

Comprehensive Progress Report

Mission:

Provide a nurturing learning environment which promotes educational excellence for all while removing barriers and igniting intellectual curiosity so that all students reach their highest potential

Vision:

Activate life-long learning that is student centered and equips and empowers scholars to compete and positively contribute to society

Goals:

Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 17.6% in 2025 to 23% by June 2026. (Aligns to CMS Goal 2)

The number of OSS/ISS incidents will decrease from 2.1% in SY 2024-25 to 1.2% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 57.3% in 2025 to 68% by 2026. (Aligns to CMS Goal 1)

With increased practices and strategies to incentivize and recognize students with strong attendance, chronic absenteeism will be reduced by at least 5% (from 28.3% to 26.8%). (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 85% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Through use of Caring Schools, implementing restorative practices, and as a result of receiving professional development for Capturing Kids Hearts, the number of behavioral incidences will be reduced by at least 10% (from 52 to 47) during the 2025-2026 school year.

Percent of students scoring CCR (college and career ready) on math end of grade assessments in grades 3-8 will increase from 16.8% in 2025 to 23% by June 2026.

K-2 student math at/above grade level scores will increase 10-15 percentage points from BOY to EOY as measured by the district’s K-2 math assessment .



! = 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
<i>Initial Assessment:</i>		Current Reality Narrative		Limited Development 07/24/2024		

99% of our teachers were rated proficient or above on the NCEES and ended the year in good standing, eligible for continuation. Throughout the year, there were 8 teachers on Mandatory Improvement Plans who received more frequent walkthroughs and practice. Seven of the eight teachers ended the year demonstrating marked improvement and in good standing. The Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS increased to 57.3% in 2024-25 from 50.9% in 2023-24. Grades 3-5 ELA EOG (GLP) increased from 29.6% in 2023-24 to 33.3% in 2024-25. CCR as evidenced by ELA EOG results showed an increase from 15.1% in 2023-24 to 17.3% in 2024-25. We did not experience gains in Math. The percent of grade 3-5 students achieving GLP in Math decreased from 37.8% in 2023-24 to 35.5% in 2024-25, while the percent achieving CCR decreased from 21% to 13.7%. This is attributed to haphazard implementation of high quality curriculum.

April 28, 2025

Classroom walkthrough and feedback data are available and show that teachers were observed and received feedback consistently throughout the year. The leadership team will participated in planning sessions based on grade level assignments. Members of the leadership team provided feedback, guidance, and strategies that address student and teacher needs. Lesson plans were monitored weekly and the CORE actions will be expected during lesson implementation to ensure students are engaged in grade level appropriate instruction. The administrative team will calibrated expectations as they relate to the evaluation process. Staff members received script tapes of their lesson for scheduled observations and will be expected to use the script tape to reflect upon the observed lesson and make connections to the CORE actions. Feedback and actions related to feedback were monitored for implementation, but teacher response was inconsistent. Teachers engaged in video recording their lessons using SWIVL. Data chats occurred at least quarterly where teachers and administrators discussed student progress towards school wide and district goals.

Successes during the 22-23 school year include teachers having received timely, clear, constructive feedback after informal walkthroughs, Learning walks were conducted by the ILT and NELC, and formal observations. Additionally, district-designated curriculum was used with fidelity. CCR percentages in 3rd Grade Reading for Black students have increased for three consecutive years, from 12.3% in 21-22 to 15.6% in 22-23 to 17.9% in 23-24. Preliminary Grade 5 Science results show increases in both GLP (↑6.4%) and CCR (↑6.4%). There was also an increase in CCR within the overall EOG composite scores of 1.1%

A challenge that the school faced in 2022-2023 was in the area of the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 14% in SY2022-23 to 50% in SY2023-24, with a final (unofficial) result of 14%, we did not meet our goal for 2023-24. Hispanic students showed an 8.2% decrease in CCR in 23-24. We ended SY23-24 19.3% short of our GLP goal and 17.9% short of our CCR goal. The percentage of students in grades K-3 performing at or above grade level will increase from 47% to 75% in 2023-24. We did not meet this goal. (actual=48.7%)

Opportunities for the 2024-25 school year are when matching teachers to clustered student groups, consider personnel that could be leveraged for the greatest impact. Additionally, we will look to design schedules to allow EC, TD, ML teachers to push into intervention blocks and small group instruction, create more consistent opportunities for EC, TD, ML, TAs, IAs, and Interventionists to participate in planning and MTSS/ data planning with teachers, strengthen core instructional practices as data shows a high percentage of students at tier 3 of MTSS, and regularly schedule, consistent coaching and follow up to teachers

Restart 2024-2025 school year:

- Beginning Teacher Coach

By June 2024, Stoney Creek will increase its overall GLP from 35.7% to 46% and 20.7% CCR to 30% inclusive of Science, ELA and Math. (Aligns to goal 2)

During the 24-25 school year, the school will utilize funds for professional development which may include conferences.

<p>How it will look when fully met:</p>	<p>When this objective is fully met, evidences will include classroom walkthrough and feedback data. The leadership team will participate in planning sessions based on grade level assignments. Members of the leadership team will provide feedback, guidance, and strategies that address student and teacher needs. Lesson plans will be monitored weekly and the CORE actions will be expected during lesson implementation to ensure students are engaged in grade level appropriate instruction. The administrative team will calibrate expectations as they relate to the evaluation process. Staff members will receive script tapes of their lesson for scheduled observations and will be expected to use the script tape to reflect upon the observed lesson and make connections to the CORE actions. Teachers will receive regular feedback from the leadership team when team walks are conducted as well as when individual walks by single members of the leadership team are conducted. Feedback and actions related to feedback will be monitored for implementation. Teachers will have the opportunity to engage in video recording their lessons using SWIVL as this resource is available. They will also engage in instructional walks of their colleagues. Data chats will occur at least quarterly as teachers and administrators meet to discuss student progress towards school wide and district goals. Data/ MTSS meetings will provide opportunities for the leadership team and teachers to review student produced work samples, review and discuss progress monitoring data, examine rubrics against student produced work, and plan for adjustments as needed. Common grading/ scoring practices will be in place so that there is consistency with interpretation and expectations for the various levels of mastery. There will be an increase in student achievement as a result of these measures.</p> <p>Restart 2024-2025 school year:</p> <p>Beginning Teacher Coach</p> <p>By June 2024, Stoney Creek will increase its overall GLP from 35.7% to 46% and 20.7% CCR to 30% inclusive of Science, ELA and Math. (Aligns to goal 2)</p>		<p>Saunje Fertil</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>4 of 6 (67%)</p>		
<p>7/29/24</p>	<p>Use Restart Funds to hire a Beginning Teacher Coach</p>	<p>Complete 08/01/2024</p>	<p>Karen Dozier</p>	<p>08/31/2024</p>
<p>Notes:</p>				

