

## Comprehensive Progress Report

### Mission:

KVES is a proud Leader in Me School, where we believe in the leadership potential of every person. Our goal is to foster an inclusive, encouraging, and nurturing environment where all students feel welcomed and empowered. As a leadership school, we focus on academic rigor and provide students with opportunities to learn, grow, lead, and succeed.

### Vision:

Knights View Elementary School creates a nurturing culture of academic achievement and leadership. At KVES, we pride ourselves on being a safe school community where all students feel valued, supported, and celebrated. KVES is a diverse school where we honor the greatness in everyone. Both staff and students are committed to lifelong learning and leadership making Knights View Elementary a GREAT place to be!

### Goals:

Guardrail 2 Goal: We will maintain a proportionality within suspension data that is reflective of our student demographics. (Aligns to A4.06 and CMS Guardrail 2)

Guardrail 3 Goal: 100% of classroom teachers will learn, live, and implement the Leader in Me habits, practices, and disciplines. (Aligns to A4.06 and CMS Guardrail 3)

Guardrail 4 Goal: The school will retain 100% of licensed classroom teachers throughout the 2025-26. (Aligns to B3.03 and CMS Guardrail 4)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90.3% in SY2024-25 to 95% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring Grade Level Proficiency (GLP) as measured by End of Grade- Reading assessment will increase from 91% in SY2024-25 to 96% by June 2026. (Aligns to A4.01, B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) as measured by Reading End of Grade assessment will increase from 70.25% in SY2024-25 to 75% by June 2026. (Aligns to A4.01, B3.03 and CMS Goal 2)

Guardrail 1: The percent of students scoring Grade Level Proficiency as measured by Math End of Grade assessment will increase from 97% in SY2024-25 to 98% by 2026.

Guardrail 1: The percent of students scoring College and Career Ready (CCR) as measured by End of Grade- Math assessment will increase from 86.8% in SY2024-25 to 91% by June 2026.

Guardrail 1 Goal: The percent of students scoring Grade Level Proficient (GLP), by Students with Disabilities, on Literacy End of Grade assessments in grades 3-5 will increase from 66% in SY2024-25 to 75% in SY2025-26

! = 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>		KVES is in our 2nd year in CMS. Based on the EOY results, KVES did exceptionally well with reading and math proficiency and growth. About 96% of our students exceeded their growth projections. PLC unpack standards, analyze exemplars, teach effective lessons, analyze data, and create reteaching and enrichment lessons.	No Development 08/04/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		A high-performance instructional monitoring system will be implemented. Administrators and coaches will learn the practice of listening, learning, and leading more effectively. Teachers and staff will receive 18-20 classroom visits throughout the school year in addition to formal evaluations. Teachers and staff will feel honored and valued for their daily contributions and commitments to living our school vision and mission. Teachers and Staff will engage in evidence-based conversations with administrators and coaches that help them reflect, learn, and lead with intentional and strategic leadership moves for their students to maximize learning.		Summer Rogers	06/30/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/4/24	Implement a schedule of consistent classroom visits using our KVES instructional framework of NC Teacher Evaluation Practices, Core Action Walkthrough Practices, and Leader in Me practices focused on Culture, Academics, and Leadership. (All goals) In addition to the schedule, we will develop and implement a walkthrough and feedback process to provide teachers with specific look fors and feedback that align with our identified priorities of standards alignment, high level questioning and data-driven small group instruction. (Goals 1-2, Guardrail 1, FAM-S 29)		Summer Rogers	06/30/2026
		<i>Notes:</i> During MOY review, we determined we were not at full implementation.			

8/4/24	Conduct calibration walks, PLC visits, and collect data around teacher practice to develop an understanding of teacher and staff strengths and potential areas of need. (All goals) During collaborative planning times such as 70-minute planning, Early Release Days, and Required Workdays, administrators will actively engage in, monitor and support teams of teachers with curriculum implementation and the use of data to create action plans for students. (Goals 1 and 2, Guardrail 1 and 4)		Summer Rogers	06/30/2026
<i>Notes:</i> PD on Compacting, Rigorous Questions, and Student Engagement and Ownership				
11/19/24	Conduct ALL Block, Skills Block, and Math walkthroughs. Provide teachers with feedback in alignment with action plans developed around small group instruction and student to student interactions. (Goals 1-2, Guardrail 1)		Summer Rogers	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/16/2025		
<b>Evidence</b>	6/16/2025 We scored 93.8% on our school composite score.			
<b>Experience</b>	6/16/2025 We worked collaboratively with our leadership team and eachers to effectively implement.			
<b>Sustainability</b>	6/16/2025 We will continue to collaborate and monitor implementation holding everyone accountable.			

