

Comprehensive Progress Report

Mission: The mission of Bluford S.T.E.M. Academy is to integrate Science, Technology, Engineering, Math and the Arts into a research based, rigorous academic curriculum with a focus on the whole child.

Vision: Our vision is to develop well rounded students and staff with character who positively impact their community through service to others.

Goals:

By June 2026, Bluford will increase its overall performance composite in science from 56.6% in 2024-25 to 60%. (A1.07, A2.04, A4.01, B3.03)

By June 2026, Bluford will increase its overall performance composite in Math from 50.4% in 2024-25 to 53.4%. (A1.07, A4.06, B3.03)

By June 2026, Bluford will increase its overall performance composite in Reading by 3% from 39.1% in 2024-25 to 42.1%. (A2.04, A4.01, B2.03, C2.01)

By the end of the 2025-2026 school year, Bluford STEM Academy will expose all K-5 students to a minimum of three opportunities that will inform scholars about future careers.

By May 2026, we will increase our overall score on the FAM-S rating tool by 3% from 68% to 71% by establishing a linked teaming structure. This will be measured by integrated data-based problem solving for student attendance, academic, behavior, and social and Emotional Outcomes occurs across areas and grade levels.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade level teams align standards and tasks, weekly. Classroom teachers/ Grade level teams develop formal and informal assessments to monitor student progress. Grade level teams have the agendas and minutes for PLC meetings.	Limited Development 10/08/2020		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Grade level and other team structures will meet consistently for instructional planning and to discuss and carry out specific duties. Members of each team will have specific functions that address instruction, instructional methods, whole school improvement planning, family community connections and character development.		Ivolyn Bonaparte	06/02/2026
Actions				0 of 4 (0%)		
	9/15/21	Magnet/ Title I, Local and State funding dollars will be used to support this indicator.			School Treasurer	03/20/2026
Notes:						
	9/15/21	ILT members will support assigned grade levels with weekly planning. Title I funds are used for 0.8 MCL 2 Differential and Title I funds are used for 1 MCL 1 Differential			ILT Leads	06/08/2026
Notes: Used Restart funding flexibility during the 2021-2022 school year and will continue during the 2022-2023 school year to help pay for MCL salary differentials.						
	9/15/21	Classroom teachers and ILT leads will review the Scope and Sequence and end of unit assessments.			ILT Leads	06/08/2026
Notes: Used Restart funding flexibility during the 2021-2022 school year and will continue during the 2022-2023 school year to help pay for MCL salary differentials.						
	9/15/21	Classroom teachers create Common Assessments and an assessment schedule.			Classroom Teachers	06/08/2026
Notes:						

Implementation:		06/08/2021		
<i>Evidence</i>	6/8/2021			
<i>Experience</i>	6/8/2021			
<i>Sustainability</i>	6/8/2021			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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	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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Initial Assessment:	<p>The Principal will conduct formal, informal, and walkthrough observations. Formal observations and feedback are documented through NCEES. Informal observations and feedback are documented on the Walkthrough Observation form. The Principal works through the steps of the Continuous Improvement Cycle (Data-PD-Focused Observations-Feedback) and conducts weekly PLC meetings.</p> <p>The Principal will conduct online observations through Microsoft Teams, during Remote Learning.</p>	Limited Development 10/08/2020		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	Evidence of this objective being fully met will be shown with the increase of student scores and proficiency at the end of the school year. PLC meetings will continue to be held throughout the school year. Grade level agendas will be uploaded into the Indistar platform.		Ivolyn Bonaparte	06/08/2026
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Actions	1 of 4 (25%)		
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10/23/25	Used Restart Budget flexibility to purchase MCLs position.	Complete 06/08/2025	Johnita Readus	06/08/2025
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Notes:			
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9/15/21	The Principal will establish expectations and processes for team planning and instructional delivery.		Ivolyn Bonaparte	06/08/2026
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Notes:			
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9/15/21	The Principal and ILT monitors lessons, meets with grade level teams, conducts classroom observations and reinforces best practices. Title I funds are used for 0.8 MCL 2 Differential and Title I funds are used for 1 MCL 1 Differential		Ivolyn Bonaparte	06/10/2026
<i>Notes:</i>				
9/8/22	The Admin Team will conduct data meetings with classroom teachers.		Ivolyn Bonaparte	06/10/2026
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The ILT and teachers have reviewed and discussed historical EOG data. ILT Leads have been given grade level goals. Interventions will begin at the close of the BOY benchmark window, the MTSS framework and STPs will be reviewed in preparation for small group interventions.</p> <p>Stamina is a concern among students and they are encouraged to read for at least 30 minutes per day. Classroom teachers will teach and model best practices for test taking. Students will continually practice test taking over the course of the school year.</p> <p>Title I funds are used for 0.8 MCL 2 Differential and Title I funds are used for 1 MCL 1 Differential</p>	Limited Development 10/08/2020		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			During the 2025-2026 school year, teachers will use the Continuous Improvement Cycle to drive decisions about instruction and Remediation, Intervention, and Enrichment times.		Kristina Biddle	06/02/2026
Actions				2 of 9 (22%)		
	10/3/25	MCLs and classroom teachers will analyze district assessment data to inform decisions about standards-based intervention groups in Literacy and Math.		Complete 06/10/2025	Shaunta Walker	06/10/2025
Notes:						
	10/3/25	As part of our Restart flexibilities our MCLs have continued to work with teachers to improve student outcomes through PLC meetings.		Complete 06/10/2025	Shaunta Walker	06/10/2025
Notes: Using Restart dollars, we purchased a MCL position who planned and coached teachers in ELA/Math.						
	10/14/21	The ILT will meet to review and monitor the implementation of MTSS elements.			Kristina Biddle	05/05/2026

