

Comprehensive Progress Report

Mission: Our Mission is to grow our students at least 1.3 academic years.

Vision: At Newell, our vision is to engage all scholars while building positive relationships through the establishment of high expectations that will allow them to truly feel supported, welcomed and safe in the school environment.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 49.5% in SY2024-25 to 54.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 12.5% in SY2024-25 to 17.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 44% in SY 2024-25 to 55% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS incidents will decrease from 46.7% in SY 2024-25 to 23.4% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 28.9% in SY2024-25 to 23.9% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Successes for the 2024-25 school year include the principal conducting classroom walkthroughs twice each week and providing timely feedback to teachers, and facilitators. The LC walked 3rd-5th grade and attended their PLCs to ensure that high-quality instructional experiences were planned and executed for all students. The Instructional Leadership Team leveraged the feedback from walkthroughs to coach teachers, support PLCs, and provide resources students needed to meet their goals. Core action walkthroughs provided teachers and ILT Members with an understanding of the impact the indicators have on instruction and teaching. Based on preliminary data as of June 2025, Black and Hispanic 3rd grade students have a combined goal of 23.9% at CCR. Our Hispanic students increased from 4.1% to 9.2% CCR growth, however our Black 3rd grade students decreased from 10.7% to 2.7% CCR. We have an unofficial Grade 3 Reading proficiency score of 7.4% CCR .

The instructional leadership team utilized the CORE Action Walk form to provide teachers with immediate feedback and track grade level and schoolwide trends each week. This feedback was added to the weekly ILT agenda to discuss improvements in systems, delivery, and student/teacher performance. According to Insight Data, Teachers reported that they received observations and feedback and were able to use it to improve student achievement. Our Insight Score for observation and feedback was 6.6.

A challenge that we are facing with implementing this goal during the 2025-2026 academic year is ensuring that consistent feedback and support will be given to support staff such as TAs, ML, EC, etc. Consistently scheduling and conducting at minimum two CORE Walks each month, coordinating walks with the leads of the support staff to ensure consistent feedback and coaching is provided may prove to be a challenge.

With full Implementation, the principal will implement strong academic systems for the delivery of instruction and monitor their effectiveness through the weekly data meetings with each grade level, and walkthroughs.

Limited Development
08/08/2024

How it will look when fully met:		<p>With full implementation, the principal will implement strong academic systems for the delivery of instruction and monitor their effectiveness through the weekly data meetings with each grade level, and walkthroughs.</p> <p>Based on coaching and feedback, weekly walkthroughs, and formal observations, teachers will build instructional capacity across their PLC to meet the academic needs of all students. Therefore, when this objective is fully met, there will be evidence to show an increase in student data, exceeding 1.5 years academic growth. The principal will have established a process for providing immediate feedback and holding coaching conversations, as well as providing PD opportunities to ensure all teachers effectively analyze data. Weekly monitoring of individual coaching logs, PLC agendas and/or lesson plan data will demonstrate effective alignment and progress.</p> <p>The principal monitors teachers' instructional practices, the work of Instructional Teams, and the teacher's planning and preparation. The principal collaboratively builds strong academic systems for instruction and monitors them regularly to assess their effectiveness. Student achievement increases as a result of the principal's commitment to curriculum and instruction.</p> <ul style="list-style-type: none"> • An administrator will be present in 90% of PLC Meetings. • CCR will increase by 10% in Reading, Math, and Science 		Kyerra Oglesby	06/30/2026
Actions			0 of 2 (0%)		
	8/8/24	By October 2025, the principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to Goals 1, 2, and 3 and FAM-S 3)		Kyerra Oglesby	10/31/2025
	<i>Notes:</i>				
	6/3/25	By October 2025, the Instructional Leadership Team (ILT) will complete a minimum of two per month Core Action walk-throughs to provide teachers with curriculum-aligned instructional feedback to build teacher capacity. (3rd ELA and EVAAS, FAM-S 29)		ILT	10/31/2025
	<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:

As of June 2025 we have made some GLP progress, we have an overall composite score consisting of GLP 33.2% and CCR 17.5%. The district provides an area learning community superintendent that serves as the principal's direct supervisor and support contact. The SPA-B learning community team conducts learning walks and are on-site regularly for support and feedback. Principals are required to present their progress on school improvement implementation to receive feedback on next steps for continuous improvement.

As of June 2025 the successes we experienced related to this indicator in meeting our is that the learning community provides support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. The SPA-B learning community team also provides monthly opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices. Additionally, as the school works to best utilize CSI and Restart funds to meet student needs, the school works closely with district representatives from the Title 1 office for budget compliance.

