

Comprehensive Progress Report

Mission:

The mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners. The vision of CMS is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential. (C-M Board of Education, 2018)

Vision:

To educate all students using a collaborative engineering design process so that they have the personal and academic skills they need to be productive citizens of the twenty-first century.

Goals:

The percent of 3rd-5th grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 50.3% in SY2023-24 to 53.0% in SY2024-25 and 56% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of K-2 students at or above benchmark on the spring diagnostic (DIBELS) will increase from 77% (SY 23-24) to 83% in SY (24-25) and 86%SY (25-26) (Aligns to A2.04 and B3.03 and CMS Goal 1)

The school will retain 90% of highly effective teachers and teacher leaders throughout 2025-26. (Aligns to B3.03 and CMS Guardrail 4)

The percentage of students being suspended will decrease from 28% in SY 2023-24 to 20% in SY 2024-25 to 15% in SY 2025-26. (Guardrail 2) (A4.06)

The percent of chronically absent students will decrease from 20.16% in SY 23-24 to 18.0% in SY24-25 to 10% in SY25-26. (Aligns to A4.06, E1.06, and Guardrail 3)

The percent of 3rd-5th grade students scoring grade level proficient (GLP) and college and career ready (CCR) on the Math End of Grade assessment will increase from 69.9% GLP and 47.9% CCR in SY 2023-24 to 80% GLP and 60% CCR in SY 2024-25 to ___% GLP and 65% CCR in SY 2025-26. (Aligns to A2.04, A4.01, B3.03)

The percent of 5th grade students scoring grade level proficient (GLP) and college and career ready (CCR) on the Science End of Grade assessment will increase from 82.5% GLP and 78.6% CCR in SY 2023-24 to 85% GLP and 80% CCR in SY 2024-25 to ___% GLP and 65% CCR in SY 2025-26. (Aligns to A2.04, A4.01, B3.03)

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

The percent of SWD scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5 will increase from 20% in SY2024-25 to 25% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

! = 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 speaks to 3rd Grade Black and Hispanic Reading CCR and was demonstrated- with the following percentages: African American 46.5 GLP 31.0 CCR% and Hispanic 48.4 GLP 32.3 CCR %. In looking at cohort data, last year, 3G Reading AA 59.3 GLP and 39.0 CCR% and Hispanic 50.0 GLP and 38.5 CCR% and this year, this cohort scored the following percentages: 4th Grade Reading African American 68.5 GLP and 55.6 CCR% and Hispanic 50.0 GLP and 46.9 CCR%. The African American subgroup grew while our Hispanic population stayed the same in GLP %. However, The African American and Hispanic population grew in CCR percentages. Our combined percentage for 23-24 SY was 63.3% (African American and Hispanic students CCR). Our goal was 50.0 CCR% which we met, however we have shown a slight decline from 22-23 SY which was 38.75% CCR to 23-24 school year which was 31.65% CCR of the African American and Hispanic subgroup- which is a decrease of 7.1%. As of June 2024, we made progress on our goals with evidence outlined below with EOG (unofficial) scores, MAP growth from fall to spring, mClass EOY data.. We have an unofficial Grade 3 proficiency score of 56% GLP and 39% CCR. mClass composite grade level data shows At Benchmark and Above Benchmark (green and blue) in the following grade levels: Kinder: BOY 49% - EOY 78% , First: BOY 61% - EOY 84%, Second: BOY 65% - EOY 79%, Third: BOY 54% - EOY 65%.</p> <p>The impact of creating a tiered coaching plan with the additional MCLs and EITs and a second AP would allow for the leadership team to focus on areas of need as it pertains to instructional excellence. Due to the challenges this year, coaching was led by our EITs and our PLC leads, which impacted the administration impact on the staff as planned. This aligns with opportunities for this goal of ensuring that instruction is more intentional and aligned from class to class and best practices. Our Insight Survey proved to be positive and an increase Spring 2023 to Spring 2024: Leadership 3.5 to 4.9, Learning Environment 2.9 to 5.0, Diversity/Equity/Inclusion 3.5 to 5.1, Career Progression 3.7 to 5.4, Professional Development 3.9 to 5.5, Observation/Feedback 4.8 to 5.6, Academic Opportunity 5.3 to 6.0, Instruction Planning 4.9 to 6.2, Peer Culture 5.1 to 6.4. Academic Expectations decreased from 7.2 to 6.6.</p>	Limited Development 07/10/2024		

Although this decrease occurred, it is still above the CMS average and close to the CMS Top Quartile.

