

Comprehensive Progress Report

Mission:

Myers Park Traditional School is devoted to developing responsible, respectful, and cooperative citizens. We strive to empower students to think critically, instill and model principled character, promote leadership, and embrace awareness in our diverse and inclusive community. We instill values of service, cooperation, and commitment in all students. We make learning a lifelong goal.

Vision:

At Myers Park Traditional Elementary School, we are committed to excellence and to addressing the social and emotional needs, as well as the instructional needs, of every student. We believe that all students can achieve and we will work with our students and families to make that happen for every student.

Goals:

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. (Aligns to A4.01 and B3.03 and CMS Guardrail 1)

Out-of-School Suspension (OSS) will decrease by 10% from 34 incidents in SY2023-24 to 30 in SY2024-25.(Aligns to A4.06 and CMS Guardrail 2).

The percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92.9% in SY2023-24 to 94% in SY2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of African American/Hispanic students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.1% and 32.4%% in SY2023-24 to 35% and 40% in SY2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Behavior Referrals will decrease by 10% from 413 in SY2023-24 to 372 in SY2024-25 (Aligns to A4.06 and CMS Guardrail 2).

Reduce Chronic Absenteeism from 6% in SY2023-24 to 5% in SY2024-25. (Aligns to A4.06 and CMS Guardrail 3).

The percent of K-2, African American and Hispanic students, scoring at or above benchmark in early literacy as measured by DIBELS will increase from 82.5% in SY2023-24 to 92.9% in SY2024-25. (Aligns to A4.01, B3.03, and CMS Goal 1, Guardrail 1)

We will increase the percentage of staff who feel they would not want to work in any other school from 87% on the 23-24 NC Teacher Working Conditions Survey to 90% on the 24-25 NC Teacher Working Conditions Survey. (Aligns to B3.03, CMS Guardrail 4)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 48.6% in SY2023-24 to 55% in SY2024-25. (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>This past school year, we created a strategic staff plan to include 8 EITs and 3 MCLs. The principal focused on K/1, 4th/5th ELA, and coached 1 MCL. The Assistant Principal focused on 4th/5th math, 5th science, and 1 MCL. The Dean of Students focused on 2nd and 3rd grade and 1 MCL. The MCLs focused on coaching EITs and other teachers on their caseload. As part of this plan, our MCLs focused on leading PLCs, ensuring the lessons were aligned to the curriculum and standards, and coaching teachers. Our EITs were the data leads for their teams, created spreadsheets, set and tracked grade-level goals, led data meetings, led PDs, served as mentors, and helped create small group plans. Our ILT created a walkthrough schedule and template that aligned with core actions and academic monitoring PD. They reviewed walkthrough data at weekly ILT meetings and used that information to develop coaching case loads and future PDs. MCLs conducted individual coaching sessions. The Principal and AP conducted observations and provided feedback and coaching based on PD focus.</p> <p>A challenge remains with consistent walkthroughs throughout the year and following back with teachers after a coaching point has been given. In addition, we used walkthrough and observation data to create differentiated PD four times this year, along with monthly staff PD. All staff participated in academic monitoring PD and then chose 1 session they were interested in. We also recorded teacher observations and used clips to model best instructional practices. We set up learning walks for beginning teachers. As a result of our work, we increased our grade level proficiency composite from 70.6% to 82%. We do not have any teachers who are on a performance counseling plan, and all teachers are meeting performance standards on their evaluations. We now have 9 EIT teachers and 3 MCLs to continue to grow our data analysis and instructional feedback.</p>	Limited Development 07/10/2024		

How it will look when fully met:	When fully implemented: <ul style="list-style-type: none"> Principal/Administrative team is highly visible and regularly present in classrooms and PLC meetings Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice 		Elizabeth Carrubba	06/30/2026
Actions		0 of 6 (0%)		
7/18/24	Follow a tiered coaching plan for coaching and providing feedback (Admin to TLP, TLP to EIT, TLP to teacher). (Aligns to CMS Goal 1 and 2, Guardrail 1 and 4)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
7/18/24	Review walkthrough and coaching data weekly at ILT meetings to determine coaching and PD plans. (Aligns to CMS Goal 1 and 2, Guardrail 1 and 4)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
7/18/24	Delegate tasks within Leadership Committees to ensure all staff members have shared leadership responsibilities and focused efforts on goals and results. (Aligns to CMS Goal 1 and 2, Guardrail 1 and 4)		Ryan Bell	06/30/2026
<i>Notes:</i>				
7/18/24	Implement a school-wide instructional walkthrough system focused on observing “five to thrive” instructional strategies and the 4DX model. (Aligns to All goals and FAM-S 3)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
8/13/24	Recognize staff accomplishments (teacher data, instructional observations, higher education, leadership opportunities) at staff meetings, in weekly newsletters, and on social media platforms. (Guardrail 4)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
11/19/24	EITs and MCLs will lead bi-monthly data dives. Teachers and teams will specifically monitor for student progress in subgroups and gains of GLP/CCR. (Goal 1, 2, and Guardrail 1)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				

