

Comprehensive Progress Report

Mission:

By focusing on individual student success, we will develop S.M.A.R.T citizens who will reach their full potential.

We will develop studious, motivated, ambitious, respectful,

Vision:

and talented (S.M.A.R.T) contributors in an ever-changing world.

Goals:

1. 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 20.7% in SY 2021-2022 to 35.4% in SY 2022-2023 and 50% in SY 2023-2024. (Aligns with A2.04, B3.03, and CMS Goal 1).
2. We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2022-2023 and SY 2023-2024. (Aligns to A4.01, B3.03, and CMS Goal 4) .
3. The percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in Grades 3-5 to 75% in Grades 3-5 in September 2024. (Aligns to A4.06 and CMS Guardrail)
4. Duty Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide virtually, in person, or hybrid duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).
5. Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).
6. Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).
7. Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY 2022-2023 and SY 2023-2024. (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>		<p>Instructional teams have 45 minutes each day to meet with their teams for planning of academic subjects. During this time, teachers discuss what students are doing , plan for common misconceptions, and identify teaching points.</p> <ul style="list-style-type: none"> • Teachers are prepared for long range planning prior to teaching lessons by utilizing standards-aligned units of instruction provided by district-chosen curricula. These standards-aligned units of instruction include standards-based objectives and criteria for mastery, assessments to track student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. • Each teacher updates student mastery through the use of data trackers. Benchmark, unit assessments, MAP, district and state assessments are put into the data and triangulated to determine and fill gaps. • Our school has a school-based ILT. The teacher leaders walk the building with a laser focus on our school's goals and areas of growth. We debrief and share feedback with the teams. Administrative team and teacher leaders observe practice regularly. • Teachers participate in vertical planning and share academic expectations for their grade level. During this time, student work is analyzed using appropriate protocols. • Special education teachers as well as ESL teachers are a part of the school's and district ILT and attend planning sessions to allow for the development of standards-aligned individual education programs (IEPs). • IEPs are standards-aligned lead to higher student expectations and increased exposure to subject matter with focused instruction to meet challenging goals. • As a supplemental intervention, a Flexible Grouping model was created to support students in grades K-5 that are performing below grade level to fill gaps. • Grades K-5 is implementing EL Education. The units are theme based and created using state standards and researched based practices. 	Limited Development 08/15/2022		

Planning time consists of internalizing lesson plans, and planning how to respond to misconceptions. Teams provide scaffolds within the program.

- Standards aligned instruction is monitored throughout the year by administration and school based instructional leadership team.

How it will look when fully met:

Students will be engaged in grade level aligned work when working independently and with support.

- Student work will be differentiated across all subject areas so that students engage in a productive struggle
- Students will engage in assignments where they are doing the thinking in the lesson.
- Teachers would have internalized standards, by effectively navigating curriculum resources, collaborated with special education and ELL teachers to ensure that the needs of all learners are being addressed and met.

Evidence of Core Actions will be seen through mathematics and reading instruction and learning

- Students will receive additional hands-on support during special area classes to support the EL Implementation and foster cross curricular integration.

**LaTresha Wilson
(04/28/21)**

06/15/2024

Actions

0 of 5 (0%)

8/15/22

Teachers will incorporate lesson plans using Internalization documents and district resources.

Cassie Webb

02/15/2023

Notes:

8/15/22	•During each planning session, teachers planned lessons based on the required curriculum. Through this work, teachers determine what students know, need to know, and be able to do in order to master the objective.		Cassie Webb	02/15/2023
<i>Notes:</i>				
8/15/22	*During planning, teams create exemplars and sample answers to questions in order to determine what degree students mastered the standards.		Cassie Webb	02/15/2023
<i>Notes:</i>				
8/15/22	* We will use district walk-through form to monitor teachers' use of the district core actions and monitor equity across grade levels and the school.		Danielle Belton (04/28/21)	02/15/2023
<i>Notes:</i>				
8/15/22	•Teachers have been using internalization documents, guides, and discussions to write detailed lesson plans		Cassie Webb	02/15/2023
<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

Initial Assessment:

- PD Planning once a month during Admin Planning days (PD topics: Standards aligned instruction, Strategies for Gifted Learners, Looking at Student Work, Interventions that work).
- MTSS Specialist will provide PD for teachers on ECATS Tasks looking at data (who gets a plan), Aimsweb, setting realistic goals for student plans, creating problem statements to support plan goals, following-up on interventions (progress monitoring).
- MTSS Team Training- Provide ongoing coaching and support to core team regarding best practices for effective MTSS implementation.
- EL Education curriculum provides tiered support for students that are on, below, and above grade level as well as ML students. Differentiated instruction will occur during strong small group instruction providing support to meet the needs of students. Planning for this occurs weekly and is documented in small group plans.
- EnVision Math curriculum that provides differentiated supports. • Teachers create small group plans that are shared with coaches. They describe their plans for addressing the individual needs of students, using various data sources (anecdotal data, MAP, benchmark data, in-class assessment data).
- Instruction is monitored on an ongoing bases through MTSS team meetings, weekly observations, administrative mini observations, and teacher planning sessions.

Limited Development
08/15/2022

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Core instruction in math and literacy will be effectively implemented and internalized by the majority of the teaching staff. • Students in need of interventions will be provided with a plan with their progress monitored and adjusted with fidelity. • Achievement proficiency gaps will narrow for all subgroup populations with a specific emphasis on MLs. 		<p>LaTresha Wilson (04/28/21)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/15/22</p>	<p>MTSS Team will provide PD for teachers on Branching Minds looking at data (who gets a plan), Aimsweb, setting realistic goals for student plans, creating problem statements to support plan goals. Policies and procedures for decision making will be established for the administration of assessments, access to existing data sources, and use of data.</p>		<p>Latoya Wright</p>	<p>02/15/2023</p>
<p><i>Notes:</i></p> <ul style="list-style-type: none"> •MTSS Team coordinates school-wide SharePoint PD with all grade levels, and with the district MTSS Specialist. This PD focused on analyzing data, setting realistic goals, and problem statements. •The school’s MTSS Team will provide monthly grade level PD during planning meetings. During these grade level PD meetings. •MTSS Team will also assist teachers with identifying specific areas of need, selecting appropriate interventions, progress-monitoring tools, creating supplemental and intensive plans, and parent invitation letters for intensive meetings. <p>Progress monitoring fidelity checks weekly/bi-weekly</p>				
<p>8/15/22</p>	<p>Ongoing LETRS PD will be provided.</p>		<p>Latoya Wright</p>	<p>02/15/2023</p>
<p><i>Notes:</i></p> <ul style="list-style-type: none"> •We provided coaching walk-throughs and feedback to teachers surrounding implementation. •Literacy leader attends literacy leader meetings to get new information and deliver updates through PLCs. <p>During planning, teachers add scaffolds and enrichment activities to extend the LETRS program and meet the needs of all learners.</p>				

8/15/22	We will monitor student progress data quarterly to monitor progress and adjust interventions. As well as provide staff with data on MTSS implementation and student outcomes at all tiers.		Latoya Wright	02/15/2023
<p><i>Notes:</i> MTSS Team will provide PD for teachers on ECATS looking at data (who gets a plan), Aimswebb, setting realistic goals for student plans, creating problem statements to support plan goals. Policies and procedures for decision making will be established for the administration of assessments, access to existing data sources, and use of data. The MTSS is in the process of being trained and will start to train staff. MTSS Admin. Team met to revamp goals that were ambitious and that mirrored our past and current reality. MTSS Admin. Team established policies and procedures to support the MTSS process</p>				
8/15/22	Support teachers with strengthening core instruction in literacy and math utilizing EL Education and EnVision Math 2021.		Latoya Wright	02/15/2023
<p><i>Notes:</i> Coaching/Co-teaching model will be established which will be provided at least once a month to core teachers and will be tracked and monitored.</p> <ul style="list-style-type: none"> •We have ongoing PD through grade level PLCs for both EL Education and EnVision. •We provide coaching walk-throughs and feedback to teachers surrounding implementation. We implemented all parts of both curricula. •Instructional leaders attend math and literacy leader meetings to get new information and deliver updates through PLCs. 				

	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:			<p>Paw Creek Elementary provides core social emotional practices that are defined schoolwide:</p> <ul style="list-style-type: none"> • Ongoing refresher sessions/training for TLAC (Teach Like a Champion). • Train Caring Schools Curriculum with teachers during planning. • Continued implementation of TLAC in classroom practice. 	Limited Development 08/15/2022		
How it will look when fully met:			<p>There are a full range of supports that address student social and emotional needs utilized which include:</p> <ul style="list-style-type: none"> • TLAC strategies, and Caring Schools. Consequently, student attendance increases while discipline referrals and suspensions decrease. • utilization of discipline data, attendance data, and student and teacher survey data to monitor full implementation. • tracking attendance to show increase in student attendance. • students engagement is at high levels as measured by classroom participation. • Student and family participation in school-wide extracurricular events is at high levels. 		Danielle Belton (04/28/21)	06/15/2024
Actions				0 of 2 (0%)		
	8/15/22		Student ratings will improve as measured by the panorama SEL assessment.		Sweet Flake	02/15/2023

Notes: 1st Panorama Survey will be completed by Oct, with 90% or higher response rates from students and teachers.
 We will increase the percentage points by 10% or more in the following

Panorama areas of SEL Skill Competencies for 3-5 Students:
 Emotion Regulation-How well students regulate their emotions. From 47% to 57%
 Challenging Feelings- How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions. From 46% to 51%
 Self Efficacy-How much students believe they can succeed in achieving academic outcomes. From 61% to 71%
 We will increase the percentage points by 5% or more in the following
 Teacher assessed SEL Competencies for K-2 Students:
 Self Efficacy-How much students believe they can succeed in achieving academic outcomes. From 44% to 49%
 Self Management- How well students manage their emotions, thoughts, and behaviors in different situations. From 42% to 47%

8/15/22	Implement FLY (Social Emotional) Student Support Group.		Latoya Wright	02/15/2023
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Notes:

- FLY which stands for Forming Leading Youth, supported students in Kindergarten -5th grade with coping strategies to manage their behaviors.
- The group will met weekly and students completed feedback forms to monitor their weekly behaviors. Students were rewarded for having 4 out 5 great days for the week.

Emotion Regulation-How well students regulate their emotions.
 Increase by 15%
 Challenging Feelings- How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions. Increase by 15%
 Self Efficacy-How much students believe they can succeed in achieving academic outcomes. Increase 15%

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Monitoring instruction in school

	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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<p>Initial Assessment:</p>	<p>Paw Creek Elementary school will implement the:</p> <ul style="list-style-type: none"> • There is a coaching caseload in place, which provides teachers with support by a member of the administrative team. • Teachers meet regularly to examine data, discuss feedback data from the Get Better Faster trajectory. • School based ILT walks virtually or in person every 4-6 weeks to observe and provide feedback to teams and teachers. This feedback is used to analyze overall school strengths and gaps. • Teachers receive weekly mini-observations as well as formal observations where the administration provides overall as well as bite-sized feedback to improve instructional practices across the school with an emphasis on providing feedback. • The principal and leadership team supports the planning structure using the IPA approach to planning and instruction. • The principal and leadership team work with teachers in planning sessions and coaching meetings to effectively unpack and internalize EL & Envisions curriculum. 	<p>Limited Development 08/15/2022</p>		
<p>How it will look when fully met:</p>	<p>When this goal is met the following things will be in place:</p> <ul style="list-style-type: none"> • Teachers will receive a minimum of 10 mini/formal observations each year where they will receive actionable feedback as tracked in our school based observation system. • Teacher practice will improve virtually or in person as demonstrated on the teacher evaluation rubric as well as movement on the Get Better Faster trajectory. • Teacher internalization and planning guides will show development of ideas and depth. • The core actions for literacy (high quality texts, analytical thinking, all students engaged) and mathematics (mathematical shifts, instructional practices, and mathematical practices) will be observable. 		<p>Danielle Belton (04/28/21)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/15/22</p>	<p>Administrative team and ILT will meet to walk classroom and calibrate around CMS look for's as well as standards based instruction.</p>		<p>LaTresha Wilson (04/28/21)</p>	<p>02/15/2023</p>

Notes: Admin team will meet weekly to debrief around districts walk through form
 -Coaches will define actionable bite sized next steps for those on case load
 -Coaches will model, co-teach, and observe
 -School based ILT will meet to visit classrooms across the school to identify strengths and gaps which will be shared with the school community.
 -We will use the districts core actions to help drive our work.
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 -Admin. team continues to observe classes weekly and calibrate round CMS look for's as well as specific needs for our school based on walk throughs, observations, SIP goals and PDP goals.
 -ILT observes monthly with a focus.

8/15/22 Administrative team and ILT will work to coach and support classroom teachers through weekly feedback, observation meetings, modeling, and planning.

LaTresha Wilson
(04/28/21)

02/15/2023

Notes: -Admin team will meet weekly to debrief around districts walk through form
 -Coaches will define actionable bite sized next steps for those on case load
 -Coaches will model, co-teach, and observe
 -School based ILT will meet to visit classrooms across the school to identify strengths and gaps which will be shared with the school community.
 -We will use the districts core actions to help drive our work.

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	

Initial Assessment:

Paw Creek Elementary school will implement the following:

- Weekly grade level communication around literacy, math, & STEM in electronic communication to parents.
- Curriculum Night to share instructional goals and grade level areas of focus.
- Grade level content nights (I.e. literacy, math) to share strategies that parents can use at home with students.
- Parent Professional Development lead by Student Support Services Team: Attendance strategies, Social Emotional Support, etc.
- A variety of hands on parent nights to explore content and build with their students (Science Night, The Cardboard Challenge, Math Night, etc). -Presentations may be modified to accommodate virtual environments, with the same objectives and content goals for learning.
- Connected messages to communicate school events. • Individual counseling/check-ins with chronically absent students.
- Parent survey data will be utilized to monitor the effectiveness of parent communication throughout the year.

Limited Development
08/15/2022

<p>How it will look when fully met:</p>	<p>When this goal is met the following things will be in place:</p> <ul style="list-style-type: none"> • Increased parent participation as measured by event tallies. • Survey data that shows parent satisfaction with school events, communication, and academic awareness. • Increased student attendance as measured by attendance data, and CANVAS login participation . • Increased parent communication as evidence by weekly teacher and staff contact for every student in each class and participation in school-wide events . • Survey data that shows parent satisfaction with school events, communication, and academic awareness and support . 		<p>LaTresha Wilson (04/28/21)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/15/22</p>	<p>There will be increased student and family engagement.</p> <p><i>Notes:</i> Digital Documents and tools for Spanish Speaking parents will be made available for families on school-wide communications. Teachers are utilizing and will continue to utilize items/supplies for instruction materials that parents already have at home or that can be provided by the school to use instead of having families purchase more supplies. Teachers are utilizing and will continue to utilize grant/donations collection platforms for additional learning materials or supports for families (classroom central, Donorschoose). We send out a newsletter weekly, per grade level, that include academic points. CMS district survey survey was sent in carpool, website, teacher emails, and social media. SIT Meetings are held monthly. PTA Meetings are held monthly.</p>		<p>Shea Heyward</p>	<p>02/15/2023</p>
<p>8/15/22</p>	<p>Our chronic absenteeism data will decrease.</p> <p><i>Notes:</i> Teachers will continue to notify Student Support Services staff to arrange support for any students and/or families in crisis. Student Support Services will make community referrals for learning centers or community campuses for students who do not have a quiet place to learn at home in Charlotte.</p>		<p>Shea Heyward</p>	<p>02/15/2023</p>

8/15/22 Various parent surveys will be given to parents to receive feedback towards improvement.

Latoya Larmond

02/15/2023

Notes: Teachers notify student support staff to arrange support for any students and/or families in crisis.
Surveys will be analyzed to refine the program.