

Comprehensive Progress Report

Mission:

Our mission at Nations Ford Elementary is to empower students to take ownership of their learning in an energized environment. We are dedicated to addressing the individualized physical, social-emotional, and academic needs of each student. By fostering a supportive and dynamic learning atmosphere, we ensure that every student has the opportunity to succeed and grow into a well-rounded individual.

Vision:

Nations Ford Elementary will be an inclusive school with a developmentally specialized staff committed to preparing and motivating our students for a rapidly changing world. This vision reflects our commitment to creating an educational setting that embraces diversity and equips students with the skills necessary to thrive in the future.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 51.8% in SY 2023-24 to 65 % in SY2024-25 and from 65% in SY 2024-2025 to 69% in 2025-2026. (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 9.6 in SY 2023-24 to 16.5% in 24-25 and increase from 16.5% to 19.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), by ML subgroup, on math End of Grade assessments in grades 3-5 will increase from 34.6% in SY 2024-25 to 45% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing 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. (Aligns to A2.04 and CMS Guardrail 4)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06 and CMS Guardrail 4)

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 A4.06 and CMS Guardrail 3)

The percent of OSS/ISS incidents will decrease from 23% in SY 2024-25 to 20% in SY 2025-2026 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

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

The school will retain 80% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

As a TSI designated school, new focus on implementing small group learning centers within our general education classrooms. This approach is designed to enhance individualized instruction and support our diverse learners more effectively. Data-driven focus will be based on implementing MPVA, iReady assessments, and microphase evaluations to inform our grouping strategies (CMS Guardrail 1 and Aligns D1.02)

! = 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 Alignment: The Strategic Improvement Plan (SIP) targets an increase in the percentage of Black and Hispanic third-grade students achieving College and Career Ready (CCR) status—scoring at levels 4 or 5—on the English Language Arts (ELA) End-of-Grade (EOG) assessments. Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029.</p> <p>Current Performance: According to preliminary EOG data for the 2024-25 school year, the combined CCR rate for Black and Hispanic third graders is 6.2%. The overall CCR percentage decreased slightly from 8.7% to 6.2%. Falling short 24.8% of the district goals.</p> <p>Hispanic student CCR rates declined from 6.5% to 5.0%.</p> <p>African American student CCR rates increased from 15.9% to 12.0%.</p> <p>Overall GLP 5.3%</p> <p>CCR 2.7%</p> <p>School Composite:</p> <p>3-5 math 36.6% proficient</p> <p>3-5 reading 21.2% proficient</p> <p>5th Science- 26.7% proficient</p> <p>EL Progress - 47.2% proficient</p>	Limited Development 08/06/2025		

Early Literacy (DIBELS Statistics):

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029.

for the BOY 25-26 47.9% of students were below or well below. Only 11% is above grade level.

Achievements and Challenges

Successes: This year, the school successfully implemented an instructional coaching framework facilitated by Teacher Leader Pathway roles. This initiative provided substantial support to educators across the school. Principal May organized weekly meetings with the Instructional Leadership Team (ILT) to ensure alignment of professional learning opportunities with the academic monitoring and data-driven strategies. The school utilized Mastery Connect to track student progress and make informed instructional adjustments, effectively reviewing MTSS Tier 2 and Tier 3 data monthly.

Challenges: Despite these successes, we faced challenges in maintaining consistent leadership in one-on-one meetings with the ILT to assess progress and provide necessary support. Additionally, there was difficulty in creating a structured walkthrough schedule for delivering focused support, as well as in providing consistent feedback using a school-developed form. These challenges are anticipated to continue into the 2024-25 school year.

Opportunities for Improvement: To address these challenges, the administration plans to implement a walk-through strategy that pairs administrators with instructional teachers for regular, intentional learning observations. Furthermore, enhancing the consistency of one-on-one meetings between the principal and ILT members will be prioritized to facilitate discussions on data and teacher coaching

progress.

How it will look when fully met:

The primary objective for the 25-26 school year is to meet established benchmarks that indicate successful implementation of strategic initiatives. This will be evidenced through various data metrics, ensuring alignment with school-wide goals.

