

Comprehensive Progress Report

Mission:

We believe in equitable practices in order to empower and serve our community. South Pine Academy will provide rigorous instruction by fostering a family focused environment and promoting social-emotional growth. We will work to bridge the gap and #bethestandard.

Vision:

To serve students and families by providing relationship-based, high quality, equitable education for all learners to reach their full potential.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 39.4% in SY2024-25 to 57% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.2% in SY2024-25 to 18.2% in SY2025-26 and from 19.3% GLP in SY2024-25 to 30% GLP in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficiency (GLP) and College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 34.8% GLP in SY2024-25 to 50% GLP in SY2025-26, and from 15.3% CCR to 30% CCR. (Aligns to A2.04 and B3.03 and CMS Guardrail 1)

The school will retain 80% of highly qualified licensed classroom teachers throughout the 2025-26 school year. (Aligns to B3.03 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 25% in SY 2024-25 to 20% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

In-school Suspension (ISS) will decrease by 10% school-wide in the 2025-2026 school year. (Aligns to A1.07, A4.06 and CMS Guardrail 2) The Out-of-School Suspension (OSS) rate for the schoolwide will decrease by 10% in the 2025-2026 school year. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

By June 2026, the percentage of Multilingual Learners (MLs) demonstrating growth on the WIDA ACCESS assessment will increase from 49.8% in 2024 to 60% in 2025 and 70% in 2026, as measured by composite growth scores. (CMS Guardrail 1; Goals 1–2)



! = 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

Initial Assessment:

The academic year 2024-2025 faced considerable challenges, particularly in achieving the target for Composite College and Career Readiness (CCR) scores in Reading for grades 3-5, which fell short at 23.1%. Similarly, the goals for Math Composite scores, specifically the students making gains (GLP) at 49.2% and CCR at 34%, were not met. There was no improvement noted in the GLP scores for Hispanic students, highlighting ongoing difficulties that require focused attention.

In response to these challenges and the transition to a new principal, efforts have been made to establish clear expectations and guidelines for instructional practices and data collection. This initiative aims to provide a solid foundation for the upcoming academic year. Despite facing obstacles in the hiring process, the school successfully filled the majority of its classroom teacher vacancies, which is vital for fostering a supportive teaching environment.

The principal has been proactive in enhancing staff support through one-on-one meetings with each member of the instructional team. During these sessions, onboarding and individual responsibilities were thoroughly reviewed, and valuable feedback was collected to inform a comprehensive coaching plan. To address specific needs in literacy and math, the school has also brought in coaching consultants for targeted support.

Additionally, the principal organized collaborative work sessions and extended employment opportunities for staff, which helped create a cohesive strategy for a successful school opening, ensuring that the entire team is aligned and prepared to meet students' needs right from the start.

Limited Development
07/10/2024

How it will look when fully met:		When this objective is fully implemented, there will be consistent PLC collaboration, principal-led feedback cycles, and strategic use of coaching resources. Lesson plans, instructional delivery, and student work will reflect rigorous, differentiated, and standards-aligned instruction. Progress monitoring will show steady movement toward school goals, with improved GLP and CCR outcomes across all subgroups, demonstrating that leadership oversight, clear expectations, and targeted professional development are driving sustained academic growth. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.		Michelle Givens	06/15/2026
Actions			0 of 3 (0%)		
	7/18/24	The Admin team and ILT will conduct weekly walkthroughs using the revised Relay Practice Clinic Walkthrough form and the SPA Coaching Tracker to monitor curriculum implementation, classroom instruction, and adherence to schedules and learning targets. (Goals 1–2, Guardrail 1)		Michelle Givens	12/12/2025
	<i>Notes:</i>				
	9/2/24	Teachers will receive timely, clear, and constructive feedback via email and coaching sessions, with next steps guided by the Get Better Faster framework. (Goal 1–2, FAM-S 29)		Michelle Givens	12/12/2025
	<i>Notes:</i> To begin the year, the coaching tracker and walkthroughs are focused on two key areas: use of the provisioned curriculum and implementation of routines and procedures.				
	9/1/24	Develop a recruitment and hiring process to bring on highly effective teachers (EITs and MCLs) to lead and support grade levels with low performance and high needs (All goals)		Michelle Givens	06/30/2026
	<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