The challenges that we will potentially face this year are as follows; we have gained additional teachers/classrooms due to continuous increases in enrollment. The number of students that are economically disadvantaged is also increasing at our school. We will have fewer instructional assistants to support our classrooms.

The opportunities that present on the Insight survey indicated that teachers would like the opportunity to provide more input on key school decisions and that they want to feel as though their feedback is valued. This year, teachers were yet again provided with half day planning for every quarter and the goal is to continue to do so for all four quarters next year. Next year, the coaching team and capacity will be increased so that more instructional support will be evident. One MCL is assigned to just focus on third grade literacy and math which will present a positive impact on academics and this goal. One AP will be assigned to support and coach the team and the MCL and team leads.

How it will look when fully met:

When this goal is fully met:

The administrative team will meet weekly to discuss walk-through data and identify specific areas of need in classrooms, teams, and our school. Teachers and teams will receive consistent follow-up feedback from Multi-Classroom Leaders, Expanded Impact Teachers, and administrators in all content areas including Math, Reading, Science, and Social Emotional Learning. Teacher recognition for outstanding performance in the classroom will be highlighted in our weekly newsletters, through individual emails, personal notes, and monthly celebrations. Accomplished teachers will serve as mentors and instructional coaches for novice teachers and those needing more support. Professional development will target areas of growth needed as a school and include differentiated options for teachers. 100% of classroom teachers and support staff members will play a role in delivering curriculum and instruction to support our students' individual needs. By the end of the 2025-26 school year, the Teacher Working Conditions Survey will be at or above 80% on the element of teachers receiving feedback to improve their teaching (CMS Guardrail 4).

Kelli Wallace

06/30/2026

Actions		0 of 2 (0%)		
7/30/24	Weekly instructional leadership team meetings will be held to review coaching conversations, coaching framework alignment, coaching feedback for our leadership team and plan on-going differentiated professional development. The principal will monitor coaching logs and determine weekly walkthrough focus. (CMS Goals 1 and 2, Guardrail 1 and 4, FAM-S 3)		Kelli Wallace	06/30/2026
<i>Notes:</i> 1st Quarter: A strong trajectory with classroom management as it aligns with our school-wide behavior expectations. Expectations toward the rigor trajectory with standards-aligned instruction, with curriculum elements evident.				
8/2/24	Collect and analyze walk-through and formal observation data specifically monitoring core and small group instructional practices. Teachers will receive feedback through strategic aligned coaching sessions and individualized conferences. (CMS Goals 1 and 2, Guardrail 1 and 4, FAM-S 29)		Kelli Wallace	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
Initial Assessment:			<p>Based previous 2 years EOG assessment results we have been identified as a TSI-CU school for our students with disabilities subgroup. Successes we had in the 2025-26 school year include working closely with the EC Dept. to get all 3 EC teachers trained with SPIRE. We also saw an increase of SWD in 4th and 5th grade scoring CCR on their reading and math EOGs.</p> <p>Challenges that we have faced are having enough staff and time to provide direct instruction and support for students to meet their IEP goals and grade level standard expectations, especially for students that have identified needs significantly different from grade level content.</p> <p>Opportunities for the 2024-25 school year include reviewing data and developing an intentional master schedule that will support some the identified challenges. We also have hired additional general education teachers that are dual certified and will be able to apply their expertise when working directly with our students with disabilities.</p>	Limited Development 09/11/2024		
How it will look when fully met:			We will have fully met this indicator when we have implemented the identified evidence based strategies and are seeing the growth and achievement of our students with disabilities increasing. We will no longer be identified as a TSI school and our subgroup grade will be a D or higher.		Kelli Wallace	06/10/2026
Actions				0 of 2 (0%)		
	9/11/24	We have hired a MTSS interventionist. She will schedule, monitor and ensure data is consistently collected for students receiving interventions. She will develop and maintain tiered supplemental and intensive support plans for students based on academic needs. (Goal 2, Guardrail 1)			Kelli Wallace	06/10/2026
<i>Notes:</i>						
	9/26/25	The principal will use funds to hire highly qualified TLP teacher leaders who will positively impact student achievement and coach and lead PLCs and new teachers. (Aligns to Goals 1, 2, Guardrail 1, and FAM-S 29)			Kelli Wallace	06/30/2026
<i>Notes:</i>						