Implementation of the Caring Schools Curriculum

Teacher Success: Teachers will effectively implement the Caring Schools Curriculum, fostering a supportive and inclusive learning environment.

Counselor Involvement: Counselors will conduct weekly guidance lessons in each classroom, promoting emotional well-being and social skills.

Opportunities for Growth:

Increase teacher representation on the school's Social Emotional Learning (SEL) team.

Enhance collaboration among staff to drive SEL initiatives.

Student Attendance Improvement

Goal: Reduce student absenteeism by 20%.

Strategies:

Implement targeted interventions for students with chronic absenteeism.

Engage families in attendance improvement initiatives.

Michael May

06/30/2026

Supporting Student Self-Efficacy

Sense of Belonging: Efforts will focus on improving students' sense of belonging, contributing to better engagement and outcomes.

Alignment of Expectations and Discipline

Expectation Alignment: Ensure that expectations across the school are consistent, promoting a positive culture.

Discipline Issues: Aim to reduce discipline issues by aligning with school-wide expectations.

Out-of-School Suspension (OSS):

Objective: Decrease the disproportionate rate of OSS.

Approach: Implement restorative practices and alternative disciplinary measures to keep students engaged in learning.

Achieving these objectives will require coordinated efforts among teachers, counselors, and administrators. By focusing on SEL, attendance, and discipline, Nations Ford Elementary aims to create a thriving educational environment where students can excel academically and socially. Regular assessment through data analytics will guide continuous improvement and ensure that benchmarks are met.

Actions		0 of 2 (0%)		
9/1/25	Schedule frequent classroom observations to monitor instructional practices. Use a structured feedback protocol to provide teachers with timely, constructive feedback that focuses on instructional improvement.		Michael May	06/20/2026
<i>Notes:</i>				
9/1/25	The principal will establish a comprehensive weekly walkthrough calendar. This calendar will incorporate strategic indicators to evaluate the current status of curriculum implementation, specifically focusing on CKH (Capturing Kids' Hearts), Social-Emotional Learning (SEL) instruction, and classroom management as outlined in the Educator's Handbooks. This initiative aligns with all institutional goals and the FAM-S 3 framework.		Michael May	06/20/2026
<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
<i>Initial Assessment:</i>		<p>Current Data Overview</p> <p>The collective College and Career Readiness (CCR) rate for these groups currently stands at 2.7%. This marks a decrease from the previous rate of 6.4%. Specifically, the CCR for third-grade students has experienced a slight decline, moving from 6.4% to 5.2%.</p> <p>Successes and Challenges</p> <p>One of the notable successes of the past year was the effective use of Professional Learning Communities (PLCs). Weekly planning sessions were supported by instructional leaders, and the deployment of an MCL 2 (Multi-Classroom Leader) provided direct support to teachers and students in third grade. Professional development initiatives, utilizing the PACE toolkit and differentiation strategies, were tailored to the needs of new and veteran teachers alike.</p> <p>However, a significant challenge has been providing academic monitoring with fidelity, largely due to constraints in time and resources. Looking ahead to the 2025-2026 school year, a key challenge will be ensuring consistent coaching support across all teaching staff. This is particularly crucial given the high number of inexperienced staff.</p> <p>Strategies for Improvement</p> <p>To address these challenges and enhance outcomes for the 2025-2026 school year, the following strategies are proposed:</p> <p>Enhance Coaching and Support:</p> <p>Regular One-on-One Coaching: Establish a system where coaches meet regularly with teachers across all content areas to provide personalized support.</p>	<p>Limited Development 08/06/2025</p>		

Expand Coaching Staff: Recruit additional coaches through the newly created Teacher Leadership Pathway to meet the growing need for teacher support.

Strengthen Teacher Leadership:

Utilize Teacher Leadership Pathway: Transition some of the PLC planning responsibilities to teachers participating in the Teacher Leadership Pathway. This will allow MCL2s to focus on broader tasks, such as supporting the Multi-Tiered System of Supports (MTSS) process.

Targeted Professional Development:

Differentiated Training: Continue to offer professional development that is differentiated based on teacher experience levels, integrating new strategies and resources as they become available.