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>This school year, we utilized benchmark assessment data to identify students in need of additional academic support. We continued to use our interventionist, MCLs, and teacher assistants to help pull tier 2 and tier 3 academic groups. Our interventionist attended PLCs as well to provide updates on progress her students were making. Teachers and the interventionist were in charge of progress monitoring students in academic areas. We maintained 86.6% of students in reading Tier 1. 91.2% of students are in math Tier 1.</p> <p>We used behavior referral data and attendance data to determine students in need of additional support. This year, Chronic absenteeism was reduced from 5.4% to 4.39%. Students with 5 or more behavior referrals (28) received interventions, mentoring, SBMH, small-group counseling, or a combination of services. While we did see a 3% increase in behavior referrals, we achieved a significant 79% reduction in Out-of-School Suspensions (OSS).</p> <p>Our counselors, EC teachers, school psychologist, and administrative team met weekly to analyze student behavior and absenteeism data as a part of our SS PLC. They collaborated to determine which students needed tier 2 or tier 3 interventions in those areas. Additionally, our Intensive Problem-Solving team met to review those students with intensive plans. Next year, we plan to meet for these meetings more frequently.</p> <p>An additional challenge we faced was ensuring fidelity for online programs, specifically with the new iReady pathways. Our interventionists have their own trackers to ensure fidelity with Tier 2 and 3 students' interventions and progress monitoring. For next year we will continue to utilize our MTSS interventionist as well as our ML/Math Interventionist.</p>	Limited Development 07/10/2024		

<p>How it will look when fully met:</p>	<p>When fully implemented:</p> <ul style="list-style-type: none"> • Multi-tiered, evidence based instruction that is monitored with fidelity. • Progress-monitoring will occur on a prescribed consistent basis. • Intervention delivery will be audited for fidelity of implementation. • Grade-level PLCs will spend time reviewing supplemental intervention plans looking at groups of students. • Our intensive problem-solving team will review intensive plans, reflecting on individual student progress. • Parents will be active participants during intensive problem-solving meetings. 		<p>Ryan Bell</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>7/18/24</p>	<p>Review student progress with intensive and supplemental interventions at grade-level PLC meetings, student support PLC meetings, and intensive problem-solving team meetings. (Aligns to CMS Goal 1 and 2, Guardrail 1, FAM-S 3 and Root Cause Analysis)</p>		<p>Ryan Bell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>7/18/24</p>	<p>Implement WIG Wednesdays using the 4DX model, which includes goal setting, establishing lead measures, keeping a scoreboard, and setting up a cadence of accountability (Aligns to CMS Goal 1 and 2, and Guardrail 1)</p>		<p>Ryan Bell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>7/18/24</p>	<p>Implement evidence-based interventions to meet the specific needs of our students and a system to track the effectiveness and fidelity of tiered interventions. (Aligns to CMS Goal 1, 2, Guardrail 1 and FAM S-3)</p>		<p>Ryan Bell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>7/18/24</p>	<p>Develop and deliver PD in PLCs for literacy and math interventions and the MTSS process (I-Ready, DIBELS). (Aligns to CMS Goal 1 and 2, Guardrail 1)</p>		<p>Ryan Bell</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>8/28/25</p>	<p>Track progress of students through data trackers, collaborate with AIG teachers, and implement higher-order thinking strategies to move students through percentiles (GLP to CCR)</p>		<p>Elizabeth Carrubba</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				

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. (Aligns to CMS Goal 1 and 2, Guardrail 1)

Ryan Bell

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
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:		<p>This school year, we maintained a successful PLC structure that allowed time for teachers to analyze data and create small groups in response to data. Our Expanded Impact Teachers and MCL continued to pull data and support their grade levels with making appropriate instructional shifts both whole group and small group. In PLC, we ensured district curriculum was implemented with integrity and evidence of core actions was embedded in lesson plans. This year, we held more discussions around what student mastery looks like for a standard. We analyzed assessments before we taught a unit to know what the end goal was and ensured small group instruction would help students reach mastery.</p> <p>This year, we implemented an Academic Monitoring Professional Development. This provided teachers with tools to use data in the moment to help intentionally plan for small groups.</p> <p>Because of these successes, we were able to demonstrate strong proficiency and growth as shown below in the 2024-2025 school year:</p> <p>3rd Grade:</p> <p>-- Incoming BOG: 26.5%; Reading MVPA3 Projection: 79.2%; Reading EOG: 81%</p> <p>-- Math MVPA3 Projection: 88.4%; Math EOG: 93%</p> <p>4th Grade:</p> <p>-- Incoming Reading EVAAS: 73.0%; Reading MVPA3 Projection: 76.2%; Reading EOG: 75%</p> <p>-- Incoming Math EVAAS: 73.0%; Math MVPA3 Projection: 78.1%; Math EOG: 75%</p>	Limited Development 07/10/2024		
----------------------------	--	---	-----------------------------------	--	--