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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<i>Initial Assessment:</i>		<p>As of June 2024 we have not received preliminary EVAAS growth data. We will reflect upon our progress toward meeting this goal once this information is released from the state. Some school data points that show evidence of student growth are EOG data and mClass growth.</p> <p>The number of students from BOY to EOY needing intensive support in literacy decreased in kindergarten, first and second grade. Kindergarten students needing intensive support in MOY=15 and EOY=7. First grade students that needed intensive support in BOY=17 and EOY=4. Second grade intensive BOY=10 and EOY=5. Third grade intensive BOY=8 and EOY=8. Fourth grade intensive BOY=9 and EOY=4. Fifth grade intensive BOY=4 and EOY=3. The number of students referred for EC testing was 18. The EC team felt 11 of the students identified would need to be tested. The other students needed more data and instruction. Out of the 11 students tested have qualified. The students that were not tested have been placed on an intensive list for the next school year. Our school successes have been the movement with MTSS Coordinating teacher throughout the year and the consistency of implementation and fidelity of MTSS plans has improved by consistent monitoring for level of fidelity will increase overall impact. The progress of the students this year improved due to the consistency of the MTSS program, monthly meetings with the support team, and the progress monitoring of the students identified. The goal for next year will be to have more strategic grade level "student data talks" in order to provide the best targeted instruction based on teacher input, needs, and data. The impact that parents meetings had in relation to development for tier plans was minimal for this year; this aligns with an opportunity to be more intentional for the upcoming year with communicating academic concerns, more specifically students who need the additional support gained through the MTSS processes.</p> <p>Our challenges for the 24-25 school year will be to continue working through the gaps with the students identified. When we are looking at MTSS plans, ensuring that the correct interventions are put in place and progress monitoring with fidelity. Communication for all teachers and parents will be updated. Communication will include progress towards goals to ensure students are making growth or if more intensive</p>	Limited Development 07/10/2024		
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plans/steps need to be implemented. The support team has met to discuss plans to improve, not only in literacy, but in math and behavior as well.

Opportunities to address these challenges is to develop and implement MTSS behavior plans. Ensuring fidelity of interventions and strategies as evident in progress monitoring is a key next step. For academic supplemental and intensive plans, using the Standard Treatment Protocol workbook to determine the students' needs and the progress monitoring tool.

How it will look when fully met:

MTSS is fully implemented and all teachers are implementing effective teaching practices aligned to the state standards. All students EC, ML, TD and general ed students access the the same grade level standards regardless of the tiers of instruction.

Effective and ongoing collaboration is evident among general education teacher, EC, ML and TD teachers. Collectively, teachers are identifying the most appropriate materials and strategies to use to meet the needs of students in Tier 2 and 3. Decisions are made by using multiple data measures.

Communication among instructional staff includes difficult conversations to ensure highest level of calibration while eliminating a fixed mindset.

Throughout the school, small group instruction is a norm with students experiencing success.

We will see evidence of student growth and proficiency gains as we achieve our school goals.

Lonna Holbrook

06/30/2026

Actions

0 of 2 (0%)

9/11/24 Within the 2025-26 school year, our ATSI will implement strategic master scheduling to provide students with disabilities access to grade level instruction from highly qualified staff in smaller group sizes. Additionally, we will increase the number of co-taught opportunities for students to receive core instruction. (Goal 2, Guardrail 1)

Lonna Holbrook

06/30/2026

Notes: TSI CNA: <https://docs.google.com/document/d/1b5lhv-UhWTKLcuvLkHgJ-VGZZugMeBVXrELIDtIVUak/edit?usp=sharing>

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.