Focused Academic Monitoring:

Data-Driven Instruction: Use comprehensive data analysis to inform instructional practices and interventions. This will help in identifying specific areas where students need additional support.

Community and Family Engagement:

Inclusive Communication: Increase engagement with families of Black and Hispanic students to better understand and address any external factors affecting student performance.

By implementing these strategies, we aim to improve student outcomes and meet set goals for the upcoming school year. Continued collaboration and support among staff, students, and families will be

crucial for success.

How it will look when fully met:

At Nations Ford Elementary, we have identified significant resource disparities in both instruction and training. To address these disparities effectively, our strategy includes recruiting highly effective teachers and utilizing differential funding to enhance student development and success. These actions are aimed at directly impacting our strategic goals, specifically Goals 1 and 3.

To ensure these improvements are deeply embedded into our school's culture, we are implementing a comprehensive system-wide monitoring process. This process will involve collaborative instructional teams that convene regularly to review student data derived from screenings, progress monitoring, and outcome assessments. These evaluations will guide our instructional strategies across all tiers, thereby supporting our first goal of increasing the number of third-grade students achieving a College and Career Readiness (CCR) level of 4 or 5.

Moreover, we anticipate this fully implemented process to significantly enhance our EVAAS growth metrics. Specifically, we expect to see improvements in our English Language Arts (ELA) growth index, moving from -2.23 to an index of 3, indicating substantial progress.

Our commitment extends to the continuous use of both quantitative and qualitative data, including benchmarks and MAP testing. This data-driven approach will facilitate the ongoing assessment and monitoring of student achievement. Furthermore, it will empower our Instructional Leadership Team (ILT) to provide targeted coaching and professional development opportunities for our educators, ultimately driving growth in ELA.

By focusing on these strategic initiatives, Nations Ford Elementary is

Michael May

06/30/2026

dedicated to fostering an equitable and high-performing educational environment that meets the needs of all our students.

Actions

0 of 3 (0%)

9/26/25 Funding Allocation: \$65,000 for interpreter services and \$4,000 for parent/family engagement initiatives.

The administration will hire an interpreter/translator to enhance family engagement. (\$37,070 without benefits) This service aims to support academic and social-emotional learning at home. This action aligns with FAM-S-3, Goal 1, and Guardrail 3 under Title I.

Objective: The school will utilize Title I funds to provide ongoing support for families. This initiative aims to ensure that students achieve proficiency or above in English Language Arts (ELA), mathematics, and science assessments.

Implementation: Throughout the academic year, the school will host curriculum and content nights, offering resources and strategies to families to assist their children in academic endeavors at home. (Principal Coffee (Panera) \$213)

Michael May

06/10/2025

Notes:

9/1/25 During the 2024-25 school year, our school identified a resource inequity in instructional training. To address this issue, we plan to recruit highly effective teachers using differential funds. This strategy aims to enhance student achievement(All Goals)

Michael May

12/05/2025

Notes:

9/1/25 For the 2025-26 school year, we will utilize Title I funds to cover the differentials for our Teacher Leader positions (\$32,872.95 without benefits). These positions are crucial in retaining our most effective and highly qualified teachers, ensuring they continue to work directly with our students. The Teacher Leader positions also enable us to coach and build the capacity of our faculty. Multi-Classroom Leaders (MCLs) will offer coaching on instructional strategies, specifically focusing on lesson differentiation for Multilingual (ML) and Exceptional Children (EC) students, as well as small group instruction. This aligns with Guardrail 1 and our Targeted Support and Improvement (TSI) objectives. (Guardrail 1) (TSI)

Michael May

06/20/2026

Notes:

