Ceasar Cone Elementary 11/23/2025

Comprehensive Progress Report

Mission: At Cone Elementary, we envision a school where every student is empowered to achieve academic excellence and grow socially and emotionally, driven by strong, intentional instruction from dedicated educators and supported by meaningful partnerships with families and the community to prepare them for success in school and beyond.

Vision: All students will be supported and challenged to grow academically, socially, and emotionally, empowered to reach their fullest potential.

Goals:

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

By June 2026, Cone Elementary School will increase its overall performance composite score from 43 in 2024-25 to 46.

By May 2026, Cone Elementary School will achieve a rating of "Operationalizing (2)" or beyond on FAM-S Item 21. We will reach this by ensuring that educators actively engage families and students from our diverse population in problem-solving when their children need additional supports. We will also provide intensive outreach to unresponsive families to increase their skills in supporting student learning.

! = 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**
Initial Assessment:	MTSS tiers are in place: • Tier 1 supports: CKLA, Eureka Squared, Zearn, UFLI, Sound Wall and/or Morpheme Magi • Tier 2 supports: small group instruction with GCS Standard Treatment Protocol and twice weekly PLC meetings to discuss all data • Tier 3 supports: Zearn for math and 95% for reading MCLs facilitate PLCs and ensure that teachers are able to deliver evidence-based instruction aligned with the individual needs of students This indicator work is in alignment our strong academics SIP goal.	Limited Development 09/07/2023		
How it will look when fully met:	Staff use the district provided resources to assess, monitor, and provide support to all students on all tiers. We document PLC meetings, review of data, and IPS meetings with data-decision results and decisions. Our data shows that we have met growth and improved our school composite two consecutive years in a row. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status and is looking to improve our letter grade once again.		**Tara Mooring Roberson, standing member**	**06/12/2026**
Actions		**1 of 12 (8%)**		
10/5/25	2024-2025 Use Restart budget flexibility to help fund MCL positions, daytime and after school tutoring for EOGs.	Complete 06/30/2025	Kesandra Farmer-Gills, standing member	06/30/2025
Notes:	MCLs and Tutors were purchased to assist with student specific needs throughout the school year. Scores increased overall.			
9/7/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: PLCs will occur twice each week.		Kesandra Farmer-Gills, standing member	06/12/2026

Notes:	PLCs are held twice weekly, and the data and notes are housed in our Staff Notebook on OneNote.			
9/7/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: Assessment data, inclusive of common formative assessments and exit tickets, will be used for small group instruction, planning, and implementation.		Rachael Curtis, standing member	06/12/2026
Notes:	November-- MCLs will start pulling small groups of students underperforming predicted and those that should pass the EOG but are not there yet based on current data February-- using NWEA data and predictions to revise groups for MCLs to focus December-March-- data days for each grade level are focused on small group instruction and aligning resources based on the data and student needs			
9/7/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: EC teachers are provided research-based instructional supports to support student goals and grade level standards.		David Zochol	06/12/2026
Notes:	EC teachers are using NumberWorlds, Sound Sensible and Spire; EC teachers attend monthly PD to stay abreast of trends and research-based best practices			
9/7/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: The Individual Problem Solving Team (IPS) will meet twice monthly to review data for students in Tier 2 Intervention.		Debra Scott	06/12/2026
Notes:	IPS meets twice monthly. Minutes and folders with all IPS paperwork are housed by our counselor.			
9/7/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: The MTSS team will meet weekly to review data for students on all tiers.		Ashley Hubbard	06/12/2026