<p>Initial Assessment:</p>	<p>Data from 2024–2025 show that, despite efforts made in implementing coaching, walkthroughs, and feedback, both Math and Reading EOG composites declined compared to the previous year. To address these ongoing needs, South Pine Academy has intentionally aligned resources with instructional priorities. Funding supports the addition of a kindergarten teacher to reduce class sizes, extended employment for pre-service teacher training, and the use of vendor-provided Math and Literacy Coaches to strengthen core instruction. A Family Advocate has been allocated in the budget to increase family engagement and strengthen school-home partnerships, while field trips extend student learning beyond the classroom. Supplies and instructional materials are strategically allocated to support differentiated instruction, including targeted resources for EC and ML students. Parent materials are also provided to reinforce learning at home, ensuring that financial, human, and material resources are leveraged to support student achievement and school improvement goals directly.</p> <p>To address targeted needs in literacy and math, the school will engage Reimage LLC to strengthen math leadership, planning structures, and problem-based instruction, and Linda Rhyne Consultants to provide coaching in standards unpacking, data analysis, and strategic planning.</p> <p>While declines in Math and Reading EOG composites highlight areas of concern, they also create an opportunity to refine how resources are implemented and monitored. With new teachers on staff, the school can build a culture of collaboration and consistency through targeted professional development, coaching cycles, and PLC structures that emphasize standards alignment and data-driven instruction. Partnerships with vendor-provided Math and Literacy Coaches, as well as the MTSS/Family Advocate, provide an opportunity to strengthen both instructional practices and family engagement in ways that directly support student learning. The strategic use of Branching Minds and other data tools will enable leadership teams to monitor the impact of interventions more effectively, ensuring that resources are tied to measurable outcomes. By aligning financial, human, and material resources more tightly to instructional priorities, the school has an opportunity to accelerate student growth.</p>	<p>Limited Development 09/14/2023</p>		
	<p>Priority Score: 2</p> <p>Opportunity Score: 2</p>	<p>Index Score: 4</p>		

<p>How it will look when fully met:</p>	<p>When this objective is fully met, there will be equitable academic outcomes for all students regardless of their race. There will be high levels of achievement for all students and the majority of students will be college and career ready. Teachers will implement research-based instructional strategies that maintain high levels of engagement for students. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.</p>		<p>Michelle Givens</p>	<p>04/27/2026</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
	<p>1/16/25 Title I Budget: \$1,105.00 - Orton-Gillingham - MTSS Orton-Gillingham is an explicit, sequential, systematic, and multi-sensory approach used to teach literacy. It breaks reading and writing into smaller skills involving letters and sounds, then builds on these skills over time. Orton-gillingham explicitly and effectively teaches reading to beginning readers and students in grades K-8 with foundational skill gaps in reading. Utilizing multiple senses, children can better understand the rules of the English language. This teaching program allows educators to teach children in the way that each individual child learns best. The Orton-Gillingham methodology will impact student achievement by increasing students phonological awareness, decoding, reading skills, and comprehension. As a result of this instructional support, student performance will improve as they become better readers and writers as shown by higher scores on assessments such as EOG, MVPA, Dibels and iReady. \$10,499.03 - Instructional Supplies - School Specialty and \$3,035.28 - Instructional Supplies - Staples. Classroom Teachers - Will be provided access to Instructional Supplies for our EL and Open Up Math curriculum games and materials, hundreds boards, ELkonin Cards and Skills Block supplies for our classroom teachers to use during instruction. \$13,252.50 - Chromebooks and \$5,015.50 - iPads iPad Applied Data Install (new ipads) - \$150.00 Classroom Teachers - will be able to provide students with access to Instructional resources, lessons, Google Classroom, iReady, Mastery</p>	<p>Complete 06/30/2025</p>	<p>Robin Lyles-Khan</p>	<p>06/30/2025</p>

Connect, Dream Box and many other tools to make sure students are able to thrive with out EL and Open Up Math curriculum in order to enhance instruction in the classroom.