7/24/24	Develop a walkthrough form with look-fors specific to standard alignment, curriculum implementation, small group instruction, classroom management, and checks for understanding. ILT will walk and provide feedback to teachers weekly. (FAM-S 29, Fam S-3, Goals 1 & 2)	Complete 06/15/2025	Leadership Team Members	06/15/2025	
<i>Notes:</i>					
7/24/24	Develop a PLC feedback form with look-fors for execution of PLC planning and data analysis protocols. Administration will provide instructional leaders and PLCs with feedback weekly. (FAM-S 29, Goals 1 & 2)	Complete 06/15/2025	Leadership Team	06/15/2025	
<i>Notes:</i>					
7/24/24	ILT will meet weekly to review walkthrough data, PLC data and checks for understanding data to determine present level of performance and identify next steps. (FAM-S 29, Goals 1 & 2)	Complete 06/15/2025	Leadership Team	06/15/2025	
<i>Notes:</i>					
9/3/25	The Leadership Team will create a clear and transparent system and calendar for classroom walkthroughs in addition to the one that is in place for formal observations.		Saunje Fertil	06/15/2026	
<i>Notes:</i>					
9/3/25	The Leadership Team will put a structure in place to provide teacher walkthrough feedback at least twice monthly.		Saunje Fertil	06/15/2026	
<i>Notes:</i>					
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:		Current Reality Narrative The additional support of tutors, interventionists, and coaches has helped us to achieve the following outcomes: 99% of our teachers were rated proficient or above on the NCEES and ended the year in good standing, eligible for continuation. Throughout the year, there were 8 teachers on Mandatory Improvement Plans who received more frequent walkthroughs and practice. Seven of the eight teachers ended the year demonstrating marked improvement and in good standing. The Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS increased to 57.3% in 2024-25 from 50.9% in 2023-24. Grades 3-5 ELA EOG (GLP) increased from 29.6% in	Limited Development 09/14/2023		

2023-24 to 33.3% in 2024-25. CCR as evidenced by ELA EOG results showed an increase from 15.1% in 2023-24 to 17.3% in 2024-25. We did not experience gains in Math. The percent of grade 3-5 students achieving GLP in Math decreased from 37.8% in 2023-24 to 35.5% in 2024-25, while the percent achieving CCR decreased from 21% to 13.7%. This is attributed to haphazard implementation of high quality curriculum. A decrease in Science was also noted, from 51.9% in 2023-24 to 47.6% in 2024-25.

May 27, 2025

We have leveraged district level support to ensure the equitable distribution and access to educational resources. A bi-lingual translator and interpreter was hired to increase belongingness and engagement among our Spanish-speaking community members. We have utilized all budgetary resources to support our instructional program and achieve our School Improvement Plan goals. We have used financial resources to attain Title I Tutors and an MTSS Interventionist to work with groups of students using evidence-based strategies. A Beginning Teacher Coach was hired to provide coaching and modeling to the large numbers of novice teachers on staff. While we have not seen an increase in student achievement (proficiency), we have seen exponential growth on various grade levels and in testing grades we have achieved higher than predicted proficiency levels in Reading and Math.

Parent engagement activities this school year included the events listed below. The following numbers represent the number of parents and

students in attendance for each event. Each of these events were a success as parents were able to attend and engage in work around content and school culture.

- Open House ~572
- Kindergarten Open House~154
- Math Night ~80
- MultiCultural Night ~110
- Literacy Night ~75
- Signed Parent/ Family Compacts~200

During the 22-23 school year, in addition to the events listed above, the school also hosted 3 meetings with parents which yielded the following participation numbers from parents in attendance.

- Attendance Meeting Semester 1~3 parents
- Attendance Meeting Semester 2~1 parent
- Cardinal College: EOG informational session~33 parents

Successes for this year include the school 's committees coordinating two curriculum nights. One for literacy, one for ELA. Parents and students engaged in hands-on activities. Teachers provided mini-segments of teaching so parents were able to see how their child was being taught and what they learned. The Instructional Leadership Team coordinated an EOG informational night. Parents received resources to prep their children and learned strategies to practice at home for test-taking. Teacher-led conferences were held by the end of the first quarter. Additional conferences took place throughout the year as needed based on student performance.

Challenges from this year included parent attendance to meetings about student attendance being consistently low, a proportion of signed compacts to actual numbers of families is low, and considering the number of families we serve, attendance to most of our events is proportionately low.

Opportunities for the 2024-25 school year include having parents sign compacts at parent conferences in the Fall or at Open House, including a virtual attendance option for meetings and events (rent or purchase a 360 degree video conferencing cam) and creating and posting webinars/ parent courses on Parent Square and incentivize parent completion. We could also coordinate some form of student engagement or performance to math and/ or ELA Engagement Nights. Also, bi-monthly Cardinal College (Parent University) for parents to

enrich their knowledge (language, reading skills, math) and post a video on Parent Square to show families "how to change language to translate.