As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is our need for certified teachers to support core instruction. The utilization of guest teachers creates an opportunity that has a funding expiration date. Additionally, the lack of financial resources to incentivize students and educators academic success. The Majority of our CSI, Title One, and Restart funding has been allocated to securing staff for the 2025-2026 SY.

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year is to work collaboratively with district supports to devise a plan of recruiting highly effective teachers with the use of differential funds to increase students achievement and growth.

Limited Development
09/15/2023

How it will look when fully met:	When this objective is fully met, the coaching and feedback provided by the SPA-B Learning Community support along with the professional development and the recruiting and retaining highly effective teachers in place will result in Newell Elementary School no longer having the CSI-Low Performing School designation.		Kyerra Oglesby	06/30/2026
Actions		0 of 1 (0%)		
9/15/23	Within the 2025-26 school year, our school identified the following resource inequity, underperformance in reading within Hispanic and Black students and students with disabilities. As a result, by October 2025 our school plans to mitigate this inequity by utilizing Title 1 funds to hire and retain one tutor (\$18,383.88 excluding benefits), three EIT 2 teachers at (\$13, 500 excluding benefits), and one Instructional Associate (\$36,867 excluding benefits) to increase instructional access for all students and increase our CCR goal by 15% (Goal 1,2,3 and Guardrail 1).		Kyerra Oglesby	10/31/2025
<p>Notes: Budget: Retention Bonuses (CSI) \$161,000 Classroom/P.E Teachers (CSI) \$106,847.06 Classroom/Computer Teachers (905) \$141,393.13</p> <p>T1 CNA: https://drive.google.com/file/d/1LMKSyp12HsdlsxEQSmDnAEB5bzIJ_d2F/view?usp=sharing</p>				

Core Function:		Domain 3: Instructional Transformation			
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

Initial Assessment:

As of June 2025 we have made some progress towards meeting this goal. EVAAS data will be available in the fall.

As of June 2025 our MTSS data shows Newell's Tier 1 students increased from 39% to 51% in Reading and decreased 1 percentage in math from 51% to 50%, which indicates some progress towards students being able access the core instruction in the classroom, and indicates success in aligning appropriate interventions and monitoring student progress. Successes related to this indicator in meeting our goal is that students' received Orton-Gillingham (OG) interventions by trained OG tutors. The Augustine Literacy Project (ALP) tutors were used to support interventions and skills. The MTSS Dean implemented the standard treatment protocol and monitored student progress. The MTSS leadership team met throughout the school year to review student's progress, and interventions. Additionally, the alignment of the Self-Assessment of MTSS (SAM) to the results of the Facilitated Assessment of MTSS (FAM-S) provided the team with a holistic view of our perception of our MTSS program compared to the actual implementation of MTSS.

As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is not having funding to maintain the trained tutors we had to fully support Tier II/III students needing interventions in reading. With funding not available for the trained tutors, and shifting to guest teachers to provide intervention support also creates an opportunity that has a funding expiration date. Additionally, the opportunities we face is progress monitoring being done with fidelity and the data consistently being entered into Branching Minds on time. As of June 2025, 47% of the students at Newell are on a reading plan and 49% in math.

As of June 2025 the opportunities that exist to address the challenges for the 2025-2026 SY is to build sustainable actions for the long term of MTSS intervention and support by building capacity with more permanent staff. The MTSS Dean will provide targeted support for classroom teachers to ensure assessment of core instruction in the classroom. Our Dean of Students will work closely with the Dean of MTSS and teachers to better align the Core using the Capturing Kids' Heart model.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the criteria is consistently implemented throughout the entire school. There will be evidence of teachers implementing core curriculum with integrity. Implementation of diverse use of best practices and strategies that address different learning styles and needs, and established MTSS team, structures and processes with a collaboration across general education and support staff (EC, TD, ML, counselors, BMTs, Psychologist, Communities in Schools, etc.); purposeful tiered instruction is being provided for academics and behavior based on appropriate student data.</p> <p>Based on academic and behavioral supplemental and intensive interventions, as well as core instruction, the attendance, social emotional, academic and behavioral needs of all students will be met. There will be effective data protocols in place to identify the overall health of the core instruction, students for tiered interventions and consistent progress monitoring of research based interventions. Therefore, there will be reductions in the dis-proportionality of special education referrals particularly among minority subgroups and there will be an increase in our school grade for our EC subgroup one letter grade. Students exceeding 1.5 years stretch growth.</p>		<p>Kydia McCoy (9/10/2025)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/28/25 By October 2025, the Dean of MTSS will oversee all aspects of MTSS once a week, including but not limited to, review grade level data to identify, group problem solving to support supplemental intervention in literacy and math, and provide the interventions for Tier 3 candidates to increase overall student progress. Additionally, Student Services Team (SST) members will provide supplemental and intensive interventions for students identified as chronically absent based on historical and current attendance records (SEL, Guardrail 1, EVAAS, FAM-S 3).</p>		<p>Kydia McCoy; Christina Lynch</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				
	<p>9/22/25 By the end of quarter 1, October 2025, we will implement systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.</p>		<p>LaDonne Dillard; Laura Greenlee</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				

