

Comprehensive Progress Report

Mission: The mission of Lawrence Orr Elementary School is to provide our students, staff and community-at-large with educational opportunities that result in outstanding academic, personal, social and emotional achievement and excellence in order to ensure they are prepared to compete so that they too may be self-actualized, positive contributors whose impact on the world locally, nationally and globally is indelible.

Lawrence Orr Elementary School is a beacon in the Greater Charlotte Region, producing major gains in student achievement, eliminating gaps and creating opportunities that will continue to shatter the metaphorical glass ceiling for our scholars.

Through this, members of our school community will dismantle the platform of mediocrity by exceeding expectation and being empowered to define our own enduring legacies through outstanding character, transformational leadership, resilience, and matchless service to their communities.

Vision:

Goals:

The NC SBE's statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. A 4.06

Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. A 4.06 A2.04 A4.01 B3.03

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. A 4.06

Access to Advanced Coursework: Students will create and monitor personal learning goals aligned to varied assessments in preparation for success in advanced courses at the secondary level. We will increase the percentage of students recommended for advanced placement in 6th-grade math from 20% to 35%. Indistar Indicators: A4.06, A4.01, 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 21.3% in SY2021-22 to 35.7% 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 65% on the Fall 2021 Panorama Screener (in Grades 3-5) to 70% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) – [We will focus on Interim Guardrail 3.1a]

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 66.2% in SY2021-22 to 44.6% in SY2022-23 and <20% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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>		Teacher leaders met to discuss guidelines and protocols for grade level instructional planning. Teacher leaders have created assessments, pacing calendars and lesson plans for the first quarter of school year 2022-2023. These plans and resources will guide the work of instructional planning and delivery for PLCs across all grade levels.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094) When lesson plans are fully-vetted by PLCs, lesson plans - feedback provided on a weekly basis from ILT to ensure instructional equity		Robert Hutton - DOE - 9/6/2019	03/28/2023
Actions					
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>SEL block for all grade levels utilizing a research-supported curriculum and resources.</p> <p>The LOES Student Support Service Team meets regularly and utilizes a holistic approach to discuss the overall well-being and needs of all students based on knowledge of our current state (comprehensive needs assessment).</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					