5th Grade:

-- Incoming Reading EVAAS: 47.0%; Reading MVPA3 Projection: 56.6%; Reading EOG: 76%

-- Incoming Math EVAAS: 58.0%; Math MVPA3 Projection: 61.3%; Math EOG: 84%

-- Incoming Science EVAAS: 67.0%; Science MVPA3 Projection: 69.8%; Science EOG: 85%

A challenge we continue to face is ensuring that all teachers prioritize small group instruction and are intentionally planning for it based on data and what they notice during academic monitoring. We improved in this area significantly from the 22-23 school year, but there is still room for growth. We are also focused on engagement strategies and vertical alignment as a school.

How it will look when fully met:

When fully implemented:

- TLP professionals will collaborate on a monthly cadence.
- TLP professionals will facilitate data protocols to review assessment data bi-monthly during PLC meetings and determine the most critical learning standards for the grade level.
- Data protocols will focus on small-group instruction and recommendations for supplemental and intensive interventions.
- Instructional specialists (TD/EC/ML) will collaborate with grade-levels to address additional needs/misconceptions/scaffolds/differentiation.
- Academic Monitoring will be implemented as a high-yield teaching strategy that all teachers utilize on a consistent basis.

Kelly Delay

06/30/2026

Actions

0 of 7 (0%)

9/9/25

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (Aligned to CMS Goal 1, 2, Guardrail 1 and 4)

Ryan Bell

06/01/2026

Notes:

7/18/24	Create PLC meeting structure to include curriculum/whole group lesson plan unpacking, Leader in Me habit connections, academic monitoring of learning targets, engagement strategies, and data analysis. (Aligns to CMS Goal 1, 2, Guardrail 1 and FAM-29)		Kelly Delay	06/30/2026
<i>Notes:</i>				
7/18/24	Analyze and use local and state assessment information (I-Ready, DIBELS, MVPAs, curriculum assessments, and academic monitoring trackers) to create interventions and differentiated small-groups during grade level PLCs. (Aligns to CMS Goal 1 and 2 and Guardrail 1)		Kelly Delay	06/30/2026
<i>Notes:</i>				
7/18/24	Provide the staff with monthly professional development, weekly walkthrough checks, and weekly or bi-monthly coaching of 4DX and “Five to Thrive” instructional strategies. (Aligns to CMS Goal 1 and 2 and Guardrail 1)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
11/19/24	Develop consistent vertical alignment practices for K-5 ELA and Math with teacher leaders and include in monthly professional development sessions. (Aligns to CMS Goal 1 and 2 and Guardrail 1)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
11/19/24	Sustain Academic Monitoring practices by providing refresher PD for returning teachers and PD for new teachers at monthly Mentor/Mentee meetings. (Aligns to CMS Goal 1 and 2 and Guardrail 1)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
9/2/25	Monitor students in subgroups daily, develop action plans for reteaching standards and addressing misconceptions, and use data trackers to track and analyze their individual growth progress.		Morgan Stapp	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

Initial Assessment:

This school year, we continued implementing programs and procedures designed to support students' behavioral, social, and emotional needs. While we did see a 3% increase in behavior referrals, we achieved a significant 79% reduction in Out-of-School Suspensions (OSS).

Our first key initiative, was the continued use of the House system at MPTS. This approach has greatly enhanced students' and staff's sense of purpose and community. Additionally, it served as an effective framework for our Positive Behavior Intervention and Support (PBIS) efforts. Students earned points for demonstrating our 8 Habits, contributing to their House's overall score. Regular competitions celebrated House champions, further promoting positive behavior and a supportive school climate.

The second initiative involved delivering a targeted mentoring program for 5th-grade students who had previously exhibited high behavioral challenges. The mentoring program included 11 students. Last year, this group accounted for 77 behavior referrals, 21 In-School Suspensions and 5 Out-of School Suspensions. This year, their referrals dropped by 8%. ISS and OSS consequences reduced by 9.5% and 60% , respectively. These improvements highlight the positive impact of consistent mentorship and individualized support.

A third initiative focused on improving attendance has also yielded positive outcomes. Chronic absenteeism has declined from 5.4% last year to 4.39% this year. To support this reduction, we implemented a tiered intervention system including follow-up letters at 3, 6, and 10 days of absence, attendance contracts, and additional supports such as attendance buddies and small group check-ins.