Notes:	The MTSS team met bi-weekly to address attendance, behavior and academics at all tiers. Data from IPS feeds into what we discuss for academics. Chronic absence data is used to review attendance tiers. EduClimber referrals and ClassDojo are used to monitor behavior tiers.			
10/25/23	2025-2026 Cone will implement the following evidence-based interventions to increase overall student performance: teachers will have 2 data days per year funded with Restart funds to assure more opportunity to disaggregate data and plan with the data. This will help us to strategically analyze our data and make instructional decisions to move the students forward.		Ellen Neese, elected 4-16-2024	06/12/2026
Notes:				
9/6/24	Cone will implement the following evidence-based interventions to increase overall student performance: We will use Title I, Restart, and local funds to provide job-embedded coaching and support to all core teachers via the employment of 3 multi-classroom leaders. This will help us by focusing on improving teacher and staff efficacy and student support to improve our reading, math, and science scores.		Kesandra Farmer-Gills, standing member	06/12/2026
Notes:	We have 3 multi-classroom teachers that support teachers in learning and implementing evidence-based interventions. They coach teachers daily. They support students to help increase reading, math and science scores.			
9/6/24	2025-2026 Teachers will differentiate their lessons based on the learning needs of their students. They will pull small groups based on data to differentiate support.		Kesandra Farmer-Gills, standing member	06/12/2026
Notes:	During the 2024-2025 school year we worked on creating differentiated lessons for all learners. We need to continue work on this in the 2025-2026 school year.			
9/6/24	2025-2026 We will share about curriculum and instruction during PFE events throughout the school year to assist families in bridging the home-school connection gap.		Christie Moore, elected 4-16-2024	06/12/2026
Notes:	4 whole school PFE events per year in addition to at least one additional PFE event per grade level			

1/27/25	2025-2026 We continue to use tier 1 supports CKLA, Eureka Squared, Zearn, UFLI, Sound Wall and/or Morpheme Magic We continue to use tier 2 small group instruction with GCS Standard Treatment Protocol and twice weekly PLC meetings to discuss all data We continue to use Tier3 supports: Zearn for math and 95% for reading		Caroline Carpenter, standing member	06/12/2026
Notes:	We have used tier 1 supports CKLA, Eureka Squared, Zearn, UFLI, Sound Wall and/or Morpheme Magic. We used tier 2 small group instruction with GCS Standard Treatment Protocol and twice weekly PLC meetings to discuss all data. We used Tier3 supports: Zearn for math and 95% for reading. We need to continue these efforts during the 2025-2026 school year.			
9/30/25	2025-2026 Use Restart budget flexibility to help fund MCL positions and after school tutoring for EOGs.		Kesandra Farmer-Gills, standing member	06/12/2026
Notes:	MCLs - Curtis, Carpenter, Roberson			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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:	We use resources from Eureka Squared, CKLA, and Stemscopes to plan and deliver lessons that align with the NC Standards. We use class assessments, ancillary resources like Zearn (math), Numberworlds (math) and Amplify (reading) to acertain that students have learned what they need to successfully progress to the next level. Grade levels have examples of data disaggregation and remediation, intervention and enrichment baased on the data. Our data shows that we have met growth and improved our school composite steadily over the last two school years. Ceasar Cone Elementary will exit CSI status when this goal is met. This indicator work is in alignment with FAM-S 21, 26 and 27 which are focus areas this year and part of our plan to exit CSI status.	Limited Development 09/07/2023		
How it will look when fully met:	We use resources from Eureka Squared, CKLA, and Stemscopes to plan and deliver lessons that align with the NC Standards. We use class assessments, ancillary resources like Zearn (math), NumberWorlds (math) and Amplify (reading) to ascertain that students have learned what they need to successfully progress to the next level. Grade levels have examples of data disaggregation and remediation, intervention and enrichment based on the data. Our data shows that we have met growth and improved our school composite. We are makin continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data.		**Caroline Carpenter, standing member**	**06/30/2026**
Actions		**0 of 5 (0%)**		
9/7/23	2025-2026 Use historical data and interim data to help target instruction in the current grade using CKLA and Eureka Squared resources.		Tara Mooring Roberson, standing member	06/12/2026
Notes:				
9/7/23	2025-2026 Use the pacing calendars to assure standards are being taught and data analyzed in PLCs.		Rachael Curtis, standing member	06/12/2026
Notes:	PLCs meet twice weekly pacing is always a part of the discussion and captured on PLC notes housed in our Staff Notebook on OneNote.			
9/9/24	2025-2026 The ILT will conduct walkthroughs on a rotation to monitor core instruction is being implemented with fidelity and to provide multiple perspectives with feedback aligned to our priorities.		Kesandra Farmer-Gills, standing member	06/12/2026

