

## Comprehensive Progress Report

**Mission:** To create a safe, respectful, and trusting community that encourages and educates the whole child, providing the skills necessary to succeed and positively contribute to society.

**Vision:** Through the use of an academically and culturally rich environment, Thomasboro Academy endeavors to be a learning community that empowers its students through a rigorous curriculum, encourages through a positive school culture, and enriches through engaging parental and community partnerships.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 42.9 % in SY2023-24 to 49.4% in SY2024-25. (Aligns to A2.04, C2.01, FAM- S 29, and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.8% in SY2023-24 to 16.7% in SY2024-25. (Aligns to A2.04, B3.03, FAM- S 29, and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP),on End of Grade assessments in grades 3-8 will increase from 25.6% in SY 2023-24 to 30% in SY 2024-25 (Aligns to A4.01, B1.03, B3.03, D1.02, FAM-S 3 and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 66.7% in SY2023-24 to 70% in SY2024-25. (Aligns to A2.04, B3.03, FAM- S 29, and CMS Goal 3)

The number of OSS incidents will decrease from 128 in SY 2023-24 to 115 in SY 2024-25 (Aligns to A1.07, A4.06, B2.03, C3.04, and CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06, A4.16, E1.06, FAM-S 30, and CMS Guardrail 3)

The school will retain 90% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04,D1.02, and CMS Guardrail 4)



! = 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
<b>Initial Assessment:</b>		<p>The principal will engage in weekly instructional walkthroughs with members of the Instructional Leadership Team to ensure alignment between standards and classroom instructions. These walks will also identify areas for instructional improvement and to guide feedback. The principal will calibrate and discuss during weekly and bi-weekly coaching meetings.</p> <p>In the 2025-2026 school year, K-8 core teachers will receive targeted feedback from their coaches weekly. This process will include coaching meetings between teachers and coaches with detailed meeting. Maintaining rigorous monitoring of curriculum and classroom instruction, will foster an environment of excellence and continuous growth for both our teachers and our students.</p>	Limited Development 09/19/2025		
<b>How it will look when fully met:</b>		<p>When this objective is fully met, coaches and teachers will analyze performance data, identify areas for improvement, and refine instructional strategies accordingly. This will result in the following:</p> <p>The percentage of Kidnergarten through 2nd grade students scoring at or above benghmark in early literacy as measured by DIBELS will increase from 51.3% in SY 2024-2025 to 75% in SY 2025-2026. (Goal 1)</p> <p>The percentage of students scoring College and Career Ready (CCR) on reading End of Grade Assessments in grades 3-8 will increase from 13.4% in SY 2024-2025 to 28% in SY 2025-2026. (Goal 2)</p> <p>The percent of students scoring College and Career Ready (CCR) on Math I Assessments will increase from 66.6% in SY 2024-2025 to 100% in SY 2025-2026. (Goal 3)</p> <p>The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on Math End of Grade Assessments in grades 3-8 will increase from 15.0% in SY 2024-2025 to 25% in SY 2025-2026. (Guardrail 1)</p>		Rolando Parkins	06/30/2026
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/20/25	The Principal will attend weekly planning sessions with coaches and teachers to monitor and ensure cohesive planning with instructional practices being observed. There will be Core Action Walks, calibrations, and feedback given to ensure teaching and standards are aligned.		Doris Chisholm	06/30/2026

Notes:

	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
<i>Initial Assessment:</i>			<p>The decision to invest in both instructional supplies and human capital based on the understanding that engaged, well-supported students perform better academically and behaviorally. Teachers having the right instructional tools on hand in K-8 classrooms-from math manipulatives in K-2 to 3-8 having testing materials is intended to reduce barriers to engagement and improve the quality of instruction and assessment. In environments where students had access to differentiated, hands on resources, teachers reported higher morale, efficient center-based instruction, and better student focus and behavior.</p> <p>The targeted resource alignment was evident in the impact on student achievement data. DIBELS benchmark for K-2 reached 51.3% showing tremendous growth in foundational literacy skills. The school's reading composite increased from 24.50% to 30.00% and the math composite increased from 21.40% to 31.00%. College and Career Ready (CCR) proficiency for 3-8 reading rose to 13.5% and Math I CCR for middle school students reached 66.7%. These outcomes affirm that strategic investment in tutoring support and instructional materials can produce measureable gains in student performance across content areas and grade levels.</p> <p>We also allot funds for three MCL positions. Going forward for the 2025-2026 school year, we have two MCL positions filled. They will coach teacher in ELA and Math. They will plan with teachers weekly, observe teachers weekly, give feedback on lesson plans and walkthroughs weekly based on the Get Better Faster Model as well as the coaching model by Relay. They will have deep data dives to assist teachers in creating intentional small groups with differentiation based on students' needs in an effort to grow student achievement and mastery.</p>	Limited Development 09/20/2025		

<p><b>How it will look when fully met:</b></p>	<p>When this objective/indicator is fully implemented, the Instructional Leadership Team will intensify its support for K-8 core teachers through ongoing monitoring and direction. Structured feedback, coaching caseloads will be distributed by the Principal and Assistant Principal, ensuring that every teacher receives consistent and constructive feedback. This feedback will be monitored by the Admin Coach and will include "Get Better Faster" action steps. We will continue to facilitate bi-weekly and quarterly data dives with our coaches on the Instructional Leadership Team and teachers.</p> <p>Goal 1: Increase K-2 students scoring at or above benchmark in early literacy from 51.3% (June 2025) to 75% by June 2026 (DIBELS).</p> <p>Goal 2: Raise grades 3-8 students scoring CCR in reading from 13.4% (June 2025) to 28% by June 2026.</p> <p>Goal 3: Increase students scoring CCR in Math I from 66.7% (June 2025) to 100% by June 2026.</p>		<p>Doris Chisholm</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p>0 of 2 (0%)</p>		
	<p>9/20/25 4th and 5th grade teachers will use the classroom carpets to enhance the classroom learning environment and enhance students' learning experience. Students in a classroom that provides the materials they need are engaged in hands-on learning, improves the overall moral of the students and improves grades, creativity, attitudes towards learning, behavior, peer relationships and self-image. The right supplies allocated to classrooms for instruction makes all the difference in the success of all students. The goods/supplies will be from Lakeshore Learning Materials, LLC. We will be ordering 6 classroom carpets. The goods will be used in our 4th and 5th grade classrooms to help support both instructional goals and student well-being. Flexible seating and collaborative learning areas help our students define classroom zones for reading, small groups and independent work, which helps eliminate or decrease classroom distractions and increase student success. This addition to the classrooms enhances the learning environment helping to create a warm, welcoming, and comfortable learning space for our scholars. Existing flooring in these classrooms is either worn, stained, or not conducive to the flexible learning setups being implemented. Replacing or supplementing with carpets will improve both appearance and functionality.</p>		<p>Kathleen Atwell</p>	<p>10/31/2025</p>

Notes:

Vendor: Lakeshore Learning Materials/Phone: 800-421-5354/Vendor  
 Contact: Jay Lamothe  
 Quote: 20076302  
 Item: LC282  
 Classroom Carpets  
 Quantity: 6  
 Price: \$407.55  
 Total: \$2,445.30  
 Shipping: \$0  
 Taxes: \$177.28  
 Grand Total: \$2,622.58

9/20/25

K-2 teachers will use the classroom elementary rugs to enhance the classroom learning environment and enhance students' learning experience. Students in a classroom that provides the materials they need are engaged in hands-on learning, improves the overall moral of the students and improves grades, creativity, attitudes towards learning, behavior, peer relationships and self-image. The right supplies allocated to classrooms for instruction makes all the difference in the success of all students. The goods/supplies will be from School Outfitters. We will be ordering 5 elementary classroom big block rugs. This will be used as a resource for letter identification, color and number recognition.

Doris Chisholm

06/10/2026

Notes: Vendor: School Outfitters/Izzy Wilson/Phone: 866-619-5309/Fax: 866-619-4309/Email: izzy.wilson@schooloutfitters.com  
 Item: SPG-FE657-44A  
 Elementary Classroom Rugs  
 Quantity: 5  
 Price: \$464.99  
 Total: \$2,324.95  
 Shipping: \$0

**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
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**Initial Assessment:**

June 2025: The school strengthened its Multi-Tiered System of Supports (MTSS) by holding monthly meetings with teachers and support staff to track student movement across tiers. Teachers received training in Branching Minds and AIMSWEB to improve progress monitoring and intervention planning. Additionally, quarterly needs assessments informed differentiated professional development, and a school-based MTSS training was delivered to clarify processes. These efforts were designed to ensure that interventions were data-driven and aligned with student needs. As a result, the Teacher Working Conditions (TWC) survey showed slight increases in staff perceptions: the item “Develop goals and strategies through the SIP” rose from 80.4% to 81.4%, and “Use data to organize, plan, and set goals” improved from 92.9% to 93%. These results indicate stronger confidence among staff in data-informed instructional decision-making.

We were successful in kicking off the MTSS process at the start of the year & aligning with district expectations. Partial success; The MTSS team & admin were trained in Branching Minds/AIMSWEB. The intervention team was successful in communicating w/classroom teachers & stakeholders about students progress from January 2024 – June 2024 end of year when MTSS monthly meetings began. Some of the challenges we faced were that the MTSS Professional Development needs to be more purposeful & intentional and aligned to needs of grade bands & what teachers need; MTSS PD needs to be tiered for grade bands so that content can be modified based off of teachers’ current understanding of MTSS process. Since some teachers were not trained on Branching Minds and were only provided one MTSS PD at the start of the year they did not know how to use the platform & implement Supplemental interventions within their own classroom; another challenge in meeting this goal is finding the time to deliver the PD to teachers. Ensuring teachers provide input/complete needs assessment surveys on the MTSS process as they are given throughout the year. Challenges with ensuring monthly MTSS meetings are held consistently throughout the 24-25 school year beginning in September 2024 and ensuring all stakeholders are held accountable for their roles and responsibilities w/in the MTSS process.

In the 2024-2025 school year opportunities to provide more intentional/purposeful MTSS PD; MTSS PD should be broken down & stretched out over the course of 4 weeks, initially, on MTSS Mondays. Example: 1st 2 Mondays are spent going over MTSS process & Branching minds platform, Weeks 3 & 4 are spent looking at student data from BOY & determining which students need Tier 2/Tier

Limited Development  
07/31/2024

3 intervention & how to enter their plans into Branching Minds. As teachers are feeling more comfortable w/MTSS process & the Branching Minds/AIMSWEB platform, MTSS Monday PD can be spent looking at progress monitoring data & individual student needs. Opportunity to provide differentiated PD throughout the year: Create a living/live MTSS FAQ document so throughout the year & each MTSS Monday session, teachers and stakeholders can input their questions and the needs can be addressed accordingly. Create a 24-25 MTSS Thomasboro Timeline/Calendar with MTSS Meeting /PD dates prescheduled prior to the start of the school year. In the 2024-2025 school year, to continue to meet or exceed growth, teachers will continue to data dive bi-weekly and quarterly with content teams and coaches to ensure they are reviewing live data. Teachers and coaches will continue to be intentional with facilitating lessons and unpacking the standards.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

**How it will look when fully met:**

Within the 2024-25 school year, Thomasboro Academy will implement the following evidenced-based intervention, Branching Minds and AIMSWEB so that we know how to access student data, progress monitor and enter, update and revise Intervention Plans, as often as needed.

The percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 13.3% in September 2024 to 25% by June 2025.

**Objective Met  
09/29/25**

**Rolando Parkins**

**06/30/2026**

**Actions**

7/31/24 Deliver a school based MTSS PD that outlines the MTSS process, purpose & procedures. (EVAAS)

Complete 06/10/2025

Rolando Parkins

06/10/2025

Notes:

7/31/24 Ensure teachers are trained in Branching Minds and AIMSWEB so that they know how to access student data, progress monitor & enter, update and revise Intervention Plans, as often as needed. (EVAAS) This is aligned to Goal 1 and Guardrail 4.

Complete 06/10/2025

Rolando Parkins

06/10/2025

Notes:

7/31/24	Create a Needs Assessment Survey for differentiated PD throughout the year. The needs assessment survey will be given toward the end of each quarter to plan PD for the upcoming quarter. (EVAAS)	Complete 06/10/2025	Rolando Parkins	06/10/2025
<i>Notes:</i>				
7/31/24	Conduct monthly MTSS meetings with all teachers, support staff and stakeholders to ensure all involved staff are up to date on students' progress and which students are moving across Tiers and which students are in need of more intensive interventions or additional support team services. (EVAAS)	Complete 06/10/2025	Rolando Parkins	06/10/2025
<i>Notes:</i>				
9/25/24	Teachers will use TI funds to purchase this tiered instructional resource (Number Worlds Levels A-J , Manipulative Kit) as a hands-on resource to accommodate small group interventions for students in grades K-8. These materials are required components to the research-proven, teacher-led math intervention program built on the state standards being used to bring math-challenged students up to grade level and part of CMS EC programming.	Complete 06/10/2025	Alyscia Foster	06/10/2025
<i>Notes:</i> McGraw Hill: Number Worlds Levels A-J Manipulative Kit TI funds will be used to purchase tiered instructional resources. Budget: 3-553-050-5330-411 Cost: \$375.35				
9/29/24	Within the 2024-25 school year, Thomasboro Academy will implement the following evidenced-based intervention, Branching Minds and AIMSWEB so that we know how to access student data, progress monitor and enter, update and revise Intervention Plans, as often as needed.	Complete 06/10/2025	Rolando Parkins	06/10/2025
<i>Notes:</i>				
10/1/24	Teachers will use the BrainPOP platform to take a scaffold understanding while developing literacy skills to aid in vocabulary acquisition and language development. The platform will allow teachers to apply literacy skills and demonstrate understanding through embedded formative assessments that mirror the types of questions on the EOG. Teachers will use the data collected to adjust classroom instruction to ensure instruction is aligned to classroom needs/student needs so students are meeting and exceeding academic growth in literacy.	Complete 06/10/2025	Vontraciya Davis	06/10/2025
<i>Notes:</i> Budget: 3-553-050-5330-411 Cost: \$4,095.00				

12/4/24	Instructional coaches and EC specialists will work closely with teachers to model effective strategies and provide real-time feedback. Collaborative sessions will allow teachers to share best practices and problem-solve challenges related to SWD instruction.	Complete 06/10/2025	Rolando Parkins	06/10/2025
<i>Notes:</i>				
6/17/25	Completed ATSI School Annual Resource Allocation Self-Assessment  <a href="https://docs.google.com/document/d/1Tj5iPNOWn7QRHgt_P5vLB8wplira0a2vpbxocQD5pGE/edit?usp=sharing">https://docs.google.com/document/d/1Tj5iPNOWn7QRHgt_P5vLB8wplira0a2vpbxocQD5pGE/edit?usp=sharing</a>	Complete 06/10/2025	Rolando Parkins	06/10/2025
<i>Notes:</i> <a href="https://docs.google.com/document/d/1Tj5iPNOWn7QRHgt_P5vLB8wplira0a2vpbxocQD5pGE/edit?usp=sharing">https://docs.google.com/document/d/1Tj5iPNOWn7QRHgt_P5vLB8wplira0a2vpbxocQD5pGE/edit?usp=sharing</a>				
<b>Implementation:</b>		09/29/2025		
<b>Evidence</b>	6/23/2025 See school improvement plan			
<b>Experience</b>	6/23/2025 The experience went well for all the staff			
<b>Sustainability</b>	6/23/2025 Continued support from the SPA			

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
<i>Initial Assessment:</i>		To improve instructional quality and ensure alignment with academic standards, the principal and assistant principal will conduct weekly walkthroughs focusing on key "look fors" such as content rigor, clear objectives, student engagement, as well as formal and informal assessments. Get Better Faster Framework will be used to guide coaching conversations. As a result of this instructional focus, the percentage of Kindergarten through 2nd grade students scoring at or above grade level as measured by DIBELS will increase from 51.3% to 75%. The school's math composite score will increase from 31% to 51% and reading composite score will increase from 30% to 50%. Continued commitment to walkthroughs and intentional actionable feedback will support with sustaining and building upon academic progress and success.	Limited Development 09/20/2025		
<i>How it will look when fully met:</i>		When this objective is fully implemented, opportunities around implementation of curriculum occur during weekly planning sessions with Coaches/MCL. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. Additionally, our instructional coaches will provide intentional small group instruction for our focus students which will ensure growth opportunities for our students who need extra support and be able to show greater success through our school performance.		Rolando Parkins	06/30/2026
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	9/20/25	Coaches will hold teachers responsible coming to planning with data from formal and informal assessments so that during planning teachers can create lessons that will support student growth.		Rolando Parkins	06/10/2026
<i>Notes:</i>					

9/20/25	<p>Principal and Assistant Principal will complete walk-throughs weekly to ensure quality instruction is occurring in classrooms. The loof fors are:</p> <ul style="list-style-type: none"> <li>-Students activitely engaged in learning</li> <li>-The content is appropriately challenging</li> <li>-Standards-aligned objectives posted and communicated to students.</li> <li>-Teachers using informal and formal assessments to check for understanding to inform instruction.</li> </ul> <p>This information will help coaches give specific and actionable feedback aligned with the "Get Better Faster" Framework.</p>		Rolando Parkins	06/10/2026
<i>Notes:</i>				
10/2/25	<p>Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and 301.1, with the goal of providing an average of a 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.</p>		Doris Chisholm	06/10/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>Continuing for the 2025 school year we will continue to communicate with parents through Parent Square and through the school social media pages. This year, grade level monthly newsletter will used as ongoing communication with parents. This ongoing communication will foster strong partnerships between home and school.</p> <p>We would like to keep the high levels of involvement as much as possible. It is an expectation that teachers are communicating regularly to parents about their child's individual academic process and trackers are being used to document. There are also home visits for students with absences of 5 or more days of school. Letters are printed and worked on by the Social Worker, Parent Advocate, and Counselors.</p> <p>A challenge we have and are still facing is consistent parental involvement, support in numbers so the same parents are not the only ones planning/hosting all of the events as well as bilingual support within the community.</p>	Limited Development 09/20/2025		
<i>How it will look when fully met:</i>		<p>Moving forward for the 2025-2026 school year, we will continue to utilize Parent Square, we are looking for a 90% attendance rate from parent to our rising 6th and 9th grade Parent Information Night. This will be monitored by parents signing in through QR code for this event. We are also looking for a 75% attendance for our Fall and Spring Festival. This will be monitored by both in person sign in sheet and QR code sign in.</p> <p>Enhance communication and family engagement initiatives will lead to a more cohesive school community and improvements in student attendance, behavior, and academic performance.</p>		William Humphrey	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	9/20/25	The principal will utilize Parent Square to communicate with parents/guardians with a weekly throughout the school year. Team leads will utilize Parent Square throughout the year to inform parents/guardians about grade level and school events.		Rolando Parkins	06/10/2026

*Notes:*

9/20/25 School-wide events will occur quarterly to involve parents and community stakeholders. The events will be the following:  
-Open House  
-Curriculum Night/Title I Night  
-Spanish Heiritage  
-Fall Festival  
-Spring Festival

William Humphrey

06/10/2026

*Notes:* The Family Advocate will host 4 Family Engagement Events this school year. The Family Advocate will increase family engagement participation from 45% to 75%.