<i>Notes:</i>				
9/19/25	Supplemental Problem Solving Teams will meet on a 10-week basis to conduct data analysis and decision making about studnets' response to interventions.		Ivolyn Bonaparte	05/15/2026
<i>Notes:</i>				
10/14/21	Classroom teachers will use district assessment data to inform decisions about student selection to receive intervention from Literacy and Math tutors.		Kristina Biddle	06/05/2026
<i>Notes:</i> Using Restart dollars, we purchased a MCL position who works with teachers in ELA/Math				
9/15/21	Classroom teachers will create common assessments to measure levels of proficiency across grade level standards.		Shaunta Walker	06/08/2026
<i>Notes:</i>				
9/15/21	An assessment schedule will be created to assess student learning on grade level standards being taught.		Kristina Biddle	06/08/2026
<i>Notes:</i>				
11/4/21	As part of our Restart flexibilities our MCLs have continued to work with teachers to improve student outcomes through PLC meetings.		Shaunta Walker	06/10/2026
<i>Notes:</i> Using Restart dollars, we purchased a MCL position who coached and planned with teachers in ELA/Math.				
11/4/21	MCLs will meet regularly with the principal to create action steps for classroom teachers.		Kristina Biddle	06/10/2026
<i>Notes:</i> Title I funds are used for 0.8 MCL 2 Differential Title I funds are used for 1 MCL 1 Differential				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

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>			In 2025-2026, the IPS team is working and will continue to work to fully implement a Multi-tiered System of Support. After the completion of BOY assessments, interventions for reading and math will be implemented.	Limited Development 10/08/2020		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			There would be an increase in student proficiency in reading and math as outlined in the GCS Strategic Plan. A Multi-tiered System for academic and behavioral support will be in place. There will be consistent increases in growth and proficiency across all grade levels and subjects.		Shaunta Walker	06/08/2026
Actions				0 of 5 (0%)		
	9/15/21	Teachers will use data collected from assessments, Exit Tickets and students observations during Instruction to form small groups to reinforce standards.			Shaunta Walker	06/08/2026
<i>Notes:</i>						
	9/15/21	Lesson plans will be monitored for alignment to the North Carolina Standard Course of Study.			Kristina Biddle	06/08/2026
<i>Notes:</i> Title I funds are used for 0.8 MCL 2 Differential Title I funds are used for 1 MCL 1 Differential						
	9/15/21	Multi- Classroom Leaders will support K-5 students who are not proficient in reading.			Kristina Biddle	06/08/2026
<i>Notes:</i> Title I funds are used for 0.8 MCL 2 Differential Title I funds are used for 1 MCL 1 Differential						

9/15/21	Small group instruction will be monitored weekly for effectiveness of Remediation, Intervention, Maintenance and Enrichment of skills for all students.		Kristina Biddle	06/08/2026
<i>Notes:</i> District paid tutors will work with small groups of students to reinforce concepts in Math and Literacy. Specialists and other adults in the building will push into classrooms to assist with small group instruction. Used Restart calendar flexibility to provide additional student days.				
10/28/24	Restart funds used during the 2025-2026 school year to support this indicator.		Ivolyn Bonaparte	06/12/2026
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

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>			In 2025-2026, Bluford will work to incorporate PBIS structures and lessons consistently. In addition to PBIS, we will continue to use the Check In-Check Out process to hold our most challenging students accountable for their individual behavior choices. Teachers will continue to use Social Contracts and Class DOJO as a means of communication to students and parents.	Limited Development 10/08/2020		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			During the 2025-2026 school year, classroom disruptions will be at a minimum and office discipline referrals will decrease over time. School-wide procedures and routines will be clearly defined and consistently implemented. Students and teachers will report that our school is a great place to work and learn.		Ivolyn Bonaparte	06/10/2026
<i>Actions</i>				0 of 4 (0%)		
	9/15/21	Teachers will incorporate SEL activities during morning meeting.			Anitra Powell	06/10/2026
<i>Notes:</i>						
	8/30/23	Use data from EduClimber to identify most common administrative actions resulting in OSS.			Ivolyn Bonaparte	06/30/2026
<i>Notes:</i> Title I funds are used for 0.5 Social Worker position						
	9/15/21	Classroom expectations will be posted in every classroom and reinforced, daily.			Classroom Teachers	11/10/2026
<i>Notes:</i> School returned back to full in-person instruction. Students that were out for quarantine purposes were the only students participating in remote instruction. (**2021-2022 School Year**)						
	9/15/21	PBIS practices will be taught and monitored to reinforce positive behavior.			Anitra Powell	11/10/2026

Notes: Title I funds are used for 0.5 Social Worker position

Implementation:

06/08/2021

Evidence

6/8/2021

Experience

6/8/2021

Sustainability

6/8/2021

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:

During the 2025-2026 school year, teachers will implement the GCS units of study in grades K-5 for ELA and Math. Eureka Math and CKLA are implemented throughout grades K-5.

