

## Comprehensive Progress Report

### Mission:

The mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners. The vision of CMS is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential. (C-M Board of Education, 2018)

### Vision:

To educate all students using a collaborative engineering design process so that they have the personal and academic skills they need to be productive citizens of the twenty-first century.

### Goals:

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 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. ALIGN TO: A2.01

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

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

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 30.3% in SY2021-22 to 40.2% 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) fourth and fifth grade reading.

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 67% on the Fall 2021 Panorama Screener (in Grades 3-5) to 75% in SY2022-23 and 80% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at \_\_\_\_% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



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>Currently, we are continuing to focus on the following:</p> <ul style="list-style-type: none"> <li>Increasing the frequency of coaching in literacy, particularly in 3rd- 5th grade.</li> <li>Shifting to implementing warm-ups and exit tickets in 3rd- 5th literacy</li> <li>Continue to work on shifting from "what" to "how" with planning and implementing literacy instruction</li> </ul>	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p>Looks Like: Collaborative planning with modeling of lessons and strategies to teach and reach all students. Support staff, including EC and EL teachers are at the planning table with the general education teachers creating IEPs that are standards aligned. Backwards planning design for each unit of student in reading and math.</p> <p>Sounds Like: Common academic language from math and reading curriculums exchanged among PLC members. Discussions about how to differentiate and scaffold up for students needing support to access grade level standards and complete on-grade level tasks.</p> <p>Feels Like: A culture of asking questions with instructional staff challenging each other to embrace the chosen curriculum and ensuring common understanding of how mastery is assessed and measured for students. Teacher are empowered and confident determining best practices and scaffolds for students needing support.</p>		Philip Steffes	06/10/2024
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	8/3/22	Monitor warm ups, exit tickets, end of unit assessments, quarterly assessments, mClass (progress monitoring), Microphase data and MAP to drive small group instruction in all subject areas.		Philip Steffes	02/01/2023
<i>Notes:</i>					

8/3/22	Collect and analyze walk through/virtual visits and observation data during instruction and small group time. Data should reflect 100% alignment to planning.		Philip Steffes	02/01/2023
<i>Notes:</i>				
8/3/22	The multi-classroom leaders facilitate PLC meetings engaging teachers in the backwards planning process and ensuring alignment with pacing as suggested by the district.		Philip Steffes	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>Currently at PPES we are implementing the following actions to support our tiered instructional system:</p> <ul style="list-style-type: none"> <li>We have a designated MTSS specialist with a representative from each grade level to serve as a school committee</li> <li>MTSS team monitors implementation of interventions as determined by the MTSS committee</li> <li>PLC and school MTSS leader meet a minimum of once per month to discuss progress and data.</li> <li>We are currently moving students through tiers and team collaborative decisions.</li> <li>MTSS leadership meetings are held monthly.</li> </ul>	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p><b>Looks Like:</b> Teachers are using Orton Gillingham and Microphase resources with fidelity once instructional teams have accurately identified the needs of students.</p> <p><b>Sounds Like:</b> Teachers engage in conversations around academic supports for small group of students. Focus remains on the best intervention and not the deficit. Teachers challenge one another to make adjustments and shift gears promptly when interventions are successful for students.</p> <p><b>Feels Like:</b> Students feel supported and encouraged as they learn at their individual pace. Students feel successful!</p>		Michelle Bennett	06/10/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/3/22	Hold parent meetings (in-person or virtual) to ensure parents are engaged in the planning process for IEPs, TD plans, and supplemental and tiered intervention plans.		Michelle Bennett	02/01/2023
<i>Notes:</i>					
	8/3/22	Develop and maintain tiered supplemental and intensive support plans for students based on need.		Holly Averette	02/01/2023

Notes:

8/3/22 Develop a literacy support process having instructional assistants to facilitate small group instruction in 1st, 2nd, and 3rd grade. Teams of the instructional assistants will be assigned to grade levels during skills/all block times.

Philip Steffes

02/01/2023

Notes:

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**

**Initial Assessment:**

Currently, at PPES we do the following to support the Social Emotional learning of our students:

- The master schedule includes time for each classroom teacher to facilitate daily classroom meetings.
- Teachers are trained and lead classroom meetings daily using the Caring Schools Community Framework.
- Counselors support teachers by leading classroom lessons.
- Counselors pull small groups and individuals for focused lesson based on collective or individual needs.
- Teacher have access to Panorama resources to support class meetings and gauge students emotional well-being through surveys.

