

Comprehensive Progress Report

Mission:

Our mission is to prepare each student to be a successful, educated, responsible member of society by assuring quality instruction in a safe and nurturing environment.

Our mission is to provide all students with a challenging and relevant education. This begins by increasing early identification of students who are in need of additional supports and services.

Vision:

We, the students, parents, educators, and community, are committed to academic excellence and service to others.

Goals:

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 (A2.04).

Duty Free Lunch: 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).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88.4% in SY2023-24 to 99.3% in SY2024-25. (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 for Hispanic Subgroup will increase from 40.0% in SY2023-24 to 45.0% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2) Name: Michelle Bitter School: McKee Road Elementary NCStar Indicator A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. OR NCStar Indicator A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. School Goal

The percent of students scoring College and Career Ready (CCR), (by student group/s relevant to school), on reading End of Grade assessments in grades 3-5 will increase from 63.9% in SY2023-24 to 70.0% in SY2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 5% in SY 2023-24 to 1% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 9.5% in SY 2023-24 to 4.5% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of its highly effective classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = 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
<p><i>Initial Assessment:</i></p>			<p>During the 2024–2025 school year, the administrative team successfully monitored curriculum and instruction, providing clear and constructive feedback to teachers. This will remain an area of focus for the 2025–2026 school year, with an emphasis on ensuring professional development components are implemented consistently. The targeted priority is to increase instructional rigor in order to raise the percentage of students demonstrating college- and career-ready skills from 71% to 76%. Progress will be monitored through informal walkthroughs using a newly developed walkthrough tool, as well as through formal observations. We began monitoring individual teachers using a facilitative coaching during the 2024-2025 school year. This model was chosen in consideration of the experience and performance of our team. We monitored this process through a coaching document that included teacher feedback on current performance and work towards their own professional development goals as well as our school wide professional development of increasing rigor within ELA instruction. This included scheduled walkthroughs during the school year that were sporadic at times due to administrator/ Instructional lead schedules.</p>	<p>Limited Development 07/28/2025</p>		

<p>How it will look when fully met:</p>	<p>Monitoring of instruction and curriculum will be strengthened through a coordinated system of walkthroughs and observations focused on Core Actions, with special attention to Skills Block, ALL Block, and MTSS. The principal, assistant principal, and master teachers will use an updated triplicate paper tool to provide immediate, constructive feedback to teachers on the implementation of ELA best practices. A tiered coaching plan—delivered weekly, biweekly, or monthly based on teacher experience, EVAAS data, and teacher input—will ensure targeted support for professional growth and improved student learning. Instructional time will be safeguarded through a master schedule that provides uninterrupted learning blocks while guaranteeing 90 consecutive minutes of planning each week, allowing teams to collaborate, analyze data, and refine instructional strategies. Our goal will be to increase grades 3-5 grade level proficiency by three points to 90% and our college and career readiness by five points to 76%. Together, these actions will create a consistent, high-quality instructional environment that advances both Goal 1 and Goal 2 of the school improvement plan.</p>		<p>Lane Price</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/12/25</p>	<p>Develop and Maintain a Master Schedule that protects instructional time while providing 90 minutes of consecutive planning time every week. See master schedule for details. (Aligns to Goal 1 and Goal 2)</p>		<p>Lane Price</p>	<p>10/01/2025</p>
<p><i>Notes:</i> Make sure that AIG, EC, TA, and Flex schedules are properly documented in the SIP.</p>				
<p>8/12/25</p>	<p>Conduct walkthroughs and/or observations with focus on Core Actions, with a focus on Skills Block, ALL Block, and MTSS, to provide weekly constructive feedback on implementation of best practices in ELA; principal, assistant principal, and master teachers will conduct walkthroughs and observations using an updated triplicate paper document to provide immediate feedback for teachers. (Aligns to Goal 1 and Goal 2, FAM-S 16)</p>		<p>Lane Price</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>A tiered coaching plan will be in place for all staff members (weekly, biweekly, or monthly). Master teachers, assistant principal, and principal will serve as coaches to support teachers in growth and improved student learning. Tiering of teachers is based upon experience, performance (EVAAS), and teacher input. (Aligns to Goal 1 and Goal 2, FAM-S 29)</p>		<p>Sharon Payne</p>	<p>06/10/2026</p>
<p><i>Notes:</i></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
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Initial Assessment:	Over the past four years, our school has made significant strides in successfully implementing the tenets of Multi-Tiered System of Supports (MTSS). During the 2024-2025 school year, we continued to refine and enhance our practices. Through the MTSS process, we identified 11 students who received Exceptional Children (EC) support through an Individualized Education Plan out of 11, ensuring they received necessary services need to support their development. In addition, 18 students received intensive support, while 24 students will benefit from carryover supplemental plans, which will begin in September during the upcoming school year. These efforts demonstrated our commitment to providing targeted and effective interventions to support the diverse needs of all learners during the past school year.	Limited Development 08/12/2025		
How it will look when fully met:	Implementation of tiered instructional systems will be strengthened through a consistent, data-driven process embedded in PLCs and MTSS practices. Following each MVPA/DIBELS and benchmark assessment window, as well as during quarterly reviews of student work, PLCs will analyze data to determine next steps for meeting student needs through flexible grouping in ELA and Math MTSS blocks. Weekly PLC meetings will maintain a focus on student data, ensuring timely adjustments to instruction. Grade-level teams will identify students in need of Tier 2 and Tier 3 interventions, developing clear, actionable plans that may include small group instruction, reteaching, or targeted standards-based activities during flexible learning time. The MTSS Leadership Team will collaborate closely with grade levels to ensure that supplemental and intensive supports are accurately identified and implemented, resulting in individualized intervention plans that promote student growth and achievement. These processes align to Goal 1, Goal 2, and Goal 3, Guardrail 1, and FAM-S 3 and 29, fostering a school-wide commitment to meeting the needs of every learner. Our goal is to identify 100% of students that need supplemental or intensive support while also increasing the rigor of Core (Tier 1) to increase CCR in grades 3-5 to 76%.		Sharon Payne	06/10/2026
Actions		0 of 4 (0%)		
8/12/25	PLCs will review data after each MVPA/DIBELS and benchmark assessment windows, as well as quarterly review of student work, and a weekly focus on data to determine next steps to address student needs through flexible grouping in ELA and Math MTSS blocks (Aligns to Goal 1, Goal 2, and Goal 3, Guardrail 1, and FAMS 3 and 29)		Sarah Westbrook	06/10/2026

Notes: Kathy Kelly will collaborate with Sarah Westbrook to achieve success with this action step.

8/12/25 During PLC planning and data meetings, grade levels will discuss students in need of Tier 2 and 3 interventions during data meetings/review of student work to ensure that interventions are implemented throughout the year when needed. At the end of the discussion, a clear plan will be given for next steps for students. (Small group, reteaching, standards focus during flex.)

Sharon Payne

06/10/2026

Notes:

8/12/25 MTSS Leadership Team will collaborate with grade levels to ensure that students in need of supplemental and/or intensive supports are properly identified and a plan of action created as part of an intervention plan. Additional support staff will join the MTSS Leadership Team as needed to address academic, behavioral and/or medical needs.

Lane Price

06/10/2026

Notes: This to include General Education Students, Pre-Kindergarten and Special Needs students within the Extensions Program.

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.

Sharon Payne

06/10/2026

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
<i>Initial Assessment:</i>			During the 2024-2025 school year the instructional leadership team developed a comprehensive planning template to support and maintain a focus on standards-aligned units of instruction by grade level. A structured schedule for professional learning communities (PLCs) was established to facilitate ongoing collaboration among educators. Walkthroughs were conducted to ensure alignment with instructional standards, and regular discussions about best instructional practices were incorporated into PLC meetings to monitor and refine instructional strategies. In addition, staff were provided professional development (limited success) with implementing components of the district AIG matrix.	Limited Development 08/12/2025		

<p>How it will look when fully met:</p>	<p>Standards-aligned instruction will be enhanced through consistent district-led professional development focused on updated AIG resources, ensuring teachers have the tools to differentiate effectively for advanced learners. Throughout the year, grade levels will also engage in additional half-day planning sessions dedicated to aligning instruction with student needs in small group (flex) settings. This targeted planning will enable teachers to design purposeful, standards-based lessons that address gaps, extend learning, and support mastery for all students. By combining high-quality professional learning with intentional collaborative planning, instruction will be both rigorous and responsive, promoting strong academic growth across the school. Our goal will be to increase college and career readiness by five percentage points to 76% on End of Grade composite scores.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87% in SY2024-25 to 90% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades will increase from 63.4% in SY2024-25 to 67% in SY2025-26.</p>		<p>Lane Price</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/12/25</p>	<p>Develop and implement a professional development plan in conjunction with district AIG leadership to provide teachers with support in our efforts to implement revised AIG tools adopted by the district. Teacher will receive credit through MyTalent to document their efforts. Teacher leaders in the building will be asked to participate as co-presenters during the year to highlight the hard work and efforts our team.</p>		<p>Sharon Payne</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Grade Level PLC's will collaborate with the administrative team and master teachers to analyze data (academic, attendance, behavioral) on a quarterly basis during half day planning sessions. Adjustments to skills block/all block as well as flex time groupings will be discussed and refined during these planning sessions.</p>		<p>Kathy Kelly</p>	<p>06/10/2026</p>

Notes:

9/16/25

Indicator A2.04: 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 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.

Lane Price

06/10/2026

Notes:

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:

The school demonstrated attentiveness to students' emotional states by dedicating structured time for Social and Emotional Learning (SEL) through the Caring Schools curriculum. Each teacher received an individual copy of the resource, and planning time was set aside to allow for collaborative discussion of lessons. Following the initial implementation of ten lessons, PLC teams worked together to plan subsequent instruction. Student behavior was consistently monitored through the MTSS process, with the school counselor and psychologist engaged in relevant situations to ensure comprehensive support for students' emotional well-being.

Progress was measured through maintaining a low suspension rate of .55%. Suspension data, office referrals, and PowerSchool incidents were monitored to ensure student behavior and emotional support systems remained effective and responsive. Students needing supplemental or intensive supports were supported given our limited Standard Treatment Protocol. In addition chronic absenteeism dropped to 8.5%, down from +12% immediately following Covid. This can be contributed to our efforts to provide students with a safe and structured learning environment to all students.

The percent of Chronic Absenteeism will decrease from 8.5% in SY2024-25 to 5.0% in SY2025-26.

Limited Development
08/12/2025

<p>How it will look when fully met:</p>	<p>Through the intentional implementation of daily Social Emotional Learning lessons using the Caring Schools Curriculum (K-5), Second Steps for Pre-Kindergarten, and key principles from Stephen Covey’s Seven Habits, students will experience an increased sense of belonging and demonstrate improved social skills that contribute to a positive school culture. Dedicated morning SEL instruction, embedded in the master schedule, will ensure consistent opportunities for students to learn and practice skills essential for personal growth and responsible citizenship. Attendance and behavioral data will be routinely reviewed by Administration, Student Support Services, and the MTSS Leadership Team to identify students in need of additional support, leveraging internal and district resources as necessary. Biannual character assemblies will celebrate student growth and the modeling of positive social behaviors, fostering a community of recognition, engagement, and partnership with families. These actions and the school’s Attendance Plan, will collectively strengthen student well-being, engagement, and readiness to learn. Our goal will be to reduce chronic absenteeism to five percent, down from 8.5 % during the 2024-2025 school year.</p>		<p>Lane Price</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/16/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p>		<p>Lane Price</p>	<p>06/10/2025</p>
<p><i>Notes:</i> See Master Schedule</p>				
<p>8/12/25</p>	<p>Teachers will implement daily Social Emotional Learning lessons using the Caring Schools Curriculum(K-5) and Second Steps for Pre-kindergarten as well as elements of the Seven Habits created by Stephen Covey. Lessons will be taught in the morning as part of our dedicated SEL time documented within the master schedule. Student participation in the classroom lessons will increase the sense of belonging and the importance of learning and practicing appropriate social skills as part of being a positive part of society. (Aligned to Guardrail 3, FAM-S 31)</p>		<p>Ericka Ficker</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

8/12/25	Administration, Student Support Services, and MTSS Leadership Team members will review student attendance data and behavioral data to drive recommendations for supplement or intensive support dependent on the specific need. The school social worker, nurse, or additional Central Office support will be requested if resources within the scope of the school are insufficient to address needs. (Aligned to Guardrail 3 and our Attendance Plan)		Lane Price	06/10/2026
<i>Notes:</i>				
8/12/25	Implement character assemblies twice a year to recognize student growth and modeling of appropriate and positive social skills within the whole school environment. Teacher and students participate in the selection of students and parents are invited as part of our recognition assemblies. (Aligned to Guardrail 2, FAM-S 30)		Susan Campbell	06/10/2026
<i>Notes:</i>				
9/16/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. This will be supported through our school wide discipline plan that includes grade level meetings and incentive plan and recognition plan.		Lane Price	06/10/2026
<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
<i>Initial Assessment:</i>		Weekly communication from the principal and teachers was shared through ParentSquare to keep families informed of expectations, upcoming events, and important district news. In addition, fall and spring events were hosted to help parents understand curricular resources and the standards being taught. The school also held AIG parent meetings to support communication and engagement with families of identified students.	Limited Development 08/12/2025		
<i>How it will look when fully met:</i>		The school will successfully implement a coordinated system of communication with families who will feel that they are actively engaged as partners in the learning process. The principal offer parents time to meet informally to answer questions about the school and district and increase dialogue between to build stronger relationship. As a result, volunteerism to support instruction and culture will increase and students will demonstrate increased academic achievement, improved behavior, and stronger engagement in the learning community, reflecting the school communities dedication to excellence.		Lane Price	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	8/12/25	Engage parents in monthly Principal Coffee Talks. The format each month will include a academic topic (Example: Tiered Instruction and MTSS) to educate parents on our academic focuses as well as an open floor component in which parents can ask questions.		Lane Price	06/10/2026
<i>Notes:</i>					
	8/12/25	Once again ensure that our Fall Jamboree is completely staffed in support of this major fund raiser for our Parent Teacher Association. This will be achieved by starting recruiting efforts as soon as the school year starts in anticipation of the event. Parents will receive communication in person during Open House and Curriculum Night as well as digitally through parent square.		Sharon Payne	10/15/2026
<i>Notes:</i>					