

## Comprehensive Progress Report

**Mission:**

It is the mission of Pineville Elementary to partner with students, parents, staff, and community members to ensure that each student has the opportunity to achieve his / her academic and social potential. We will engage students at their individual level; acknowledging learning styles, interests, and cultural influences. Our success will be measured by national, state, and local assessments. We will eliminate barriers that impede students from being successful.

**Vision:**

Pineville Elementary School will meet the personalized needs of all students by providing rigorous instruction, supporting the whole child, and collaborating as a staff and community to support each other, effectively plan and continue to foster innovation.

**Goals:**

- We will increase our SWD subgroup's performance grade from a F to a D or higher in 2025-26. (Aligns to A4.01, D1.02, CMS Goal 2 and Guardrail 1)
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 70.9% in SY2023-24 to 75.7% in SY2024-25 and 79.7% in 2025-26. (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 32.4% in SY2023-24 to 36.3% in SY2024-25 and 39.7% in 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 63% in SY2024-25 to 68% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of OSS/ISS incidents will decrease from 32.5% in SY 2023-24 to 25% in SY 2024-25 and 20% in 2025-26. (Aligns to A4.06 and CMS Guardrail 2)
- The school will retain 90% of highly effective classroom teachers throughout the 2025-26 (Aligns to B3.03 and CMS Guardrail 4)
- Decrease the percent of students that are chronically absent from 18% to 14% in 2025-26. (Guardrail 3, A4.06, E1.06)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Unofficial EOG data showed an improvement in our school composite for grade level proficiency by 4.8 percent to improve to 59.8 percent. Our College and Career Ready (CCR) also improved by 2.6% to 39.6	Limited Development 07/10/2024		

percent. On our Spring DIBELS, the composite showed 72.7% of students at or above grade level. This is up 6 percent from Spring 23-24.

This year, we had success in implementation of our coaching model for all teachers. This was reframed this last year to ensure that every teacher had a coach and was given time to meet with their coach. 92.2% of teachers on the Teacher Working Conditions Survey agreed that the school ensures teachers receive coaching and support to implement new practices.

According to the 2025 Teacher Working Conditions Survey, 92.2% of staff agree that leadership sets a clear expectation for instruction. This is 6% higher than the district average.

Another success as shown by the teacher working conditions survey related to feedback. 94% of teachers agreed that feedback was constructive and 91% agreed that feedback led to positive changes in the classroom.

A challenge is that we are still not monitoring and providing feedback to pull out instructional groups with the same consistency as general education classrooms. There is an opportunity to do walkthroughs as an admin team in these rooms to calibrate our instructiona in these settings and make instructional decisions there as well.

An additional challenge is in ensuring that professional development is aligned to teacher choice. The teacher working condition survey noted that 56% of staff feel that they get to assist in determining professional development. In an effort to improve upon this data, teachers will be given opportunities to select professional development to focus on during this school year.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>• Teachers will receive weekly walkthroughs feedback regarding their performance.</li> <li>• Administration will consistently utilize the Core Action Walkthrough Form with weekly walkthroughs.</li> <li>• Principal and Assistant Principal will have aligned feedback for formal observations for teachers that provided consistent support for their instructional work.</li> <li>• Teachers will meet with the principal at the beginning, middle and end of the year regarding their PDP and data for their classroom. They will focus discussions on school-wide goals and action steps to support these goals.</li> <li>• Professional development will align to observations and teachers' needs.</li> </ul>		<b>Bobby French</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/2/25	The principal and his support team will conduct walkthroughs of all PLCs on a bi-weekly basis and review data to assess school trends.		Bobby French	10/31/2025
<i>Notes:</i>				
9/2/25	During administrative meetings, walkthrough data will be reviewed and action items will be decided upon for next steps.		Bobby French	10/31/2025
<i>Notes:</i>				
9/2/25	The beginning teacher support program will enhance new teachers' learning on "how learning works" and support teachers with behavior management techniques to utilize in their classroom.		Bobby French	04/02/2026
<i>Notes:</i>				
9/2/25	Administration will continue to support the coaching model with all teachers having a coach. Teachers will meet on a regular basis with their coach and implement feedback based on these meetings that align to our instructional framework.		Bobby French	04/02/2026
<i>Notes:</i>				
9/12/25	Staff created Professional Development Plans based on what they felt individually they needed to grow and prioritize based on our school's big rocks. They will meet with Admin to review PDP's and assess progress.		Lily Major	06/01/2026
<i>Notes:</i>				