Limited Development  
08/02/2022

<p><b>How it will look when fully met:</b></p>	<p><b>Looks Like:</b></p> <p>Teachers receive ongoing support and professional development to ensure they are equipped with the knowledge and resources to navigate/support the social emotional needs of students. Teachers are confident when providing explicit instruction of social emotional skills. There is a common, clear understanding of supports available for students and staff.</p> <p><b>Sounds Like</b></p> <p>There is a common language and process for supports are appropriate and how to request these accordingly. Parents have access to training to ensure they have tools to use beyond the school day when supporting a child.</p> <p><b>Feels Like</b></p> <p>Everyone understands it is safe to have emotions in school. The environment of the school is safe and welcoming. Everyone assumes responsibility for each toerhs wellbeing.</p>		Philip Steffes	06/10/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/2/22	Counselors provide a training for Caring Schools Community curriculum. Counselors to provide classroom lessons based on the needs of the class/grade.		Michelle Bennett	02/01/2023
	<i>Notes:</i>			
8/2/22	Counselors and principal will guide all instructional staff through an training for how to use Panorama resources. Teachers will use the PPES monthly resources to enhance SEL daily meetings including character education lessons.		Michelle Bennett	02/01/2023
	<i>Notes:</i>			
<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			

	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
<b>Initial Assessment:</b>			<p>Currently at PPES the principal and instructional leadership team do the following to ensure that instruction is monitored and feedback is clear and concise:</p> <ul style="list-style-type: none"> <li>Multi-classroom leaders attend CMS Instructional Leadership trainings to ensure understanding of content, strategies and pacing are in alignment with district expectations.</li> <li>MTSS Leadership Team meets on the last Monday of each month. Representatives from each grade level share information regarding student performance and progress monitoring if receiving interventions.</li> <li>Informal walk-throughs are conducted (yet not consistently) by the instructional leadership team: MCLS, Principal and AP. Teachers receive feedback (verbal and written). Teacher will less than 4 years are assigned an instructional coach and engage in weekly coaching sessions.</li> <li>Formal observations are conducted by the administrative staff and meetings are held afterwards to review feedback.</li> <li></li> </ul>	Limited Development 08/02/2022		
<b>How it will look when fully met:</b>			<p><b>Looks like:</b> Instructional staff are engaging in regular meetings focused on data, curriculum, classroom instruction and building an optimal teaching and learning environment. PLC's have the necessary time to unpack the standards, engage in backwards plannings and dive deeper into the literacy and math curriculums. There is high visibility of instructional leaders during PLC meetings, classroom instruction and PD sessions.</p> <p><b>Sounds like:</b> Constant feedback to teachers, encouraging development and improvement followed with celebrations.</p> <p><b>Feels like:</b> Non-judgemental points for improvement positively impacting student engagement and access. Teacher view coaching as an opportunity to grow and excel within their craft.</p>		Philip Steffes	06/10/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	8/3/22		The principal, assistant principal and multi-classroom leaders each are strategically assigned to as an instructional coach to each newly hired or teacher in the first three years.		Instructional Leadership Team	02/01/2023

*Notes:*

8/3/22 Instructional leaders facilitate coaching sessions for newly hired or teachers within the first three years giving individualized support for building management and instructional capacity.

Instructional  
Leadership Team

02/01/2023

*Notes:* ILT: Principal, AP and MCLs

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
<b>Initial Assessment:</b>		<p>Currently, PPES uses the following strategies and resources to ensure that th school is communicating expectations with home:</p> <ul style="list-style-type: none"> <li>• Teachers send weekly emails to parents with upcoming events and curriculum information.</li> <li>• Schools sends electronic digital newsletter weekly.</li> <li>• Facebook updated daily.</li> <li>• School Website is updated weekly with all current news and information.</li> <li>• ConnectEd phone/text/emails as send as needed</li> <li>• Digital marquee messaging</li> </ul>	Limited Development 08/02/2022		
<b>How it will look when fully met:</b>		<p><b>Looks Like:</b></p> <ul style="list-style-type: none"> <li>• 100% Parent/Teacher Conference Rate</li> <li>• 2-way sharing communication tool</li> <li>• Multiple events at school with multiple opportunities to attend</li> <li>• Resources sent to parents regularly</li> <li>• School events and carnivals</li> </ul> <p><b>Sounds Like:</b></p> <ul style="list-style-type: none"> <li>• Bilingual access, celebratory, positive praise, respectful, inclusive, conversation not confrontation</li> </ul> <p><b>Feels Like:</b></p> <ul style="list-style-type: none"> <li>• Open door communication, transparency, collaborative, shared responsibility, each voice matters</li> </ul>		Philip Steffes	06/10/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/2/22	Maintain weekly communication through teacher weekly newsletter, schoolwide parent newsletter and Blackboard Connect messaging.		Philip Steffes	02/01/2023
<b>Notes:</b>		Data Points: Parent Surveys, parent attendance at events, PTSA membership, analytics from SMORE and Blackboard Connect.			

8/2/22 Provide opportunities for parents to attend information sessions and celebratory events.

Michelle Bennett

02/01/2023

*Notes:* Open House (8/23/22 K-2 (2:00-4:00) 8/25 3rd-5th (2:00-4:00))  
Curriculum Night 9/19/22 (6:00-7:30)  
Fun Run PTSA Fundraiser 10/25/22 (All day-by grade level)  
Parent/Teacher Conferences (10/24/22-11/3/22)  
Winter Book Fair (12/12/22-12/16/22)  
Winter Performances (12/13/ 22 6:00-7:30 1st and 2nd grade)  
(12/15/22 6:00-7:00 3rd grade)