Comprehensive Progress Report

Mission: Candor Elementary School will provide a nurturing environment that focuses on student-centered learning by collaborating with families and the community to prepare lifelong learners.

Vision: Candor Elementary School will build learners, leaders, and champions!

Goals:

By May 29, 2026, Candor Elementary will increase its academic achievement score from 35.3 in 24-25SY to 38.3 in 25-26SY.

By May 29, 2026, 100% of Candor Elementary teachers will engage in school specific ML professional development and coaching to increase educator preparedness to meet the needs of every student.

By May 29,2026, Candor Elementary's Economically Disadvantaged students will increase their reading proficiency from 15.7% in 24-25SY to 20 in the 25-26SY%.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Candor Elementary, the principal collaborates with the School Improvement Team to align resource allocation with instructional priorities that enhance student learning. A comprehensive needs assessment is conducted annually to inform instructional goals and guide principal recommendations. With support from the district, the team ensures that all resource allocations align with district, state, and federal policies to promote equitable and effective use of resources that directly impact student achievement.	Limited Development 07/30/2025		
How it will look when fully met:			Candor Elementary School will demonstrate a cohesive approach to budgeting, scheduling, and staffing. The school budget will reflect strategic investments in programs and materials that enhance student learning, while the schedule will maximize instructional time for core subjects and enrichment activities. Teachers will be assigned based on their strengths and the school's needs, fostering collaboration through professional learning communities. The curriculum will align with instructional goals and be supported by additional resources like professional development and additional staffing. Data-driven decision-making will guide adjustments to resource allocation based on student performance, and clear communication with stakeholders will foster trust. Overall, the school will cultivate a culture prioritizing student achievement, ensuring all resources work together effectively to support learning and continuous improvement.		**Darrick Pettiford**	**06/10/2028**
Actions				**0 of 2 (0%)**		
		10/8/25	We use a FAM-S/comprehensive needs assessment to identify the areas of need and instructional priorities for resource allocation.		Darrick Pettiford	05/29/2026
		Notes:				
		10/8/25	The school improvement team review the Title I budget make suggestions on budget allocations.		Darrick Pettiford	05/29/2026
		Notes:				

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:			At Candor Elementary, the School Leadership Team regularly reviews school performance data and aggregated classroom observation data to guide decisions related to school improvement and professional development. The team analyzes historical performance trends using the most recent NCDPI reports and the School Report Card to identify areas of strength and growth. All PLC groups meet with the principal and instructional facilitator to discuss data from EOG assessments, mClass, i-Ready, and district benchmarks. During PLC meetings, teachers also review classroom assessment results and schoolwide walkthrough data to categorize students by need, plan targeted interventions, and collaborate on effective instructional strategies.	Limited Development 07/30/2025		
How it will look when fully met:			The Leadership Team will disaggregate student outcome data and data on professional practice patterns to determine professional development needs and plan appropriate professional development. They will assess where there are strengths to be celebrated and weaknesses that need shoring up. Professional development will be directly tied to classroom observations and analysis of student learning data. Candor ES will consider data at three levels: at the school level to focus on areas that need schoolwide improvement to meet adequate yearly progress; at the classroom level to focus on teachers' instructional strengths and weaknesses; and at the student level to focus on the instructional needs of individual students.		**Beverly Lassiter (1st Year)**	**06/10/2028**
Actions				**0 of 2 (0%)**		
		10/7/25	Implement data cycle for each grade level and whole school.		Sharon Thompson	05/29/2026
		Notes:				
		10/7/25	Develop a walkthrough form that teachers will use to collect and analyze individual teacher and schoolwide instructional practices.		Darrick Pettiford	05/29/2026
		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**
Initial Assessment:			At Candor Elementary, our instructional leaders will consistently facilitate a tiered instructional system that enables teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Our school requires that all teachers and staff members implement effective teaching practices that promote increased student engagement and achievement. To support this goal, our faculty and staff utilize a variety of systems and resources, including Multi-Tiered Systems of Support (MTSS), progress monitoring, mClass, i-Ready, and scheduled intervention time (WIN—What I Need) to provide targeted instruction and support based on student data.	Limited Development 07/30/2025		
How it will look when fully met:			Professional Development on instructional strategies, tiered lessons, and differentiation has been made available to all teachers at Candor ES. We use district provided tools-iReady, mClass to conduct progress monitoring to addresses the needs of individual students. Tiered and choice activities are utilized as differentiating activities and tasks for students at Candor ES. Candor ES will be using the CKLA curriculum to provide differentiated instruction to meet the levels of all students.		**Sharon Thompson**	**06/10/2028**
Actions				**0 of 2 (0%)**		
		10/7/25	Provide a MTSS professional development for all teachers		Sharon Thompson	10/31/2025
		Notes:				
		10/7/25	Utilize iReady and boost reading/math to provide reinforced practice for remediation and enrichment intervention groups.		Sharon Thompson	05/29/2026
		Notes:				

