

Comprehensive Progress Report

Mission:

Growing knowledgeable and responsible lifelong learners.

Vision:

School staff and families will work together to ensure that every child will achieve their highest potential and develop a life-long love of learning.

Goals:

Improve student performance

Increase educator preparedness to meet the needs of every student

Eliminate opportunity gaps



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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:			• Presence is visible • Helpful feedback for formal observations • Walkthroughs/Classroom visits do occur • Admin have access to lesson plans • Limited feedback to improve instruction during visits	Limited Development 10/02/2019		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Formal observations will be completed and feedback provided within 10 days. An administrator will be present in every classroom at a minimum of every two weeks. Teacher will receive positive feedback cards from staff after classroom visits. A clear plan will be created for teachers to access time to observe in other classrooms.	Objective Met 06/30/25	Stephanie Burris	06/03/2025
Actions						
11/6/24			Positive feedback cards for staff to give each other.	Complete 12/16/2024	Scottie Stile and Cynthia Ladimir	12/15/2024
Notes:						
11/6/24			Process for teachers to observe in other classroom once a quarter.	Complete 01/15/2025	Taylor Echerd, Callie Campbell and Pauline Tomlins	03/03/2025
Notes:						
10/15/24			An administrator will visit every classroom at a minimum of every two weeks.	Complete 04/28/2025	Stephanie Burris	04/30/2025
Notes:						
10/15/24			Data focused PLC meetings that highlight student progress with MTSS targets, proficiency targets, and growth targets.	Complete 04/28/2025	Stephanie Burris	04/30/2025

<i>Notes:</i>				
10/15/24	Formal observations will be completed and feedback provided within 10 days	Complete 06/05/2025	Pascale Glenn and Stephanie Burris	05/23/2025
<i>Notes:</i>				
Implementation:		06/30/2025		
Evidence	6/30/2025 Daily class shout outs by admin after classroom visits. Observation dates and feedback shared - timelines in NCEES - some missed the 10 day turn around. Positive feedback cards staff can share with each other by the TACS machine. PLC meeting notes relating to MTSS process. Request for teachers to fill out to observe other teachers. Form was developed but no one used it.			
Experience	6/30/2025 Classroom visits by admin have increased, and daily class "shout-outs" are announced in the afternoon based on these classroom visits. Observation and feedback loops improved but continue to need work as some did not meet the 10 day turn around. Feedback is really needed immediately after the observation even though it may not be the formal NCEES document. Feedback from staff and the SLT will be used to help outline what will be the most helpful method for receiving immediate feedback after a formal observation.			
Sustainability	6/30/2025 6/30/2025Feedback is really needed immediately after the observation even though it may not be the formal NCEES document. Feedback from staff and the SLT will be used to help outline what will be the most helpful method for receiving immediate feedback after a formal observation.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
					Target Date

Initial Assessment:	August 2025 Our school prioritizes recruiting and retaining high-quality staff through a strategic focus on shared leadership, professional growth, and meaningful recognition. Staff are required to set personal and school-based goals that are revisited throughout the year as part of the evaluation process. Administrators conduct regular walkthroughs and observations, providing timely, actionable feedback that drives instructional improvement and student achievement. These coaching conversations are intentional and growth-focused. Professional development is responsive to staff needs and aligned with school-wide data trends, including MTSS priorities. Diagnostic and benchmark data, along with staff input, inform both school-level and district-aligned PD offerings. Teacher leadership is encouraged through facilitation of professional development, participation in leadership teams, and mentoring roles. To support retention, we implement a distributive leadership model, empowering staff to take ownership of school initiatives and the interview process. Recognition is embedded in our culture through consistent celebrations of staff successes, such as shout-outs and acknowledgments during meetings. Together, these systems foster a collaborative, data-driven environment that supports both professional excellence and positive student outcomes	Limited Development 08/07/2025		
How it will look when fully met:	August 2025 When fully implemented, our school maintains a strategic, data-driven system for recruiting, evaluating, developing, and retaining high-quality educators. Staffing decisions are proactive and aligned to school-wide needs, student demographics, and instructional priorities. All staff receive clear expectations, timely feedback, and personalized support based on trends from evaluations and walkthroughs. Teachers set measurable goals and reflect regularly on their growth. Professional development is aligned to educator needs, walkthrough trends, and MTSS data, and is continuously refined through staff input and leadership collaboration. Leadership capacity is built through mentorships and shared leadership roles. High-performing staff are recognized and celebrated, contributing to a positive school culture		Mattie Deal	06/10/2028

that supports retention and instructional excellence.

