

Comprehensive Progress Report

Mission:

Maximize academic achievement by equipping all students with 21st Century skills in a safe, positive, and personalized learning environment.

Vision:

We will prepare all students to be contributing members of a global society.

Goals:

The % of K-2 students scoring at or above benchmark on DIBELS will increase from 71.8% in 2025 to 77% in 2026. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The % of 3-5 grade students scoring college and career ready (CCR) on the reading EOG will increase from 27% in 2025 to 34% in 2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The % of students in grades 3-5 identified as students with disabilities (SWD) scoring grade level proficient (GLP) on the math EOG will increase from 20.8% in 2025 to 30% in 2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The % of out-of-school or in-school suspensions (OSS/ISS) will decrease from 25 in 2025 to 20 or less in 2026. (Aligns to A4.06 and CMS Guardrail 2)

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

Lake Wylie Elementary will retain 80% of its effective teachers, as measured by NCEES evaluations and EVAAS, for the 2025-2026 school year. (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>		The % of K-2 students scoring at or above benchmark on DIBELS will increase from 71.8% in 2025 to 77% in 2026. (Aligns to A2.04 and B3.03 and CMS Goal 1) 1	Limited Development 07/10/2024			

The % of 3-5 students scoring CCR on the reading EOG will increase from 27% in 2025 to 34% in 2026. (Aligns to A2.04 and B3.03 and CMS Goal 2) 0

The % of 3-5 SWD scoring GLP on the math EOG will increase from 20.8% in 2025 to 30% in 2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Lake Wylie's current Reading EOG Composite for the 24-25 school year is 53% (GLP) Grade Level Proficient and 34.8% (CCR) College and Career Ready.

At Lake Wylie Elementary School, we experienced several successes aligned to Indicator B3.03. Throughout the year, the principal met individually with every K-5 teacher twice to analyze student data and develop targeted action plans. The administrative team supported this work by conducting weekly walkthroughs, providing timely feedback, and coaching specific teachers based on trends identified through evaluations and observations. Teachers were held accountable for applying feedback from these coaching sessions, walkthroughs, evaluations, and data meetings to strengthen instructional practices.

To ensure instructional alignment with state standards, full-day planning sessions were consistently utilized. During these sessions, teachers analyzed student data, created pacing guides, and collaborated to design effective instructional practices. Academic facilitators played an important role by leading discussions that emphasized scaffolding, student data talks, and clear expectations for instructional outcomes.

Looking ahead, the school has identified opportunities to strengthen this work. Core Action Walkthroughs will be prioritized at least twice a month, with informal walkthroughs occurring daily to ensure continuous monitoring and support. The Beginning Teacher Program will also be leveraged to build teacher capacity by providing new educators and their mentors with meaningful opportunities to develop skills, establish consistency with school-wide expectations, and align instruction with the NC Educator Evaluation Tool, CMS district expectations, and NC Grade-Level Standards.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:		When fully implemented, the principal will focus on instruction by establishing strong instructional expectations and processes for team planning and for instructional delivery. The principal will monitor the work, meet with teams, visit classrooms, and reinforce good practice consistently.		Rebecca McAvoy	06/30/2026
Actions			0 of 4 (0%)		
	9/9/25	The leadership team will develop a walkthrough form with fluid look fors that are in alignment with the RIGOR Walkthrough tool with a current planning focus, and then share with staff the walkthrough expectations.		Rebecca McAvoy	09/30/2025
<i>Notes:</i>					
	9/9/25	Each Instructional Leader will be assigned a coaching caseload. Teachers will receive coaching feedback using the Get Better Faster Scope and sequence, weekly, bi-weekly, or monthly based on a tiered level of support. (Goals 1-2, Guardrail 1 and 4)		Rebecca McAvoy	06/10/2026
<i>Notes:</i>					
	9/19/25	Lake Wylie will use \$52,500 of Title 1 funds to staff one MCL2 differential and four EIT differentials in an effort to retain 80% of highly effective teachers, increase student proficiency in K-2 literacy, increase CCR in grades 3-5 literacy, and increase the number of students with disabilities' grade-level proficiency as measured by the EOGs.		Rebecca McAvoy	06/30/2026
<i>Notes:</i>					
	9/19/25	Lake Wylie Elementary will utilize \$7,000 of Title I funds for teachers in grades K-5 to participate in professional development (workshops) to retain 80% of highly effective teachers and to increase student achievement by 6% on K-2 DIBELS, and increase CCR percentage by 7% on the 3-5 Reading EOG.		Rebecca McAvoy	06/30/2026
<i>Notes:</i>					
Implementation:			09/01/2025		
	Evidence	8/14/2025 ASCD conference agenda.			
	Experience	8/14/2025 Members for the Instructional Leadership Team attended ASCD in San Antonio.			
	Sustainability	8/14/2025 Team that attended learned strategies for starting the year strong in continuing high educational expectations in literacy and math.			
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:

