

Comprehensive Progress Report

Mission:

Every minute of every day the Statesville Road Family equips every scholar with the academic skills and habits of character to ensure college and career readiness.

Vision:

The vision of Statesville Road IB Elementary School is to create and sustain a culturally responsive and equitable learning environment in which we instill perseverance, compassion, collaboration, reflection, and integrity in ALL of our scholars, so that they become catalysts for positive change in the world.

Goals:

Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in June 2023 to 91% by June 2029. (Aligns to A2.04, A4.01 and B3.03 and CMS Goal 1 and CMS guardrail 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 14.8 % in SY2023-24 to 23.8 % in SY2024-25. (Aligns to A2.04, A4.01, B3.03, CMS Goal 2, and CMS guardrail 1)

The percent of K-2 ML students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 83% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 12.8% in SY 2024-2025 to 7% in SY 2025-2026. (Aligns to A4.06, and CMS Guardrail 3)

The number of OSS/ISS incidents will decrease from 13% in SY 2024-2025 to 5% in SY 2025-2026. (Aligns to A1.07, A.4.06, and CMS Guardrail 2 and 3)

The school will retain 90% of its highly effective classroom teachers throughout the SY 2025-2026. (Aligns to 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
<i>Initial Assessment:</i>		<p>Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from <u>78</u>% in SY2024-25 to <u>85</u>% in SY2025-26.</p> <p>Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from <u>20.5</u>% in SY2024-25 to <u>30.5</u>% in SY2025-26.</p> <p>Guardrail 1</p> <p>The percent of students scoring Grade Level Proficient (GLP) literacy End of Grade assessments in grades 3-5 will increase from <u>41</u>% in SY2024-25 to <u>51</u>% in SY2025-26.</p>	Limited Development 07/30/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		All teachers will receive instructional feedback at least bi-weekly from the principal, AP, or ILT member. All formal evaluations will provide teachers with meaningful, actionable feedback. Peer Observations will be conducted monthly from teacher: teacher and feedback will be given through monthly staff meetings dedicated to peer observations.		Michael Lungarini	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	7/30/24	All teachers will receive bi-weekly coaching throughout the year from their MCL/Facilitator. Each MCL will receive weekly coaching from the principal or AP.		Michael Lungarini	06/26/2026
		We will utilize Title I money (\$13,000.00) to pay for the supplemental funding for an MCL			

		<i>Notes:</i>				
	8/23/24	Action Item: Title One Funding of 26,157.42, the materials will be utilized to address academic deficits where supplemental instructional resources support the closing of achievement gaps. These resources may include online intervention tools, student workbooks, math manipulatives, professional resources, and assistive technology devices or tools. (Goals 1 and 2, Guardrail 1)			Michael Lungarini	06/30/2026
		<i>Notes:</i> Goal: By the end of the school year students who benefited from the resources will demonstrate at least a 10% improvement in their standardized test scores or other relevant academic assessments.				
Implementation:			06/23/2025			
	Evidence	6/23/2025				
	Experience	6/23/2025				
	Sustainability	6/23/2025				
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:

CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.

Within the 2025-26 school year, our school identified the following resource inequity, SWD, as a result, our school plans to mitigate this inequity by exceeding EOY assessment data for this subgroup.

Limited Development
09/28/2023

<p>How it will look when fully met:</p>	<p>Collaboration and support from LC and other department staff</p> <p>Professional Development around use of curriculum and instructional materials aligned to the district Goals and Guardrails</p> <p>Professional Development around the use of Branching Minds and Standard Treatment Protocol interventions and Progress monitoring tools</p> <p>Allotments for Interventionist and MTSS Facilitators with ongoing professional development for those roles (as applicable)</p> <p>Additional district specialist positions to support the needs of schools</p> <p>Funding for master teachers or differentials to support math and/or ELA instruction in secondary schools</p> <p>Comprehensive Needs Assessment: https://docs.google.com/document/d/1m3JY0fGuaygSwjDRGKas9giQJ0voDZFL8MFDSJQrg48/edit</p>		<p>Michael Lungarini</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>12/4/24</p>	<p>Additional Staff will be hired to address the ATSI status for our SWD. An additional EC Facilitator , will be hired to support the needs of our SWD. Title I money (\$108,759.97) will be used to fund this position.</p>		<p>Michael Lungarini</p>	<p>06/26/2026</p>
<p><i>Notes:</i></p>				
<p>9/30/25</p>	<p>1 Family Engagement night each month to engage and teach parents/families. Create Family Partnership and Empowerment group with support from Schermco to increase overall parental involvement at family engagement events.</p> <p>Schermco and their family engagement and empowerment support services will be purchased by Title I funds that will cost \$9,900.00.</p> <p>We will also use \$2590.24 Title I Parent and Family Engagement money to support these events for supplies, materials, and food purchases. (Goal 1 and 2, Guardrail 3, FAM-S 3)</p>		<p>Nicole Hinnant</p>	<p>06/26/2026</p>
<p><i>Notes:</i></p>				

9/28/23	Within the 2025-26 school year, our school identified the following resource inequity, teacher instructional capacity and training, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches. We will utilize \$13000.00 Title I funding to supplement one of these positions.		Michael Lungarini	06/30/2026
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Notes: https://drive.google.com/file/d/1cib5RhI8kb1W63Gm4iOszRKGbl6ud560/view?usp=drive_link

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have had full implementation of the MTSS process, as all levels of students have made growth. We have had an increase of 11.5% proficiency from 2024 to 2025, and in increase of 3.4% CCR from 2024 to 2025.</p> <p>Some of the success that we have had included multiple data points that are trending in a positive direction as it relates to the Tier 2 support. We have utilized support staff the lead small group instruction for our below grade level students. STEAM and Y Readers.</p> <p>Some challenges have been staff and student attendance, as this plays a factor with implementing the Tier 2 groups with fidelity. There are also challenges with cross referencing the multiple data points that support student growth. We are also testing the students too much, which limits actual instructional time. We will be utilizing the I-Ready assessment as the core measure that is directing our focus on students that are in need of supplemental instructional support.</p> <p>Some opportunities for growth are to utilize the multiple staff around the building as a “check in person” to build meaningful relationships and check in with academics and social emotional well-being.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		The percent of students scoring Grade Level Proficient (GLP) on literacy End of Grade assessments in grades 3-5 will increase from <u>41</u> % in SY2024-25 to <u>51</u> % in SY2025-26.		Michael Lungarini	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	7/30/24	Additional staff will be hired to support the needs of our EC and ML subgroups. A EC Facilitator and an additional ML teacher has been hired through Title I funding, approximately \$211,187.18 , to support the needs of our EC and ML students through Tier 2 and Tier 3 supplemental instruction. (Goal 1 and 2 and Guardrail 1)		Michael Lungarini	06/26/2026

Notes:

https://drive.google.com/drive/folders/1gPwBz9RqkV_pDzOGxhZdT0xiY-FkMyot?role=writer

7/30/24

Students identified for Tier II and Tier III instruction through 2024-2025 EOY , 2025-2026 BOY, and 2025-2026 MOY data. Small group instruction will be created, and interventions will be discussed through weekly grade level PLC meetings. Through Title I funding , approximately \$26,157.22, will be utilized to fund supplemental instructional resources for Tier 2 and Tier 3 support. (Goal 1 and 2, Guardrail 1 and 3, FAM-S 3)

Michael Lungarini

06/26/2026

Notes:

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
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<p>Initial Assessment:</p>	<p>We have built a strong foundation with establishing an instructional planning approach within our PLCs. We have unpacked the standards within the PLC, modeled instruction in the PLC, looked at misconceptions, and utilized data to make instructional adjustments. We saw an increase across the board with EOY data with all instructional levels.</p> <p>The success that we have had has led to an increase to EOY students' assessment data and teacher Insight Survey data with an emphasis on Instructional Planning and Student Growth</p> <p>Some of the challenges that we have had are finding time to supplement the curriculum to meet the needs for our students, attendance on grade levels to support the Tier 2 instruction, and teacher turnover mid-year.</p> <p>Our opportunities for growth are to continue to strengthen the PLC through modeling effective practices, the utilization of support staff for Tier 2 instruction. The hiring of additional ML teacher and an EC facilitator for the 2025-2026 school year through Title I funding.</p>	<p>Limited Development 07/30/2024</p>		
<p>How it will look when fully met:</p>	<p>Goal 1: Required Goal</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to <u>83</u>% in SY2025-26.</p> <p>Goal 2: Required Goal</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from <u>20.5</u>% in SY2024-25 to <u>30.5</u>% in SY2025-26.</p>		<p>Nicole Hinnant</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/17/25 Duty-free planning: 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. .</p>		<p>Michael Lungarini</p>	<p>06/26/2026</p>

<i>Notes:</i>			
7/30/24	Facilitators/ILT will conduct bi-weekly walk-throughs of classrooms to monitor the implementation of grade level standards being taught with fidelity during classroom instruction. (Goal 1 and 2, Guardrail 4)	Facilitators and MCLs	06/30/2026
<i>Notes:</i>			
9/13/24	Teachers will participate in professional development 3 times a year to triangulate their quarterly assessment data. MCLs will lead them through data dives to analyze the data, find common misconceptions, map out reteaching of tier 1 instruction, and develop tier 2 flexible grouping. Approx \$7,000 of title I money will be used to fund substitutes so teachers can participate in these PDs. (Goal 1 and 2, Guardrails 1 and 4)	MCLs	06/30/2026
<i>Notes:</i>			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The number of OSS/ISS incidents will decrease from <u>_13_</u>% in SY2024-25 to <u>_5_</u>% in SY2025-26.</p> <p>The percent of Chronic Absenteeism will decrease from <u>_12.8_</u>% in SY2024-25 to <u>_7_</u>% in SY2025-26.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>			<p>Students will be able to appropriately express their emotions and mediate conflict across the school setting. This will lead to higher levels of student learning due to students feeling safe, secure and supported within all areas of the school setting.</p> <p>Discipline data will be reduced by at least 50% from the previous school year based on Power School Incident reports.</p> <p>100% of classroom teachers will utilize their "Morning Meeting Time" to provide core instruction around social emotional learning.</p> <p>Student and Parent survey's will indicate an overall positive response in questions pertaining to the supports that the school provides in regards to social emotional learning.</p> <p>We will have less 5 OSS for the 2025-2026 school year.</p>		Michael Lungarini	06/30/2026
<i>Actions</i>				0 of 4 (0%)		
	7/30/24	Weekly Student Services Support Team meetings are scheduled, take place, and are focused on utilizing a variety of data sources to evaluate progress and plan for individual and small group student supports throughout rotating caseloads. The data sources that will be evaluated are student survey data specifically centered around positive self-perception and self-efficacy, as well as the student services referral process. (Guardrail 2 and 3, FAM-S 31)			Michael Lungarini	06/26/2026

<i>Notes:</i>				
9/17/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Michael Lungarini	06/26/2026
<i>Notes:</i>				
9/17/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors through creating a school community in which every child's social and emotional learning needs are being met through strong, supportive adult relationships, core instruction in social and emotional learning, and research-based interventions, when applicable..		Rachelle Peterson	06/26/2026
<i>Notes:</i>				
7/30/24	Attendance plan put in place to address a tiered approach to attendance concerns. (Goal 1 and 2, Guardrail 1,2,3,4) 2025-2026 Attendance Plan https://docs.google.com/document/d/1mAnYukaPjWmUTVzAG_S73a3uJt2xVKT4EeUD_r2LedM/edit		Michael Lungarini	06/30/2026
<i>Notes:</i>				