

## Comprehensive Progress Report

**Mission:** At Harmony Elementary School, we work collaboratively to support the diverse needs of all students while fostering curiosity, responsibility, and a lifelong love of learning.

**Vision:** Harmony Elementary School empowers all students to exceed growth expectations and meet proficiencies by fostering a safe, collaborative, and innovative learning environment. We equip students with critical thinking and problem-solving skills to succeed in school and thrive in their communities.

**Goals:**

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. Strategic Goal: 100% of students will meet Reading proficiency as measured by EOY mClass Dibels 8 [K-2] and EOG Reading [3-5] Target Goal: By May 22, 2026, 77% of K-2 students will be proficient in Reading as measured by mClass Dibels 8 and 68.8% of 3-5 students will be proficient in Reading as measured by the Reading EOG [Percentage subject to change pending BOG3 data.]

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Target Goal: By May 22, 2026, at least 85% of observed classrooms will demonstrate teachers actively teaching, reinforcing, and positively modeling classroom rules and procedures, as evidenced by administrative walkthrough data, and we will have a decrease of 50% in total office discipline referrals of repeat offenders from 2024-2025 as measured by Educator’s Handbook data.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
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>		Harmony Elementary has routinely met or exceeded growth as defined by the North Carolina annual School Performance Grade Accountability standard.	Limited Development 05/16/2017			

	<p>In the 22-23 school year Harmony Elementary's reading proficiency in 3-5 EOGs was 39.5%, in 23-24 it was 49.7%, and in 24-25 it was 52.8%. Our K-2 mClass proficiencies were 65% in 22-23, 72% in 23-24, and in 24-25 it was 62%.</p> <p>The faculty of Harmony Elementary strives to provide rigorous and relevant standards based instruction that meets the individual needs of all students. Bringing literacy and reading scores to expected performance levels while maintaining math and science scores will produce a knowledgeable student body that has the skills to succeed in their secondary school career and meet the requirements of the state's Portrait of a Graduate endeavor.</p> <p>Harmony faculty have enacted an individualized intervention program for Tier 2 and Tier 3 students as well as a rigorous and relevant core instruction program for each grade level. Instructional needs are identified and individualized learning plans are developed for all students. The leadership team meets weekly to address any issue that impacts the learning environment.</p>			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	When this objective is fully met, 100% of Harmony students will have met Reading proficiency as measured by EOY mClass Dibels 8 [K-2] and EOG Reading [3-5].		<b>Cheryl Hathcock</b>	<b>05/29/2026</b>
<b>Actions</b>		<b>6 of 31 (19%)</b>		
8/12/25	Develop a master schedule for each grade level that includes a designated, consistent block of time specifically for small group reading instruction.	Complete 08/04/2025	Tammy Sharpe [elected 2025]	08/04/2025
<i>Notes:</i>				
8/12/25	First-grade teachers will participate in Letterland 2.0 professional development to enhance and strengthen literacy instruction.	Complete 08/07/2025	Cheryl Hathcock	08/07/2025
<i>Notes:</i>				
8/12/25	Create and implement a schedule for TAs to provide classroom	Complete 08/18/2025	Robin Mayberry	08/18/2025

	coverage during BOY mCLASS assessments to ensure uninterrupted and accurate testing and continued student instruction and supervision.		[2023]	
<i>Notes:</i>				
8/12/25	Provide initial and refresher mCLASS training for Kindergarten through Third Grade teachers to ensure accurate literacy assessment administration and reliable data collection for informed student placement in core, remediation, and intervention programs.	Complete 08/19/2025	Jessica Maher [elected 2025]	08/19/2025
<i>Notes:</i>				
8/12/25	Develop a classroom walk-through tool designed to monitor the implementation and effectiveness of small group instruction, and to identify needs for targeted professional development and additional instructional resources.	Complete 09/02/2025	Catie Phelps [2025]	09/02/2025
<i>Notes:</i>				
8/12/25	Develop and implement a Tier 2 and Tier 3 intervention schedule that aligns with the small group reading instruction block as outlined in the Master Schedule to ensure students do not miss core instruction.	Complete 09/02/2025	Tracey Gallyon [2023]	09/02/2025
<i>Notes:</i> Tier 2 and Tier 3 interventions are fluid; schedules will change as needed for needs based on student data, specifically after diagnostic assessments.				
8/12/25	Implement daily read-aloud sessions across all grade levels to enhance vocabulary development, listening comprehension, and background knowledge, and to build critical language skills, support brain development for reading, and foster student engagement and motivation. By integrating read-alouds teachers will model fluent reading and introduce students to complex texts, laying a strong foundation for reading proficiency.		Leslie Driver [elected 2025]	09/05/2025
<i>Notes:</i>				
8/12/25	Provide PD on effective small group instruction aligned with the Science of Reading, including structuring independent literacy activities for students not working directly with the teacher.		Cheryl Hathcock	09/10/2025
<i>Notes:</i>				
8/12/25	Analyze BOY mCLASS and iReady data to develop comprehensive Tier 1 Literacy Plans within RtI Stored, ensuring targeted core instruction for all students.		Catie Phelps [2025]	09/12/2025
<i>Notes:</i>				