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>		We are establishing our MTSS team and protocol. Our Tier one instruction will focus on consistently providing advanced learning for all students every day. We will have a representative from each team along with the support of the MCL who will regularly review data and update Tier 2 and Tier 3 plans as needed for students. We will work as a team alongside parents to ensure all stakeholders are involved. Teachers will provide interventions and progress monitor with fidelity.	No Development 07/30/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Knights View Elementary School will have an established system of support for all students and teachers. Students will receive the appropriate support in an appropriate amount of time in order to maximize learning and achievement. All staff and stakeholders will be able to articulate and implement the systems and practices to reach and teach all students at high levels.		Amy Dumigan	06/30/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/4/24	Communicate and Support Implementation of our KVES MTSS System and establish an effective MTSS Leadership Team (Goals 1 and 2, Guardrail 1, FAM-S 3) Implement the Knights View way for data driven analysis and action planning in which PLCs will review student mastery of standards at a CCR level, identify resources and time for delivering access to enrichment, reteach, or acceleration through small group instruction when appropriate based on grade level standard aligned daily checks for understanding and unit assessment data. (Goals 1-2, Guardrail 1)		Amy Dumigan	06/30/2026
<i>Notes:</i>					

8/4/24	Our MCL and K-3 teachers will analyze DIBELS, iReady, and EL Benchmark student data and develop action plans to intentionally target the needs of students across all tiers. (Goal 1) Our MCL and 3rd, 4th, and 5th grade teachers analyze iReady and DIBELS student data and develop action plans to intentionally target the needs of students across all tiers. (Goal 2, Guardrail 1) Implement iReady Personalized Pathways in ELA and math for all students. (Goals 1-2, Guardrail 1) Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students base on diagnostic data and growth monitoring data.		Margaret Jack	06/30/2026
<i>Notes:</i>				
8/27/24	Our EC and ML teachers will engage in professional development and support students and staff by implement our provided supplemental programs for students who receive services in ELA and Math as well as sharing progress and resources. (Guardrail 1)		Summer Rogers	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/16/2025		
<b>Evidence</b>	6/16/2025			
<b>Experience</b>	6/16/2025			
<b>Sustainability</b>	6/16/2025 Continued Professional Development			

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>		As a new school in our 2nd year of operation, we will continue to revise and develop systems and processes to address this indicator.	No Development 07/30/2024		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Implementation at KVES will look like teams collaborating together with the support of their colleagues, administration, and support staff to ensure that there is consistent access to advance learning for all students. During planning sessions, teachers will begin with the end in mind. They will discuss, plan, and determine how to access mastery of standards for each and every student. They will strategically plan what resources, practices, and opportunities they will give students to maximize student learning and achievement.		Summer Rogers	06/30/2026
<b>Actions</b>			<b>0 of 4 (0%)</b>		
8/4/24	Teams of Teachers led by the Facilitator and Team Lead will maximize planning time by collaborating around our "Week at a Glance" (WAGs) documents with a focus on standards aligned resources, high level questioning, and lesson delivery during 45 minute weekly planning sessions. (Goals 1, 2, Guardrail 1, FAM-S 29) Data analysis will be conducted and flexible groups will be formed based on BOY literacy assessments. Teachers will plan weekly data points to monitor progress adjust groups every 3-6 weeks. (Goals 1-2, Guardrail 1)			Summer Rogers	06/30/2026
<i>Notes:</i>		Teams will ensure that scheduling and core instruction align with the instructional tenets and curriculum commitments weekly.			

8/27/24	Implement the Knights View way of the planning process with clear pre-work, during planning, and after planning action steps that focus on standard-alignment, core action 2 engagement and questioning practices and data-driven decision making to meet the needs of individual students. (Goals 1-2, Guardrail 1, FAM-S 29) The TD teacher will also proactively provide job-embedded professional development through planning meetings, modeling, and co-teaching opportunities around how to deliver authentic enrichment opportunities and compact curriculum if appropriate to maximize learning and provide students with opportunities to lead, grow and reach CCR in all content areas. (Goals 1 and 2, Guardrail 1) Staff will implement Paideia practices to increase student critical thinking skills and increase college and career readiness.		Summer Rogers	06/30/2026
<i>Notes:</i>				
11/19/24	MCLs and Trained Teacher Assistants will pull targeted small group instruction in response to BOY literacy data. (Goals 1-2, Guardrail 1) To support the new math curriculum, planning discussions and teacher feedback will focus on student to student interactions, stamping the learning, and reengaging students in the lowest assessed standards in small groups. (Guardrail 1)		Summer Rogers	06/30/2026
<i>Notes:</i>				
9/8/25	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. (Goals 1 and 2, Guardrail 1)		Summer Rogers	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/16/2025		
<b>Evidence</b>	6/16/2025 6/16/2025 Over 90% of teachers agree there are opportunities for professional development, according to the 2024-2025 NC Teacher Working Condition			
<b>Experience</b>	6/16/2025 Teachers received weekly 70 min PLC to analyze data, share strategies and resources as well as engage in professional development to enhance instructional practice			