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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<i>Initial Assessment:</i>		<p>Goal Alignment: The Strategic Improvement Plan (SIP) targets an increase in the percentage of Black and Hispanic third-grade students achieving College and Career Ready (CCR) status—scoring at levels 4 or 5—on the English Language Arts (ELA) End-of-Grade (EOG) assessments. Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029.</p> <p>Current Performance: According to preliminary EOG data for the 2024-25 school year, the combined CCR rate for Black and Hispanic third graders is 6.2%. The overall CCR percentage decreased slightly from 8.7% to 6.2%. Falling short 24.8% of the district goals.</p> <p>Hispanic student CCR rates declined from 6.5% to 5.0%.</p> <p>African American student CCR rates increased from 15.9% to 12.0%.</p> <p>Overall GLP 5.3%</p> <p>CCR 2.7%</p>	Limited Development 08/06/2025		
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School Composite:

3-5 math 36.6% proficient

3-5 reading 21.2% proficient

5th Science- 26.7% proficient

EL Progress - 47.2% proficient

Early Literacy (DIBELS Statistics):

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029. Successes and Challenges

Successes:

Implementation of MTSS: The Multi-Tiered System of Supports (MTSS) was successfully implemented, providing students with evidence-based instructional strategies tailored to their needs.

Progress Monitoring: The regular review and monitoring of student progress proved effective, with the MTSS team meeting consistently to discuss data and determine necessary interventions.

Improvement in SEL and Behavior: Significant improvements were noted in social-emotional learning (SEL) and behavior, with a reduction in students needing tiered support plans from 50 to 12 by year-end.

Academic Progress: The percentage of students in Tier 3 for reading decreased from 52% to 35%, while math saw a reduction from 29% to 26%.

Challenges:

Behavioral Supports: There was a gap in identifying research-based strategies for behavioral interventions, which remains an area of opportunity.

Staff Turnover: High turnover rates, including the Behavioral Management Team (BMT) and counseling staff, posed a challenge in maintaining consistency in interventions.

Strategic Plan for 2025-2026

Academic and Behavioral Interventions

Enhance Behavioral Supports: Prioritize the development and implementation of evidence-based behavioral strategies. This will be integrated into the MTSS framework to ensure a holistic approach to student support.

Staff Training and Development: Focus on coaching and training new staff in the MTSS process to ensure consistency and effectiveness in interventions.

Behavior Tracking: Establish behavior data tracking as a standard component of the MTSS process, utilizing a referral data-driven system to document all behaviors in the Educator Handbook.

Data and Progress Monitoring

Utilization of Data: Continue leveraging Branching Minds and other data sources to analyze tiered interventions and student progress, even in the absence of official EVAAS data.

Regular Evaluations: Maintain the practice of regular evaluations and discussions of progress tracking data by the MTSS team to make informed decisions on student interventions.

Goals for Improvement

Increase Academic Proficiency: Aim to elevate proficiency levels across all subjects, with targeted interventions for reading and math to achieve measurable improvements.

Expand Support Systems: Develop comprehensive support systems that address both academic and behavioral needs, ensuring all students receive the necessary resources and guidance.

<p>How it will look when fully met:</p>	<p>At Nations Ford Elementary, our Leadership Team, comprising the principal, instructional team leaders, and other key professional staff, convenes regularly—at least twice a month for meetings lasting one hour or more—to evaluate the implementation of effective educational practices. This team of professionals utilizes data-driven insights to identify optimal support strategies and ensures that progress is consistently monitored. Results are communicated to relevant stakeholders to maintain transparency and inform decision-making.</p> <p>We prioritize progress monitoring as a critical component of our response to intervention framework. Student skill assessments are conducted routinely, and the data is plotted on graphs to visualize trends. These trend lines are instrumental in determining the efficacy of current interventions and whether alternative instructional methods are necessary for any student.</p> <p>Upon full integration of these indicators, interventions and progress monitoring data are incorporated into tiered intervention plans. This process is facilitated using Branching Minds, which helps establish a clear team structure with designated roles, responsibilities, cross-team communication norms, and a regular meeting schedule complete with agendas.</p> <p>Our commitment is to ensure each student receives tailored support based on their individual needs, thereby fostering an environment conducive to academic success.</p>		<p>Michael May</p>	<p>06/30/2026</p>
<p>Actions</p>			<p>0 of 4 (0%)</p>	
<p>9/1/25</p>	<p>To enhance the overall performance of students with disabilities (SWD), the Instructional Leadership Team (ILT) at our ATSI school will implement evidence-based interventions. Specifically, we will conduct walkthroughs to provide constructive feedback and elevate leadership capacity in instructional best practices. This initiative aligns with Goal 4.</p>		<p>Michelle Collis</p>	<p>05/10/2026</p>
<p>Notes:</p>				