\$349.50 - iPad Cases

Principal - D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

Classroom Teachers - Students will be provided with ipads cases to protect our devices and to ensure their use during classroom instruction on their computer devices with programs such as iReady, Dreambox, Master Connetc etc...

Impact - The use of the ipad cases will help ensure we have working devices for daily instruction and protect our investment in technology.

Title I Budget:

\$2,083.42 - Science EOG Prep Book

Principal - (D1.02) The Principal has aligned resources (money, time, human resources) within each school's instructional priorities.

Classroom Teachers - 5th Grade students will be provided with an EOG Prep Workbook to help prepare them to review for the End of Grade Science test.

Impact - The use of these materials will make instruction relevant and the curriculum more accessible for students. This will in turn foster academic growth on the Science EOG.

\$799.00 - Oxford Dictionaries

Students will be provided with dictionaries to aide in the following:

Vocabulary Building: Students can use Oxford Dictionaries to look up unfamiliar words they encounter while reading or during class. This helps build their vocabulary and comprehension skills.

Support for Multi- Language Learners with Word Definitions: Encourage students to check for word definitions, pronunciation guides, and part-of-speech information.

Expanding Vocabulary: Oxford Dictionaries often provide synonyms and antonyms for words, which helps students expand their vocabulary and understand the nuance of different words.

Learning - Pronunciation Phonetic Symbols: Oxford Dictionaries provide phonetic symbols that show how words are pronounced. This can be particularly helpful for students learning to pronounce challenging words correctly.

Correct Spelling: Students can use the dictionary to verify the correct spelling of words they are unsure about, improving their writing skills.

Improving Writing Skills: When writing, students can use the dictionary to find precise or more sophisticated words to improve the quality of their work.

\$809.40 - Art Supplies - Blick

Classroom Teachers - Will be provided access to Arts Supplies for Literacy lab, Science Lab Art class, and Open Up Math for our classroom teachers to use during instruction.

\$1,111.20 - Poster Maker Supplies

\$1539.73 - AIJ Warehouse (Copier Paper) 3/28/25 Order.

\$1535.04 - AIJ Warehouse (Copier Paper) 3/26/25 order.

\$1535.04 - AIJ Warehouse (Copier Paper) 3/19/25 order.

\$1,541.40 - AIJ Warehouse (Copier Paper)

Classroom Teachers - Will be provided access to copier paper for delivery of instruction, student work packets, homework and study guides.

\$402.00 - Staples Business Advantage

- *Math Manipulatives

- *Colored Paper

- *Copy Paper

- *Expo Markers

\$380.00 - Presentation Binding Solutions

- *Laminating Film

- *Hanging Folders

- *Clear pouches

- *File Folders

\$1606.87 - Art Supplies

\$1469.82 Instructional Supplies

Action:

Principal - The Principal has aligned resources (money, time, human resources) within each school's instructional priorities.

Classroom Teachers - Will be provided access to laminating film to laminate our Open Up Math games and materials, hundreds boards, Elkonin Cards and Skills Block supplies for our classroom teachers to use during instruction.

Impact - The use of these materials will make instruction relevant and the curriculum more accessible to for students. This will intern foster academic growth.

Notes: School Smart Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 46.5% in SY2023-24 to 56.5% in SY2024-25.

The percent of students scoring Grade Level Proficient (GLP) on Literacy End of Grade assessments in grades 3-5 will increase from 30.1% in SY 2023-24 to 50.1% in SY 2024-25

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 15.7% in SY2023-24 to 35.7% in SY2024-25.