Lake Wylie Elementary is committed to retaining at least 80% of effective teachers, as measured by NCEES evaluations and EVAAS, during the 2025–2026 school year.

In 2024–2025, the school employed four Multi-Classroom Leaders (MCLs) and three Expanded Impact Teachers (EITs) who provided instructional coaching and support across the building. These positions sustained Lake Wylie’s designation as a Teacher Leader Pathway school and contributed to double-digit growth in both math and literacy composites from the 2023–2024 to the 2024–2025 school year.

To build on this progress in 2025–2026, Lake Wylie will continue to leverage CMS Teacher Leader Pathway positions to expand the impact of highly effective instructional leaders. Two MCLs, specializing in math and literacy, will facilitate grade-level PLCs, while two EIT4s will split their time between classroom teaching and providing coaching to colleagues. Additional EITs will serve in 1st, 4th grade, and 5th grade, strengthening leadership and instructional capacity within each grade level. Instructional leaders will continue to utilize Relay to coach teachers and build professional capacity, ensuring the school maintains a highly effective instructional staff. This work will be supported by the implementation of the ESPA-E RIGOR walkthrough tool, which will provide targeted feedback to teachers to improve rigor in classroom instruction.

The primary challenge for the upcoming year will be sustaining and building upon the academic momentum already established. Encouragingly, the school began the year fully staffed, with no vacancies, creating a strong foundation for continued growth.

Opportunities for the year ahead include expanding teacher leadership opportunities for those with a proven record of student success, deepening the implementation of Relay coaching strategies with fidelity, and building capacity within instructional teams at an intensive level. These efforts will directly support Lake Wylie’s goal of retaining effective teachers and ensuring that every student is served by a highly qualified and effective educator.

Limited Development
09/14/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this indicator is fully met, our school will have high-quality and equitable instructional practices that have aligned our budget, personnel policies, and uses of time within our mission, vision, and goal. Lake Wylie will effectively allocate its resources to instruction. This will be accomplished through a deep root-cause analysis and needs assessment to inform our priorities and customize our school's priorities.</p> <p>Our school will be fully staffed, with a certified teacher in every classroom. Our school will sound like a shared and collaborative environment with all stakeholders' input and alignment with our resource allocation.</p> <p>When this indicator is fully ingrained into our school culture, we will have a vision and mission statement that aligns. We will also have a fully staffed school, with certified teachers who are highly effective in every classroom. Lastly, when this indicator is fully ingrained in our school culture, we will exceed growth on our NC end-of-grade indicators.</p> <p>When we have fully met this indicator, we will exceed growth in all subgroups, in all grade levels within our school building. We will also have a Letter grade of an A or B, as our proficiency should drastically increase when this is fully met.</p>			Rebecca McAvoy	06/30/2026
Actions			1 of 3 (33%)		
9/25/25	<p>\$38,923.08 of Title 1 funds will be utilized for an Interpreter/translator who will be available daily to support families with consistent translation of communication between staff and families. All documents sent home will be translated to the student's home language. This will ensure that 85% or more of LWES families will be able to attend at least 2 school-wide events through direct communication. (All Goals)</p>		Complete 08/25/2025	Rebecca McAvoy	08/25/2025
<p><i>Notes:</i> A Spanish language interpreter was hired to support school-to-home communication.</p>					