Notes:				
9/9/24	2025-2026: We will leverage the scheduling of our specialists and support staff to support students in the MTSS tiers.		David Zochol	06/12/2026
Notes:	Admin scheduled our specialists and support staff to support students in MTSS tiers.			
10/5/25	2025-2026 Cone will provide curriculum and best practice based staff professional development and training opportunities using Title 1 budget funding flexibility.		David Zochol	06/12/2026
Notes:	Based on the needs of our students and staff, we will seek staff trainings and staff PD opportunities that will best support the growth and development of our students.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Cone provides all grade levels with the opportunity to engage in field trips and with the access to invite in guest speakers. This year we will move into a more career focused aspect of those opportunities. We will also plan a Career Day, a Career Dress-Up and other experiences to gain insight on engaging careers.	Limited Development 09/30/2025		
How it will look when fully met:	When this objective is fully implemented, all students at Cone will consistently participate in structured opportunities that build their awareness and readiness for college and careers. Field trips and guest speakers will be intentionally connected to career pathways, and students will have multiple touchpoints throughout the year to explore professions. Career Day and Career Dress-Up activities will be routine annual events, and students will demonstrate increasing ability to articulate their interests, identify potential career goals, and understand the steps needed to pursue them. Teachers, counselors, and community partners will work together to ensure career preparation activities are developmentally appropriate and aligned with each grade level.		**Megan Wyman**	**06/12/2026**
Actions		**0 of 6 (0%)**		
9/30/25	Plan and Host a Career Day Invite professionals from diverse fields to speak with students. Schedule rotations so each grade level engages in multiple sessions.		Megan Wyman	06/12/2026
Notes:				
9/30/25	Implement a Career Dress-Up Day Students select and present on a career of interest. Teachers facilitate reflection activities (e.g., writing prompts, presentations).		Allison Pryce	06/12/2026
Notes:				

9/30/25	Integrate Career Awareness into Field Trips Connect at least one field trip per grade level to a career theme (e.g., museum trip tied to history/curation careers, zoo trip tied to animal sciences).		Jessica Moore	06/12/2026
Notes:				
9/30/25	Bring in Guest Speakers Organize at least 2–3 guest speakers per grade level representing different industries. Create a schedule to ensure coverage of STEM, arts, trades, and service careers.		Patricia Boatwright	06/12/2026
Notes:				
9/30/25	Build Partnerships Establish at least one new community or business partnership to support future career activities. Begin outreach to local colleges or technical schools for campus visit opportunities.		Ashley Hubbard	06/12/2026
Notes:				
10/5/25	2025-2026 Cone will use Title 1 budget flexibility to provide career exploration driven field trip opportunities for students throughout the year.		Ellen Neese, elected 4-16-2024	06/12/2026
Notes:	We will partner with area organizations, companies and universities to select the experiences to gain excitement in students about future careers.			

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
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**
Initial Assessment:	We use ClassDojo as a platform to help communicate with families since it can be translated into over 40 languages. We are planning at least one whole school PFE event each quarter and at least one additional PFE opportunity for each grade level. Teachers are making timely communication and keeping a log of parent and family contact regarding academics, behavior, attendance.	Limited Development 09/07/2023		
How it will look when fully met:	Parents and families have resources and options of ways to support their children in their academics. Their students' grades and testing data improve each year. Our past feedback surveys at parent and guardian events indicate that their needs are being met. We will continue to utilize surveys from families to inform our PFE opportunities. We will have increases yearly in the number of families coming to school events.		**Kesandra Farmer-Gills, standing member**	**06/12/2026**
Actions		**0 of 4 (0%)**		
9/7/23	2025-2026 Staff will communicate with parents about what supplemental interventions are being used with their students and how parents/guardians can help at home.		Tara Mooring Roberson, standing member	06/12/2026
Notes:				
9/7/23	2025-2026 We will use Title I and Restart funds to provide supplies at curriculum nights throughout the year to support learning. The more parents are involved in the school, the more the students will engage in school which will improve academic outcomes.		Ellen Neese, elected 4-16-2024	06/12/2026
Notes:				
8/13/24	2025-2026 Staff will use bi-monthly parent events, inclusive of the required Title I parent nights, to help share expectations and ideas with families about how they can support learning at home. We will use Title I funds to provide refreshments at events.		Caroline Carpenter, standing member	06/12/2026
Notes:				

10/10/24	Our school continues to identify the following resource inequity--whole child supports. As a result, our school plans to mitigate this inequity by continuing to increase meaningful parent involvement opportunities and provide resources and reminders via mail, in-person, and through online social media presence throughout the year. We will use T1 and Restart funds to support.		Tanisha Bell	06/12/2026
Notes:	We will continue to use resources and supports to reach families to help increase parent involvement.			