To verify full implementation, we will upload:

Walkthrough and coaching logs with trend data

Evaluation rubrics with feedback

Staff-created growth goals or reflection forms

Professional development agendas aligned to needs

MTSS and leadership team meeting minutes

Documentation of staff recognition and distributed leadership roles

This evidence demonstrates a sustainable, intentional system for growing and retaining excellent educators.

Actions		0 of 2 (0%)		
8/7/25	Develop consistent protocols for walkthroughs and coaching cycles.		Gina Chisum	06/10/2026
Notes:				

8/7/25			Implement leadership opportunities tied to performance and growth.		Mattie Deal	06/10/2026
Notes:						
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>			Our school utilizes a multi-tiered system of support (MTSS) to ensure all students receive evidence-based instruction aligned to their academic and behavioral needs. High-quality staff are intentionally recruited, placed, and supported through structured onboarding, targeted professional development, and instructional coaching. Staff evaluations are conducted consistently using district-aligned tools, and feedback is used to drive individual growth plans and coaching cycles. Professional development is job-embedded and data-driven, with PLCs serving as a hub for collaboration and tiered intervention planning. We retain and grow staff through recognition, leadership opportunities, and clear pathways for advancement. Coaching, mentoring, and MTSS problem-solving teams support ongoing growth and responsiveness to student needs. Leadership leverages evaluation and performance data to inform staffing, adjust instruction, and allocate support personnel effectively. Our current strengths include growing and fortifying strong data analysis protocols, consistent collaboration in PLCs, and a commitment to differentiated supports. Growth areas include strengthening Tier 1 core instruction to reduce over-reliance on Tier 2 interventions and enhancing fidelity monitoring tools. Our team is committed to continuous improvement and building staff capacity across all tiers to ensure equitable outcomes for every learner.	Limited Development 08/07/2025		

How it will look when fully met:		August 2025		Pauline Tomlinson (elected 2024)	06/10/2028
		When fully implemented, the school’s tiered instructional system will operate as a cohesive, data-driven framework that ensures all students receive timely, differentiated, and evidence-based instruction aligned to their individual academic and behavioral needs. Tier 1 instruction will be rigorous, universally accessible, and proactively designed to reduce the need for supplemental interventions. Students requiring Tier 2 and Tier 3 supports will receive targeted, research-based interventions that are progress-monitored with fidelity. High-quality staff will be strategically placed and consistently supported through aligned professional development, coaching, and actionable feedback cycles. Instructional decisions will be made collaboratively in PLCs using student performance data, universal screeners, and progress monitoring tools. Staff retention will be strengthened through leadership development, mentorship, and recognition systems. Evidence of Full Implementation: • PLC agendas and minutes showing data-informed instructional decisions • MTSS documentation (Tier plans, problem-solving notes, intervention logs) • Student data: universal screener results, progress monitoring, and subgroup performance • Teacher evaluation data aligned to instructional improvement • PD calendars, coaching logs, and staff feedback surveys • Retention data and records of staff leadership involvement • Fidelity checklists for interventions and Tier 1 walkthrough tools This evidence will reflect an embedded, equitable instructional system that consistently meets the needs of all learners.			
Actions			0 of 2 (0%)		
10/2/25	With consistency and fidelity, we will create systems and procedures for evidence based tiered interventions.			Pauline Tomlinson (elected 2024)	06/10/2028
Notes: PLC structure created for grade levels to meet monthly to discuss interventions and data.					
10/2/25	Data protocol is put in place to progress monitor the effectiveness of interventions			Pauline Tomlinson (elected 2024)	06/10/2028

