

Comprehensive Progress Report

Mission:

At Elizabeth Traditional:
We Learn Together,
We Lead Together,
We Succeed Together!

Vision: Elizabeth Traditional Elementary School is committed to teaching every student. We challenge each student with high expectations so that every student can achieve his or her full potential and build self esteem and self confidence.

Goals:

Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04, A4.01)

To provide a duty-free lunch period for every teacher on a daily basis. (E1.06, A4.06)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06, B3.03)

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 23.9% in SY2021-22 to 37% in SY2022-23 and 50% in SY2023-24.

The percent of 3rd-5th grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the Math EOG will increase from 38.2% in SY2021-22 to 48.2% in SY2022-23 and 58.2% in SY2023-24.

The percent of 5th grade students who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the Science EOG will increase from 46.1% in SY2021-22 to 56.1% in SY 2022-23 and 66.1% in SY2023-24.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their engagement will increase from 66% on the Fall 2021 Panorama Screener (in grades 3-5) to 69% in SY2022-23 and 72% in SY2023-24.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for black students at 22% in SY2022-23 and SY2023-24.



! = 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>		<p>Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be that our school has established a master schedule for weekly facilitated planning. During the instructional planning blocks, we continue the work of developing and analyzing lesson plans, instructional delivery, student work products and assessments to ensure alignment of NC Standards. Our administrators and facilitators continue to utilize standards alignment while supporting both math and literacy in grades K-5. Math coaches facilitate planning for K-5 teams. We have created two 5th grade science lead teachers who plan and meet with the science lab teacher weekly to plan for instruction. We have used school funds to purchase supports for standards-aligned instruction:</p> <p>subs for extended planning</p> <p>classroom technology upgrades (Title 1 funded)</p> <p>-promethean boards, document cameras, projectors, apple tvs</p> <p>3-5 Math Coach (Title 1 funded)</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					