

Comprehensive Progress Report

Mission:

The District mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

The Grand Oak Elementary School vision is to be the premier learning institution in North Carolina.

Our District goal is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potentials.

Vision:

Our goal is to work as a collaborative team of administrators, teachers and parents to create a positive, rigorous and engaging school environment for all students and inspire them to become passionate, innovative, and responsible leaders, who are well rounded, lifelong learners.

Collaborate.Innovate.Achieve

Goals:

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 25% in SY2021-22 to 37.5% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) *Schools can also focus on specific grade levels or content areas based on their individual school data.

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 69% on the Fall 2021 Panorama Screener (in Grades 3-5) to 74% in SY2022-23 and 79% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 89.4% in SY2021-22 to 56.2% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

5. Parents will be able to receive continuous and varied communication from the school throughout the year to allow for ongoing communication, collaboration and community. Our goal will be to improve parent survey data by 5% and be above 85% on all surveys. E1.06

6. Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. A4.06

7. Duty-free planning: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. A2.01

8. Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. A4.06



! = 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>		Our current state is evolving. We were seeing a larger amount of whole group instruction the first part of 2021-22. At that time we made a commitment to focus more on shorter, whole group lessons and more intensive, strategic small groups and differentiated independent practices.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Students will demonstrate progress on their Fall MAP Data and mClass Data. We will also set a schedule of classroom visits that will allow us to see effective teacher processes and implementation of small group and independent instruction that meets student needs.		Tamara Allison	02/01/2023
Actions			0 of 1 (0%)		
	8/15/22	Teachers will implement strategic small group instruction with emphasis on protecting time and using research based strategies.		Tamara Allison	02/01/2023
<i>Notes:</i>					

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>		<p>During the 2021-2022 year we had 20 students that were referred to the EC department and all qualified. This year we will continue to focus on using the MTSS process to support students through supplemental interventions. Once students get through the MTSS process without growth, our expectation will be that they qualify for additional EC services.</p> <p>This year we also created intervention/support blocks in all grades and will participate in monthly MTSS grade level MTSS team meetings. This will assist improving our tiered intervention process (MTSS) and improve communication between our teachers, the MTSS team, and support teachers.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		We have required the following: Weekly MTSS Team Data Meetings, Grade Level participation in Monthly Data Meetings, All support (EC/ML/TD) Staff meet with Grade Levels to communicate and share strategies on a weekly rotation, weekly EC Team Meetings, and monthly EC and MTSS Team Meetings. We believe that the combination of these changes will allow us to better meet student needs and also keep a high "qualified" percentage during the testing process. We want to make sure that 80% of students that make it through the process truly have specialized learning needs and make sure it is not a core instructional issue.		Tamara Allison	02/01/2023
<i>Actions</i>			0 of 2 (0%)		
	8/15/22	MTSS team will meet bi-weekly to discuss various students of need that are in different levels of the intervention process. We discuss interventions, how to collect data and results during this time.		Tamara Allison	02/01/2023
<i>Notes:</i>					

8/15/22	Our MTSS team will participate in Branching Minds training to understand and navigate the new MTSS documentation platform. The platform will become the sole documentation system for core, Supplemental and Intensive academic and behavior intervention plans. The system will monitor the effectiveness of interventions for individual students and subgroups. Members of the MTSS team that will attend are our Math and Literacy Facilitators, Schools Counselors, Assistant Principal and Principal		Tamara Allison	02/01/2023
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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
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Initial Assessment:	<p>During the 2021-2022 academic year 3 of our EC Students were involved in in Unacceptable Behavior Incidents that resulted In-School Suspension . That is up from the previous year as 0 of our EC students were involved in Behavior incidents .</p> <p>We have a dedicated time in our Master Schedule for Morning Meeting/Caring School Community where students' social and emotional health are addressed. In addition, Our school counselors conduct lessons in all grade levels throughout the year to offer additional affirmation and support. Our Media Center is now stocked with a plethora of books that deal with emotions and ways to deal with them in a manner that students can understand. Our counselors also offer small group and one on one counseling as needed. This is all being done to help our students self-regulate and be more proactive vs. reactive with our emotional behaviors.</p>	Limited Development 08/15/2022		
How it will look when fully met:	<p>All classrooms will have students facilitating and leading Morning Meeting. In addition, staff with Caring Schools Community Curriculum with the teacher as an active participant/facilitator. Teachers will have access to the Caring School Community Learning Portal, which will provide new resources for staff to utilize. Walk through data and anecdotal notes will show high levels of engagement as well as growth. Teachers will continue to use the referral form provided by our counselors to request small group or one on one counseling. Movement is also expected in classrooms throughout the day. This is all being done to help our students self-regulate and be more proactive vs. reactive with our emotional behaviors</p>		Tamara Allison	02/01/2023
Actions		0 of 2 (0%)		
	<p>8/15/22 Our counselors will meet weekly with Admin Team to review notes from class guidance lessons, walk-through data, teacher feedback, small counseling groups, attendance data and Caring School Community Learning Portal usage data. This will allow us to keep track of our results, monitor student attendance, social emotional learning and assist with decreasing behavior referrals for all students. We will also discuss students on our D/F report and subgroup data.</p>		Tamara Allison	02/01/2023
<i>Notes:</i>				