Limited Development
10/08/2020

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

During the 2025-2026 school year, CKLA and Eureka Math Squared will be taught with fidelity and flexibility within classrooms. Observation and walkthrough data will show consistent implementation. Teachers will receive targeted support based on coaching data.

When this objective is fully met, students will show proficiency in reading and math as outlined by the GCS Strategic Plan and Exceeded growth.

Evidence to indicate progress includes but is not limited to student outcomes, walkthrough observations, and assessment data.

Kristina Biddle

06/22/2026

Actions

0 of 5 (0%)

9/15/21

Grade level teams meet collaboratively in PLCs and use data to drive instruction.

Ivoly Bonaparte

06/02/2026

Notes: Title I funds are used for 0.8 MCL 2 Differential
Title I funds are used for 1 MCL 1 Differential

9/15/21

Teachers will plan questions to promote higher order thinking and communication skills.

Classroom Teachers

06/02/2026

Notes:

9/15/21	Teachers will receive coaching to reinforce standards aligned instruction and improve areas that need adjustments.		Ivolyn Bonaparte	06/02/2026
Notes: Title I funds are used for 0.8 MCL 2 Differential Title I funds are used for 1 MCL 1 Differential				
9/15/21	Teachers will be recorded during instruction as a means of reflection on instructional practices.		ILT Leads	06/02/2026
Notes:				
10/28/24	Restart funds used during the 2025-2026 school year to support this indicator.		Ivolyn Bonaparte	06/12/2026
Notes:				
Implementation:		05/17/2021		
Evidence	5/17/2021			
Experience	5/17/2021			
Sustainability	5/17/2021			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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>			<p>During the 2025-2026 the school will continue to use PBIS as the system of supports. By June 2026, we will work to continue to reduce the number of lost instructional days due to OSS and ISS.</p> <p>During the 2023- 2024 school year Student Support Service provides in-service training to school staff about the process of working with students having behavioral and/or emotional complications. The team discussed the flow chart for SEL/ Behavior/ Mental Health referrals and the Behavior/ SEL Standard Treatment Protocol.</p>	Limited Development 10/08/2020		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
<i>How it will look when fully met:</i>			Students will exhibit more confidence and be secure in their actions as a result of teacher interactions and instructions. There will be more favorable student academic outcomes, decreased undesired behaviors, and increased positive communication among students and staff.		Kristina Biddle	06/08/2026
<i>Actions</i>				0 of 7 (0%)		
10/15/25			Students will compose weekly emails to communicate with their parents, providing updates on what they're learning in school, upcoming assignments, any support they may need at home, and their attendance record. This practice fosters student responsibility, reinforces email etiquette, strengthens typing skills, and offers a practical way to understand and reflect on their digital footprint.		Mia Gilliard	11/01/2025
<i>Notes:</i>			Students will get to celebrate successes, reflect on areas of improvement, and learn effective written communication skills.			
9/15/21			Student Support will assist with lessons and other resources to enhance Social Emotional discussions in classrooms.		Ashelyn Hazel	05/20/2026
<i>Notes:</i>			Title I funds are used for 0.5 Social Worker position Title I funds are used for Parent Supplies and Materials			
9/15/21			Establish student SEL groups, as needed (Social Worker, Guidance Counselor, and School Psychologist).		Anitra Powell	05/20/2026

<i>Notes:</i> Title I funds are used for 0.5 Social Worker position Title I funds are used for Parent Supplies and Materials				
9/15/21	Title I supplies and material dollars will be used to support PBIS and SEL.		Anitra Powell	06/25/2026
<i>Notes:</i> Title I funds are used for Parent Supplies and Materials				
8/30/23	Create and foster strong relationships between students and teachers by ensuring every student has an adult mentor in the building.		Anitra Powell	06/30/2026
<i>Notes:</i> Title I funds are used for 0.5 Social Worker position				
8/30/23	Use positive reinforcement to improve student attendance.		Mia Gilliard	06/30/2026
<i>Notes:</i> Title I funds are used for 0.5 Social Worker position				
8/30/23	Use tardy and absentee data to locate at-risk students and develop an action plan to improve attendance.		Mia Gilliard	06/30/2026
<i>Notes:</i> Title I funds are used for 0.5 Social Worker position				
Implementation:		05/17/2021		
Evidence	5/17/2021			
Experience	5/17/2021			
Sustainability	5/17/2021			