<b>Sustainability</b>	6/16/2025 Continue to create time for PLC			
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<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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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<b>Initial Assessment:</b>	Currently all staff has engaged in Leader in Me Year 1 and Year 2 professional development. We have focused on our first 8 days of instruction with Leader in Me modules. In daily schedules, there is a 25-minute LEAD time, at the beginning of each day, with a Leader in Me lesson/focus.	No Development 07/30/2024		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	After our first year together, KVES defined and designed our leadership school. Teachers and staff will learn, live, and teach the Leader in Me Habits to their students each and every day. When people visit our school, they will say "KVES is a Leadership School! Leading the way in CMS!" Our school will focus on culture, academics, and leadership in all that we do. We will teach students how to be leaders. All students will be Leaders of their Learning, Leaders of their Behavior, and Leaders in the School and Community. Teachers and students will be equipped with the strategies and practices to help students develop independent and interdependent skills that will help them not only succeed in school but in life.		<b>Amy Dumigan</b>	<b>06/30/2026</b>
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<b>Actions</b>		<b>0 of 5 (0%)</b>		
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9/7/25	Develop and implement a school-wide Attendance Plan with a focus on establishing clear attendance expectations at Knights View. (Goals 1-2, Guardrail 1 and 3)  Attendance Plan: <a href="https://docs.google.com/document/d/1VDoHlpo2idAmQuQnLnvBO7JN0G5bqNIGDP7JgdktzJo/edit?usp=drive_link">https://docs.google.com/document/d/1VDoHlpo2idAmQuQnLnvBO7JN0G5bqNIGDP7JgdktzJo/edit?usp=drive_link</a>		Summer Rogers	06/30/2026
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Notes:

9/7/25	Implementation and use of the Standard Treatment Protocol and Data Decision Rules for Behavior and Social-Emotional Needs (Guardrail 2 and 3) After identifying student needs, counselors will meet hold small group behavior counseling sessions for students in need of behavior support and individual check ins with any students that have attendance concerns. (Guardrails 2-3)		Summer Rogers	06/30/2026
<i>Notes:</i>				
9/7/25	SEL and Leadership Skills will be taught during daily LEAD time, special rotations, and through content areas. We also have a Student Leadership specialist who creates opportunities for students to lead in the school and community. This specialist will act as a liaison between our feeder high school (AK) to create partnerships to enhance learning and provide additional academic and behavior supports between high school and elementary students. (Guardrail 3)		Summer Rogers	06/30/2026
<i>Notes:</i>				
9/8/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Guardrail 4)		Amy Dumigan	06/30/2026
<i>Notes:</i>				
9/8/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 2 and 3)		Amy Dumigan	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/07/2025		
<b>Evidence</b>	6/16/2025 According to TWC, 100% of staff agree we have a strong, safe, and welcoming culture.			
<b>Experience</b>	6/16/2025 Student services team worked together to implement plan.			
<b>Sustainability</b>	6/16/2025 We have hired a second counselor and small group intervention. Strengthen our MTSS.			

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
<b>Initial Assessment:</b>		I communicate with families through ParentSquare, emails, and YouTube Videos. I engage families and our community in school happenings. I work with families and staff to create the greatest school experience. I manage our KVES Facebook and Instagram page and our Assistant Principal is our webmaster updating our KVES website with events and new information.	No Development 08/04/2024		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		KVES will have many happy Royal Families. Families will be involved in a variety of ways from PTA volunteers, members of our Royal Guard, attending school events, and supporting our school-wide initiative of Leader in Me. Teachers will communicate weekly with ParentSquare posts. In grade level newsletters, teachers will share Leader in Me Habits at Home information. Teachers will also share the importance of attendance with parents. KVES will hold curriculum nights and student-led conferences. KVES will have a positive parent culture.		Summer Rogers	06/30/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/4/24	KVES will create a school-wide communication plan. We will utilize our platforms such as ParentSquare to keep parents and families informed. Our KVES PTA will also utilize ParentSquare to share information and support parents. (All Goals)		Summer Rogers	06/30/2026
<i>Notes:</i>					
	8/4/24	Community Partnerships positively impact student success. KVES will have both Corporate and Community Partnerships to support KVES and Leader in Me. (Guardrail 3)		Krisitin Scully	06/30/2026
<i>Notes:</i>					
	8/4/24	KVES will hold school events that engage parents/guardians in their child's learning such as Popsicles on the Playground, Open House, Curriculum Night, Book Fairs, Parties, etc. (Goals 1 and 2)		Summer Rogers	06/30/2026
<i>Notes:</i>					

<b>Implementation:</b>		06/16/2025		
<b>Evidence</b>	<p>6/16/2025</p> <p>As indicated on 2024-2025 NC Teacher Working Conditions, 100% of staff agree families are involved in their child's learning and information is communicated. According to the Spring MRA survey, over 85% of parents agree the school communicate effectively and they feel included in their child's learning.</p>			
<b>Experience</b>	<p>6/16/2025</p> <p>Weekly Newsletters to Families on ParentSquare. All classroom rooms posted weekly newsletters. Support Staff including counselor, TD, and ML all posted information on upcoming assessments and how to support your child at home</p>			
<b>Sustainability</b>	<p>6/16/2025</p> <p>Receive Parent feedback on communication</p>			