9/25/25	Enhance the effectiveness of small group instruction through the integration of appropriate instructional supplies and technology, thereby improving student engagement and academic outcomes. (Office Depot for instructional materials \$2,000) and (Apple for Ipad chargers \$1,000)		Michael May	05/10/2026
<i>Notes:</i>				
9/1/25	The principal will allocate staffing resources to appoint an interventionist dedicated to providing K-5 math and reading interventions. These interventions are designed for students on Tier II and Tier III of the Multi-Tiered System of Supports (MTSS) plans, utilizing iReady data to support students who are not performing at grade level. This action supports the achievement of Goal 4.		Michael May	06/20/2026
<i>Notes:</i>				
9/1/25	The administration will develop and implement a master schedule that facilitates a tiered instructional system. This system aims to ensure each grade level receives targeted interventions, in alignment with FAM-S-3 and Goal 4.		Michelle Collis	06/20/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Objective Overview: The primary goal for the School Year (SY) 2025-26 is to significantly increase the percentage of Black and Hispanic 3rd-grade students achieving College and Career Ready (CCR) scores—levels 4 or 5—on the English Language Arts (ELA) End-of-Grade (EOG) assessments.</p> <p>Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029.</p> <p>Successes and Challenges:</p>	Limited Development 08/06/2025		

Success: Strategic weekly time allocation for Professional Learning Communities (PLCs), involving the Instructional Leadership Team (ILT) and implementing the Multi-Classroom Leader (MCL) 2 model to enhance support for 3rd Grade students and educators.

Professional Development (PD): Utilized the PACE toolkit and differentiated PD tracks for new and veteran teachers. However, the implementation of aggressive monitoring through the Get Better Faster Coaching Model was not fully realized, due to a significant portion of staff (40%) being new teachers with less than three years of experience.

Challenges for SY 2025-2026

Staffing: The loss of key staff members is a significant obstacle.

Professional Development: Need for differentiation to address the diverse needs of each grade level.

Opportunities and Implementation Plan for SY 2025-26:

Staff Recruitment:

Prioritize hiring qualified candidates for the MCL positions to strengthen leadership and instructional support.

Enhanced Professional Development:

Develop and implement PD that is tailored to the specific requirements of each grade level and PLC. This will include components of aggressive monitoring to ensure fidelity.

Continue and expand the differentiated PD approach to better cater to both new and veteran teachers, ensuring all staff are equipped with the necessary skills and tools.

Collaborative Efforts:

Engage consistently with the Multilingual Learner (ML) team to address

the needs of incoming students, ensuring that language barriers do not impede CCR achievements.

Instructional Leadership Team Strategies:

Leverage the capabilities of the ILT to deliver targeted support and specialized PD, addressing educator needs and fostering an environment conducive to achieving SIP goals.

By implementing these strategies, Nations Ford Elementary aims to enhance the learning outcomes for Black and Hispanic 3rd-grade students and make significant progress towards the CCR targets for the 2025-26 school year. This comprehensive approach seeks to address past challenges and leverage successes to foster an equitable and supportive educational environment.

How it will look when fully met:

Objective: To enhance instructional practices by implementing a tiered coaching model using the Teaching and Learning Plan (TLP), differentiated by staff needs and grade levels.

Goals:

Differentiated Professional Development (PD): Tailor PD to meet the unique needs of each grade level, leveraging Professional Learning Communities (PLCs) for continuous improvement.

Instructional Leadership Engagement: Utilize both individual and PLC-based development opportunities to foster a robust learning environment.

Michael May

06/30/2026

Immediate Feedback System: Establish a biweekly walkthrough system to provide immediate and constructive feedback to instructional staff, utilizing the "Get Better Faster" framework.

Implementation Strategy:

Tiered Coaching Using TLP:

Assess and categorize staff based on their professional development needs.

Align coaching interventions with specific grade levels to ensure targeted support.