	9/12/25	A walkthrough schedule will be used to monitor and support staff with pull outs to ensure grade level standard alignment for students.		Lily Major	06/01/2026	
<i>Notes:</i>						
<b>Implementation:</b>			06/04/2025			
	<b>Evidence</b>	6/3/2025				
	<b>Experience</b>	6/3/2025				
	<b>Sustainability</b>	6/3/2025				
<b>!</b>	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Pineville Elementary worked to impact our status as a TSI school this year by focusing on supports for our EC subgroup. Through data analysis, we worked to provide intentional support to teachers and students within the EC subgroup. This included utilizing EC teachers across all grade levels based on IEP goals. Strategic scheduling based on levels of service helped to impact our student data. Additionally, each general education teacher met with EC teachers and administration throughout the year to pinpoint support and next steps.

TSI funds were used to support additional after school tutoring and additional resources for our EC students. This included headphones for their use of Amira and NC Coach books for EOG review.

As a result of this work, we saw an improvement in our students with disabilities overall composite of 5.7% GLP and 3.3% CCR. Our literacy data improved for students with disabilities by 10.1% GLP and our math data improved by 8.7%.

There are still challenges of collaboration. Based on scheduling and caseload, it is difficult to find time for our EC teachers to meet consistently with general education teachers. There are also challenges going into next year with conflicting service schedules. This year, an added challenge will be two new staff members to our EC team. These individuals will need to acclimate to our school community and learn school processes.

The challenge also continues around ensuring that EC students are reaching grade level standards as a result of disabilities.

There are opportunities to deepen conversations in planning around EC students. Additionally, opportunities exist for us to utilize higher level resources to help students in an inclusion setting to reach grade level materials. There are also opportunities for additional observation and feedback of our EC program both in the inclusion setting as well as during pull out groups.

Limited Development  
09/14/2023

<p><b>How it will look when fully met:</b></p>	<p>When this indicator is fully met, our school will have high quality and equitable instructional practices that have aligned our budget, personnel policies and uses of time within our mission, vision and goal. Pineville Elementary will effectively allocate its resources to instruction. This will be accomplished through a deep root-cause analysis and needs assessment to inform our priorities and customize our school's priorities.</p> <p>Our school will be fully staffed, with a certified teacher in every classroom. Our school will sound like a shared and collaborative environment with all stakeholders input and alignment to our resource allocation.</p> <p>When this indicator is fully ingrained into our school culture, we will have a vision and mission statement that aligns. We will also have a fully staffed school, with certified teacher who are highly effective in every classroom. Lastly, when this indicator is fully ingrained in our school culture, we will exceed growth on our NC end of grade indicators.</p> <p>When we have fully met this indicator, we will exceed growth in all subgroups, in all grade levels within our school building. We will also be a Letter grade of B, as our proficiency should increase when this is fully met.</p>		<p><b>Bobby French</b></p>	<p><b>10/01/2025</b></p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/30/24</p>	<p>In partnership with Read Charlotte, Pineville Elementary will utilize Amira as a support for students reading skills. This technology will support our students to provide academic support specifically in fluency and in adding accountability to reading.</p>		<p>Bobby French</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>TSI funds will be used to offer tutoring program to review major standards related to the EOG and teachers will be paid for the additional work hours.</p>		<p>Brittany Steadman</p>	<p>03/01/2026</p>
<p><i>Notes:</i></p>				

9/2/25	Pineville Elementary is part of a pilot program to utilize Apple technology to support student learning. Teachers will continue to train and educate through professional development with Apple and additional technology will be purchased to support the implementation.		Lisa Hovis	04/02/2026
<i>Notes:</i>				
9/2/25	During the 2025-26 school year, professional development has been aligned to the different needs of teachers. On a monthly basis, teachers will attend PD to meet each teachers needs.		Bobby French	06/01/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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:**

The goal aligned to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index. As of June 2025, EVAAS data is currently unavailable. We were able to see that our school exceeded growth for the 23-24 school year. Additionally, when looking at predicted EVASS data, only 9 tests did not meet or exceed the predicted score in the 24-25 school year.

In an effort to meet this goal, Pineville saw success in using a standard treatment protocol, Pineville has been able to establish interventions supporting students within the MTSS framework. Using Microphase, MVPA, iReady and MCLASS data, students are identified for additional support. Progress monitoring has been used to track student development and additional interventions have been utilized as needed.