8/12/25	Analyze BOY mCLASS and iReady data to develop targeted intervention groups for Tier 2 and Tier 3 students and create those groups in RtI Stored for ongoing progress monitoring.		Cheryl Hathcock	09/12/2025
<i>Notes:</i>				
8/13/25	All teachers will analyze BOY mCLASS and iReady data to develop small reading groups to deliver differentiated instruction.		Cheryl Hathcock	09/12/2025
<i>Notes:</i>				
8/12/25	Kindergarten teachers will participate in Letterland 2.0 professional development to enhance and strengthen literacy instruction.		Cheryl Hathcock	09/22/2025
<i>Notes:</i>				
8/12/25	All ELA teachers in Grades 3-5 will view the on-demand Magic of Morphemes webinar led by Dr. Deb Glaser and Laura Stewart to deepen understanding of morphological instruction and practical classroom applications using Morpheme Magic materials.		Cheryl Hathcock	10/14/2025
<i>Notes:</i>				
8/12/25	Analyze Reading Check-in data to identify student needs and develop targeted instructional plans, including appropriate remediation strategies.		Taylor Ladd [2024]	11/04/2025
<i>Notes:</i>				
8/12/25	Create and implement a schedule for teacher assistants to provide classroom coverage during MOY mCLASS assessments to ensure uninterrupted testing and continued student instruction and supervision.		Ramona Roberts [2024]	12/11/2025
<i>Notes:</i>				
8/12/25	Analyze MOY diagnostic mCLASS and iReady data to guide instructional decisions and plan next steps for all students, including core instruction and targeted interventions.		Tammy Sharpe [elected 2025]	01/06/2026
<i>Notes:</i>				
8/12/25	Analyze Reading Check-in 2 data to identify student needs and develop targeted instructional plans, including remediation strategies.		Kendra Liles [2025]	01/27/2026
<i>Notes:</i>				
8/12/25	Create and implement a schedule for teacher assistants to provide classroom coverage during EOY mCLASS assessments to ensure uninterrupted testing and continued student instruction and supervision.		Joyce Griffin [2023]	04/14/2026

<i>Notes:</i>				
8/12/25	Analyze Reading Check-in 3 data to determine student needs and plan targeted next steps, including remediation and End-of-Grade review preparation.		Jessica Maher [elected 2025]	04/21/2026
<i>Notes:</i>				
8/12/25	Implement monthly MTSS team meetings involving teaching staff, instructional coach, MTSS coordinator, and the principal to review student progress data, evaluate movement within the tiered intervention system, and discuss potential referrals for EC evaluation. These collaborative meetings will ensure timely identification of student needs, promote data-driven decision-making, and streamline the referral process to provide appropriate supports.		Joyce Griffin [2023]	04/28/2026
<i>Notes:</i>				
8/12/25	Implement monthly data dives involving grade-level teams, the instructional coach, and principal to analyze student performance across assessments. Use findings to identify achievement gaps, monitor progress toward goals, and collaboratively plan targeted instructional adjustments and interventions.		Tammy Sharpe	04/30/2026
<i>Notes:</i>				
8/12/25	Conduct deep data dives with the principal, MTSS coordinator, grade-level teachers, and instructional coach to perform comprehensive analysis of student achievement and growth data. Utilize this analysis to evaluate the effectiveness of current instructional practices and intervention programs, identify systemic gaps, and develop school-wide strategic action plans. Ensure thorough documentation of findings, decisions, and follow-up steps to support continuous instructional improvement and accountability.		Cheryl Hathcock	05/01/2026
<i>Notes:</i>				
8/12/25	Conduct bi-monthly classroom walk-throughs focused on observing small group instruction blocks to monitor implementation, provide timely feedback, and determine professional development opportunities.		Leslie Driver [elected 2025]	05/01/2026
<i>Notes:</i>				
8/13/25	Ensure timely and accurate progress monitoring and the recording of intervention data points for Tier 3 students to monitor student progress effectively.		Tracey Gallyon [elected 2023]	05/04/2026
<i>Notes:</i>				
8/14/24	Develop and implement targeted interventions for Reading Tier 2 and		Tracey Gallyon	05/04/2026

	Tier 3 students to address specific learning needs and accelerate progress.		[2023]	
<i>Notes:</i>				
8/14/24	Deliver focused professional development to interventionists on the implementation and monitoring of Tier 2 student interventions.		Cheryl Hathcock	05/04/2026
<i>Notes:</i>				
8/14/24	Coordinate the organization and timely distribution of intervention materials to interventionists to support effective instruction of Tier 2 students		Kendra Liles [2025]	05/04/2026
<i>Notes:</i>				
8/14/24	Ensure timely and accurate progress monitoring and the recording of intervention data points for Tier 2 students to monitor student progress effectively.		Robin Mayberry [2023]	05/04/2026
<i>Notes:</i>				
8/12/25	Intentional planning of PLC meetings focused on unpacking standards for vertical and horizontal alignment, using data to guide instruction, collaboratively planning high-quality, standards-based lessons, and engaging in ongoing professional development to continuously improve teaching practices.		Cheryl Hathcock	05/05/2026
<i>Notes:</i>				
8/12/25	All grade levels will implement differentiated small group reading instruction that is fully aligned with the Science of Reading, ensuring targeted support based on student needs.		Robin Mayberry [2023]	05/22/2026
<i>Notes:</i>				
8/12/25	Conduct a comprehensive review of EOY mClass and EOG assessment data with grade-level teams and leadership to evaluate whether student achievement goals and intervention targets were met. Use findings to inform adjustments to instructional practices, intervention plans, and goal-setting for next year.		Kendra Liles [2025]	05/26/2026