9/4/25	Lake Wylie ES will utilize \$7000 in Title I funds for field trips (All grade level teams (PK-5th grade) will receive \$1000) to utilize for a field trip aligned with grade-level content and standards to provide hands-on experiences to increase students' knowledge and proficiency of content.		Melissa Eatmon	06/30/2026
<i>Notes:</i>				
9/18/25	\$10,479.65 of Title I funds will be utilized for school supplies and materials to use for instructional purposes.		Melissa Eatmon	06/30/2026
<i>Notes:</i> A rug from Lakeshore will be purchased with Title I funds in the amount of \$677.12 which is for the extension classroom to create a welcoming and safe environment for all students. Lake Wylie will utilize \$3500 of Title I funds (\$1,951.09 amount for Thursday folders from School Specialty and XX amount for student agendas from Success By Design). We will establish weekly communication from both the principal and teachers to provide parents with information on academic, behavior, and attendance expectations. This will help us to reduce suspension rates from 25 to 20 or less, increase student achievement, and increase parent engagement. (All goals, FAM-S 3)				
Implementation:		09/01/2025		
Evidence	6/10/2025 We have a.) certified staff in each classroom, b.) teachers and staff received professional development at Get Your Teach On, c.) school supplies were purchased to aid in student engagement and organization, d.) administrative staff attended NCRELAY.			
Experience	6/10/2025 Our school has high-quality and equitable instructional practices in place, which have aligned with our budget, personnel policies, and the appropriate use of time throughout the building. We have utilized all Title I, local, and state funds to prioritize student success.			
Sustainability	6/10/2025 We will want to continue to utilize funds to ensure that high-quality teachers are in each classroom, support staff are hired and supplemented appropriately to ensure high-quality instruction in the classrooms. We will want to utilize funds to ensure that students have access to engaging resources and facilities.			

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>Lake Wylie Elementary has established ambitious goals for student achievement in 2025–2026. The percentage of K–2 students scoring at or above benchmark on DIBELS will increase from 71.8% in 2025 to 77% in 2026. For grades 3–5, the percentage of students scoring College and Career Ready (CCR) on the reading EOG will increase from 27% in 2025 to 34% in 2026. Additionally, the percentage of students with disabilities (SWD) in grades 3–5 scoring Grade Level Proficient (GLP) on the math EOG will increase from 20.8% in 2025 to 30% in 2026. These targets align directly with Indicators A4.01, B3.03, D1.02, and CMS Guardrail 1.</p> <p>At this time, EVAAS data has not yet been released. However, based on projections, Lake Wylie is expected to earn a school performance grade between 60–63, which represents an improvement to a “C” from a score of 56 in the 2024–2025 school year.</p> <p>To achieve these outcomes, students were assessed at least three times per year using i-Ready, MVPA, and DIBELS. Data was triangulated to determine which students required supplemental or intensive interventions. The master schedule included daily intervention blocks in grades K–5 to provide targeted support. Lake Wylie implemented the CMS Standard Treatment Protocol with fidelity, while the school psychologist, EC team, counselors, teachers, and MTSS facilitator collaborated weekly to review student progress at all tier levels. The MTSS leadership team also met monthly to address both academic and behavioral areas of need. In addition, schoolwide Behavior Core lessons were implemented at the start of the year to explicitly teach students the LWES Way (school expectations).</p> <p>As a result of these efforts, students demonstrated projected growth of 10.6% in math, 2.3% in reading, and 7.2% in science, with English Learners (EL) showing projected growth of 17.5%. Teachers engaged in professional development on QTEL strategies to improve student engagement and access to rigorous content, including practices such as jigsaws, front-to-back planning, collaborative posters, and gallery walks. EC and general education teachers collaborated through joint planning sessions to ensure students with IEPs were supported in meeting their goals. The Talent Development (TD) teacher also provided push-in small</p>	Limited Development 07/10/2024		

group support to extend learning for identified TD students.

Challenges for the upcoming school year include strengthening resources and instructional methods for SWD and supporting EC teachers in effectively accelerating student growth.