School Smart Goals:

The percent of students scoring Grade Level Proficiency (GLP) College and Career Ready (CCR) on science End of Grade assessments in grades 3-5 will increase from 23.9% GLP to 43.9% GLP and from 13.3% CCR to 33.3% CCR.

The percent of students scoring Grade Level Proficiency (GLP) College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 29.2% GLP to 49.2% GLP and from 14% CCR to 34% CCR.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 11.2% in SY2023-24 to 21.2% in SY2024-25.

Resources:

Curriculum Printing

Laminating Film

File Folders

Hanging Folders

Math Manipulatives

Colored Paper

Copy Paper

Expo Markers

Clear pouches

9/1/25	Use \$30,000 Title I funds to contract with Reimage LLC to provide math leadership development, strengthen planning structures, and support problem-based instruction, and with Linda Rhyne Consultants to deliver coaching in standards unpacking, data analysis, and strategic planning. These services will build teacher capacity to implement standards-aligned instruction and improve student achievement in math and literacy. (Goal 2, Guardrail 1)		Michelle Givens	06/30/2026
<i>Notes:</i>				
Implementation:		06/26/2024		
Evidence	<p>6/26/2024</p> <p>There is equitable academic outcomes for all students regardless of their race. There will be high levels of achievement for all students and the majority of students will be college and career ready. Teachers will implement research-based instructional strategies that maintain high levels of engagement for students. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.</p> <p>When this objective is fully met, there will be equitable academic outcomes for all students regardless of their race. There will be high levels of achievement for all students and the majority of students will be college and career ready. Teachers will implement research-based instructional strategies that maintain high levels of engagement for students. The school will allocate funds to ensure professional development continues to enhance teacher knowledge and positively impact student performance.</p>			
Experience	<p>6/26/2024</p> <p>The Admin Team has aligned resource allocation (money, time, human resources) within each school's instructional priorities.</p>			
Sustainability	<p>6/26/2024</p> <p>The Admin Team will continue to align our budget with student's academic needs.</p>			

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
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Initial Assessment:

As of August 2025, our goal is to exceed the expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index. We will reassess our progress once we receive EVAAS data in the fall.

We successfully implemented a tiered instructional system that enabled teachers to deliver evidence-based instruction tailored to the individual needs of students across all tiers. However, we still have work to do school-wide to meet our individual grade-level goals. We implemented a Practice Clinic Tracker and conducted weekly walkthroughs in classrooms, focusing on specific action steps. This allowed us to track trends over time and see if our feedback was contributing to teacher improvement and student success.

Despite these efforts, unofficial data show a decline in our overall Reading and Math School Composite.

Challenges aligned to this indicator for the upcoming 2025-2026 school year include ensuring that performance data and classroom observation data are not only collected but also effectively analyzed and applied to drive improvement. Some of our teachers are new to CMS and to the school, requiring additional training in interpreting assessment data (iReady, DIBELS, BOG, EOG) and connecting those results to instructional decisions. Another challenge lies in building staff confidence and consistency in using walkthrough and coaching feedback to improve core instruction, particularly in aligning lessons to grade-level standards and scaffolding for Multilingual Learners and Exceptional Children.

These challenges present opportunities to strengthen systems of accountability and professional learning. Monthly Leadership Team data reviews will create a structured process for monitoring progress and identifying professional development priorities. PLCs will be supported in using student performance data to drive lesson planning and reteach opportunities. Aggregated classroom walkthrough data, captured through the school's coaching tracker, will provide evidence to refine instructional practices schoolwide. With intentional support and consistent structures, the school can leverage these opportunities to build teacher capacity, respond to students' needs in real-time, and begin the trajectory toward exceeding academic growth.