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**
Initial Assessment:			At Candor Elementary, all teachers will employ effective classroom management practices by explicitly teaching, modeling, and reinforcing classroom expectations, rules, and procedures. Each classroom will have clearly posted expectations to promote consistency and understanding. Teachers will use ClassDojo to communicate with parents and to support positive behavior management. They will intentionally teach students the behaviors and skills necessary for academic and social success, using both rewards and consequences to address student behavior appropriately. Schoolwide expectations are displayed in all common areas, and the Positive Behavioral Interventions and Supports (PBIS) framework is used to promote positive student outcomes. In addition, the school provides a structured reward system to encourage and recognize appropriate behaviors.	Limited Development 07/30/2025		
How it will look when fully met:			All classroom teachers will establish and post classroom rules and procedures, as well as school rules and procedures. Teachers will also teach and reinforce these expectations through out the school-year. Teachers will also teach and reinforce school-wide behavior expectations. There will be rewards and consequences for behaviors that are consistently enforced. PBIS team will define Core behavior practices with the primary focus around the adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices will exist schoolwide and across all grade levels and will include essential components of instruction, curriculum, and environment. Structured instruction of behavioral expectations should be provided to all students. Classroom routines and classroom management strategies are embedded into instruction. School climate and environments will support student well-being. Behavior expectations are taught and not assumed that students come to class with these skills already present. Routines and procedures should emphasize proactive, instructive, and/or restorative approaches to student behavior.		**Katie Trogdon (Chairperson)**	**06/10/2028**
Actions				**0 of 2 (0%)**		
		10/7/25	Provide classroom professional development to all teachers on PBIS and schoolwide expectations		Darrick Pettiford	10/31/2025

		Notes:				
		10/7/25	Develop a school PBIS team to review current PBIS plan and identify areas of strength, weakness, and any gaps that may exist.		Chris Blake (2nd Year)	05/29/2026
		Notes:				
	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:			Instructional Teams and Aligned Planning The school is committed to strengthening instructional teams and ensuring the development of standards-aligned units of instruction across all grade levels and subject areas. To support this work, grade-level Professional Learning Communities (PLCs) meet weekly to collaboratively plan instruction, while whole-staff PLC sessions occur weekly to promote schoolwide alignment and collective capacity building. Instructional planning is data-driven and grounded in the PDSA data wall process, which incorporates the use of daily learning targets to monitor progress and inform next steps. All K–5 teachers implement the Core Knowledge Language Arts (CKLA) curriculum, and common planning time is built into the master schedule to facilitate collaboration and consistency of practice. Differentiation and Intervention The master schedule is strategically designed to provide opportunities for differentiated instruction through pull-out services and small-group instruction facilitated by specialized teachers. Each grade-level schedule also includes dedicated intervention time to address student learning needs. Teachers embed literacy instruction across all content areas to strengthen reading, writing, and comprehension skills. Instructional Practices Teachers utilize a common lesson plan template to promote consistency and alignment. Lesson plans are designed to incorporate the gradual release of responsibility model, ensuring that instruction systematically supports students in moving from guided practice toward independent mastery of skills and concepts.	Limited Development 07/30/2025		

How it will look when fully met:	Full implementation of this indicator at Candor ES would include standards-aligned units of instruction in math, science , social studies and ELA will be developed and implemented for grades K-5, incorporating common formative assessments and pre/post tests to facilitate the creation of flexible student groups and targeted instruction. Grade-level teams will engage in monthly discussions using data to address student needs, with ESL and Special Education teachers participating in Professional Learning Communities (PLC) conversations at least once a month. Additionally, Special Education and General Education teachers will collaborate to align standards and Individualized Education Program (IEP) goals, ensuring a cohesive approach to meeting all students' needs.		**Elijah Templeton (2nd Year)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
10/8/25	Grade level teams will analyze data from formative assessments and district check-ins to inform intervention and enrichment.		Sharon Thompson	05/29/2026
Notes:				
10/8/25	Grade level PLC meetings are held each week for all certified staff members to discuss grade level standards and document in PLC minutes.		Darrick Pettiford	05/29/2026
Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	At Candor Elementary, all teachers maintain detailed records of each student's progress toward mastering specific standards-based objectives. Through family and community engagement events such as Title I Parent Nights, parent conferences, and IEP meetings, we routinely share this information with parents. These events serve to inform families about the meaning and expectations of standards-based learning while keeping them updated on their child's academic progress. We provide clear communication about 3rd Grade Read to Achieve (RTA) requirements, mClass assessment results, grade-level expectations, report cards, and interim reports to ensure families remain informed and engaged in their child's educational journey.	Limited Development 07/30/2025		
How it will look when fully met:	All teachers consistently and systematically communicate with parents and guardians regarding each student's mastery of specific standards-based objectives. Reporting is ongoing, timely, and aligned with established school procedures. Teachers utilize multiple methods—such as progress reports, conferences, and digital platforms to ensure families are fully informed about student progress toward mastery of grade-level standards. Documentation confirms that all teachers maintain regular and transparent communication, enabling parents to understand their child's academic strengths, areas for improvement, and next steps for growth.		**Megan Kitchen (1st Year)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
10/8/25	Candor Elementary will hold parent teacher conference days to meet with parents and guardians and share updates on students mastery/progress.		Sharon Thompson	05/29/2026
Notes:				
10/8/25	All teachers will provide quarterly updates on student progress by providing progress reports and report cards.		Darrick Pettiford	05/29/2026
Notes:				