Title I Budget: Bilingual Translator/Interpreter (\$38,924)

- The school will increase the percentage of families attending engagements by 10% in the 2024-2025 school year.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

We will have fully met this objective when we have utilized all budgetary resources to support our instructional program and achieve our School Improvement Plan goals. Specifically, when fully met, the school will see an increase in student achievement as a result of additional support that is provided. For example, the school has used school allocations to secure an MTSS Interventionist to provide interventions to targeted students and to support guiding and onboarding teams through the MTSS process. When fully implemented, students on the assigned case loads will demonstrate growth in the area of reading. Additionally, teachers indicating who tier 1, tier 2, and tier 3 students will action plan around best practices for meeting the needs of students using evidence-based strategies. Full implementation also includes teachers and other personnel implementing intervention plans in alignment with the Standard Treatment Protocol including progress monitoring students with fidelity. Support staff such as Title I Tutors will support targeted caseloads of students based on data and will progress monitor students throughout the school year. When fully met, the school will experience a return on investment of allocated support position evidenced by increased student achievement.

Budget Source: Title I

Hired 2 Title I Tutors-\$36,767.00

MCL SE-State Funded

Budget Source: Restart

Hired 1 Title I Tutor: \$17,508.46

Hired Science Teacher: \$50, 849

Hired New Teacher Coach: \$58, 891

This flexibility was utilized during the 2023-2024 school year.

This flexibility is currently being utilized during the 2024-2025 school year.

Karen Dozier

06/30/2026

Actions		19 of 24 (79%)		
9/22/23	Restart Flexibility: Use budget to purchase reading materials in the spring to support reading in the home for students. Also, purchase digital resources (IXL) & furniture to upfit the Problem Based Learning Lab which supports K-2 by using lessons aligned to EL and supports 3-5 with content integration for science and/or social studies.	Complete 06/15/2023	Karen Dozier	06/15/2023
<i>Notes:</i>				
2/4/25	Use Budget Flexibility to purchase resources to monitor student growth.	Complete 06/30/2024	Karen Dozier	09/01/2023
<i>Notes:</i>				
2/26/25	The school will use \$5,000 of Title I funding to receive math tutoring support form Heart Math	Complete 03/25/2025	Karen Dozier	08/25/2024
<i>Notes:</i>				
9/14/23	Within the 2024-2025 school year, our school identified human resources as a resource inequity. As a result, our school will mitigate this inequity by leveraging the Teacher Leader Pathway program through recruiting and hiring Expanded Impact Teachers and two Multi-Classroom Leaders to increase access for all students to highly effective teachers. The school will also hire additional support staff personnel to mitigate inequities. (All goals)	Complete 12/01/2024	Karen Dozier	12/01/2024
<i>Notes:</i> T1 CNA: https://docs.google.com/document/d/1vB78NAHsCr0k4Is8182EOTlq7yJr3RxZ/edit?usp=sharing&ouid=102785460583437362630&rtpof=true&sd=true				
2/25/25	Use \$20,000 in Title I funds to receive consultant support from Samantha Leigh Consulting for instructional leader coaching, professional development, and staff pedagogy support with the expectation of improved academic outcomes. This action step will be noted in this goal area and Goal 4.16.	Complete 03/15/2025	Teachers, Leadership Team Members	03/15/2025
<i>Notes:</i>				
4/2/25	The school will use Title I funds (\$3,728.81) to purchase End-of-Grade test prep workbooks for each 3rd, 4th, and 5th grade student for at-home practice. Test prep books were ordered for Math, ELA, and Science (5th grade only). The practice books will create a home-school connection by giving parents a means to support at home with readying students for standards-based assessment, positioning students for positive achievement outcomes.	Complete 04/10/2025	Saunje Fertil	04/10/2025
<i>Notes:</i>				

3/17/25	The school will use Title I funds (\$1255.94) to purchase mini dry erase boards from Kaplan to support instruction in classrooms.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/17/25	The school will use Title I funds (\$1339.60) to purchase phonics word tiles and segmented trays from Hand to Mind to support instruction in classrooms.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/17/25	The school will use Title I funds (\$521.40) to purchase wipe on/wipe off blocks from Nasco to support strong instructional delivery.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/19/25	The school will use Title I funds (\$385.30) to purchase instructional supplies from Barnes and Nobles for teachers to use in fifth grade to support strong instruction.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/19/25	The school will use Title I funds (\$813.59) to purchase supplies from Lakeshore for third grade to support implementing strong instruction.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/19/25	The school will use Title I funds (\$1,000.57) to purchase instructional supplies from Lakeshore for first grade to support strong instructional delivery.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/19/25	The school will use Title I funds (\$731.73) to purchase instructional supplies from Lakeshore for kindergartner to support strong instructional delivery.	Complete 06/10/2025	Jacqueline Tucker	06/10/2025
<i>Notes:</i>				
3/19/25	The school will utilize Title I (\$1242.66) funds to purchase general education materials and supplies from Lakeshore for classrooms K-5. Use of the supplies will provide resources to help enhance instructional implementation. We anticipate improved academic outcomes as a result.	Complete 06/10/2025	teachers	06/10/2025
<i>Notes:</i>				
3/19/25	The school will utilize Title I (\$1734.91) funds to purchase general education materials and supplies from FSI Office for classrooms K-5. Use of the supplies will provide resources to help enhance instructional implementation. We anticipate improved academic outcomes as a result.	Complete 06/10/2025	teachers	06/10/2025
<i>Notes:</i>				

3/19/25	The school will utilize Title I (\$1162.41) funds to purchase general education materials and supplies from School Specialty for classrooms K-5. Use of the supplies will provide resources to help enhance instructional implementation. We anticipate improved academic outcomes as a result.	Complete 06/10/2025	teachers	06/10/2025
<i>Notes:</i>				
6/18/25	Use Restart budget flexibility for additional staffing to purchase a science teacher to provide instruction in the school's science lab in the 2025-2026 school year.	Complete 07/01/2025	Karen Dozier	08/25/2025
<i>Notes:</i>				
6/18/25	Use Restart budget flexibility for additional staffing to purchase a Beginning Teacher Coach to support the high number of beginning teachers at the school.	Complete 07/01/2025	Saunje Fertil	08/25/2025
<i>Notes:</i>				
6/18/25	Use Restart budget flexibility for additional staffing to purchase a part time tutor to support small group instructional support.	Complete 08/01/2025	Karen Dozier	08/25/2025
<i>Notes:</i>				
9/3/25	Teachers will use formal and informal assessment data to determine which students need more high-quality instructional time and attention bi-weekly, and provide it daily during WIN time.		Sonya Hill (elected 2024)	06/15/2026
<i>Notes:</i>				
9/3/25	The Student Support Team will provide targeted mental health support to students who demonstrate the need and make adjustments at minimum, twice quarterly.		Terrence Lassiter (elected 2024)	06/15/2026
<i>Notes:</i>				
9/4/25	The school will use \$1794.24 of Title I funds to purchase a structured, research-based literacy program for Kindergarteners focused on developing foundational skills in early learners, primarily phonemic awareness. The program will supplement our existing curriculum.		Saunje Fertil	06/15/2026
<i>Notes:</i> Aligned to goal: Increase the percentage of kindergartners scoring at or above benchmark in early literacy as measured by DIBELS from 64.9% (2025) to 75% (2026).				