8/15/22	We will integrate the Cambridge curriculum in all grades to make sure that we are teaching global perspective, inclusivity and building understanding between different cultures and belief systems in the school environment.		Tamara Allison	02/01/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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<i>Initial Assessment:</i>	This year we set rotation of administration and facilitators visiting all teacher led classrooms on a weekly basis. During these visits we provided feedback and coaching. Once walk-throughs are complete we will collaborate and calibrate our learning, review possible patterns that can be celebrated or lifted up as growth areas and also use the information as opportunities to coach staff.		Limited Development 08/15/2022		
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<i>How it will look when fully met:</i>	This year we have modified our administrative monitoring schedule. We will rotate through grade level PLC meetings and complete class walk-through of that same grade level during that week. During that time we will focus on overall instruction with a specific lens on strategies being used to support our exceptional children (EC). Teachers will receive feedback after each visit. Data that is collected by the administrative team through collaboration will allow us to better calibrate our feedback as a team. The ability to strengthen as an administrative team and improve collaboration will help us have a consistent language, have high expectations and common message to staff			Raymond Giovanelli	02/01/2023
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Actions			0 of 2 (0%)		
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8/15/22	Administrative teams will rotate through grade levels and do instructional walk-throughs. An informal walk-through schedule has been created and will be discussed at each administrative team meeting (weekly).			Raymond Giovanelli 9-3-2020	02/01/2023
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Notes:

8/15/22 Our literacy and Math Facilitators will reach out to staff and find 2-3 teachers to coach and support. Teachers will select areas of improvement based on their needs and we will discuss readings, articles, use observation and other supports to help build camaraderie and instructional improvement.

Raymond Giovanelli
9-3-2020

02/01/2023

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
<i>Initial Assessment:</i>		We work hand in hand with our Parent Teacher Association (PTA) to bridge the gap between school and home. This year we will use ParentSquare to send school-wide weekly newsletters and each grade level will send weekly newsletters/emails specific to their class. We host an annual curriculum night where teachers discuss grade level content and strategies/resources parents can use at home. We also have a school Facebook page and Twitter account to share important school information and happenings. A monthly coffee chat is also live-streamed for parents to access it even if they are unable to be at the school.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Teachers will continue to send out weekly newsletters/ emails that include tips or resources for parents. We will continue to survey parents to make sure our communication tools are making an impact and we will make our school a caring and inclusive place for all families. We will also observe and use communication data from ParentSquare. On the Grand Oak parent survey, parents will indicate that they feel comfortable in helping their child at home and know what is expected for their grade level, but also that they feel safe in our building and would strongly recommend our school to others in the community. We also will expect to have 85+% of parents state that we are Excellent/Good in our responsiveness and communication throughout the year		Raymond Giovanelli	02/01/2023
<i>Actions</i>			0 of 2 (0%)		
	8/15/22	Mr. Giovanelli will use all of the communication channels that the school has created ParentSquare, PTA email, Connect Ed, Facebook/Twitter posts, school website, Principal Coffee Chats, and sharing of educational articles that align with Grand Oak school philosophy on a weekly basis. The administrative team will also respond quickly to parents (24 hours) and maintain an open and inclusive environment for parents to meet and ask questions.		Raymond Giovanelli 9-3-2020	02/01/2023
<i>Notes:</i>					

8/15/22 Teachers will consistently respond to parents within the 24 hours expected by our district. They will also send weekly ParentSquare messages and emails to parents that share standard students will focus on and strategies parents can better support students at home with those specific standards.

Raymond Giovanelli
9-3-2020

02/01/2023

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