rd-5th students. (A 4.01, A 1.06)
 - By May 2025, 100% of teachers will have established a classroom community with strong positive relationships. Behavior expectations will be clearly communicated and taught. Students will know what is expected of them at all times. Students will feel empowered as leaders in the school. Teachers will implement the school-wide behavior matrix for minor incidents. There will be a drastic reduction in office referrals as well as ISS and OSS discipline data. (A 4.05, A 1.07)
 - By May 2025 all K-3 students will achieve growth in ELA as measured by I-Ready and MCLASS data. (A4.01, A1.06)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
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>How it will look when fully met:</i>		<p>By May 2024, East Iredell Elementary will increase student proficiency in reading by 8% from 35.6% to 43.6% proficient; in math by 8% from 37.1% to 45.1% proficient. All students will make a year's growth as measured by iReady, mClass, and EOG assessments.</p> <p>By May 2024, 95% of East Iredell Elementary students will implement leadership data notebooks to track student progress for MTSS.</p> <p>100% of teachers will be trained and have a clear understanding of MTSS/response to instruction. Core instruction will be differentiated in</p>		Rachel Lackey	05/26/2025	

response to all student strengths and gaps. Students will move through fluid tiered groups in both subjects based on consistent, ongoing informal and formal assessment results. 100% of students will show growth based on I-Ready and EOG scores including our targeted subgroups. East has been identified as a TSI school based on the gaps of our EC subgroup. 100% of classrooms will have students authentically engaged with an increased level of student empowerment through leadership opportunities. Our MTSS coordinator will monitor fidelity of interventions and progress monitoring. She will also provide interventions to Tier 3 students face-to-face.

Actions		65 of 72 (90%)		
8/22/24	As a TSI School, our EC students will use Lexia Core to close gaps and meet individual needs of students.		Trevor Batchelor	09/03/2024
<i>Notes:</i>				
8/22/24	Implement 20 minute ELA interventions and 20 minute Math interventions for second through 5th grade students daily.		Rachel Lackey	09/03/2024
<i>Notes:</i>				
8/22/24	As a TSI School, we will hold Instructional Support meetings with support team (IF, Master Teachers, Principal) to discuss instructional and classroom management needs of each grade level		Jennifer Ribbeck	09/03/2024
<i>Notes:</i>				
8/22/24	As a TSI School, our EC teachers will implement instruction based on IEP goals to meet the needs of students and close gaps.		Trevor Batchelor	09/30/2024
<i>Notes:</i>				
8/22/24	Review EVAAS projection data for students to align instruction with EOG results.		Rachel Lackey	11/29/2024
<i>Notes:</i>				
8/22/24	As a TSI School, we will meet with EC team weekly to discuss progress and needs of all students for our students with disabilities subgroup.		Jennifer Ribbeck	05/30/2025
<i>Notes:</i>				
8/22/24	Review EOG data and track student achievement data using I-Ready, state and local Benchmarks, mClass diagnostics.		Rachel Lackey	05/30/2025
<i>Notes:</i>				
A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to	Implementation Status	Assigned To	Target Date

		determine students in need of targeted intervention.(5856)			
How it will look when fully met:		When fully met, all tier 2 and tier 3 students will be receiving interventions to close gaps in literacy and math. Progress Monitoring will be done weekly (tier 3) and biweekly (tier 2) to track student progress in their identified area of need. Intervention data will be recorded using RTI Stored and all data will be communicated with both the teacher and parent of the student. Teachers will align small group instruction to close gaps for all students. Teachers will create and implement rigorous Core instruction to prevent gaps and meet the needs of students in the classroom.		Rachel Lackey	05/30/2025
Actions			0 of 11 (0%)		
8/22/24	MTSS PLC's will be held to update student data and discuss next steps for the MTSS process.		Rachel Lackey	08/23/2024	
<i>Notes:</i>					
8/22/24	School-wide behavior matrix will be reviewed with all students daily. Incentives and consequences are clearly identified and discussed.		Graham Lynch	08/28/2024	
<i>Notes:</i>					
8/22/24	Master Schedule will allow designated time for interventions, 20-minutes for ELA and 20-minutes for math		Jennifer Ribbeck	08/30/2024	
<i>Notes:</i>					
8/22/24	Teachers will meet with all students in small groups to close gaps daily for ELA and Math.		Jenni Johnson	09/30/2024	
<i>Notes:</i>					
8/22/24	Teachers will implement Leader in Me curriculum to teach leadership habits and social-emotional strategies.		Shaley Holmes	09/30/2024	
<i>Notes:</i>					
8/22/24	Behavior Specialist will implement Social Detective curriculum to help the needs of students with identified behavior needs.		Alan Hand	09/30/2024	
<i>Notes:</i>					
8/22/24	Teachers will implement Second Step lessons weekly to teach social-emotional strategies to all students.		Michele Walcott	04/30/2025	
<i>Notes:</i>					
8/22/24	MTSS Coordinator will meet weekly with intervention TA's to analyze progress monitoring data.		Rachel Lackey	05/30/2025	