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
<i>Initial Assessment:</i>		<p>Successes for the 2024-2025 school year include facilitators introducing the unpacking standards document during which a breakdown of each standard was completed resulting in a deep understanding of the standards, adjusting instruction to add pre-learning for various standards, and modeling of instruction. Small group instruction and groups were determined based on assessment data and teams utilized assessment resources for reteach and corrective teaching. Admin worked with teams (grade level, MLs, and EC teachers) on aligning instruction and grading with the district grading policy and compliance. Walkthrough data was provided to teams immediately and a plan was developed to implement feedback and changes. Changes were inspected and discussed in PLCs.</p> <p>As of June 2025 our Black and Hispanic 3rd grade students have not fully met CCR growth, they have a combined score of 23.9% at CCR. Our Hispanic students increased from 4.1% to 9.2% CCR growth, however our Black 3rd grade students decreased from 10.7% to 2.7% CCR. We have an unofficial Grade 3 Reading proficiency score of 7.4% CCR.</p> <p>As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of consistent planning and coaching protocols, and the implementation of the EL Education curriculum with fidelity to fully address the learning gap of students.</p> <p>The revision of scheduling, planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 2025-2026 SY will address the challenges by continuing to leverage the EL Education coaching and district support to increase the use of the EL curriculum with fidelity.</p>	Limited Development 07/30/2024		

How it will look when fully met:	This indicator will be fully met when criteria is consistently implemented throughout the entire school. There will be evidence of full Implementation of district curricula with integrity and evidence of the Core Actions. Strong and consistent PLC processes and procedures in place rooted in backwards design/instructional planning approach. Based on the alignment of teacher lessons to standards, effective coaching and feedback, and structured conversations in PLCs focused around standard-based lessons and student data, there will be evidence of increase in student growth and achievement data should be for all subgroups without gaps. Which indicate students will have exceeded 1.5 years growth and an increase in their academic scores according to district and state assessment data.		Kyerra Oglesby	06/30/2026
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Actions	0 of 2 (0%)		
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5/6/25	By October 2025, 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.		Aleya Yorn McDowell	10/31/2025
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<i>Notes:</i>			
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8/28/25	By October 2025, weekly planning time will be utilized to unpack unit EL modules and Illustrative math topics and review student data. We will use the student data to drive instructional practices, model core lessons, and incorporate testing strategies into daily routines. Additionally, Title 1 funds will be utilized to extend the learning experience with Heart Math (\$10,000) and Out-Teach (\$3,000) in efforts to increase our CCR goal by 15% (EVAAS, FAM-S 29).		LaDonne Dillard; Laura Greenlee	10/31/2025
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<i>Notes:</i>			
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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:	As of June 2025 we have not made progress towards meeting this goal. According to the Spring 2024 Panorama results, there was a 76% response rate. Spring Panorama results were not released EOY. According to Fall 2023, domain scores in the areas of engagement (62%	Limited Development 07/30/2024		
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- a 3% increase), self-management (66%- a 5% increase), and self-efficacy (51% - a 2% increase). We did not reach our goal for self-efficacy this year.

As of June 2025 the successes we experienced related to this indicator in meeting our goal includes the implementation of Capturing Kids' Hearts; teachers using daily check-ins to help improve students' overall social emotional concerns. We provided all classrooms/special areas with a calm corner and students used the PBIS platform for a morning and ongoing SEL check. Additionally, we added a BMT to support and de-escalate behaviors that could result in a Level 2 or higher response.

As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal target aligned to the indicator is addressing and monitoring student absenteeism, our Student Services Team includes a Social Worker and Communities in Schools representative to help address the critical rate of absenteeism. Analyze and progress monitor student behavior data reports to determine effectiveness of behavior interventions and strategies used in the classroom and small groups.