9/12/25	Use \$82,727 in Title 1 funds to hire 2 tutors (9-month, including benefits) to provide targeted instructional support to students identified as in need of Tier 2 academic interventions. This will bolster our progress toward the goal of Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 17.6% in 2025 to 23% by June 2026. (Aligns to CMS Goal 2)		Karen Dozier	06/15/2026
<i>Notes:</i>				
9/12/25	Use \$38,923.08 to hire a bi-lingual interpreter/translator to help create an inclusive parent engagement framework that aligns with increased practices and strategies to incentivize and recognize students with strong attendance, chronic absenteeism will be reduced by at least 5% (from 28.3% to 26.8%). (Aligns to A1.07, A4.06 and CMS Guardrail 3)		Sonya Hill (elected 2024)	06/15/2026
<i>Notes:</i>				
Implementation:		02/17/2025		
Evidence	2/13/2025			
Experience	2/13/2025			
Sustainability	2/13/2025			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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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:	April 28, 2025	A State of the School address led by principal to review 2023-2024 school accountability data. Teachers reviewed data to determine students who reached benchmark, above benchmark, or below benchmark. They used demographical data to determine the number of students of African American background who need to move from one achievement level to the next. Teachers in grades 3-5 used EOG data to	Limited Development 09/14/2023		

determine the discrepancy in the scale score from NP to reach proficient.

The SIP goal that aligns to this indicator is:

- The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 12% in SY2021-22 to 31% in SY 2022-23 and 50% in SY2023-24.

Preliminary data indicates the percentage of students who met or exceeded achievement score projections are as follows:

- 4th Gr ELA-96% (M), 19% (E)
- 4th Gr Math- 100% (M), 37% (E)
- 5th Gr ELA- 98% (M), 22% (E)
- 5th Gr Math- 95% (M), 20% (E)
- 5th Gr Sci- 91% (M), 21% (E)

Preliminary results show that 21.2% of Black and Hispanic 3rd grade students combined scored at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG

- AIG GLP 93.8 (same% compared to 22-23)
- AIG CCR 81.3 (same % compared to 22-23)

Successes from this year include teachers having received timely, clear, constructive feedback after informal walkthroughs, Learning Walks conducted by the ILT and NELC, and formal observations. Additionally, district-designated curriculum was used with fidelity. CCR percentages in 3rd Grade Reading for Black students have increased for three consecutive years, from 12.3% in 21-22 to 15.6% in 22-23 to 17.9% in 23-24. Preliminary Grade 5 Science results show increases in both GLP (↑6.4%) and CCR (↑6.4%). There was also an increase in CCR within the overall EOG composite scores of 0.9%

Subgroup Data ELA:

- EL/LEP CCR 9.0% (4.7% compared to 22-23)
- SWD GLP 6.8% (+0.1% compared to 22-23)
- SWD CCR 2.3% (+2.3% compared to 22-23)
- GLP 93.8 (+12.5% compared to 22-23)
- African American CCR 16.5% (+.2 compared to 22-23)

Subgroup Data Math:

- African American GLP 36.6% (+2.9 compared to 22-23)
- African American CCR 21.2% (+2.4 compared to 22-23)
- SWD CCR 4.5% (+1.2% compared to 22-23)

Subgroup Data Science:

- EL/LEP GLP 53.8% (+13.8% compared to 22-23)
- EL/LEP CCR 50% (+20% compared to 22-23)
- SWD CCR 5.6% (+5.6% compared to 22-23)
- AIG GLP 100% (+33.3% compared to 22-23)
- AIG CCR 90% (+23.3% compared to 22-23)
- African American GLP 43.8% (+12.7 compared to 22-23)
- African American CCR 34.2% (+8.5 compared to 22-23)

A challenge that we faced this year was in the area of the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 14% in SY2022-23 to 50% in SY2023-24, with a final (unofficial) result of 14%, we did not meet our goal for 2023-24. Hispanic students showed an 8.2% decrease in CCR in 23-24. We ended SY23-24 19.3% short of our GLP goal and 17.9% short of our CCR goal. The percentage of students in grades K-3 performing at or above grade level will increase from 47% to 75% in 2023-24. We did not meet this goal. (actual=48.7%)

Subgroup Data ELA:

- AIG CCR 56.3 (-18.7% compared to 22-23)
- African American GLP 31.5% (-.3 compared to 22-23)

Subgroup Data Math:

- EL/LEP GLP 41% (-1.9% compared to 22-23)
- EL/LEP CCR 21.8% (-1.1% compared to 22-23)
- SWD GLP 6.8% (-6.5% compared to 22-23)

Subgroup Data Science:

- SWD GLP 11.1(-11.1% compared to 22-23)

Opportunities for the 2024-25 school year are when matching teachers to clustered student groups, consider personnel that could be leveraged for the greatest impact. Additionally, we will look to design schedules to allow EC, TD, ML teachers to push into intervention blocks and small group instruction, create more consistent opportunities for EC, TD, ML, TAs, IAs, and Interventionists to participate in planning and MTSS/data planning with teachers, strengthen core instructional practices as data shows a high percentage of students at tier 3 of MTSS, and regularly schedule, consistent coaching and follow up to teachers.

<p>How it will look when fully met:</p>	<p>The school regularly reviews school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Full implementation will include a State of the School address led by principal to review 2023-2024 school accountability data. Full implementation will include teachers disaggregating data to determine students who reached benchmark, above benchmark, or below benchmark. They will also use demographical data to determine the number of students of African American background who need to move from one achievement level to the next. Teachers in grades 3-5 will use EOG data to determine the discrepancy in the scale score from NP to reach proficient. When fully met, the school will see an increase in achievement in each sub group, but particularly for African American students. From there teachers will closely monitor student progression from benchmark to benchmark. When full implementation is reached, the school will strategically match teachers to clustered student groups, by considering personnel that could be leveraged for the greatest impact. The school will make adjustments to teacher/student assignments where needed so that teachers who have demonstrated a high level of effectiveness are assigned to students who need the most support. Additionally, schedules will be designed and implemented to allow EC, TD, ML teachers to push into intervention blocks and small group instruction to support their identified students as well as other students who might benefit. Full implementation will include opportunities for EC, TD, MLL teachers and Interventionists to participate in planning and MTSS/data planning with teachers, strengthen core instructional practices as data shows a high percentage of students at tier 3 of MTSS, and regularly schedule, consistent coaching and follow up to teachers.</p>		<p>Saunje Fertil</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>4 of 6 (67%)</p>		
<p>9/14/23</p>	<p>The school will maintain a partnership with the DUSI Team to execute the agreed upon DUSI support plan. (EVAAS, 3rd grade ELA)</p>	<p>Complete 06/15/2025</p>	<p>DUSI Team, Leadership, Teachers</p>	<p>06/15/2025</p>
<p><i>Notes:</i></p>				
<p>9/14/24</p>	<p>School leaders including the school's principal and Instructional Leadership Team will work collaboratively with school staff to review and disaggregate data during benchmark periods.</p>	<p>Complete 06/11/2025</p>	<p>Instructional Leadership Team and School Staff</p>	<p>06/15/2025</p>
<p><i>Notes:</i></p>				

6/18/25	Use Restart assessment flexibility to waive ELI requirements for kindergarten.	Complete 08/25/2025	Saunje Fertil	08/25/2025
<i>Notes:</i>				
6/18/25	Use Restart Class-Size flexibility to increase class sizes in grades Kg-3rd grade thereby increasing student achievement.	Complete 08/25/2025	Karen Dozier	08/25/2025
<i>Notes:</i>				
9/3/25	Instructional Leadership and teachers will create and document the interventions to put in place as a response to data collected from student work, student assessments, and walkthrough results bi-weekly.		Karen Dozier	03/30/2026
<i>Notes:</i>				
9/3/25	Teachers will routinely bring artifact evidence to staff and common planning meetings, which must support the critical attributes for effective practice in the identified area(s).		Georgia Haynes-Cox	03/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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>		<p>Current Reality Narrative</p> <p>Stoney Creek received a FAM-S score of 66% overall. Our critical component scores are as follows: Leadership- 61%, Building the Capacity-58%, Communication/Collaboration-83%, Data-Based Problem Solving- 67%, 3-Tiered Instruction- 67%, Data-evaluation-72%. Our tiered approach to intervention moved 45 of the original 207 students in Tier 3, out of tier 3. We did see increased achievement, specifically in reading and with our ML population. The Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS increased to 57.3% in 2024-25 from 50.9% in 2023-24. Grades 3-5 ELA EOG (GLP) increased from 29.6% in 2023-24 to 33.3% in 2024-25. CCR as evidenced by ELA EOG results showed an increase from 15.1% in 2023-24 to 17.3% in 2024-25. We did not experience gains in Math. The percent of grade 3-5 students achieving GLP in Math decreased from 37.8% in 2023-24 to 35.5% in 2024-25, while the percent achieving CCR decreased from 21% to 13.7%. This is attributed to haphazard</p>	Limited Development 07/18/2024		

implementation of high quality curriculum. A decrease in Science was also noted, from 51.9% in 2023-24 to 47.6% in 2024-25.

April 28, 2025

We have identified an MTSS Leadership Team to include members of multiple grade levels, counselor, EC, ESL, MTSS interventionist, and members of the leadership team. Instructional teams meet monthly to discuss student progress, data, and next steps for scholars. Intervention plans have been created and housed in the district's universal system, Branching Minds. Teachers and other support personnel identify students in need of support based on a triangulation of data. Interventions are selected from researched based interventions which have been vetted and are represented in the district's Standard Treatment Protocol. Staff implement interventions and progress monitor students, but not with fidelity. Students inconsistently receive interventions during time outside of their CORE whole group instructional block.

Decisions around EC evaluation and progression from supplemental to intensive are made collaboratively through review of data from MTSS plans and rest with the MTSS Leadership Team. The school's planning schedule allots specific days for PLC MTSS/ Data meetings where teachers engage in planning, discussion, and selection of interventions using the STP.

The following was shown from the facilitated assessment of 2022-2023 MTSS (FAM-S):

- SCE is Operationalizing/ Optimizing 49% of the indicators assessing the implementation of a tiered instructional system.
- SCE is Emerging/ Developing 51% of the indicators.

A success from this year is that the MTSS Leadership Team includes

members of multiple grade levels, counselor, EC, ESL, MTSS interventionist, and members of the leadership team. The team met bi-monthly to discuss student progress, academic, attendance, and disciplinary data and next steps for scholars. Additionally, a targeted support teacher was hired mid year to deliver Tier 3 interventions to students as indicated by benchmark and progress monitoring data and the school's planning schedule included weekly meetings for data/ MTSS work.

Challenges that we faced this year include lapses in plans due to the loss of the MTSS Interventionist, onboarding of teachers to the MTSS process and the platform, consistent implementation of interventions across all grades, usage of the standard treatment protocol to target student areas of concern, new teammates did not receive comparable, timely training (provided at the beginning of the year) and several experienced delays getting access to the Branching Minds platform, Progress monitoring was not consistent.. Additionally, the school was not assigned an MTSS Interventionist through district funding once the interventionist transitioned.

Opportunities for the 2024-25 school year include explicitly onboard teachers to the MTSS Process and Branching Minds platform prior to the first day of the 2024-25 school year, using the FAM-S rubric as success criteria and track our MTSS implementation process using the indicators, creating an assessment calendar in alignment with the CMS testing schedule that includes progress monitoring days for each grade level. Additionally, teachers indicating who tier 1, tier 2, and tier 3 students are in action plans as well as the evidence-based strategies they will employ within each tier and creating a 30-60-90 day plan to operationalize the most attainable FAM-S indicators that were Emerging in 2023-2024 to be Operationalizing/ Optimizing in at least 70% of the indicators by April 2025.

How it will look when fully met:

When this objective is fully met, the school will identify an MTSS Leadership Team to include members of multiple grade levels, counselor, EC, ESL, MTSS interventionist, and members of the leadership team. Instructional teams will meet monthly to discuss student progress, data, and next steps for scholars. Intervention plans will be created and housed in the district's universal system, Branching

DeNise Gerst

06/15/2028

Minds. Teachers and other support personnel will identify students in need of support based on a triangulation of data. Interventions will be selected from researched based interventions which have been vetted and are represented in the district's Standard Treatment Protocol. Staff will implement interventions and progress monitor students with fidelity. Students will receive interventions during time outside of their CORE whole group instructional block. Such times may include W.I.N, Skills/ ALL/ Modified ALL Block, and Math workshop times. As a result of receiving targeted supplemental or intensive interventions, students will experience positive growth in ELA and math. Decisions around EC evaluation and progression from supplemental to intensive will be made collaboratively through review of data from MTSS plans and will rest with the MTSS Leadership Team. The school's planning schedule will identify specific days for PLC MTSS/ Data meetings so teachers may engage in planning, discussion, and selection of interventions using the STP.

The expectations are:

- Reduction in disciplinary referrals and out of school suspensions
- Increased achievement on multiple indicators (MAP, DIBELS, End of Grade Tests, ACCESS)
- Students receiving MTSS support will receive it, be monitored vigorously, and show growth towards proficiency based on established goals

Title I Expenditures:

Budget:

- \$36,768.00 (2 Title I Tutor Positions)
- \$10,000 (Supplies and Materials)

By June 2024, Stoney Creek will increase its overall GLP from 35.7% to 46% and 20.7% CCR to 30% inclusive of Science, ELA and Math. (Aligns to goal 2)

Restart Budget Additional Staffing:

Used during the 2023-2024

- Science Teacher

Used this flexibility also in 2024-2025 for the following positions:

Science Teacher

Part Time Tutor
Beginning Teacher Coach

Actions		8 of 12 (67%)		
1/30/25	Use Budget Flexibility to purchase a part time tutor to support small group instruction.	Complete 08/01/2024	Karen Dozier	08/01/2024
<i>Notes:</i>				
1/30/25	Use Restart Flexibility to purchase a Science Teacher to support the PBL/Science Lab.	Complete 08/01/2024	Karen Dozier	08/01/2024
<i>Notes:</i>				
2/19/25	Use Restart Flexibility to purchase a Beginning Teacher Coach to support beginning teachers.	Complete 08/01/2024	Karen Dozier	08/01/2024
<i>Notes:</i>				
7/29/24	Budget: School will use Title I funds to hire two Title I tutors to support providing interventions and lead small group instruction to improve reading and math outcomes for students within the school.	Complete 08/01/2024	Karen Dozier	08/31/2024
<i>Notes:</i>				
7/18/24	Develop clear roles, responsibilities, structures, and communication to ensure all required components of tiered interventions are able to take place with fidelity including progress monitoring in support of meeting individual students' needs. (FAM-S-3)	Complete 06/15/2025	Karen Dozier	06/15/2025
<i>Notes:</i>				
7/18/24	Teachers will implement interventions based on data and in alignment with the district's Standard Treatment Protocol and progress monitor students regularly. (FAM-S-3)	Complete 06/15/2025	Karen Dozier	06/15/2025
<i>Notes:</i>				
7/18/24	Instructional leaders and teachers will create weekly check for understanding for K-5 reading, K-5 math, and 5th grade science that teachers will review in PLC, administer, and plan for instruction based on student data. (Goal 2)	Complete 06/15/2025	Saunje Fertil	06/15/2025
<i>Notes:</i>				
7/24/24	The principal will allocate staffing to allot an interventionist position to provide K-5 interventions for students who are on Tier II and Tier III MTSS plans to support students not working at grade level. (Goals 1 & 2)	Complete 06/15/2025	Karen Dozier	06/15/2025
<i>Notes:</i>				

9/3/25	School leadership will implement a schoolwide instructional walkthrough system focused on observing Tier I instruction, using a common look-for tool developed collaboratively with staff; to calibrate expectations and provide actionable feedback that builds teacher efficacy and strength in core instructional delivery.		Saunje Fertil	03/30/2026
<i>Notes:</i>				
9/3/25	Instructional Leadership and building experts will facilitate schoolwide professional development once per month on the essential components of high-quality Tier I instruction, including alignment to the NC Standard Course of Study, evidence-based instructional practices, and culturally responsive teaching to strengthen teacher ability to decrease the numbers of students needing Tier 2 and Tier 3 intervention.		Saunje Fertil	04/15/2026
<i>Notes:</i>				
9/12/25	Use \$82,727 in Title 1 funds to hire 2 tutors (9-month, including benefits) to provide targeted instructional support to students identified as in need of Tier 2 academic interventions. This will bolster our progress toward the goal of Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 17.6% in 2025 to 23% by June 2026. (Aligns to CMS Goal 2)		Karen Dozier	06/15/2026
<i>Notes:</i>				
9/22/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Sonya Hill	06/15/2026
<i>Notes:</i>				

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:		Current Reality Narrative The rate of OSS increased slightly from last year, however, our student enrollment increased by about 130 students. Our OSS numbers remain	Limited Development 09/14/2023		

low proportionate to enrollment. The rate of OSS increased from 1.2% (10 suspensions) in 2023-24 to 2.1% (16 suspensions) in 2025. Data show that AA students at Stoney Creek are not disproportionately excluded from school. 98% of our staff members participated in the Restorative Practices Professional Development Series and gained both prevention and intervention strategies which contributed to fewer OSS overall. The Student Support Services Team spearheaded a schoolwide positive behavior rewards/recognition system which also contributed to more desirable behaviors from students.

Our SIP goals aligned to this indicator are:

- The percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 58% in Grades 3-5 in September 2021 to 63% in September 2022 and 68% in Grades 3-5 in September 2024.
- Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 3.7% or less in SY 2022-23 and SY 2023-24.

Preliminary data indicates:

- 96% of teachers participated in Restorative Practices Series of PDs during 1st and second quarter presented by the CMS Student Discipline and Behavior Support Team.
- Our Spring Panorama showed 56% of students had a positive self-perception of their self-efficacy.
- In 2022-23, the number of OSS was 43. In the current year (2023-24) the number totaled 10.
- Our goal was to maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 3.7% or less in SY 2022-23 and SY 2023-24. In 2024, Black students accounted for 9 of the total number of suspensions and they make up 63% of our student population putting our rate at 37.1%
- Chronic absenteeism rate as of June 2024=30.1%, June 2023=32.39%

Successes from this year include the change in OSS from 2022-23 to 2023-24 shows a ↓76.7% decrease. BMTs, Dean and AP focused on

rehabilitation, repair, and reintegration of students and only recommended exclusionary measures as a last resort. Of the 5 teachers designated to pilot Restorative Practices, 80% consistently and successfully implemented structures in their classroom community. Additionally, our chronic absenteeism rate decreased by ↓2.29%. Concrete Roses division of Building Bridges Center supported students with SEL, counseling, and social skills groups and 75 students were served in grades 3-5. Cyberkidz summer program will continue SEL over the summer.

Challenges include our chronic absenteeism rates are disproportionately higher in grades K and 1 than the other grades. There is also inconsistent input of incidents in system. Teachers were unable to access the Caring Schools curriculum in the building and not all teachers have been using the designated time in the mornings to implement the Caring Schools lessons. Additionally, there was low attendance to our parent meetings about mitigating chronic absenteeism.

Opportunities for the 2024-25 school year include normalizing the use of standard treatment protocols (consistently and pervasively), to appropriately tier students in the behavior components of MTSS as well as implementing measures and protocols to ensure tiered interventions are occurring as prescribed with time intervals and duration indicated. We can improve how we oversee and monitor the implementation of protocols and make adjustments as needed as well as partner with Communities In Schools (CIS) to get incentives for families to bring students to school.

Restart Flexibility: Purchase resources to support student social/emotional development and teacher development for responding positively to student needs, and classroom management strategies. (Utilized during the 22-23 school year)

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching.</p> <p>This flexibility was used in 2023-2024 as well.</p> <p>Use of this flexibility in 2024-2025 is desired and intended, however implementation is pending funds from Restart, which have not been released as of 2/4/2025.</p>		<p>Terrence Lassiter (elected 2024)</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>1 of 4 (25%)</p>		
<p>9/22/23</p>	<p>Restart Flexibility: Purchase resources to support student social/emotional development and teacher development for responding positively to student needs, and classroom management strategies. (Utilized during the 22-23 school year)</p>	<p>Complete 04/24/2024</p>	<p>Karen Dozier</p>	<p>06/15/2024</p>
<p><i>Notes:</i> Utilized during the 22-23 school year.</p>				
<p>9/12/25</p>	<p>Use \$79,392.60 to hire two BMTs (one for grades K-2 and one for Grades 3-5) to help ensure that the number of OSS/ISS incidents will decrease from 2.1% in SY 2024-25 to 1.2% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2).</p>		<p>DeNise Gerst</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>9/3/25</p>	<p>The Student Support Team will refine and revise the common expectations of rules and procedures in classrooms and schoolwide to be more accessible, comprehensible, and concise. Check in with classroom teachers monthly on adherence to implementation.</p>		<p>DeNise Gerst</p>	<p>03/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/3/25</p>	<p>The Student Support Team will use data to implement a schoolwide system to reinforce positive desired behaviors and refine the system quarterly to ensure responsiveness to the unique needs presented within our student population.</p>		<p>Terrence Lassiter (elected 2024)</p>	<p>06/15/2026</p>
<p><i>Notes:</i></p>				
<p>Implementation:</p>		<p>07/24/2024</p>		

<p>Evidence</p>	<p>5/29/2024 5/29/2024-During the 23-24 school year and through collaborative efforts of staff members from various PLCs, the school purchased items of interest to students to create a Student Store. Members of the Student Support Team as well as teachers support assisting students with budgeting Cardinal Cash earned for meeting expectations and to spend in the bi-weekly student store. During the 22-23 school year, resources were purchased for the Student Support Team to design small group lessons to support students in need of special attention for SEL development.</p>			
<p>Experience</p>	<p>5/29/2024 5/29/2024-The school sought feedback and collaboration from various members of the school staff with regards to how best to utilize funds to incentivize students for positive social/emotional development.</p>			
<p>Sustainability</p>	<p>5/29/2024 5/29/2024-The school will continue to re-engage students and staff in the behavior matrix expectations and incentivize those who meet/exceed expectations.</p>			
<p>KEY</p>	<p>A2.04</p>	<p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</p>	<p>Implementation Status</p>	<p>Assigned To</p>
<p>Initial Assessment:</p>	<p>April 28, 2025</p> <p>Standards-based planning is happening within and across grade levels. The staff engaged in quarterly planning beginning at the beginning of year. During such times, teams analyzed assessments and discussed students' misconceptions.</p> <p>Teachers drilled standards down to learning targets and drilled learning targets down to the know, understand and do.</p> <p>Our successes from the 2022-2023 school year included that while predictive assessments (MVPA) projected GLP for 3rd grade ELA to be 19.7%, our actual was 7.6% higher than projected (27.3%). Additionally, CCR indicator increased by .9% (from 13.1% in 2023 to 14.3% in 2024).</p>	<p>Limited Development 07/18/2024</p>		

100% of instructional teams meet weekly to develop standard-aligned units of instruction for each subject and grade level. 100% of instructional teams use a standards-driven protocol during planning. Prompts on the protocol are adapted from the Four Critical Questions of a PLC. 100% of students have small group instruction time embedded in their daily schedule. 100% of students (grades 3-5) are in flexible groups, configured from MVPA, DIBELS, and MAP data. Every grade level 's schedule includes a 30-minute Intervention/ What I Need (WIN) time.

Challenges that we faced were that while during the past school year we focused much of our effort on building effective PLCs and the capacity within our teachers to design standards-aligned lessons, during the 24-25 school year, we will address deficits in content knowledge and execution. Additionally, limited strategies for re-engagement, diminished options for “ What will I do when students don ’ t learn it? ”

Opportunities we will consider for the 2024-25 school year include using student work analysis as the lever for feedback and improvement, identifying an important question, text, and standard to develop a “ know/ show ” chart. This chart (taken from Relay GSE) names the conceptual skills required to meet the standard (know) and the ways in which a successful student “ shows ” mastery of it. Additionally, developing a strong know/ show chart is vital because it outlines the high-leverage steps required for an effective lesson. We also look to include expert modeling and quality professional development, leveraging the expertise of consultants, district content specialists, and Instructional Leads (e.g.; MCLs, Facilitators, EITs, etc.)

Restart Flexibilities:

- Use Assessment Flexibility to waive completion of ELI Assessment and reduce the number of duplicative assessments completed for students in Kindergarten. This flexibility was utilized in 2023-2024.
- The flexibility (waive ELI) was also utilized in 2024-2025.
- Use Class-Size flexibility to increase class sizes in grades Kg-3rd grade. This flexibility was utilized in 2023-2024.
- This flexibility was also utilized in 2024-2025.

How it will look

When fully implemented:

Karen Dozier

06/30/2026

when fully met:

- 100% of teachers have created and implemented MTSS plans and are actively monitoring and responding to the data with targeted interventions in place.
- Standards-based planning is happening within and across grade levels

When fully ingrained:

- The master schedule will include one day for literacy planning, one day for math or science planning, and an MTSS/ Data PLC meeting day
- The staff will engage in quarterly planning beginning at the beginning of year. During such times, teams will analyze assessments and discuss students' misconceptions.
- Teachers will drill standards down to learning targets and drill learning targets down to the know, understand and do.
- 85% of teachers are rated proficient or above in Standard III (Know the Content They Teach) of the NCEES

When fully met:

- 60% of K-2 students will perform at or above benchmark as measured by MOY (middle of year) DIBELS
- 30% of 3-8 students will score CCR (college and career ready) on reading MOY (middle of year) benchmark assessments
- Stoney Creek will increase its overall GLP from 35.7% to 46% and 20.7% CCR to 30% inclusive of ELA, Math, and Science.

The staff will engage in quarterly planning beginning at the beginning of year. During such times, teams will complete assessments and discuss students' misconceptions. They will review standards to be addressed in a given quarter. Planning will also include use of district provided resources such as curriculum guides, teacher manuals for ELA and Math. They will identify what students need to know, do, and understand through a backwards planning approach. Teams and instructional leaders will leverage the use of the Know/Show Chart to determine the most important concepts, standards, and skills students need to know, do, and understand. Teams will also use district produced resources and pacing guides to ensure students learn what is prescribed. EC, TD, and ESL teachers will participate in grade level planning with the grade levels they support. This will allow instructional support teachers and classroom teachers to collaborate around grade level standards for all students regardless of their classification. When fully met, each teacher will implement instruction in full alignment with

the instructional tenets per district requirements. Use of data from multiple sources will drive conversations and actions. The North Carolina standards will be used for and during planning. There will be a common meeting location for PLC meetings. An assessment calendar will be present and a data wall will display progress. Where and when appropriate, coteaching will occur between the classroom teacher and EC, TD, and ESL to ensure all students are able to engage in grade level aligned standards everyday with appropriate scaffolds. When fully met, data will reflect growth in proficiency levels for students. (DIBELS, MAP, Microphase, MVPA, EOGs)

Actions		8 of 9 (89%)		
2/4/25	Use Class-Size flexibility to increase class sizes in grades Kg-3rd grade.	Complete 08/25/2023	Karen Dozier	08/25/2023
<i>Notes:</i>				
2/4/25	Use assessment flexibility to waive ELI requirements.	Complete 09/01/2024	Saunje Fertil	09/01/2023
<i>Notes:</i>				
7/18/24	Instructional leaders will facilitate a standard unpacking protocol during planning meetings with each PLC to ensure there is targeted standard alignment to meet the level of rigor the standard demands. (FAM-S 29, Goals 1 & 2)	Complete 11/01/2024	Saunje Fertil	12/01/2024
<i>Notes:</i>				
2/13/25	Focusing on Math Workshop and the highest leverage standards, create small group plans customized for students identified on the bubble of proficiency.	Complete 05/08/2025	Jessica Scozzari	05/08/2025
<i>Notes:</i>				
2/13/25	Create a structure to make Accountable Independent Reading Time aligned to the highest leverage standards as indicated by benchmark data.	Complete 05/08/2025	Sonya Hill	05/08/2025
<i>Notes:</i>				
7/18/24	Teachers and members of leadership will engage in data review, analysis and action planning systems and processes aligned with the Balanced Assessment System will occur regularly and in response to assessments. (MVPA, DIBELS, Benchmark assessment, etc.) (FAM-S 29, Goals 1 & 2)	Complete 04/10/2025	Saunje Fertil	05/30/2025
<i>Notes:</i>				

7/18/24	Instructional leadership team will engage in RELAY professional development and execute a school-wide coaching framework that allows all teachers to receive coaching connected to standard-alignment, CORE, and small group instruction focus areas. (FAM-S 29, Goals 1 & 2)	Complete 06/21/2024	Saunje Fertil	06/15/2025
<i>Notes:</i>				
7/18/24	Develop and provide teachers with professional development around whole group and school-wide small group expectations including lesson plan requirements, data driving the development of the lessons, and execution of planned lessons. (Goals 1 & 2, FAM-S 29)	Complete 06/15/2025	Saunje Fertil	06/15/2025
<i>Notes:</i>				
5/28/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Karen Dozier	12/15/2025
<i>Notes:</i>				