Notes: Teachers will collect progress monitoring data and at monthly MTSS meetings, the progress and effectiveness of the interventions.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			- HBES has a PBIS matrix that conveys expectations/rules for all areas of the school. - All teachers are utilizing bulldog bucks as incentives in addition to the PBIS matrix. - PBIS is in progress. We need support with consistent implementation, purpose and incentives. - Some teachers make use of Class Dojo - this is not required. - Vertical consistency with Bulldog Bucks and Incentives. - Positive is great but we need set consequences. If you do this-----then----- .	Limited Development 09/20/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	A school-wide matrix that is visible to all students and staff is posted in various areas throughout the school. The common language written in the matrix is used throughout the school. Teachers refer back to the matrix when addressing students' behaviors. Lesson plans are accessible for teachers to teach matrix behavior twice a year and teachers model behavior. All staff will consistently use Hemby Bucks for positive behavior. Regular celebrations of positive behavior ideas that support the use of Hemby Bucks. Teachers have a selection of purposeful activities/supports to use to address inappropriate behavior and guide appropriate behavior. https://docs.google.com/forms/d/e/1FAIpQLSfZJCMehli1ulvrDAigGROOKT7dwpMdRSiJL8C24N6fPwvfyA/viewform?usp=sf_link 10/12/2022 All students follow all rules using an age-appropriate matrix with visuals. PBIS booster on a regular basis.		Objective Met 11/09/23	Stephanie Burris	01/30/2024
Actions					
10/14/19	Make posters of a school-wide matrix so that it is visible to all students in all areas.	Complete 11/20/2019	Anita Childers	12/02/2019	
<i>Notes:</i>					
10/14/19	Come up with ideas of ways to celebrate positive behavior	Complete 01/07/2020	Regina Costa, Lauren Worthington, Jen VonIderstein	01/01/2020	
<i>Notes:</i>					
10/14/19	Create a reward system to celebrate behavior improvement and successes	Complete 01/15/2021	Christina Geiger, Susan Jackson, Cindy Ladimir	01/13/2021	
<i>Notes:</i>					

10/14/19	Develop lesson plans to help manage student behavior that is proactive, positive, and instructional.	Complete 01/13/2021	Erin Hare, Sharon Patrick	01/15/2021
<i>Notes:</i>				
10/26/21	All teachers revisit PBIS lesson plans with students and have students actively participate in the lessons.	Complete 05/31/2022	Wendy Reed	01/03/2022
<i>Notes:</i> Revisit PBIS lesson plans Create positive relationships with purposeful activities Create meaningful activities to address negative behaviors Create a check-in/check-out system				
10/26/21	Develop meaningful activities/supports that address negative behaviors and move a student to appropriate behavior.	Complete 05/31/2022	Gwendalyn Iversen	01/03/2022
<i>Notes:</i>				
10/26/21	Create a check-in/check-out system for recurring behaviors from the same student.	Complete 01/03/2022	Shannon Johnson	05/31/2022
<i>Notes:</i> Check-in Check-out system.				
10/26/21	Foster positive relationships with purposeful activities- ie morning meetings, greetings, short/silly turn and talk activities.	Complete 01/03/2022	Christina Geiger	05/31/2022
<i>Notes:</i>				
10/12/22	Consequence/tickets system, accountability tickets	Complete 11/30/2022	Wheelock and Worthington	11/30/2022
<i>Notes:</i>				
10/12/22	Create a larger and more visible age-appropriate matrix.	Complete 12/30/2022	Hare and Johnson	12/30/2022
<i>Notes:</i> Updated posters are placed throughout the school.				
10/12/22	Use consistent language referencing the matrix's expectation to reteach the whole staff.	Complete 12/30/2022	Johnson	12/30/2022
<i>Notes:</i>				
10/12/22	Lessons to review matrix	Complete 08/31/2023	McCourt	05/30/2023
<i>Notes:</i>				
10/18/23	Develop leadership opportunities specific to 5th grade students - safety patrol, flag team, broadcast team, STEAM Team Assistants, etc.	Complete 10/30/2023	Dawn McCourt, Mindy Godwin, Stephanie Burris	11/13/2023
<i>Notes:</i>				