Facilitated PLC Planning:

Appoint Multi-Classroom Leaders (MCLs) or facilitators with expertise in content areas to lead PLCs.

Ensure English as a Second Language (ESL) and Exceptional Children (EC) representation to address diverse learning needs.

Data-Driven Evaluation:

Collect evidence through comprehensive meeting agenda minutes.

Conduct classroom walkthroughs to ensure 100% compliance with grade-appropriate lesson delivery.

Instructional Coaches Alignment:

Develop weekly agendas that reflect alignment within and between

grade levels, as well as across different disciplines.

Evidence of success:

Comprehensive meeting agenda minutes documenting progress and strategies.

Consistent classroom walkthrough data reflecting that all classrooms are delivering grade-appropriate instruction.

Instructional coaches' agendas demonstrating alignment and coherence across grade levels and subjects.

This plan aims to foster a culture of continuous improvement and excellence at Nations Ford Elementary, ultimately enhancing student outcomes and teacher effectiveness.

Actions		0 of 2 (0%)		
9/1/25	The ILT team will conduct weekly walkthroughs to collect data on behavioral and literacy trends from K-5 classrooms. This data will be utilized to provide teachers with constructive feedback aimed at enhancing instructional practices. (Aligned with Goal 1, FAM-S 29)		Michelle Collis	06/20/2026
<i>Notes:</i>				
9/1/25	Instructional teams will engage in collaborative efforts with the leadership team to analyze data following each benchmark assessment period. This collaboration is intended to enable differentiated instruction that addresses the diverse needs of all students. (Aligned with Goal 1)		Michael May	06/20/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Reduction in Out-of-School Suspensions (OSS) Disproportionality	Limited Development 08/06/2025		

Over the past few school years, Nations Ford Elementary has made significant strides in reducing the disproportionality of Out-of-School Suspensions (OSS) among Black students. The data indicates a decrease from 14% in the 2021-22 school year to 9% in 2022-23, with a target of achieving 4% by the 2023-24 school year. In the 2023-24 school year, we observed a disproportionality rate of 20.9%, an improvement from the previous year's 24.2%, marking a 3.3% reduction. This reduction in OSS disproportionality is a testament to our successful school-wide initiatives.

Panorama Data-Based Objectives

Self-Sufficiency and Time Management:

Self-Sufficiency: Our goal to increase the percentage of students in Grades 3-5 who feel self-sufficient from 52% (Fall 2021) to 61% in 2022-23, and 68% in 2023-24 was not fully realized. Current statistics show only 52% of students feel self-sufficient, falling 16% short of our target.

Time Management: We aim to increase the proportion of students who feel confident in managing their time from 72% in the Fall 2021 Panorama Screener to 75% in 2023-24. However, only 61% of students reported a positive self-perception in this area.

Student Participation:

Our third goal was to improve student participation self-perception from 66% in Fall 2021 to 72% by September 2024. Unfortunately, there

was a decline from 73% in 2022-23 to 64% in 2023-24. A contributing factor was the reduced participation in parental surveys, impacting the data accuracy.

Attendance and Engagement

Chronic absenteeism remains a challenge, with 29.6% of students being chronically absent. Despite this, the implementation of the Capturing Kids' Hearts program has positively influenced school culture, reducing classroom management issues and office referrals. Our counselors have been instrumental in delivering social and emotional learning (SEL) lessons across K-5 classrooms, fostering an environment where relationships aligned with our character qualities are celebrated.

Multi-Tiered System of Supports (MTSS)

The establishment of the MTSS Leadership Committee has been pivotal in monitoring and supporting students with intervention-resistant behaviors. Our team met regularly to analyze student data and ensure appropriate supports were in place. The Panorama survey was successfully administered twice during the academic year.

Challenges and Opportunities

A key challenge has been the limited SEL provision for Kindergarten and 1st-grade students due to having only one counselor. Moving forward, the 2024-25 school year presents several opportunities:

Implementation and Fidelity: We will enhance the implementation of the Caring Schools curriculum and Capturing Kids' Hearts through regular administrative walkthroughs and ensure every teacher adheres to the curriculum.