Jaime Massey

06/30/2026

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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Initial Assessment:

2023-24 Goal 1 spoke to 3rd Grade Black and Hispanic Reading CCR and was demonstrated- with the following percentages: African American 46.5 GLP 31.0 CCR% and Hispanic 48.4 GLP 32.3 CCR %. In looking at cohort data, last year, 3G Reading AA 59.3 GLP and 39.0 CCR% and Hispanic 50.0 GLP and 38.5 CCR% and this year, this cohort scored the following percentages: 4th Grade Reading African American 68.5 GLP and 55.6 CCR% and Hispanic 50.0 GLP and 46.9 CCR%. The African American subgroup grew while our Hispanic population stayed the same in GLP. However, The African American and Hispanic population grew in CCR percentages. Our combined percentage for 23-24 SY was 63.3% (African American and Hispanic students CCR). Our goal was 50.0 CCR% which we met, however we have shown a slight decline from 22-23 SY which was 38.75% CCR to 23-24 school year which was 31.65% CCR of the African American and Hispanic subgroup- which is a decrease of 7.1%.

As of June 2024, we made progress on our goals with evidence outlined below with EOG (unofficial) scores, MAP growth from fall to spring, mClass EOY data.. We have an unofficial Grade 3 proficiency score of 56% GLP and 39% CCR. mClass composite grade level data shows At Benchmark and Above Benchmark (green and blue) in the following grade levels: Kinder: BOY 49% - EOY 78% , First: BOY 61% - EOY 84%, Second: BOY 65% - EOY 79%, Third: BOY 54% - EOY 65%,

Our successes have been the increase in K-2 mClass data and the projected EOG scores based on MAP for fourth grade. Some additional successes we have seen are as follows: with the addition of an MTSS coordinator, students have been making progress in the Tier 2 levels for literacy, and reducing the number of students in Tier 3.

The challenges have been as follows: there has been student population growth, which added additional classroom teachers this

Limited Development
07/10/2024

year in grades 2, 3, 4 and 5. This has been a challenge with consistency in several areas: parent communication, behavior expectations, and delivery of instruction. The instructional leadership team has had turnover inclusive of two MCLs new to the school and to the specific role at Palisades. The opportunities have been as follows: the third grade team has added three additional teachers and a new literacy MCL, growth of the EC population in third grade has caused data to be lower and our TD and EC subgroups did not exceed expectations. Additional anticipated challenges for the 24-25 school year are to specifically look at our growing population of ML students. Moving forward, we have additional bilingual staff members and additional MCLs and EITs to support instruction. Our opportunities to address these challenges will be to continue to focus on these subgroups of students to sustain the growth and continue it, whilst working with our newcomers and increasing literacy in third and fifth grade.

Additional opportunities will be for our leadership team to guide and coach teachers into looking at the students that are in the African American and Hispanic subgroups with intentional interventions and instructions.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:	<p>Instructional teams are collaborating to develop instructional units of study aligned to state standards identifying indicators of mastery using pre and post assessments to determine initial baseline and mastery. This includes members of the PLCs modeling best instructional practices. EC, ML and TD teachers are providing input to ensure students with varying learning styles and needs have equitable opportunities to succeed. Units of study will ensure both math and reading curriculums are used as intended by the district.</p> <p>PLC members are using common academic language from district selected curricula and collectively creating scaffolds needed while accessing grade level content and standards aligned activities.</p> <p>PLC members embrace the collaborative approach demonstrating confidence as they pose question regarding mastery. PLC members feel empowered to implement the standards aligned curriculum and understand the trajectory using scaffolds to remediate and extend learning opportunities for students.</p> <p>Our DIBELS, EOG, and benchmark data will all demonstrate student proficiency gains and we will have achieved our goals in these areas.</p>		Kelli Wallace	06/30/2026
Actions		0 of 1 (0%)		
9/25/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01		Lonna Holbrook	06/10/2026
Notes:				
Implementation:		06/23/2025		
Evidence	<p>6/23/2025</p> <p>Instructional teams collaborated to develop instructional units of study aligned to state standards. Instructional teams identified indicators of mastery using pre and post assessments to determine initial baseline and mastery. Members of the PLCs modeled best instructional practices. EC, ML and TD teachers provided input to ensure students with varying learning styles and needs had equitable opportunities to succeed. Our DIBELS, EOG, and benchmark data all demonstrated student growth.</p>			