Implementation:				11/09/2023		
Evidence			6/2/21 6/2/2021 For the 2020-2021 school year, we had 34 office referrals. In 2019-2020 we had 113 office referrals when school closed out in March 2020 due to CoVID 19.			
Experience			6/2/2021 This was a schoolwide effort. All classrooms were equipped with a Behavior Matrix. Students knew the rules and understood the common language throughout the building particularly when it came to voice level.			
Sustainability			6/2/2021 To sustain this effort, we will continue with PBIS and give the Bulldog Bucks for behavior expectations. Additionally, we will continue to enforce the Schoolwide Behavior Matrix for the classroom, hallway, cafeteria, restroom, playground and bus.			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At our school, instructional teams collaborate regularly to develop standards-aligned units of instruction across all grade levels and subject areas. Teams utilize district pacing guides, state standards, and available assessment data to plan units that reflect grade-level rigor and prioritize essential content. Collaborative planning is embedded in our weekly PLC structures, where teachers analyze student work, adjust instructional practices, and refine unit plans to meet learner needs. We have established systems for recruiting and placing highly qualified staff based on school-wide instructional needs. New hires receive structured onboarding and are supported through coaching, peer mentorship, and participation in PLCs. All certified staff are evaluated using the NC Educator Evaluation System, and feedback from evaluations is used to identify professional learning goals and align coaching support. Ongoing professional development is data-driven and responsive to teacher needs, with opportunities for leadership, vertical collaboration, and modeling of best practices. We promote teacher retention through recognition, consistent support, and opportunities for shared leadership. Evaluation and walk-through data inform school-wide instructional decisions and guide our continuous improvement efforts. Artifacts such as PLC agendas, unit maps, walkthrough data, coaching logs, and professional development plans will serve as evidence of current implementation.	Limited Development 08/07/2025		
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How it will look when fully met:	Instructional teams across all grade levels consistently collaborate to design and implement rigorous, standards-aligned units of instruction that are vertically and horizontally coherent. These units reflect intentional planning tied to the NC Standard Course of Study, integrate district pacing guides, and include clear learning targets, formative assessments, differentiation strategies, and alignment to essential standards. All teams use student data to refine and adjust instruction in real-time, ensuring responsiveness to learner needs. Weekly PLCs function as high-performing, data-driven communities where teams use common formative assessments, student work samples, and progress monitoring tools to collaboratively plan, unpack standards, and align instructional practices. Teachers engage in reflective dialogue supported by instructional coaches and administrators, who provide feedback grounded in walkthroughs, coaching cycles, and evaluation data. Professional development is differentiated based on instructional trends and staff needs and is closely aligned with instructional unit planning cycles. Teachers are empowered as leaders in the development and facilitation of units, contributing to school-wide capacity building and teacher retention. • Evidence of full implementation includes: • Completed unit plans aligned to standards and pacing • PLC agendas/minutes with evidence of planning and data discussions • Student work samples and common assessment data • Coaching logs, walkthrough data, and feedback cycles • Professional development calendars aligned to instructional needs		Susan Jackson (elected 2025)	06/10/2028
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Actions		0 of 2 (0%)		
10/2/25	PLCs will meet weekly to unpack priority standards and co-develop rigorous, standards-aligned units using district pacing guides. Instructional coaches and administrators will support planning by facilitating protocols, modeling unit design, and integrating formative assessments and differentiation.		Susan Jackson (elected 2025)	06/10/2028
Notes:				
10/2/25	Provide training and support for PLC teams on unpacking priority standards and identifying essential learning targets as a foundation for collaborative unit development.		Susan Jackson (elected 2025)	06/10/2028
Notes:				