This year, we were able to have monthly MTSS meetings. Our Admin team met with all MTSS leads monthly to review caseloads and progress on interventions. PLCs had meetings twice a month to support their MTSS implementation as needed.

There are still opportunities for improvement in the three tiered system and in leadership related to the MTSS model. We also saw opportunity when reviewing our FAM-S report. In 2024, our school had an overall score of 81%. We saw improvements in data, leadership and infrastructure for implementation. In 2025, this data dropped to an overall score of 67%.

For the 25-26 school year a challenge is in scheduling interventions that don't overlap or impact other needs of students. We see an opportunity in scheduling to provide students more consistent times for interventions.

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<p><b>How it will look when fully met:</b></p>	<ul style="list-style-type: none"> <li>- Teachers will utilize the standard treatment protocol throughout tiers 2 and 3 of the MTSS Framework.</li> <li>- Teachers and support staff will track student data in Navigator and make decisions about what students need additional supports in tiers 2 and 3.</li> <li>- Teachers will meet every other week to provide interventions and assess the progress.</li> <li>- The MTSS committee will continue to assess and support the implementation of interventions as needed for students across all grade levels.</li> </ul>		<p><b>Bobby French</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 7 (0%)</b></p>		
<p>9/2/25</p>	<p>Within the 2025-26 school year, our ATSI school will develop a master schedule with increased inclusion time to provide students with disabilities additional access and support to grade level instruction in order to increase their overall growth and achievement. The schedule will avoid overlap between k-2 and 3-5 for math, literacy and intervention to allow more support within each grade level. (Goals 1-2, Guardrail 1)</p>		<p>Bobby French</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>Partner ML and content area teachers to share ML best practices and model strategies with PLCs that will support the individual needs of students. (Goals 1-2, Guardrail 1)</p>		<p>Lisa Hovis</p>	<p>02/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>Teachers and MCL's will conduct intentional data conversations and coaching meetings around EVAAS data. Teachers will be able to walk away with next steps for their data at the end of coaching meetings. (Goals 1-2, Guardrail 1)</p>		<p>Lisa Hovis</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/11/25</p>	<p>We will partner with Read Charlotte to receive professional development to help teachers learn listening comprehension strategies to utilize with our students.</p>		<p>Bobby French</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/12/25</p>	<p>We will provide differentiated Support for Teachers and students based on feedback and data informed small groups with a Focus on EC, ML, and AIG students.</p>		<p>Lisa Hovis</p>	<p>06/01/2026</p>

<i>Notes:</i>			
9/2/25	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.		Lily Major 06/01/2026
<i>Notes:</i>			
6/16/25	Review the use of ATSI school funds and their support for our school's EC population.		Bobby French 06/30/2026
<i>Notes:</i> <a href="https://docs.google.com/document/d/1wbTermntNbeXhjPjRDX9jetcEfJQdd4rzQn61NAQJmw/edit?usp=sharing">https://docs.google.com/document/d/1wbTermntNbeXhjPjRDX9jetcEfJQdd4rzQn61NAQJmw/edit?usp=sharing</a>			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
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**Initial Assessment:**

Our current data shows a disproportionality of suspensions of Black students. Of our 27 students suspended, 52.6% of these were Black students, 33.3% were Hispanic and 14.8% were White.

Though this was an improvement from the 23-24 school year, where 70% were Black, this continues to be a challenging area for our school. This was represented by 194 referrals (down from 224) and 15 short term suspensions (down from 24). There is an opportunity for us to lower these referrals and suspensions through implementation of more restorative practices and teaching positive behaviors. Particular challenges surround students impacted by trauma. There are continued opportunities to increase therapy for students and family involvement in supporting behaviors at the school level. Also, we see an opportunity for continued refining of our positive behavior system to support interventions.

This year, we continued to find success in implementing a positive behavior system at Pineville Elementary. Four quarterly celebrations were conducted including a magic show, a high school basketball game, and bubble party. We also hosted a monthly dance party and brought around the principal's treasure box to celebrate good behavior. This implementation was represented as a success in our teacher working conditions survey where 96% of teachers agree that our school implements such a program. This was a two percent improvement from the year prior.