<i>Notes:</i>				
8/22/24	Cobra TA's will meet with identified students for 20 minutes daily for ELA and 20 minutes for Math interventions.		Rachel Lackey	05/30/2025
<i>Notes:</i>				
8/22/24	School Counselor and Behavior Specialist will work with teachers to provide services for identified students with SEL needs.		Alan Hand	05/30/2025
<i>Notes:</i>				
8/22/24	Teachers will add progress monitoring data to RTI Stored to track interventions and determine next steps.		Rachel Lackey	05/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
How it will look when fully met:		<p>All teachers will implement all district and school provided programs to fidelity every day. Students will be engaged in learning. Students will be able to communicate their objectives clearly to others. Students will independently complete assignments from each program weekly to show understanding and mastery. This will result in increased proficiency levels on state and local assessments by the end of the school year.</p> <p>Classroom schedules will show specific times for whole group instruction, small group workshop block, independent student work time, and specific technology use time. These will align with the allocated time created in the master schedule and differentiated by each teacher's classroom schedule.</p>		Jenni Johnson	09/27/2024
Actions			0 of 9 (0%)		
8/22/24	As a TSI School, our EC PLC team meets weekly to make any necessary adjustments to the schedule, ensures that all IEP meetings are scheduled, and that all Lexia staff trainings are scheduled and completed.			Trevor Batchelor	05/30/2024
<i>Notes:</i>					
8/22/24	As a TSI School, our EC PLC team meets weekly to discuss instructional			Trevor Batchelor	05/30/2024

	strategies to ensure the IEP goals are being met.				
<i>Notes:</i>					
8/22/24	Grade level PLC's will follow the continuous improvement model with the 5 question stems weekly.			Jenni Johnson	08/13/2024
<i>Notes:</i>					
8/22/24	Grade level PLC's will meet weekly to unpack standards and analyze data to determine next steps with instruction based on Tier 1 Core Plans			Jenni Johnson	08/13/2024
<i>Notes:</i>					
8/22/24	Create master schedule to align with specific allotted times for 120-minute literacy block.			Jenni Johnson	08/30/2024
<i>Notes:</i>					
8/22/24	Create master schedule to align with 90-minute math block.			Jenni Johnson	08/30/2024
<i>Notes:</i>					
8/22/24	Teachers have schedules posted in their classroom to show ELA and Math block break-down to include whole group and small group instruction.			Jennifer Ribbeck	08/30/2024
<i>Notes:</i>					
8/22/24	As a TSI School, our Master schedule and EC schedule were created together to ensure all students receive Core grade level instruction and that EC service times were provided according to their IEP's.			Jennifer Ribbeck	08/30/2024
<i>Notes:</i>					
8/22/24	Classroom Walkthrough Tool will be used to check fidelity in following posted schedule in each classroom.			Jennifer Ribbeck	05/30/2025
<i>Notes:</i>					
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
How it will look when fully met:		Data-ISS, ODR, OSS, student surveys for Leadership Me MRA Classroom walkthrough data and parent/staff surveys. When this objective is fully met the environment at EIES will be calm and orderly with all students following the matrix. The student engagement and achievement would be positively impacted by less ODR's and ISS/OSS time. The school culture would be welcoming and happy. Parents would seek to have their students attend. The students		Rachel Lackey	06/30/2025

would feel safe and valued.

Actions

0 of 6 (0%)

8/20/24 Each classroom will create a calm corner for student reflection and use.

Graham Lynch

08/30/2024

Notes:

8/22/24 Bloomz has been purchased and all staff will be trained how to effectively utilize the platform for communication and engagement with parents as well as the positive behavior reinforcement of granting "Bloomz Points" to students individually as well as whole class to support positive behavior expectations.

Alan Hand

09/15/2024

Notes:

8/22/24 Student and Parent surveys will be created by the MTSS action team to measure school climate and the efficacy of schoolwide goals to increase positive behavior and collaboration with families.

Michele Walcott

10/15/2024

Notes:

8/22/24 Students and Parents will complete a school climate and culture survey created by the MTSS team.

Michele Walcott

10/30/2024

Notes:

8/22/24 Leadership and MTSS team will analyze parent survey data to determine next steps to improve our overall school climate.

Jennifer Ribbeck

11/15/2024

Notes:

8/22/24 MTSS action team will review the ODR, ISS, and OSS data to review the implementation of Positive Behavior Goals and action steps.

Rachel Lackey

05/31/2025