Experience	6/23/2025 As a result of our work with this objective our PLC members began using common academic language from district selected curricula. They collectively created scaffolds needed while accessing grade level content and standards aligned activities. Our instructional coaches were able to lead PLCs in a more productive manner, unpacking standards and monitoring alignment with units of study.			
Sustainability	6/23/2025 Because PLC members embraced the collaborative approach demonstrating confidence as they posed questions and modeled for each other. It will be necessary to sustain this practice. PLC members felt empowered to implement the standards aligned curriculum and understood the trajectory using scaffolds to remediate and extend learning opportunities for students.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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:	<p>Goals we worked towards during the 2023-24 school year were Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 31.4 percentage points in June 2019 to 23 percentage points in June 2024. We did not meet our goal with a percentage of 43.8% and, "The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 67% on the Fall 2021 Panorama Screener (in Grades 3-5) to 75% in SY 2022-23 and 80% in SY 2023-24."</p> <p>The panorama YTD Percentage of all PPES students reported many and all strengths (green) are as follows: Positive feelings 78%, Self-management 75% and Social Awareness at 74%. Teachers are monitoring and adjusting SEL lessons for all students. The increases we saw from last year to this year are as follows: Challenging feelings +1, Positive feelings +7, Self management +1 and Social Awareness +2. We will continue to monitor and adjust so that students' self reporting will continue to increase. Note: Data from Spring 2024 has not yet been released. This is a comparison of Spring 2023 to Fall of 2023.</p> <p>The impact of counselors supporting classrooms with lessons that aligned with the needs of the grade level and/or the specific class was the increase seen in the aforementioned areas. Teachers also utilized</p>	Limited Development 07/10/2024		
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the Caring Schools Curriculum and supplemented with research based material during the daily SEL. The collaboration of both of these actions led to an increase in some categories. We will continue to adjust our SEL block so that the curriculum that is introduced encompasses both the mandatory lessons and additional counselor-led and co-taught lessons. Our Daily Average Attendance is 93.48% and our chronic Absenteeism: 20.16%. Our Suspension data is as follows: Out of School suspension included 20 violations among 14 students(3 students with more than 1 OSS) In School suspensions included 9 violations among 8 students. The disproportionality data reads there were 20 suspensions - 14 students, 12 AA, 2 white, 12 non-SWD and 2 SWD. 3rd grade- 3 students, 4th grade- 4 students, 5th grade- 13 students.

The successes we have seen this year are although the number of suspensions have increased, the population of the school has also grown. This year's data will provide a baseline of behavior challenges to work to support next year so that our number will decrease. This will include a tightened data collection and communication to parents regarding behavior concerns and be proactive.

The challenges we faced this school year were: there was an influx of new students and may not have had the same introduction to the PPES expectations or exposure to the amount of SEL lessons. Attendance challenges lie with counselors reinforcing with parents the importance of being at school on time. The challenges that we will face in the 24-25 SY will be supporting teachers in the SEL block and the curriculum that teachers do not get training to effectively teach. Kindergarten attendance trends to be a challenge each year, so we will anticipate that to be a challenge as well.

Our opportunities to address these challenges are: continuing with Morning Meetings and building community and continuing to work on Emotional Regulation with lessons that are directly linked in the classroom. We plan to utilize Playbook and guidance lessons consistently during non-core time (i.e. lunch talks, recess). Our Behavior Committee will implement a positive incentive reward system school wide. As a note, LEP students and SWD students have lower ratings. The questions on the survey/what is being asked of students to assess themselves in the Panorama survey may be confusing due to language barriers. They may not fully comprehend the question being asked to adequately assess the response.

How it will look when fully met:	Students demonstrate and understand the importance of self-control, the ability to establish and maintain relationships and work collaboratively within a diverse setting. This includes, but is not limited too, students learning how to recognize and manage emotions, develop self-care and empathy for others. Students demonstrate the ability to self-regulate during challenging situations.		Jaime Massey	06/30/2026
Actions		0 of 3 (0%)		
9/25/25	To provide a duty-free lunch period for every teacher on a daily basis. A4.06		Lonna Holbrook	06/12/2026
<i>Notes:</i>				
9/25/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. A4.06		Lonna Holbrook	06/12/2026
<i>Notes:</i>				
9/11/25	Each teacher will receive PD on Capturing Kids' Heart and implement CKH strategies. Teachers will use these resources daily to enhance SEL in the classroom. Counselors will complete quarterly guidance lessons and provide individual and small group support sessions. (Aligns with CMS Guardrail 3, and FAM-S 31)		Brad Ewing, Robert Bates, Serena Chapman	06/30/2026
<i>Notes:</i>				