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<b>Initial Assessment:</b>	During the 2024-25 school year, the school maintained a low incidence of Office Discipline Referrals (ODRs), with a total of 52 referrals. Teachers consistently uphold high behavior expectations and explicitly teach these expectations within the classroom. The school-wide behavior expectations — Be Responsible, Be Respectful, Be Safe — are prominently posted throughout the building to reinforce positive conduct. Currently, only seven students have received two or more referrals in the school year, reflecting targeted support efforts. The school emphasizes a proactive rather than reactive approach by integrating Second Step social-emotional learning lessons into the master schedule. Additionally, the counselor conducts small group sessions focused on students identified as at risk for ODRs to provide early intervention and support.	Limited Development 08/12/2025		
<b>How it will look when fully met:</b>	When this goal is fully met, 85% or more of observed classrooms will demonstrate teachers actively teaching, reinforcing, and positively modeling classroom rules and procedures, as evidenced by administrative walkthrough data. Harmony will have a decrease of 50% in total office discipline referrals of repeat offenders from 2024-2025 as measured by Educator’s Handbook data.		Joyce Griffin [elected 2023]	05/22/2026
<b>Actions</b>		<b>2 of 13 (15%)</b>		
8/12/25	Utilize Educator’s Handbook data to identify repeat Office Discipline Referral (ODR) offenders during the 2024-2025 school year. Use this data to establish targeted counseling focus groups, monitor student behavior, and track progress throughout the year.	Complete 08/12/2025	Tammy Sharpe [2025]	08/12/2025
<i>Notes:</i>				
8/12/25	Within the first 10 days of school, teachers will explicitly teach and model school-wide (Be Responsible, Be Respectful, Be Safe) and classroom behavior expectations during classroom instruction and daily routines.	Complete 08/25/2025	Joyce Griffin [2023]	08/25/2025
<i>Notes:</i>				

8/12/25	Ensure behavior expectations signage is prominently displayed and regularly referenced school-wide, both in the classrooms and in the common areas of the school building.		Cheryl Hathcock	09/19/2025
<i>Notes:</i>				
8/12/25	Recognize and celebrate [focus group/classrooms] consistently demonstrating positive behavior management practices through shout-outs, newsletter features, and other school-wide acknowledgments to promote a culture of excellence and motivation.		Joyce Griffin [2023]	10/10/2025
<i>Notes:</i>				
8/12/25	Implement a Positive Principal Referral and Parent Postcards program to recognize and celebrate students demonstrating exemplary behavior.		Taylor Ladd [2024]	10/15/2025
<i>Notes:</i>				
8/12/25	Conduct monthly, or as needed, leadership walkthroughs with a focus on positive behavior reinforcement and rule-teaching practices [engagement instead of negative behaviors].		Catie Phelps [2025]	12/19/2025
<i>Notes:</i>				
8/12/25	Within the first week of the new calendar year, teachers will explicitly reteach and model school-wide (Be Responsible, Be Respectful, Be Safe) and classroom behavior expectations during classroom instruction and daily routines.		Tracey Gallyon [2023]	01/09/2026
<i>Notes:</i>				
8/12/25	Provide PD focused on proactive classroom management, positive behavior reinforcement, and SEL strategies aligned with school expectations.		Leslie Driver [2025]	02/18/2026
<i>Notes:</i>				
8/12/25	Share behavior expectations and progress with families through newsletters, conferences, and school events to promote home-school consistency.		Ramona Roberts [2024]	03/24/2026
<i>Notes:</i>				
8/12/25	Behavior Goal Team will share behavior data—including referrals and positive behavior acknowledgments—with SIT during monthly meetings to monitor progress and inform instructional and intervention decisions.		Tammy Sharpe [2025]	04/21/2026
<i>Notes:</i>				
8/12/25	Review office discipline referral data monthly to identify repeat		Robin Mayberry	04/30/2026

	offenders and trends; adjust intervention strategies accordingly.		[2023]	
	<i>Notes:</i>			
8/12/25	Embed Second Step social-emotional learning lessons into the master schedule and deliver lessons consistently to all grade levels.		Cheryl Hathcock	05/22/2026
	<i>Notes:</i>			
8/12/25	Conduct small group counseling sessions for students at risk of multiple ODRs (focus group) to address behavior and social-emotional needs proactively.		Cheryl Hathcock	05/22/2026
	<i>Notes:</i>			