This year, we hired a behavior management technician after first quarter. In hiring her, this gave us an opportunity to have more adult attention to behaviors. She has received training in restorative practices and hopes to continue implementation going into the next school year. We saw an improvement in our school leadership routinely enforces rules for student conduct that improved from 71.1% to 78%. This brought us above the district average.

One way that we hope to work to improve this data is by ensuring that our counselors are readily available for supporting student behavior. They were able to attend Administration meetings to discuss student needs, areas of success, and next steps. They have planned for further student talks in the 25-26 school year to improve upon this aspect of student behavior.

Our school social worker has been highly impactful in attendance. This is evident in the decline of our chronically absent students. A result of

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her efforts, our chronically absent data decreased from 21.55% to 17.39%.

There are still opportunities for us to support with extreme behaviors. There were students that entered kindergarten and first grade this year that were unidentified and needed specific supports. Going into the 25-26 school year, there is an opportunity to further work with the Autism team within the EC department to further support our teachers.

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

By fully implementing the Caring Schools Curriculum and a school-wide behavior plan, we will raise our \_\_\_\_\_. Our BMT will be utilized as a tier 2 intervention. Quarterly and monthly rewards will be given to support the behavior matrix. The Caring Schools Curriculum implementation will show full utilization of Morning Circles, Closing Circle, Cross Age Buddies and Home School Connection. Walkthroughs and observations will show a consistent behavior system across classrooms. Students and staff will utilize similar language when discussing positive behaviors and emotions.

**Bobby French**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

9/3/25 With implementation of the new SEL curriculum teachers will utilize the Capturing Kids Heart Curriculum to provide students with a social and emotional skills set and create a classroom community.

Katlyn Bagley

03/02/2026

*Notes:*

9/3/25 To ensure our Leadership team of parents can help support our school families basic needs the SLT team will help with the parent resource room by donating needs.

Katlyn Bagley

06/03/2026

*Notes:*

5/6/25 Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.

Bobby French

06/07/2026

*Notes:*

5/6/25 Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Bobby French

06/07/2026

*Notes:*

**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
<p><i>Initial Assessment:</i></p>			<p>Pineville Elementary set out to accomplish its goal of increasing family/parental engagement by involving our PTA, community partners and offering a diverse set of family events. Pineville Elementary continues to see success in engaging our community. This is evident in the highly attended school events including movie nights, Gingerbread Night, and our Smiler Night at the Library. This year, we also implemented 6 literacy nights in partnership with Read Charlotte to tie in our parental involvement with our school improvement goal around literacy. Consistently, these events bring out a large part of our population. 94% of teachers on the most recent Teacher Working Conditions Survey agree that the school encourages parental involvement. And 100% agree that community members support teachers.</p> <p>We continue to pride ourselves on the way we engage our families through communication. This year, on ParentSquare, our school had 156 school-wide posts, 2,100 class posts and 243 group posts.</p> <p>We continue to see a challenge to engage our Spanish speaking families. We have increased the amount of interpreter services available at events. This has included using headsets and also interpreters at events. Our Spanish speaking community often does not attend events at the same level as our other community members. We believe that we need to go into their community more to engage them in conversation and share about upcoming events as well.</p> <p>There is also an opportunity to bring parents into decision making by helping to inform them more of educational theory. This year, we will continue to do book studies with parents. Last year, we had a small group of parents involved in a parent book club with the book Raising Mentally Strong Kids. This year, parents are given the choice of reading Anxious Generation or Good Inside.</p>	<p>Limited Development 07/10/2024</p>		

<b>How it will look when fully met:</b>	School leaders and teachers can enhance the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes as measured by stakeholder engagement.		<b>Bobby French</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/2/25	To ensure parent involvement and knowledge we will host a book study for parents to acquire knowledge and provide a discussion group to better service our children at home and at school.		Bobby French	02/03/2026
<i>Notes:</i>				
9/2/25	To bridge the home and school gap teachers will send practice information and work home to parents prior to assessments to ensure parents, teachers and students are on the same page.		Lily Major	02/03/2026
<i>Notes:</i>				
9/2/25	Host parent learning sessions focused on literacy in partnership with Read Charlotte throughout the school year. (Goals 1 and 2, Guardrail 1)		Lily Major	06/03/2026
<i>Notes:</i>				
9/3/25	Non-athletic stipends will be awarded to school staff members that meet the eligibility requirements and will be used towards National Honor Society.		Bobby French	10/30/2026
<i>Notes:</i>				