Professional Development: We plan to initiate professional development sessions at the start of the school year. These sessions will involve the student support team, focusing on resource alignment and assistance for students who are identified as needing additional support.

Feedback Mechanisms: Collaborating with the SSPLC, we aim to provide timely feedback to teachers, fostering a culture of continuous improvement.

Actions for the 2025-26 School Year

Continued Reduction of OSS: Aim to further decrease OSS disproportionality to align with our previous targets.

Increase Self-Sufficiency and Time Management Skills: Develop targeted interventions to enhance student self-perception in self-sufficiency and time management.

Focus on Attendance: Implement strategies to reduce chronic

absenteeism, such as personalized attendance plans and increased family engagement.

Expand Counselor Resources: Explore possibilities for increasing counselor availability to enhance SEL delivery across all grades.

Data-Driven Initiatives: Continue to leverage data from Panorama surveys to inform decision-making and track progress.

How it will look when fully met:

When this objective is fully realized, all teachers will be attentive to students' emotional states, guide them in managing their emotions, and arrange for appropriate supports and interventions. To ensure the faithful implementation of Social and Emotional Learning (SEL), we will utilize evidence and data, including the "Caring Schools" curriculum. Collaboration with the School Support and Professional Learning Community (SSPLC) will facilitate timely feedback to teachers.

We will employ Branching Minds data to appropriately tier students and ensure they are receiving necessary interventions. This will allow us to monitor and verify the effectiveness of these interventions. Additionally, we will track the Panorama survey to incorporate students' perceptions into our evaluations.

The Leadership Team, comprising the principal, instructional team leaders, and other key professional staff, will convene regularly—twice a month or more for one-hour sessions—to review and enhance the implementation of effective practices. A dedicated team of professionals will analyze data to determine optimal supports, monitor progress consistently, and communicate results to relevant stakeholders.

Michelle Collis

06/30/2026

We are committed to making progress monitoring a critical component of our response to intervention strategies. At Nations Ford Elementary, student skills will be assessed regularly, with results plotted graphically to identify trends. This will help determine if an intervention is effective or if alternative instructional methods are required.

Once fully integrated, the interventions and data monitoring for tiered intervention plans using Branching Minds will establish a clear team structure with assigned roles, responsibilities, cross-team communication norms, and a regular meeting schedule and agenda. Students will receive support based on their individual needs.

To further support interventions and enhance student performance both academically and socially, we will utilize the Panorama survey and other school-based surveys to monitor progress and identify trends through the Multi-Tiered System of Supports (MTSS).

Actions		0 of 3 (0%)		
9/1/25	The Administrative Team will conduct professional development sessions for teachers, organize student assemblies, and provide explicit classroom instruction. These activities will occur within the first two weeks of the term and will include quarterly classroom reviews. The focus will be on reinforcing school-wide expectations and the behavior matrix. This initiative aligns with Guardrail 3 and FAM-S 30.		Jennifer Harrison	06/20/2026
<i>Notes:</i>				
9/1/25	The Administrative Team will conduct professional development sessions for teachers, organize student assemblies, and provide explicit classroom instruction. These activities will occur within the first two weeks of the term and will include quarterly classroom reviews. The focus will be on reinforcing school-wide expectations and the behavior matrix. This initiative aligns with Guardrail 3 and FAM-S 30. Link: https://docs.google.com/document/d/1zhQ9ZMUy0nFIHkSpq6k3B8-pwiGZuITPkhjWfghpw7l/edit?tab=t.0		Michelle Collis	06/20/2026
<i>Notes:</i>				

9/1/25 Teachers will integrate daily Social Emotional Learning (SEL) sessions into the school curriculum. This will involve utilizing the Caring Schools Curriculum for grades K-5, the Second Steps Curriculum for Pre-K, and components from the Capturing Kids' Hearts program, such as Morning Meetings, Journaling, Good Things, and Signals. These practices will serve as the core of our school-wide SEL initiatives to adequately support the SEL needs of our students, in support of Guardrail 3 and FAM-S 31.

Michelle Collis

06/20/2026

Notes: