

Comprehensive Progress Report

Mission:

Our mission is to cultivate a thriving Learning Immersion/Talent Development community where teachers, staff, families, and the community work together to provide and foster high-quality, engaging instruction that nurtures the whole child. Grounded in our vision to Inspire, Connect, and Achieve, we empower through rigorous academics/learning, meaningful relationships, and intentional support for their social and emotional growth. Together, we create an environment where every learner (including ourselves) is challenged, supported, and celebrated.

Vision:

At Mallard Creek, our Learning Immersion/Talent Development program is the driver for our commitment to high-quality, rigorous instruction that nurtures the whole child. We strive to INSPIRE curiosity and creativity, CONNECT learning to scholars’ social and emotional development, and ACHIEVE excellence by empowering everyone to reach their full potential.

Goals:

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 62 % in SY2024-25 to 68.7% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.8% in SY2024-25 to 38% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Goal 3: The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 40% in SY2024-25 to 44% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Goal 4: 85% percent of students in grades 3-5 enrolled in LI/TD cluster classrooms will perform at College and Career Ready (CCR) on end of grade assessments in Reading, Math, and Science. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Guardrail 1: The percent of Students with Disabilities (SWD) scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-5 will increase from 40% in SY2024-25 to 45% in SY2025-26. (Aligns to A4.01, B3.03, and CMS Guardrail 1)

Guardrail 2: The number of OSS/ISS incidents will decrease from 8% in SY2024-25 to 5% in SY2025-26. (Aligns to A4.06 and CMS Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease from 24.8% in SY2024-25 to 20% in SY2025-26. (Aligns to A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 80% of its highly effective classroom teachers throughout the 2025-26. (Aligns to B3.03 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
		<i>Initial Assessment:</i>	<p>May 30, 2025:</p> <p>We were successful with implementing full day planning sessions for Quarters 3 & 4. Time was provided off-campus for teachers to unpack standards, complete data analysis, and conduct action planning for small group instruction. Teachers had the opportunity to work collaboratively to plan effective lessons using the curriculum provided & resources from district specialists. into the data and plan differentiated lessons for teacher groups. The Instructional Leadership Team maintained a walkthrough schedule and shared our findings during our weekly meetings. That information was utilized to determine next steps in teacher support. Some challenges we incurred were the implementation of resources and strategies by a small percentage of teachers. Some teachers lacked the capacity to uphold the expectations of small group planning and instruction with fidelity. As a result, the leadership team was responsive to the support needed for teachers and students and worked closely with them as we prepared for end of grade assessments. This presented another challenge of adhering to our walkthrough schedule especially as it pertained to support staff and coaching meetings. Time as a resource was limited to accomplish the lofty goals of regular walkthroughs, coaching meetings, leading small groups, etc.</p> <p>In consideration of the 25-26 school year, our plan is to hold true to our coaching caseload, protecting that time with teachers and staff in order to build the teacher capacity and continuous improvement. In terms of our walkthrough schedule, we will continue doing grade level walkthroughs during our ILT meetings to encompass observation, debrief sessions, feedback to teachers, and necessary follow up. We will also extend our ILT walkthroughs to all grade levels instead of grades 3-5 as the foundational grades student performance directly impacts 3-5's performance in the following years. Typically K-2 is monitored in accordance with the walkthrough schedule, but for 25-26 SY, we want to be more intentional with assessing the grade level as a whole during our ILT meetings.. Data points and or artifacts: Full day Planning agendas, core and small group lessons, coaching and feedback spreadsheet, iReady, MVP. Unofficial 2024-2025 Results: K-3 Dibels proficiency -59.6%; 3-5 ELA GLP: 52.8%; 3-5 ELA CCR: 34%; 3-5 Math GLP: 63.6%; 3-5 Math CCR: 40%; Science Grade 5: Final Benchmark GLP-67.1% ; CCR-55.7%</p>	Limited Development 07/18/2024		

June, 2024:

Based on 2023-24 preliminary data, as of June 2024, we have a 29.1% CCR for Black and Hispanic students in 3rd grade ELA and a 67.7% GLP for the same subgroups.

In DIBELS, -53.5% of third graders showed at or above benchmark per their composite score. 55% of Hispanic and African American students scored at or above benchmark.

During the last administration of the MVPA assessments, our third graders scored a 56.5 percentage correct; and a 43.6 % projected proficiency score in the area of English Language Arts.

In our current state, the principal and the instructional leadership team conducted instructional walkthroughs that monitored the core or small group instruction of classroom teachers based on a weekly schedule in which they provided feedback via the Google Walkthrough Feedback Form or had follow up meetings with teachers based on questions or findings. The instructional leadership team also conducted bimonthly walkthroughs with district leadership and submitted information in the district platform. Discussions are held regarding coaching, feedback, and next steps. Walkthrough data revealed trending areas of growth and improvement throughout the school.

Successes that we have had are the implementation of the Relay coaching protocols learned through district professional development. We utilized the trends and patterns observed during walkthroughs to facilitate practice clinics that addressed a necessary skill set. We created a schedule that allowed teachers to partake in weekly visits to a model classroom, accompanied by an instructional leader. Teachers reflected upon their experience and practiced implementation of the observed skill in their classroom.

Challenges that we encountered were that during specific points within the school year, the instructional leadership team was unable to consistently visit classrooms on a weekly basis. Therefore unable to provide consistent feedback to teachers.

Opportunities to address these challenges would be to adjust the walkthrough schedule so that the amount of feedback isn't compromised, yet allowing flexibility within leadership responsibilities.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

The principal will establish a process for the instructional team to conduct calibrated core action walks for student engagement and standards-aligned instruction. Teachers will receive timely feedback and supportive measures, as needed, to strengthen their practices. As a result of full implementation, 69% of K-2 scholars will perform at or above benchmark in DIBELS, while 31% of scholars in grades 3-5 will score at College and Career Readiness on the end of grade assessments in literacy and math.

Andrea Bryant

06/11/2028

Actions

0 of 2 (0%)

9/2/25 The principal will use data from the walkthrough tool to plan and implement practice clinics and professional development to help support teacher development. Specific look fors for quarter 1 are room environment, small group instruction, collaborative seating, use of exemplars, and standards aligned instruction(Aligns to All goals and FAM-S 3)

Heather Stowe

01/06/2026

Notes:

9/2/25 The leadership team will provide tiered strategic coaching and individualized support to teachers and staff in order to build capacity and effectiveness. Look-fors are differentiated based on defining roles i.e. general classroom teachers, EC Teachers, and Instructional Leadership Team Members. (CMS Goals 1 & 2, Guardrails 1, 3, & 4)

Heather Stowe

01/06/2026

Notes: Coaching will be provided on a tiered cycle i.e. weekly, bimonthly, monthly, etc.

Implementation:

06/11/2025

Evidence

6/10/2025

Experience

6/10/2025

Sustainability

6/10/2025

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
<i>Initial Assessment:</i>		<p>May 30, 2025:</p> <p>As part of our ongoing commitment to improving student achievement and supporting teacher effectiveness, we have strategically utilized our staffing resources to accelerate student growth and ensure instructional equity.</p> <p>Through the hiring of a dedicated Reading Teacher, we have been able to enhance our MTSS (Multi-Tiered System of Supports) implementation with greater fidelity. This position has allowed for consistent progress monitoring, timely interventions, and detailed documentation of student growth through Branching Minds, ensuring that every scholar receives the support they need based on data-driven decisions. Our EIT2 (Extended Impact Teacher) has played a pivotal role in advancing achievement in 5th grade mathematics, providing targeted small group instruction, intervention, and enrichment. Her focused work has not only addressed learning gaps but has also empowered students to grow in both skill and confidence.</p> <p>In 4th grade math, our Multi-Classroom Leader (MCL) has led instructional improvement efforts that have resulted in measurable student growth from Beginning-of-Year (BOY) to Middle-of-Year (MOY) assessments. In addition to directly supporting student learning through small group instruction, our MCL has also served as a coach and thought partner for multiple teachers throughout the building. Her coaching has included lesson planning, co-teaching, modeling effective instruction, and providing actionable feedback, helping to build instructional capacity across grade levels.</p> <p>A particular challenge we faced in fourth grade was the lack of human capital. We restructured the classes moving from self-contained to departmentalized classrooms to accommodate the teaching shortage. For the 2025-2026 school year, we are purposeful in finding highly qualified and committed personnel to fill the open positions. Our Master Literacy and Math Teachers and our MCL will spearhead our weekly data analysis to include supporting teachers in implementing interventions, progress monitoring, and data analysis. Data points and or artifacts: Data trackers, Mastery Connect, iReady, MVPA, small group lessons, Branching Minds, Unofficial 2024-2025 Results: K-3 Dibels</p>	Limited Development 08/07/2024		

proficiency -59.6%; 3-5 ELA GLP: 52.8%; 3-5 ELA CCR: 34%; 3-5 Math GLP: 63.6%; 3-5 Math CCR: 40%; Science Grade 5: Final Benchmark GLP-67.1% ; CCR-55.7%nd or artifacts: Data trackers, Mastery Connect, iReady, MVPA, small group lessons, Branching Minds, Unofficial 2024-2025 Results: K-3 Dibels proficiency -59.6%; 3-5 ELA GLP: 52.8%; 3-5 ELA CCR: 34%; 3-5 Math GLP: 63.6%; 3-5 Math CCR: 40%; Science Grade 5: Final Benchmark GLP-67.1% ; CCR-55.7%

June, 2024:

Our school is actively implementing a tiered instructional system to deliver evidence-based instruction that meets the individual needs of students across all tiers. We are using a structured framework to categorize instruction into different tiers, ensuring that each tier addresses specific student needs. Teachers have received training and support to effectively implement this system and apply evidence-based practices. With 33% (8 out of 24) of our teaching team being new to us this year, we will need to provide additional professional development to ensure consistency and effectiveness across the team.

A success that we had for the 2023-24 school year was that we re-established our MTSS leadership team to include representatives from each grade level. This allowed a wider range of support for staff to stay compliant with intervention and progress monitoring expectations. Our MTSS Interventionist provided individual and small group professional development to aid teachers interpreting student outcomes and next steps. Scholars that have struggled academically have either improved in their benchmark data or have qualified for EC services.

We also were successful in our approach to a data driven culture with the collection of data through school wide trackers and scholars notebooks. We utilized these data profiles to support planning for small group instruction and to have crucial conversations with teachers and scholars. .

A challenge that we faced was the ability of individual teachers to keep up with the progress monitoring and interventions in order to produce consistent reliable data within a ten week time frame. Obstacles mentioned by teachers were available time, management of the system, usability of the Aimsweb platform, etc.

Additionally, data notebooks were not implemented with fidelity in all of grades 1 and 2 due to obstacles in onboarding the scholars and setting up the notebooks.

We will revisit opportunities to incorporate individual data notebooks and employ a system to ensure they are implemented across all grade levels. The master teachers in literacy and math will support MTSS during the 2024-2025 year and hold teachers more accountable for implementing their interventions and progress monitoring.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

This implementation will be fully met when 100% of teachers are implementing core curriculum with integrity to include using best practices and strategies to address the diverse learning styles effectively. Instructional decisions are guided by data from student assessments, allowing for targeted interventions and support. Regular formative assessments are conducted to monitor student progress and inform instructional adjustments. Teachers receive ongoing training and support to effectively implement the tiered system and utilize evidenced-based practices. As a result, 80% of teachers will meet or exceed growth in literacy and math as determined by their 2024-2025 EVAAS data.

Andrea Bryant

06/10/2028

Actions

0 of 6 (0%)

9/9/25 The master literacy teacher will facilitate collaborative planning meetings for grade level teams to analyze Dibels benchmark data and identify specific student needs and trends.

Angel Fleming

01/23/2026

Notes:

9/12/25 MCES will utilize \$27,255.39 of Title I funding to purchase instructional materials that will provide teachers with additional tools to yield engaging, effective instruction. As a result, there will be an increase of scholar performance on K-2 Dibels (68.7%) and grade 3-5 Reading (CCR-38%) and grade 3-5 Math (CCR-44%)

Jeanette Estell,
Nicole Rohde,
Krystina Morales, A

04/30/2026

Notes:

9/12/25	MCES will utilize \$30,000.00 of Title I funding for staff to participate in professional development at Ron Clark Academy in order to retain 80% of its effective teachers and for them to learn high-energy teaching strategies and techniques that foster student engagement, academic excellence, and a positive classroom culture.		Andrea Bryant	05/01/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$7,969.00 of Title I funding to hire teachers (including benefits) to provide before or after school tutoring to identified scholars in grades 3-5, in order to increase their growth and performance in reading and math as measured by iReady and end of grade assessments.		Krystina Morales	05/20/2026
<i>Notes:</i>				
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. (CMS Goals 1 & 2, Guardrail 1)		Heather Stowe	06/10/2026
<i>Notes:</i> In order to build student capacity of grade level standards, staff and teachers in grades K-5 will utilize the iReady platform and Curriculum Associates Ready resources (in grades 3-5) to support core and small group instruction. (CMS Goals 1 & 2, Guardrail 1)				
9/12/25	MCES will utilize \$4,500.00 of Title I funding for an EIT2 differential to help build teacher capacity in curriculum and instruction and to increase the College Career Ready to 68% in grade 4 reading.		Angel Fleming	06/10/2026
<i>Notes:</i>				
Implementation:		06/11/2025		
Evidence	6/10/2025 Requisitions and purchase orders; budget line items for hiring capital			
Experience	6/10/2025 When reviewing our staffing allotments and available monies we determined the highest leverage positions that could move the dial in our academics. In collaboration with our counselors and our behavior continuum, we felt that the purchase of our PBIS system would yield positive results around behavior and school climate. It was an effective tool the previous year. Teachers and support staff were able to add their input on desired supplies. After reviewing the remaining monies, staff were able to use an equitable distribution of the monies to support their classroom instruction.			

Sustainability	6/10/2025 We will need to determine the budget needs for next year; we will continue to utilize Title I funding to address applicable job titles and resources. Due to cuts in federal funding, we are operationing with less funding for the 25-26 school year			
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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
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Initial Assessment:

May 30, 2025:

We experienced success in scheduling extra planning time to do data dives in addition to our normal 45 minute planning sessions. This allowed us time with the teachers to plan for small groups based on both formal and informal assessment data. Practice clinics were also utilized to support gaps in curriculum instruction and implementation. Master Teachers, MCL's, and the Magnet Coordinator were consistent in facilitating well planned plc meetings that allowed modeling, evaluation of resources, data analysis and action planning, and peer feedback of lesson implementation. We partnered with district specialists and Performance Area teams to visit classrooms to observe teaching and learning, following up with debriefs and action planning. We experienced challenges with a percentage of teachers not coming prepared for these meetings because they did not complete the pre-work as outlined. Additionally, there were noticings of where grade level planning did not transfer over into the classroom as observed during instructional walks. Another challenge was the amount of beginning teachers in the building which resulted in a lack of content knowledge. For 2025-2026 we plan to address these deficits through professional development, intentional coaching protocols (Jim Knight and Relay), utilizing teacher leaders to facilitate planning sessions that should increase teacher buy-in, and being strategic with grade level and content area assignments, and coaching partnerships.

Data points and or artifacts: Full day Planning agendas, core and small group lessons, coaching and feedback spreadsheet, Unofficial 2024-2025 Results: K-3 Dibels proficiency -59.6%; 3-5 ELA GLP: 52.8%; 3-5 ELA CCR: 34%; 3-5 Math GLP: 63.6%; 3-5 Math CCR: 40%; Science Grade 5: Final Benchmark GLP-67.1% ; CCR-55.7%

June, 2024:

A target goal that aligned to this indicator was that the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 20.3% in SY2021-22 to 35.2% in SY2022-23 and 50% in SY 2023-24.

Based on 2023-24 preliminary data, as of June 2024, we have a 29.1% CCR for Black and Hispanic students in 3rd grade ELA and a 67.7% GLP

Limited Development
07/18/2024

for the same subgroups.

In DIBELS, -53.5% of third graders showed at or above benchmark per their composite score. 55% of Hispanic and African American students scored at or above benchmark.

During the last administration of the MVPA assessments, our third graders scored a 56.5 percentage correct; and a 43.6 % projected proficiency score in the area of English Language Arts.

Successes that we had for the 2023-24 school year is that we continued our partnership with the Data Use of Accountability Team to support instructional leaders and classroom teachers in building collaborative PLC's, analyzing and disaggregating data, and determining action steps. Instructional leaders and teachers were able to see a clearer path of how to support scholars based on our meetings with the DUSI team.

We were able to extend our facilitation of Thinking Maps through frames of reference and written text. Walkthroughs and scholar spotlights were used as part of fidelity checks. Weekly communication was distributed in our newsletter around extending the use of Thinking Maps. PLC teams met weekly, differentiating the planning model per team.

Academic monitoring PD was facilitated in three different cohorts. Instructional leaders were able to deepen their understanding of this pd through the district's quarterly Relay training.

A challenge that we faced for academic monitoring was teacher buy-in and executing the protocol with fidelity. Several teachers were apprehensive about using this system and often fell back into general monitoring of student work with no intention.

Our partnership with DUSI was not carried out for the full year as our original contact left the district. We therefore received support from other data analysts, although not consistent.

Opportunities for professional development will be built into the calendar to allow opportunities to address various levels of skill and teacher capacity. Professional development goals will start off as bite-sized so that teachers are able to embrace each element and execute it to the highest level. A new year often welcomes fresh ideas and a positive mindset. Including teacher leaders in the facilitation of these indicators will support buy-in.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met, teachers will be able to identify the most critical learning standards for the grade level or course as well as the explicit and implicit domain skills for those learning standards at the grade and course levels. Once instructional teams have worked through the standards and defined performances and skills that correspond with the standards, they can define instructional objectives for each instructional unit. This process consists of writing end-of-lesson learning targets (or objectives) that describe the performances students should be able to demonstrate by the end of the lesson. Teachers will vertically articulate the learning targets with the grade level and course level above and below the assigned grade level to ensure continuity between the grades and courses and sufficient coverage of the domains. Grade level PLC's will attach a mastery criterion to each learning objective that describes the level of performance a student must achieve in order to meet the objective. Necessary adjustments will be made based on data collected from student performance and assessment outcomes. At full implementation, at least 80% of scholars in K-2 and grades 3-8 will meet grade level proficiency or higher in the school's overall composite score.</p>			Andrea Bryant	06/11/2028
Actions			1 of 8 (12%)		
	9/9/25	The instructional leadership team will conduct professional development on academic monitoring, iReady implementation, and the use of aligned and provided resources during quarter 1.	Complete 09/17/2025	Andrea Bryant	09/17/2025
<i>Notes:</i>					

9/2/25	Within grade level planning, PLC members will unpack standards, identify misconceptions, and plan for specific instructional delivery model with a strategic focus on LI/TD implementation. (CMS Goals 1 and 2, Guardrail 1, FAM-S 29)		Nicole Rohde, Jeanette Estell, Angel Fleming, Krys	01/06/2026
<i>Notes:</i> The Instructional Leadership team will facilitate math, reading, and science data dives in grades 3-5 to support core and small group action plans based on the 2024-2025 school year results. (CMS Goal 1, Guardrail 1)				
9/2/25	The Magnet Coordinator will provide monthly professional development to classroom teachers for LI/TD implementation within their core lessons and small group. (CMS Goals 1 and 2, Guardrail 1, FAM-S 29)		Nicole Rohde	01/06/2026
<i>Notes:</i>				
9/2/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Andrea Bryant	01/06/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$20,000.27 of Title I funding to provide substitutes for teachers to attend two full day planning sessions (one per semester), in order to plan long-range instruction and analyze data to determine next actions steps in order to increase the K-2 Dibels to 68.7%, grades 3-5 Reading CCR rates to 38%, and grades 3-5 Math CCR rates to 44% by the end of 2025-2026 school year .		Heather Stowe	05/01/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$12,000.00 of Title I money to fund field trips for scholars in grades K-5. Each grade level is allotted \$2,000.00 towards a field trip that serves as an extension of their learning and grade level standards. The following vendors will be used:		Andrea Bryant	05/25/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$6,250.00 for combined differentials to		Heather Stowe	05/31/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$21,516.84 of Title I funding to hire instructional leaders (including benefits) to plan long range units of instruction and data action planning to build capacity in teacher practice and to retain 80% of its effective teachers.		Jeanette Estell, Melissia Artis	06/30/2026
<i>Notes:</i>				

Implementation:		06/11/2025		
<i>Evidence</i>	6/11/2025			
<i>Experience</i>	6/11/2025			
<i>Sustainability</i>	6/11/2025			

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
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Initial Assessment:	<p>May 30, 2025:</p> <p>This year we continued our practice of PBIS Rewards coupled with the Ron Clark House system. The pairing of the two concepts ignited our school climate in a positive direction with regular incentives, celebrations, and acknowledgements of students and staff. The counselors provided professional development and practice clinics for teachers and staff on classroom culture and consequences on 4+ occasions this school year. The challenges were having the time and opportunity to provide much more needed PD, especially additional targeted PD for particular staff members who experienced struggles in this area.</p> <p>The counselors reviewed PBIS Rewards and Educator Handbook data on a periodic basis and provided interventions and supports. Interventions included referrals to school based mental health, referrals to outside agencies, 504 plans, small group, individual counseling, behavior plans and incentive charts. Staff interventions include individual meetings, walkthroughs, and direct feedback. Morning SEL lessons were facilitated daily to support social emotional needs and positive classroom culture. The AMPPS attendance program improved unexcused absences and overall attendance for a cohort of students. Our BMT was critical in our handling of tier 2 and tier 3 behaviors.</p> <p>Some challenges were having the time and opportunity to provide much more needed PD, especially additional targeted PD for particular staff members who experienced struggles in classroom management or culture. Walkthrough data determined that several teachers were not</p>	Limited Development 08/09/2024		
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consistently utilizing morning meeting time to teach SEL lessons.

Data points and or artifacts: PD slide decks and feedback, SBMH referral rosters, Branching Minds, Counseling rosters, Morning meeting slide presentations, attendance reports, AMPPS roster and data, parent attendance logs, House Points calculations, YTD Out of School Suspensions=39; YTD Incidents=278; YTD Chronic Absenteeism=24.8%; YTD Attendance=92.5%; Unofficial 2024-2025 Results: K-3 Dibels proficiency -59.6%; 3-5 ELA GLP: 52.8%; 3-5 ELA CCR: 34%; 3-5 Math GLP: 63.6%; 3-5 Math CCR: 40%; Science Grade 5: Final Benchmark GLP- 67.1% ; CCR-55.7%

For the year 2025-2026, we will incorporate morning meetings and afternoon closing circles as a means to sustain and improve classroom culture; provide pd on classroom management and restorative practices, and continue with our AMPPS program. Our Student Services team will be proactive in identifying scholars who need social emotional and or behavior support to aid in their success in the classroom. The school will continue to recognize scholars for positive behavior and academics.

June, 2024:

As of June 2024, our OSS suspensions encompassed a total of 43 incidents; 53% of the OSS incidents were from Black students, 23% were from Hispanic students, and 0% were White. Our EOY disproportionality rate was 9.3%..

Based on 2024 spring Panorama data in grades 3-5, our student perception of self-efficacy landed at 57% and self-engagement at 59%. Both are increases from last year, 18% of our scholars are considered chronically absent, with the highest rate being of our first graders.

The majority of our behavioral offenses fell under bus misbehavior (43 incidents) and aggressive behavior (45 incidents); down from last year.

Successes for the 2023-24 school year include our introduction to the PBIS program. Scholars earned Duck Points based on their following of the behavior matrix. Classes were awarded incentives and scholars shopped at the Mallard Market monthly to redeem their points earned. Scholars were responsive to this positive approach. The PBIS platform was able to provide real time data that was used to address our highest leverage areas with scholars and staff.

We accomplished two successful terms of the AMPPS program. To

address the social, enrichment, extracurricular, and academic needs of our scholars, we offered several programs for them to participate in. This included enrichment electives, afterschool sports, an annual wax museum and parent night, steam-based clubs, and academic competitions through our magnet program. A challenge that we faced was the inaccuracy of the Panorama Data. Due to NC Senate Bill 49, new guidelines prohibit scholars from participating in the survey without parent consent. Responses were low so the data received does not represent our entire student population.

Our challenges were that all teachers did not implement morning meetings with fidelity which impacted classroom culture and scholar engagement.

Opportunities to address the challenges include providing feedback from walkthroughs conducted during morning meetings and using the RELAY coaching approach to address deficits. We will implement practice clinics and one on one coaching to support teachers in building a positive thriving learning environment.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When this objective is fully met, scholars will obtain the skills that allow them to recognize and manage their emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. The majority of scholars will be able to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.</p> <p>Teachers will be able to gauge students' emotional states, provide strategies to help students manage their emotions, and determine appropriate supports and interventions to meet students' social-emotional needs. Staff will be well informed about what supports and services are available and how best to connect at-risk students to appropriate prevention or intervention services in a timely fashion. School communities will have conversations among school and community leaders, adopt proactive policies, and provide PD that supports teachers so that they, in turn, are better equipped to support their students should a crisis arise.</p> <p>Examples of data that would support the process are: Attendance and chronic absenteeism data, incidents reports, referrals, ISS/OSS, Tiered intervention data, progress monitoring, referrals, Branching Minds, Student and staff climate surveys, etc.</p> <p>As a result of reaching full implementation, 100% of scholars will report a 95% or higher attendance rate.</p>		<p>Andrea Bryant</p>	<p>06/11/2028</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>9/2/25</p>	<p>The Scholar Support Services team will support and monitor tiered interventions for attendance, behavior, and the social-emotional needs of scholars through the use of PBIS, Educator's Handbook, and the schoolwide tiered attendance plan. (CMS Goals 1 & 2, FAM-S 30 & 31)</p>		<p>Eleanor Bartley, Robyn Harris, Karla Simmons, Meli</p>	<p>01/06/2026</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Robyn Harris</p>	<p>01/06/2026</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>Provide a duty-free lunch period for every teacher on a daily basis.</p>		<p>Andrea Bryant</p>	<p>01/06/2026</p>

<i>Notes:</i>				
9/8/25	Teachers and support staff will utilize the behavior matrix and the School-Wide PBIS Reward System to hold all stakeholders accountable to the same expectations and recognize appropriate behavior. (FAM-S 30, CMS Goals 1 & 2, Guardrails 1 & 2, Title I)		Robyn Harris	01/06/2026
<i>Notes:</i>				
9/9/25	Staff will participate in Year 1 professional development of Capturing Kids' Hearts and implement the tools learned within the classroom and schoolwide framework. (Goals 1-3; Guardrails 2-4)		Karla Simmons	06/10/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$39,696.30 (excluding benefits) of Title I Funds to hire a Behavior Modification Technician to reduce OSS infractions from 8% in the school year 2024-2025 to 5% in the school year 2025-2026 to increase positive behavior initiatives and minimize loss of instruction in the classroom.		Melissia Artis	06/10/2026
<i>Notes:</i>				
Implementation:		06/11/2025		
<i>Evidence</i>	6/11/2025			
<i>Experience</i>	6/11/2025			
<i>Sustainability</i>	6/11/2025			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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	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:

May 30, 2025:

Principal Stowe led the charge for partnering with families in order to provide them with tools to support their child's academics as well as catering to the social emotional wellness of the scholars. Successes were the facilitation of various interactive family nights that allowed families to be up close and personal with school staff and engage in the work that scholars do. Examples were Literacy, Math, and Duke Energy Stem Night. Additionally we held an EOG night specifically for grades 3-5 families that incorporated a principal chat and navigating through the EOG process. Families were also able to connect with MCES staff through award ceremonies, field trips, and elective showcases. ParentSquare messaging went out weekly informing parents of important events and the weekly focus in each content area. Our Instagram page gained many followers as an additional way to inform families of what took place in our school. All events overall seen an increase in parent involvement compared to previous years.

Data artifacts to support engagement: Title I Parent sign in sheets, presentations, parent surveys and feedback.

For the 2025-2026 SY, our school will revisit these family nights to include one that focuses on multicultural engagement and changing the format of our parent events, making them more inclusive and engaging. More volunteer opportunities will be available, and a pillar is in place to address family and community engagement.

June, 2024:

Evidence of the progress we have made for this indicator is available through quantitative data sources including the implementation of a Parent Survey (results below), School Improvement and PTA meeting agendas, Parent Square notifications, scholar handbook, and weekly usage of Tuesday Communication folders.

Parent Survey Results:

Limited Development
08/09/2024

98% of customers surveyed agreed that the school was able to address their specific needs.

100% of customers surveyed agreed that they were well informed around school procedures and protocols regarding attendance.

100% of customers surveyed agreed that school staff were professional in practice.

Additional feedback from Parent Survey:

Areas of Success: Professional staff, kind, caring, supportive, perfect experience; weekly communication provided from teachers and principal

Areas of Growth: Wait time when picking up scholars for early dismissal, communication needed from Connect teachers, actively listen to customers on the phone or front door bell, provide an after school hours contact person

We successfully provided opportunities for families to engage in academics and extracurricular activities by hosting multiple parent events to include Open House, Curriculum Night, Parent University, Math Night, For the Love of Reading, Electives, K-2 Valentine's Dance, EOG Night, and the Principal's Chats. These events were able to showcase scholar work and classroom curriculum as well as educate parents on strategies for academic and emotional support. The parents also experienced hands-on activities, such as EOG question walkthroughs, which they enjoyed.

Another challenge with attendance is that there are some families that typically abuse the late arrival/early dismissal policy. They have been addressed regarding the impact these adjustments eventually have on scholar performance.

Opportunities to improve attendance for next year is to include having attendance meetings with the social worker, principal, and new families.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:	This objective is fully met when parents are fully engaged in the education of their children and view school as a necessary function. Home school relationships remain strengthened and produce positive social and academic outcomes as a result. Parents are engaged in ways that directly relate to their children’s academic progress, social emotional needs, and enrichment opportunities. Communication is consistent and there is an established partnership and trust between home and school. As a result of full implementation, 100% of parents surveyed will respond positively when questioned about the impact of the home school partnership and school responsiveness.		Andrea Bryant	06/11/2028
Actions		0 of 5 (0%)		
9/2/25	The principal and teachers will send a weekly message via ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)		Heather Stowe	01/06/2026
<i>Notes:</i>				
9/2/25	The Community Engagement Pillar will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance as it relates to grades and iReady growth in an effort to build partnerships with families toward achieving academic growth goals. (Goal 4, Goal 2, FAM-S 3)		Angel Fleming, Jeanette Estell, Nicole Rohde, Krys	01/06/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$2,088.19 in Title I funding to purchase supplies and materials for family nights (Literacy Night, Math Night, EOG Night, STEM Night) in order to educate parents in ways that directly relate to their children’s academic progress, social emotional needs, and enrichment opportunities.		Jeanette Estell, Krystina Morales	05/20/2026
<i>Notes:</i>				
9/12/25	MCES will utilize \$4,000.00 in Title I funding to purchase food from () to increase parent engagement and strengthen the home school relationship in an effort to retain 80% of our effective teachers and decrease our chronic absenteeism to 20% while decreasing OSS incidents by 5% by the end of the 2026 school year.		Heather Stowe	05/20/2026
<i>Notes:</i>				

9/9/25	The Principal and Magnet Coordinator will market our LI/TD magnet program to the community through elective showcases, student competition events, school website, social media accounts with engaging content, hosting open houses, and partnering with local businesses and organizations.		Nicole Rohde	06/10/2026
<i>Notes:</i>				
Implementation:		06/11/2025		
Evidence	6/11/2025			
Experience	6/11/2025			
Sustainability	6/11/2025			