Opportunities for growth include consistent review and response to student data during weekly PLCs and strengthening engagement strategies through high-quality instructional practices within the MTSS framework. As an ATSI school, Lake Wylie will implement the evidence-based interventions Inspire Math, EL Education curriculum, and Open Up Resources to raise performance for students with disabilities and ensure all students have access to grade-level instruction.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When fully implemented, Lake Wylie Elementary will ensure that every teacher consistently applies effective teaching practices aligned to the North Carolina Standard Course of Study (NCSCOS). Teachers will implement tiers of intervention with weekly progress monitoring, adjusting instruction based on student response. The focus will remain on how students respond to instructional practices rather than on student deficits or failures, which will improve success rates for struggling learners and increase the accuracy of identifying students who truly have disabilities. This approach will allow the school to strengthen its MTSS framework, ensure equitable access to rigorous instruction, and support sustained improvement in student achievement outcomes.

Joycelyn Bryant

06/30/2026

Actions

0 of 3 (0%)

9/9/25 Establish a time and implement expectations for support staff (EC, ML, TD, IAs) to engage in collaborative planning to support discussion around best practices to specifically address the needs of groups of students. (Goals 1-2, Guardrail 1, FAM-S 3)

Alyssa Dean

01/01/2026

Notes:

9/8/25 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.

Rebecca McAvoy

06/10/2026

Notes:

9/19/25	Lake Wylie Elementary will utilize \$15,500 of Title I funds for extended employment for teacher leaders who participate in curriculum planning. Teacher leaders will provide professional development (half-day data planning) in an effort to retain 80% of highly effective teachers and to increase student achievement by 6% on K-2 DIBELS, and increase CCR percentage by 7% on the 3-5 Reading EOG.		Rebecca McAvoy	06/30/2026
<i>Notes:</i>				
Implementation:		09/01/2025		
Evidence	6/10/2025 a. Instructional staff participated in quarterly data dive discussions. b. Support staff participated in collaborative discussions around student achievement data. c. Instructional staff participated in 4 professional development sessions on supporting multilingual students using QTEL strategies with administrative staff following up to ensure implementation. d. WIN instruction was implemented at each grade level. e. Funds for after-school tutoring were provided in Spring 2025 to support students with extended intervention in reading and/or math. f. Students with disabilities received research-based curriculum supplements to increase their overall performance.			
Experience	6/10/2025 Lake Wylie ES ensured that each teacher received weekly feedback on the implementation of effective teaching practices and aligned them with the NCSCOS. Teachers reviewed student data to intervene with academic, behavior, and/or social emotional deficits to help close student gaps.			
Sustainability	6/10/2025 As we sustain these efforts, it will be necessary to continue to meet weekly with PLCs to review student data, respond to student data through data discussions, and align curriculum and instructional practices with the NCSCOS.			

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
Initial Assessment:		For the 2025–2026 school year, Lake Wylie Elementary has set the following goals: the percentage of K–2 students scoring at or above benchmark on DIBELS will increase from 71.8% in 2025 to 77% in 2026.	Limited Development 07/10/2024		

The percentage of students in grades 3–5 scoring College and Career Ready (CCR) on the reading EOG will increase from 27% in 2025 to 34% in 2026.

During the 2024–2025 school year, our goal was to increase the percentage of K–2 students scoring at or above benchmark on DIBELS from 64% in 2024 to 70% in 2025. We exceeded this target, with 71.8% of students meeting benchmark by the end of the year. In grades 3–5, our goal was to increase the percentage of students scoring CCR on the reading EOG from 22.8% in 2024 to 29% in 2025. The final outcome was 27%, which demonstrates improvement over the previous year, though slightly below the target.

These results highlight strong growth in early literacy, where K–2 teachers leveraged data from DIBELS, i-Ready, and classroom observations to provide targeted small-group instruction. Consistent intervention blocks and the use of the CMS Standard Treatment Protocol with fidelity allowed students to receive additional support. Professional development in QTEL strategies also strengthened student engagement, ensuring more learners accessed grade-level texts.

The primary challenge remains accelerating reading achievement in grades 3–5, where CCR percentages improved but did not meet the school’s target. Ensuring students consistently transfer foundational literacy skills to complex, grade-level texts remains an area of need. Another challenge is supporting students with disabilities, who continue to perform significantly below grade-level expectations despite progress in intervention blocks.

To build on these results, Lake Wylie will deepen PLC conversations by focusing on student response to instruction rather than deficits, ensuring instructional adjustments are timely and data-driven. The ESPA-E RIGOR walkthrough tool will be implemented to provide teachers with feedback on the level of rigor in their lessons, while Relay coaching strategies will be used with fidelity to strengthen instructional practices. The school will also expand the use of evidence-based interventions such as Inspire Math, EL Education curriculum, and Open Up Resources to ensure access to grade-level content. Continued collaboration between EC and general education teachers, combined with progress monitoring and differentiated supports, will provide students—particularly those in grades 3–5 and students with disabilities—with stronger opportunities to demonstrate growth and meet performance targets.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully implemented, Lake Wylie Elementary will ensure that every instructional team develops and delivers standards-aligned units of instruction based on the North Carolina Standard Course of Study (NCSCOS). Teachers will intentionally design lessons that scaffold learning, integrate research-based engagement strategies, and provide multiple opportunities for students to demonstrate understanding through discussion, writing, and application of concepts.</p> <p>Instruction will be consistently adjusted based on student response rather than deficits, with teachers using frequent formative assessments, progress monitoring, and collaborative PLC discussions to refine practices. Tiered interventions will be implemented with fidelity, and weekly progress monitoring will ensure that instructional adjustments are timely and targeted.</p> <p>All teachers will hold high expectations for every learner, including students with disabilities, English Learners, and advanced students, by providing equitable access to rigorous, grade-level content and appropriate scaffolding. Instructional leaders will use tools such as Core Action and RIGOR walkthroughs to monitor classroom practices and provide actionable feedback. Relay coaching will be embedded into the school's professional development model to build teacher capacity in delivering high-quality instruction.</p> <p>Ultimately, when fully implemented, Lake Wylie will be a school where instruction is standards-driven, student-centered, and responsive to learner needs, ensuring that all students are actively engaged in meaningful, rigorous learning experiences that prepare them for long-term academic success.</p>			Rebecca McAvoy	06/30/2026
Actions			0 of 4 (0%)		
	9/9/25	All instructional staff will participate in school-provided professional development on the implementation of skills block and ALL block to ensure high-quality, grade-level literacy instruction in all grade levels. (Goals 1-2, Guardrail 1)		Alyssa Dean	09/30/2025
<i>Notes:</i>					

9/9/25	Establish and implement the instructional planning culture and framework for Lake Wylie by defining expectations for pre-work, during planning, and next steps to ensure PLC time is efficient and effective with a focus on building teacher collaboration and discussion around standard-alignment using the PLC continuum rubric. (Goal 1-2, Guardrail 1 and 4, FAM-S 29)		Joycelyn Bryant	11/30/2025
<i>Notes:</i>				
9/18/25	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 providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Rebecca McAvoy	06/30/2026
<i>Notes:</i>				
9/19/25	Lake Wylie Elementary will utilize \$4,000 of Title I funds for teachers in grades K-5 to participate in professional development (substitute coverage) to retain 80% of highly effective teachers and to increase student achievement by 6% on K-2 DIBELS, and increase CCR percentage by 7% on the 3-5 Reading EOG.		Alyssa Dean	06/30/2026
<i>Notes:</i>				
Implementation:		09/01/2025		
Evidence	6/23/2025 a. Staff have received professional development on instructional expectations for all/skills blocks. b. Walkthrough feedback initially focused on all/skills block. c. Teachers engaged in quarterly data analysis to plan re-engagement and small group instruction. d. Teacher Assistants participated in professional development to support their content knowledge. e. Each grade level received funds to support field trips to provide hands-on experiences for students in relation to NCSCOS. f. Computer monitors were purchased to support visual learning with small group instruction.			
Experience	6/23/2025 PLCs met weekly to collaborate on standards-aligned instructional units. Literacy and math facilitators ensured that teachers had opportunities to collaborate, internalize, rehearse, and model lesson implementation with a focus on student outcomes. Tiered coaching plans supported teachers in receiving feedback and coaching around instructional expectations.			

Sustainability	6/23/2025 Weekly PLCs will need to continue to sustain these current efforts. Continuation of tiered coaching plans with an emphasis on modeling and lesson internalization.			
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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:

For the 2025–2026 school year, Lake Wylie Elementary is committed to strengthening its school culture and climate by reducing exclusionary discipline and building positive, consistent systems of support. The goal is to decrease the number of OSS/ISS incidents from 25 in 2025 to 20 or fewer in 2026. In addition, 100% of classroom teachers will implement Capturing Kids’ Hearts (CKH) with fidelity. An unofficial, yet motivating goal is for Lake Wylie to be recognized as a CKH National Showcase School. These priorities align with Indicators A1.07 and A4.06, as well as CMS Guardrail 2.

Lake Wylie has already made progress in establishing structures to support positive behavior and relationships. Class Dojo and Pirate Bucks are used to provide immediate, visible incentives for students. Schoolwide systems such as Positive Behavior Referrals, SAIL Ceremonies, and culture committees for both staff and students reinforce a positive, engaging environment.

Challenges include ensuring that all teachers feel confident and supported in managing behavior effectively while maintaining strong relationships with students. Sustaining high levels of fidelity with Capturing Kids’ Hearts and PBIS practices across all classrooms is also an area of growth. Additionally, reducing exclusionary discipline while maintaining high expectations requires ongoing coaching, monitoring, and family partnership.

Opportunities to build on current progress include expanding staff training in CKH and PBIS Reward Programs, continuing to celebrate positive behavior through incentives and recognition, and increasing family engagement throughout the year. Creating additional academic and extracurricular opportunities for students will also strengthen school culture and help students feel connected to the school community.

Limited Development
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When fully implemented, Lake Wylie Elementary will be a school where every teacher consistently applies Capturing Kids' Hearts strategies with fidelity, creating classrooms centered on trust, respect, and positive relationships. Schoolwide behavior expectations will be explicitly taught, reinforced, and celebrated, while discipline will focus on student growth and restorative practices rather than punishment. Teachers will feel confident in classroom management, supported by training and ongoing coaching. Data on discipline will be monitored regularly, with trends addressed proactively by leadership and staff culture committees. Students will be motivated and recognized through systems such as Pirate Bucks, Positive Referrals, and schoolwide ceremonies, while families will feel meaningfully connected through engagement opportunities. Ultimately, discipline incidents will decrease, student engagement will increase, and Lake Wylie will move closer to its vision of being recognized as a CKH National Showcase School.</p>			Joycelyn Bryant	06/30/2026
Actions			0 of 4 (0%)		
9/9/25	Provide staff with professional development on the Lake Wylie Way (behavior matrix), Discipline Playbook (behavior ladder and voice levels), Educator's handbook, and Class Dojo at the beginning of the school year. (Guardrail 2 and 3, FAM-S 30)			Joycelyn Bryant	09/30/2025
<i>Notes:</i>					
9/18/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher daily.			Joycelyn Bryant	09/30/2025
<i>Notes:</i>					
9/9/25	All new to Lake Wylie staff will attend Capturing Kids Hearts training to ensure 100% of the staff are trained and ready to implement Capturing Kids Hearts with fidelity. (Guardrail 3, FAM-S 31)			Rebecca McAvoy	01/01/2026
<i>Notes:</i>					
9/18/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			Joycelyn Bryant	06/30/2026
<i>Notes:</i>					
Implementation:			09/01/2025		

<p>Evidence</p>	<p>6/10/2025</p> <ul style="list-style-type: none"> a. Staff received training on the Lake Wylie Way. b. Student services developed strategies for resetting cafeteria expectations. c. Title I funds were utilized for a BMT. d. Teachers documented incidents in the Educator's Handbook. e. School counselors developed weekly lessons for staff to implement. They also conducted quarterly counseling lessons. f. Students services staff made family contact with chronically absent students. g. 100% of staff received Capturing Kids Hearts training. 			
<p>Experience</p>	<p>6/10/2025</p> <p>All teachers and staff have received professional development on Capturing Kids Hearts, behavior matrix, discipline matrix, classroom management strategies, and Educator's Handbook.</p>			
<p>Sustainability</p>	<p>6/10/2025</p> <p>Continue to train new staff on Capturing Kids Hearts expectations, discipline matrix, behavior matrix, classroom management strategies, and Educator's handbook. We will also want to ensure the student services staff are equipped with research-based SEL and behavior supports for tier 2 and 3 interventions to address students' emotional states.</p>			