Limited Development
07/10/2024

How it will look when fully met:	When fully implemented: <ul style="list-style-type: none"> • Explicit SEL instruction/curriculum is implemented with integrity during daily K-5 LEAD time • Reduction in behavioral referrals school-wide by 10% • Established MTSS teams, structures, and processes to support academic, social-emotional, and behavioral needs • Collaboration across general education and support staff (EC, TD, EL, Interventionists, Counselors, etc.) • Accurate identification of students in need based on a variety of data • Teachers collaborate on SEL strategies in PLCs based on observations • LEAD time lessons are taught daily with fidelity using the Leader in Me and Caring Schools curriculum 		Ryan Bell	06/30/2026
Actions		0 of 7 (0%)		
7/18/24	Identify high flyers for behavior interventions. Students will be a part of the SOAR group (Student Organization Aspiring to Rise up and Lead). Assign a Wingmen mentor. (Aligned to CMS Guardrail 2)		Ryan Bell	09/30/2025
<i>Notes:</i>				
9/9/25	Duty-Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) required all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a). (Aligned to CMS Guardrail 4)		Ryan Bell	06/01/2026
<i>Notes:</i>				
9/9/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to CMS Guardrail 2 and 3)		Ryan Bell	06/01/2026
<i>Notes:</i>				
7/18/24	Create and execute tiered attendance plan to be shared with parents and reviewed by SS PLC on a weekly basis. (Aligned to CMS Guardrail 3)		Ryan Bell	06/30/2026
<i>Notes:</i>				

7/18/24	Implement a school-wide positive behavior and house system that focuses on LEAD expectations and incentives. (Aligned to CMS Guardrail 2 and FAM-S 30/31)		Ryan Bell	06/30/2026
<i>Notes:</i>				
7/18/24	Integrate 8 Habits and Core Paradigms into daily routines, content lessons, and behaviors. (CMS Guardrail 2 and 3)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
8/24/25	Increase student leadership through classroom jobs, student committees, clubs, and accountability partners. (All goals)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

This year, the Principal met bi-weekly with the PTA President and Vice President to bridge communication between the school and the PTA. We organized parent events throughout the year including Open House, Reading Celebration Day, Student-Led Winter Conferences, Leadership Day, Spirit Nights, Quarterly Awards, and the Spring Carnival. On average, we had over 300 parents attend those school events.

We participated in the Magnet Fair and hosted two Prospective Parent Open Houses, along with multiple school tours. We increased our social media presence and were selected to host over 50 teachers for a Leader in Me Community Da. As a result of our marketing work, we have the highest waitlist of any Elementary Magnet school in CMS with over 200 families.

We also increased our communication with families through Parent Square. The Principal and the PTA sent a weekly Traditional Times newsletter with important information about upcoming events and volunteer opportunities. Teachers sent classroom newsletters every Sunday night that included information on curriculum, assessments, homework, and ways to help at home. We sent multiple parent surveys throughout the year, most recently about The Leader in Me and the use of the magnet program at home.

The following data points show the progress we made for this indicator:

82% of our parents who took the Leader in Me survey said that they are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home.

We sent 97,092 direct messages on ParentSquare and 3,497 posts. 99.7% of our families are contactable through ParentSquare.

On the NC Teacher Working Conditions Survey, 100% of teachers feel that we provide parents/guardians with useful information about student learning and 100% of teachers feel that parents/guardians know what's going on in the school.

Limited Development
07/10/2024

How it will look when fully met:	When fully implemented: <ul style="list-style-type: none"> • Increase in parent survey data around communication and family partnership between home and school • Increase in family attendance at variety of school events • Increase in student survey around family partnership between home and school • Increase representation of diverse populations at school events • Provide intensive outreach to unresponsive families • Facilitate workshops on home-based academic activities • Maintain open-lines of communication using ParentSquare, Tuesday folders, and Traditional Times 		Elizabeth Carrubba	06/30/2026
Actions		0 of 4 (0%)		
8/28/25	Distribute and collect magnet contracts for families to sign that show they are in agreement with our policies at school and at home.		Elizabeth Carrubba	10/31/2025
<i>Notes:</i>				
7/18/24	Administer parent surveys and review data to determine next steps for family engagement. (Aligned to CMS Goal 1, 2 and Guardrail 1,2 and 3, FAM-S 3)		Morgan Stapp	06/30/2026
<i>Notes:</i>				
7/18/24	Plan and deliver family workshops and events highlighting Leader In Me, Curriculum, and Houses. (Aligned to CMS Goal 1, 2 and Guardrail 1,2, and 3)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				
7/18/24	Utilize the Traditional Times and Parent Square as interactive ways for all families and MPTS community members to stay updated about school events. (Aligned to CMS Goal 1, 2 and Guardrail 3)		Elizabeth Carrubba	06/30/2026
<i>Notes:</i>				