

Comprehensive Progress Report

Mission:

At Sharon School, we believe in expecting high achievement by all students, to the best of their abilities, in order to create lifelong learners.

Vision:

Students will possess the academic and social-emotional skills ready for college and career to become global citizens who are creative, collaborative, critical thinkers, and effective communicators.

Goals:

State and Local Goal 1 - 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).

State and Local Goal 2 - Duty-Free Instructional Planning Time for Teacher: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide 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).

State and Local Goal 3 - 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).

School Goal 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 37% in SY2021-22 to 43.5% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

School Goal 2 - 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) (TBA)

School Goal 3 The percentage of students reporting a positive self-perception of their self-efficacy, and/or engagement will increase from 61% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percentage of students reporting a positive self-perception of their self-engagement will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 72% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

School Goal 4 Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 56.4 % in SY2022-23 and 23% 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>	<p>Teachers will utilize data to drive instructional decisions for small group interventions. They will implement EL Skills and ALL Block lessons to meet the targeted needs. Grade levels will implement flexible grouping among the grade level to provide support for students at all levels. Teachers will track student growth on the Branching Minds platform. We will follow the CMS recommend Standard Treatment of Protocol for students who will receive strategic or intensive interventions.</p> <p>We continue to send teachers to the district-provided Orton-Gillingham training to allow teachers to use the intervention with intensive students. Teachers will also continue LETRS professional development provided by the state of North Carolina. We will support teachers with the implementation of the EL literacy program.</p> <p>Teachers will be provided with 90-minutes of uninterrupted team planning. Additionally, teachers will be provided with half-day planning to review student data and upcoming units of study. Teachers receive 45-minutes during specials to individualize their planning for their specific student's needs.</p>	Limited Development 06/09/2022		

<p>How it will look when fully met:</p>	<p>We will know this objective has reached full implementation when the administrative team reviews the notes/minutes from weekly planning sessions and instruction in the classroom matches the objectives and activities listed in meeting minutes.</p> <p>We will use the following information to monitor implementation:</p> <ul style="list-style-type: none"> • Attend EL committee meetings • Monitor small group instructional plans and PLC agendas. • Ensure instruction is being implemented with fidelity and integrity • Monitor student data (MAP, mclass, EL assessments, CMS Math Topic assessments) to ensure students are progressing in math and reading. • Ongoing review of MTSS and intervention team meetings minutes • Assessment of core instruction based on MAP data. • Monitoring student plans in the Branching Minds platform. • Completion of the state professional development requirement of LETRS (spring 2023) 		<p>Catherine Phelan</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/10/22</p>	<p>Duty-Free Instructional Planning Time for Teacher: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide 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).</p>		<p>Elizabeth Parsons</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/10/22</p>	<p>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 37% in SY2021-22 to 43.5% in SY2022-23 and 50% in SY2023-24.</p>		<p>Catherine Phelan</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>Core Function:</p>		<p>Dimension A - Instructional Excellence and Alignment</p>		
<p>Effective Practice:</p>		<p>Student support services</p>		

	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>We continue to send teachers to the district-provided Orton-Gillingham training to allow teachers to use the intervention with intensive students. Teachers will also continue LETRS professional development provided by the state of North Carolina. We will support teachers with the implementation of the EL literacy program.</p> <p>Additionally, teachers will be trained to use the Branching Minds platform which will track student data to determine if tiered support (strategic and intensive) plans are needed.</p> <p>The MTSS committee will consist of a representative from each grade level. This committee will meet monthly and will be expected to train their teammates on district requirements and expectations.</p> <p>During grade level planning, agendas and meeting minutes will reflect conversations regarding data reviews and support for students learning needs.</p> <p>The master schedule will reflect a one-hour EL Skills/ALL block to address the needs of all children in small group instruction.</p>	Limited Development 06/09/2022		
<i>How it will look when fully met:</i>			<p>We will know this objective has reached full implementation when the administration reviews the notes from weekly planning sessions and the instruction in the classroom matches the objectives and activities listed in the meeting minutes.</p> <p>We will use the following information to monitor implementation:</p> <ul style="list-style-type: none"> The MTSS committee, the literacy facilitator, the school counselors, and the administrative team, will monitor student progress through the Branching Minds platform. Classroom teachers will regularly communicate with teammates and parents about student progress and interventions. 		Catherine Phelan	06/15/2024
Actions				0 of 1 (0%)		
	8/10/22		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)		Catherine Phelan	06/15/2024

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
<i>Initial Assessment:</i>			Sharon School will: <ul style="list-style-type: none">• Conduct daily classroom meetings with SEL lessons• Utilize Caring Schools Curriculum, Positive Discipline lessons, Bucket Filling Activities, and the Eagles with Character program• Ensure school-wide behavior expectations are taught and followed (SOAR)• The school will utilize our two counselors' positions to support students in academics, attendance, and social/emotional health.• Students will complete the Panorama survey twice per year (fall and spring) provided by the district.• Panorama survey data will be analyzed and used to tailor morning meetings and counselor check-ins with students.• The principal and Assistant Principal will meet with all students to review the CMS Student Code of Conduct, review school-wide expectations, read books to address character and expected behavior, and show the "Bully Blocker" video• Provide ongoing character education videos and inclusion videos presented on WSHE, the morning news show	Limited Development 06/09/2022		

<p>How it will look when fully met:</p>	<p>When this objective is fully met behavior plans from the 2021-2022 school year will decrease compared to the previous school year. Students will have internalized and will be able to articulate Sharon's SOAR expectations.</p> <ul style="list-style-type: none"> The percentage of students reporting a positive self-perception of their self-efficacy, and/or engagement will increase from 61% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 68% in SY2023-24. The percentage of students reporting a positive self-perception of their self-engagement will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 72% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) <p>We will use the following information to monitor implementation:</p> <ul style="list-style-type: none"> Monitor Panorama data in the fall and spring. Monitor student discipline data Monitor student behavior plans in the Branching Minds Platform 		Catherine Phelan	06/15/2024
Actions		0 of 4 (0%)		
8/10/22	<p>The percentage of students reporting a positive self-perception of their self-efficacy, and/or engagement will increase from 61% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)</p> <p>The percentage of students reporting a positive self-perception of their self-engagement will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66% in SY2022-23 and 72% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)</p>		Catherine Phelan	06/24/2022
<i>Notes:</i>				
8/10/22	<p>Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students to less than 5 students in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)</p>		Elizabeth Parsons	06/15/2024
<i>Notes:</i>				
8/10/22	<p>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).</p>		Elizabeth Parsons	06/15/2024

Notes:

8/10/22 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).

Elizabeth Parsons

06/15/2024

Notes:

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
--	-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	The administrative team will conduct classroom visits and provide timely and specific feedback to teachers through a variety of documentation. The administrative team and support staff attend weekly grade level planning sessions and provide instructional support to teams.	Limited Development 06/09/2022		
How it will look when fully met:	<p>We will know this object has been met when our instructional teams fully implement the following:</p> <p>Objectives are posted and updated to reflect new teaching on a daily and weekly basis. During a walk-through, students are able to articulate the objective they are learning as well as the task assigned and its importance. Grade level teams know the mastery level criteria for learning objectives and utilize exemplars prior to teaching the objective/topic. Teachers will monitor and analyze a variety of student data points.</p> <p>The resources we will need to ensure this objective is being fully met include but are not limited to:</p> <ul style="list-style-type: none"> • NCSCOS • Weekly teacher planning time • Data discussions during planning time • Half-Day planning sessions • Early release day professional development • Instructional assistant professional development • MTSS committee's ongoing professional development • New Branching Minds platform • Student data meetings, Intervention Team meetings with support staff and parents 		Catherine Phelan	06/15/2024
Actions		0 of 2 (0%)		
8/10/22	<p>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 37% in SY2021-22 to 43.5% in SY2022-23 and 50% in SY2023-24.</p> <p>(Aligns to A2.04 and B3.03 and CMS Goal 1)</p>		Catherine Phelan	06/15/2024

Notes:

8/10/22 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)

Catherine Phelan

06/15/2024

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>		<p>At Sharon School, our current implementation efforts include the following:</p> <ul style="list-style-type: none"> • Provided access to the student handbook through the school website and teacher websites • Provide principal weekly newsletters for parents • Provide updated teacher websites • Provide weekly teacher newsletters • Provide principal reminder text messages which include links to support student learning at home. • Conduct curriculum night to inform parents about grade level expectations and curriculum. • Conduct parent/teacher conferences in the fall and as needed to address individual student needs. • Provide Multiple Intelligence (M/I) Play Productions for grades 1, 3, and 5. • Provide a School Leadership team virtual meetings where we review the goals of the NCStar/SIP • Provide all stakeholders with access to the SIP goals and meeting minutes through the school's website 	Limited Development 06/09/2022		
<i>How it will look when fully met:</i>		When the objective is fully met, we will see an increase in parent/guardian involvement as monitored through PTA participation/membership, parent chaperones, school volunteers to assist with student activities and tutoring, and 100% participation in conferences.		Catherine Phelan	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	8/10/22	Staff and teachers will ensure all parents are informed and knowledgeable of curriculum and classroom activities through ongoing classroom newsletters and emails/text messages (Remind/Canvas/emails/teacher websites/principal newsletter-Eagle Eye) to parents.		Catherine Phelan	06/15/2024
<i>Notes:</i>					