As of June 2025 the opportunities that exist to address the challenges for the 2025-2026 SY are implementing Capturing Kids' Hearts curriculum with fidelity at the beginning of the year to address students and families needs. The Student Services team will form SEL groups for assessment and more targeted support. To include the Behavior Modification Technicians (BMT) to assist in overseeing and monitoring the intervention process for behavior and to support students' emotional needs. Implement the EL curriculum's SEL school-wide components for community and relationship building in the classroom. During MTSS PLCs, students' academic and SEL progress will be discussed. We will also include behavior incidents as a data point to design the best action plan for students; we will determine next steps for supporting SEL and behavior for students to ensure implementation is consistent across the school. In addition, at the beginning of every day we will have a set SEL time at the beginning of the day for the entire school with expectation of using Caring School and Capturing Kids Heart curriculum.

How it will look when fully met:

Based on structured class morning meetings, strategic hiring of support staff, and student support groups in place, there will be an increase in

**Kydia McCoy
(9/10/2025)**

06/30/2026

student attendance and a decrease in referrals for social and emotional issues. Students will be able to self-regulate emotionally at a higher rate and will be monitored socially and emotionally based on bi-monthly PLC meetings with counselors. All homeroom teachers will be using the Capturing Kids' Hearts and Caring School Community Curriculum each morning, following structured lessons with fidelity. Both, Capturing Kids' Hearts and Caring School Community Curriculum enables staff to build strong relationships within the classroom and support a safe, welcoming and healthy learning environment. Students will be fully engaged in their academic courses. Students who need support beyond the core support provided by implementation of the Caring School Community Curriculum will be referred for additional support through established MTSS structures and processes. General education and support staff (EC, TD, ML, Student Services, etc.) will collaborate to meet the needs of the whole child for all children. Purposeful tiered instruction and intervention will be provided to meet the needs of the whole child in alignment with the MTSS Standard Treatment Protocol. Behavior referrals will be fewer as compared to last school year. When this objective is fully met, all teachers will feel comfortable teaching students about identifying their emotions as well as demonstrating healthy expression of emotions. This will happen by connecting experiences with emotions and encouraging students to have a positive mindset, therefore, students will be able to more independently problem solve and regulate their own emotions, while teachers are able to gradually withdraw support.

Based on structured class morning meetings, strategic hiring of support staff, and student support groups in place, there will be an increase in student attendance and a decrease in referrals for social and emotional issues. Students will be able to self-regulate emotionally at a higher rate and will be monitored socially and emotionally based on bi-monthly PLC meetings with counselors. All homeroom teachers will be using the Capturing Kids' Hearts and Caring School Community Curriculum each morning, following structured lessons with fidelity. Both, Capturing Kids' Hearts and Caring School Community Curriculum enables staff to build strong relationships within the classroom and support a safe, welcoming and healthy learning environment. Students will be fully engaged in their academic courses. Students who need support beyond the core support provided by implementation of the Caring School Community Curriculum will be referred for additional support through established MTSS structures and processes. General education and support staff (EC, TD, ML, Student Services, etc.) will collaborate to meet the needs of the whole child for all children.

Purposeful tiered instruction and intervention will be provided to meet the needs of the whole child in alignment with the MTSS Standard Treatment Protocol. Behavior referrals will be fewer as compared to last school year.

When this objective is fully met, all teachers will feel comfortable teaching students about identifying their emotions as well as demonstrating healthy expression of emotions. This will happen by connecting experiences with emotions and encouraging students to have a positive mindset, therefore, students will be able to more independently problem solve and regulate their own emotions, while teachers are able to gradually withdraw support.

Actions		0 of 4 (0%)		
5/6/25	The NC SBE's statutory provision 115C-105.27(b)(6) requires 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) (A4.06) . By October 2025, we will provide a minimum of 30 minutes of duty free lunch, daily.		Aleya Yorn McDowell	10/31/2025
<i>Notes:</i>				
5/6/25	Provide a positive school climate, under CMS Regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Aleya Yorn McDowell	10/31/2025
<i>Notes:</i>				
8/29/25	By October 2025, implement a three-tiered attendance plan to decrease chronic absenteeism frequency by 5% from the 2024-2025 school year. (EVAAS, Guardrail 3)		Christina Lynch; SST	10/31/2025
<i>Notes:</i>				

8/29/25	By October 2025, the SST and MTSS team will develop systems to identify students who need supplemental and intensive behavior support based on Educator's Handbook data. Title 1 funds will be utilized to hire a BMT to provide (\$37,806.00 excluding benefits) direct behavior support and implement interventions to decrease OSS by 5% (SEL, FAM-S 30).		Kydia Mccoy; Christina Lynch	10/31/2025
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