Limited Development
09/14/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this is fully met, there will be a culture of data analysis and action planning processes for all grade levels and teams. Instructional and leadership teams will use data to determine plans for classroom visits and observations. Coaching and support will be used to address any skill gaps that exist. Observation and feedback cycles will be used to ensure teachers and staff receive adequate feedback to continually improve performance.</p> <p>Leaders and teams will consistently enact data analysis and action planning processes for benchmark data, MVPAs screeners, common assessments, MasteryConnect, Portal reports/leading indicators, etc., to ensure that they are continuously investigate what students know, what they still need instruction on and what strategies and interventions will get them there. Teams will meet to disaggregate data and discuss what is working well and what needs adjusting to positively impact student achievement.</p> <p>Action plans will be created to plan for whole group, small group and intervention lessons. Informal data will be collected regularly to monitor how the action plans are working. Additional resources will support this work through the use of position allocations and Title I funding.</p>			Michelle Givens	06/15/2026
Actions			0 of 2 (0%)		
9/14/22	Based on the assessment calendar, teachers and staff will analyze data and create action plans using benchmark data, common assessments, Mastery Connect, Branching Minds and Navigator Portal reports in an effort to plan for and execute differentiated instruction to support student needs. (Goal 1-2, and Guardrail 1)			Griselda Perez	06/15/2026
	<i>Notes:</i>				
9/1/25	The Leadership Team will conduct monthly reviews of performance data and aggregated classroom observation data to identify trends and determine professional development priorities. Findings will guide coaching cycles, PLC agendas, and schoolwide improvement strategies, ensuring alignment to SIP goals and improved student outcomes. (Goal 1-2, and Guardrail 1)			Instructional Leadership Team	06/15/2026
	<i>Notes:</i>				
Implementation:			06/26/2024		

Evidence	6/26/2024 There is a culture of data analysis and action planning processes for all grade levels and teams. Instructional and leadership teams will use data to determine plans for classroom visits and observations. Coaching and support will be used to address any skill gaps that exist. Observation and feedback cycles will be used to ensure teachers and staff receive adequate feedback to continually improve performance.			
Experience	6/26/2024 The Admin Team 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.			
Sustainability	6/26/2024 We will continue to use the data from observations and walkthroughs to make decisions about Professional Development for our teachers.			

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
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Initial Assessment:

As of August 2025, our goal is to exceed the expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index. We will reassess our progress once we receive EVAAS data in the fall.

The 2024–2025 academic year presented significant challenges, particularly in meeting the target for Composite CCR scores in Reading for grades 3–5, while Math performance also fell short of expectations. Notably, fourth grade was the only grade level to demonstrate growth, with increases of 2.2% in Reading GLP, 3.3% in Reading CCR, and 8.9% in Math GLP. For Kindergarten through 3rd grade, DIBELS data was used to create small instructional groups to target student needs better. These results highlight the need to strengthen MTSS structures so that interventions are more consistently aligned to student data, monitored for effectiveness, and adjusted to accelerate growth across all grade levels and subgroups.

A key challenge for the 2025-2026 school year is that teachers new to CMS and our school receive targeted training and support, particularly in implementing and documenting tiered intervention plans. Our MTSS Facilitator will play a critical role in building staff capacity and ensuring fidelity of MTSS implementation.

Hiring efforts during the summer focused on recruiting and retaining experienced educators from CMS and out of state, including EITs, to strategically balance PLCs with both new and veteran teachers. Opportunities for improvement include refining systems for interventions through strategic scheduling, holding monthly grade-level meetings to monitor student performance, and consistently using Branching Minds for progress monitoring.

Limited Development
07/10/2024

<p>How it will look when fully met:</p>	<p>All school staff will share the same mindset around equity and what it looks like in practice at South Pine Academy. A highly functioning multitiered system of support will be in place to analyze the effectiveness of core instruction and to provide all students who need intervention in literacy and math as well as social-emotional needs. Teams will support one another in implementing best practices for the interventions while grounding the work in research-based strategies.</p> <p>Specialists will be in place to train, coach and support staff members with their progress monitoring and data collection to ensure all students are successful within the MTSS framework. Data will be collected formally and informally to ensure staff have adequate information about their students' strengths and areas of need. All students will be challenged within the framework by ensuring strong knowledge of content standards, enriching the curriculum for students achieving above grade level and intervening in a timely manner for students who are not performing at grade level.</p> <p>All staff will operate with an asset-based mindset that builds upon what students can do. Strong collaboration within PLCs, staff meetings and professional development will result in high levels of teaching and learning regardless of a students' achievement level. Because of this, students will show high growth or they will receive interventions to mitigate any factors that are impeding their growth. Teachers will have a strong knowledge of differentiation. They will augment their core instruction to ensure all students receive what they need to be successful. Students will be further supported in small group instruction that is tailored to their individual needs. Students and teachers will be clear on what their learning targets are throughout the lesson and what is expected of them to be successful. Assessments will provide feedback and a road map for each individual student as a pathway to mastery.</p>		<p>Michelle Givens</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/1/25 The MTSS Facilitator will provide targeted training and coaching to newly hired teachers and Teacher Assistants to ensure consistent implementation of tiered interventions, including the use of iReady data and Orton-Gillingham strategies to strengthen reading and math fluency. (Goals 1–2, Guardrail 1)</p>		<p>Xiomara Smith</p>	<p>12/12/2025</p>
<p>Notes:</p>				

9/2/25	The MTSS Facilitator will collaborate with professional learning communities to review DIBELS, iReady, and MVPA data and establish systems and processes to effectively use iReady resources for differentiating instruction. This work will target K–2 students in early literacy and 3–5 students in reading and math interventions, ensuring instruction is aligned to diagnostic and growth monitoring data. (Goals 1–2, Guardrail 1)		Xiomara Smith	06/30/2026
<i>Notes:</i> Strategic scheduling, monthly grade-level data meetings, and use of Branching Minds will guide progress monitoring and intervention planning. Support staff, including ML, EC, and facilitators, will actively collaborate in these meetings to provide research-based strategies and ensure interventions meet the needs of all learners.				
9/29/25	The MTSS team will establish schoolwide practices to monitor and support Hispanic/ML and EC subgroups, using WIDA, IEP goals, and formative assessment data to design interventions. Teachers will embed scaffolds and accommodations during Tier 1 instruction and adjust Tier 2/3 supports accordingly. Progress monitored through subgroup data reviews during MTSS meetings and student growth on language/academic benchmarks.		MTSS Team	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Instructional Teams at South Pine Academy are engaged in developing and implementing rigorous, standards-aligned units of instruction for each subject and grade level. These units are designed through backward planning to align directly with North Carolina Standards and to incorporate scaffolds for Multilingual Learners and Exceptional Children. Current implementation efforts are focused on strengthening instructional planning to accelerate student achievement and address identified gaps in early literacy, reading, math, and science.

The SIP targets for 2025–2026 include increasing the percentage of Kindergarten through second grade students scoring at or above benchmark in early literacy, as measured by DIBELS, from 39.4% to 57%. In grades 3–5, the goal is to increase the percent of students scoring College and Career Ready (CCR) on Reading EOG assessments from 10.2% to 18.2%, and Grade Level Proficiency (GLP) from 19.3% to 30% . For Math, students in grades 3–5 will increase from 34.8% GLP to 50% GLP and from 15.3% CCR to 30% CCR. In Science, the goal is to increase from 24.6% GLP to 35% GLP and from 13.3% CCR to 25% CCR.

Instructional Teams are receiving ongoing support through PLC structures, coaching, and professional development to ensure alignment between curriculum pacing, standards unpacking, and lesson delivery. Data reviews are conducted regularly to monitor progress, refine unit plans, and provide targeted interventions.

Challenges remain in building the capacity of new staff and addressing persistent achievement gaps, while opportunities exist to leverage PLC collaboration, coaching cycles, and targeted interventions to accelerate student growth and move toward SIP goals.

Limited Development
07/10/2024

How it will look when fully met:

When fully implemented, all Instructional Teams will meet weekly for protected collaborative planning time with clearly defined agendas and outcomes. Units will detail learning targets, assessments, and aligned activities that are rigorous, coherent, and responsive to student needs. Teachers will consistently adjust instruction based on real-time data, ensuring strategic alignment with curriculum pacing and assessment timelines. Student work, lesson plans, and classroom observations will consistently reflect standards-aligned, differentiated instruction. Progress monitoring data will show steady movement toward the school's GLP and CCR targets in reading, math, and science, demonstrating that the instructional framework, supported by Reimage LLC and Linda Rhyne Consultants, is effectively closing achievement gaps and improving outcomes for all learners.

All students at South Pine Academy will receive rigorous, standards-aligned instruction supported by purposeful interventions, scaffolds, and extensions to meet individual needs. Instructional Teams, with support from administrators, facilitators/MCLs, ML, and EC staff, will collaboratively plan using high-quality materials, data analysis, and backward design focused on power standards. Teachers will post clear learning targets, demonstrate strong content knowledge, and consistently monitor student progress to adjust their instruction accordingly. These efforts will ensure equitable outcomes across all student groups, with the majority of students achieving College and Career Readiness (CCR) levels on EOG assessments.

Michelle Givens

06/15/2026

Actions	0 of 3 (0%)		
<p>3/26/25 \$200.00 - JA BizTown</p> <p>Principal: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>Classroom: JA BizTown® combines in-class learning with a day-long visit to a simulated town located in JA's TowneBank Opportunity HQ (Charlotte, NC). This program allows students to operate banks, manage restaurants, write checks, and vote for mayor. The program helps students connect the dots between what they learn in school and the real world.</p> <p>Impact: Following participation in the program, students will be able to: Discuss the roles they play as citizens, workers, and consumers in their community and relate those roles to the free enterprise system. Discuss the importance of citizen rights and responsibilities in a community. Demonstrate a basic understanding of the free enterprise system. Build money management skills through a practical knowledge of economic concepts and banking practices. Develop an understanding of basic business practices and responsibilities. Display the soft skills necessary for successful participation in the world of work.</p> <p>Step 1: Teacher Orientation An overview of the 17 lessons led by teachers to prepare students, as well as learning what to expect from the simulation and visit.</p> <p>Step 2. Curriculum Implementation An outline of the standard aligned lessons you will teach to students with a supportive pacing guide and materials.</p> <p>Step 3. Onsite Preparation Information on permission slips, contact information, and student assignments you will return to your JA representative before your visit.</p> <p>Step 4. Simulation</p>		Rebecca Pistone	04/10/2026

Notes: School Smart Goals:

The percent of students scoring Grade Level Proficient (GLP) on Literacy End of Grade assessments in grades 3-5 will increase from 30.1% in SY 2023-24 to 50.1% in SY 2024-25

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 15.7% in SY2023-24 to 35.7% in SY2024-25.

The percent of students scoring Grade Level Proficiency (GLP) College and Career Ready (CCR) on science End of Grade assessments in grades 3-5 will increase from 23.9% GLP to 43.9% GLP and from 13.3% CCR to 33.3% CCR.

The percent of students scoring Grade Level Proficiency (GLP) College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 29.2% GLP to 49.2% GLP and from 14% CCR to 34% CCR.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 11.2% in SY2023-24 to 21.2% in SY2024-25.

9/1/24 Instructional Teams will refine standards-aligned units of instruction and lesson internalization for each grade level and subject, integrating pacing guides, learning targets, and formative assessments to ensure alignment with the adopted curriculum. Units will also embed strategies and scaffolds to address the needs of Multilingual Learners (MLs) and Exceptional Children (ECs). (Goals 1–2, Guardrail 1)

Instructional Leadership Team

06/15/2026

Notes: Academic Monitoring will be introduced and implemented after internalization and alignment have been mastered.

11/19/24 K–2 and 3–5 Literacy and Math MCLs/Facilitators will receive targeted coaching to strengthen content-specific planning, provide coaching and feedback, and ensure consistent implementation of standards-aligned instruction and curriculum. (Goals 1–2, Guardrail 1)

Michelle Givens

06/15/2026

Notes: