

Comprehensive Progress Report

Mission: The mission of Lawrence Orr Elementary School is to provide our students, staff and community-at-large with educational opportunities that result in outstanding academic, personal, social and emotional achievement and excellence in order to ensure they are prepared to compete so that they too may be self-actualized, positive contributors whose impact on the world locally, nationally and globally is indelible.

Lawrence Orr Elementary School is a beacon in the Greater Charlotte Region, producing major gains in student achievement, eliminating gaps and creating opportunities that will continue to shatter the metaphorical glass ceiling for our scholars.

Vision:

Through this, members of our school community will dismantle the platform of mediocrity by exceeding expectation and being empowered to define our own enduring legacies through outstanding character, transformational leadership, resilience, and matchless service to their communities.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 68.9% in SY2024-25 to 74% in SY2025-26. (Aligns to A2.04, A4.01, B3.03, and E1.06 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.6% in SY2024-25 to 27.6% by SY2025-26. (Aligns to A2.04, A4.01, B3.03, and E1.06 aligned to CMS Goal 2)

The percent of students scoring GLP in 5th grade science will increase from 38.1% in SY 2024-25 to 42% in SY2025-26. (Aligns to A2.04, A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of identified MLL students in grades 3-5 that meet their yearly progress will increase from 52.8% in SY2024-25 to 57.8% in SY2025-26. (Aligns to A2.04, A4.01 and B3.03 and CMS Guardrail 1)

The number of school-related incidents and/or out-of-school suspensions will decrease by 15% in SY2025-26 based on the incorporation of the PRIDE Paws system, the LOES Behavior Matrix, and continuing the components of positive student reinforcement through SEL. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Implement Capturing Kids Hearts schoolwide, ensuring 80% fidelity in SY2025-26. We will increase our Average Daily Attendance rate by at least 3% in SY2025-26. (Aligns to A4.06 and E1.06 and CMS Guardrail 3)

Based on the implementation of the Beginning Teacher Support Program and Relay aligned coaching plan, the percentage of teacher/staff retention will increase to 80% in SY2025-26. (Aligns with C2.01, C2.03, C3.04 aligned to CMS Guardrail 4)

For SY 2025-26 we will decrease our Chronic Absenteeism rate by at least 5%. (Aligns to A4.06 and E1.06 and CMS Guardrail 3)

The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grades 3-5 will increase from 31.5% in SY2024-25 to 37% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The MTSS staff will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Aligns to A4.01 and CMS Goal 4)

The percent of students with disabilities scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 27% in 2024-2025 to 32% in 2025-26. Our SWD subgroup will meet or exceed expected growth in EVAAS in 2025-26. (Aligns to A2.04, A4.01, B3.03, D1.02, CMS Goal 2 and Guardrail 1)



! = 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>B3.03</p> <p>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Aligns to SIP Goals:</p> <ul style="list-style-type: none"> - 3rd Grade ELA, 8th Grade Math, and Math 1 - EVAAS <p>Other Data Points to Consider:</p> <ul style="list-style-type: none"> - Evaluation and walkthrough data, INSIGHT/staff survey data, PLC and coaching data, etc. Our SIP Goals that align to this indicator are: <p>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 21.3% in SY2021-22 to 35.7% in SY2022-23 and 50% in SY2023-24.</p> <p>and</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>and</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 54% in SY2023-24 to 72% in SY2024-25.</p> <p>Kindergarten will increase from 67% to 75%</p> <p>1st grade will increase from 52.4% to 75%</p> <p>2nd grade will increase from 48.4% to 65%</p>	Limited Development 08/01/2024		

and

Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 26.5% in September 2023 to 32% by June 2025.

3rd grade will increase from 25.8% to 30%

4th grade will increase from 24.1 % to 30%

5th grade will increase from 30% to 35%

As of June 2024, we have partially met our goals aligned to this indicator. While we doubled our percentage from the previous school year, based on EOG data from the 2023-2024 school year, we fell short of our goal with 23.3% of our 3rd grade Black and Hispanic students scoring at the CCR level. Our overall unofficial grade level proficiency is 48.8% and our College and Career Readiness is 33.8%. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

Successes related to this indicator include our Beginning Teacher Support program and collaborative PLCs in which teaching strategies were both modeled by a facilitator or teacher leader as well as grade level colleagues. Additionally, comparing Fall to Spring Insight Survey data for the 2023-2024 school year, we saw an increase in our School Index Score (7.2 in Fall to 8.0 in Spring) and an Index Percentile Rank increase of 31% to 59%. Based on spring 2024 Insight Survey data around observation and feedback from the previous school year, 76% of teachers reported getting enough feedback on instructional practice. 80% of teachers indicated that the feedback they received from being observed helps improve student outcomes. Gains in the aforementioned areas were noted as all were over ten percentage points above the previous year's scores.

A challenge we continue to address through our staffing and master scheduling efforts is to bolster collaboration between teachers and support staff through PLCs in order to align practices and ensure clarity around students' learning needs and best practices for teachers' instructional delivery. It was necessary to provide coaching and support more strategically in order to maximize the impact coaches would be able to have on teachers who needed the most support. Professional development around coaching was provided to ILT members, and

training protocols were learned and implemented. We will continue to implement Get Better Faster & Relay approaches to coaching and feedback. With additional TLP staff, MCLs and Expanded Impact teachers will continue to support instructional excellence by leading planning meetings and PLCs in addition to monitoring instruction and providing consistent, effective feedback and coaching to drive student outcomes.

An opportunity remains to further our professional development efforts around small group instruction. To this end, we plan to continue to implement WIN (“What I Need”) blocks in daily schedules across all grade levels. These blocks will allow teachers and support staff dedicated time each day to deliver intensive small group instruction to address learning gaps with research-based resources, including but not limited to Orton Gillingham and IXL.

- Data
- Successes
- Challenges
- Opportunities

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>Instructional teams will collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction will include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers will be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.</p> <p>And, we have met the goals below:</p> <p>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 55.9% in SY2023-24 to 72% in SY2024-25 to 85% in SY2025-26.</p> <p>Kindergarten will increase from 67% to 75%</p> <p>1st grade will increase from 52.4% to 75%</p> <p>2nd grade will increase from 48.4% to 65%</p> <p>Students With Disabilities performance increases from an F to a D or higher.</p> <p>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 26.5% in SY2023-24 to 32% in SY2024-25.</p> <p>Goal 3: The percent of students scoring GLP in math in grades 3-5 will increase from 58.6% in SY2023-24 to 65% in SY2024-25</p> <p>Goal 4: The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.</p>		<p>Melanee Friday</p>	<p>06/30/2026</p>
<p>Actions</p>	<p>0 of 5 (0%)</p>			
<p>2/17/25</p>	<p>The instructional leadership team will conduct core action walks to verify that teachers are delivering the standards and addressing student needs. (Goals 1 and 2 and Guardrail 1)</p>		<p>Melanee Friday</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>	<p>Throughout the school year each week during instructional leadership meeting the team conducted core action walks to verify that teachers are delivering the standards and addressing student needs.</p>			

2/17/25	During PLCs, teachers and instructional leaders will conduct a deep dive to analyze assessments and review student performance to determine which standards we need to reteach. Standards we focus on will be retaught during small group instruction. Use the response to benchmarks lessons and small group support. (Goals 1 and 2 and Guardrail 1)		Melanee Friday	11/25/2025
<p><i>Notes:</i> We have successfully completed the action step focused on using PLCs to analyze assessment data and guide instruction. During PLC meetings, teachers and instructional leaders conducted in-depth reviews of benchmark and classroom assessment data to identify specific standards where students demonstrated limited proficiency. Based on this analysis, teams collaboratively selected priority standards for reteaching and developed targeted small group instruction plans. Instruction has been adjusted accordingly, and teachers are providing focused support to address learning gaps. Documentation of these efforts—including data review notes, reteach standards, and small group plans—has been collected and used to monitor progress. This process has strengthened our ability to respond to student needs and ensure instructional decisions are aligned with performance data.</p>				
2/17/25	ML teacher will plan with the team weekly to ensure the use of resources in the PACE Toolkit and the Amplified Text in ILC. (Goals 1 and 2 and Guardrail 1)		LaTanya Heath (Elected 9/10/2024)	06/30/2026
<p><i>Notes:</i> We have successfully completed the action step focused on supporting Multilingual Learners through collaborative planning and targeted resource use. The ML teacher has been consistently planning with grade-level teams on a weekly basis to ensure the effective integration of strategies and materials from the PACE Toolkit and Amplified Texts in ILC. This collaboration has strengthened instructional alignment, supported language development, and ensured that ML students have access to rigorous, scaffolded content. These efforts are reflected in lesson plans, instructional delivery, and increased engagement of ML students across content areas.</p>				
8/6/24	<p>Budget: \$95,630.40 - 1 MCL Differential, 2 EIT 1 Differentials, 6 EIT 2 Differentials and 6 EIT 2 Differentials</p> <p>Utilize Title I funds to pay differentials for Teacher Leadership Pathway positions to lead grade level and grade bands to effectively run weekly planning and data meetings. (Aligns with Goals 1 and 4, Title I Funds)</p>		Priscilla Brewer (Elected 9/19/2023)	06/30/2026

Notes: School Smart Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 65% in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 26.5% in SY2023-24 to 32% in SY2024-25.

Using Title 1 funds we were able to provide 1 MCL Differential, 2 EIT 1 Differentials, 6 EIT 2 Differentials and 6 EIT 2 Differentials

8/6/24

Budget:
\$24,870.55 Extended Employment for MCLs, Dean, and AP

Action:
Use Title 1 funds for Extended Employment for instructional leaders to develop a walkthrough and data collection schedule and plan of implementation to provide consistent, actionable feedback to drive student achievement. (Goals 1 and 2 and Guardrail 1)

Priscilla Brewer
(Elected 9/19/2023)

06/30/2026

Notes: School Smart Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 65% in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 26.5% in SY2023-24 to 32% in SY2024-25.

The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.

Using Title 1 funds we were able to provide Extended Employment for MCLs, Dean, and AP.

Implementation:

09/10/2025

Evidence

6/4/2025
6/4/2025: The 2024-25 Master Schedule was created in compliance with the CMS Instructional Tenants. It has been implemented since the start of the school. Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials. MCLs

modeled and presented PLC systems, processes, expectations and procedures with staff. Administrators monitored for fidelity in implementation. Using Title 1 funds we were able to provide Extended Employment for MCLs, Dean, and AP. Throughout the school year, during weekly Instructional Leadership Team meetings, the team consistently conducted Core Action Walks. These walkthroughs were used to verify that teachers were effectively delivering grade-level standards and meeting the diverse needs of students. This ongoing monitoring helped ensure instructional fidelity and provided valuable insights to support targeted coaching and continuous improvement. We have successfully completed the action step focused on using PLCs to analyze assessment data and guide instruction. During PLC meetings, teachers and instructional leaders conducted in-depth reviews of benchmark and classroom assessment data to identify specific standards where students demonstrated limited proficiency. Based on this analysis, teams collaboratively selected priority standards for reteaching and developed targeted small group instruction plans. Instruction has been adjusted accordingly, and teachers are providing focused support to address learning gaps. Documentation of these efforts—including data review notes, reteach standards, and small group plans—has been collected and used to monitor progress. This process has strengthened our ability to respond to student needs and ensure instructional decisions are aligned with performance data. We have completed the action step focused on using DIBELS and MVPA data to drive targeted instruction and intervention. The instructional leadership team and teachers collaboratively reviewed current DIBELS and MVPA data to identify areas where students demonstrated skill deficits or did not meet mastery. Based on this analysis, small instructional groups were formed, and tailored small group plans were developed to address specific learning gaps. Additionally, teachers have increased the use of teacher-assigned lessons in iReady, ensuring that students receive personalized practice aligned to their individual needs and grade-level standards. This data-driven approach is now fully implemented and is being monitored for impact on student growth and achievement. We have successfully completed the action step focused on supporting Multilingual Learners through collaborative planning and targeted resource use. The ML teacher has been consistently planning with grade-level teams on a weekly basis to ensure the effective integration of strategies and materials from the PACE Toolkit and Amplified Texts in ILC. This collaboration has strengthened instructional alignment, supported language development, and ensured that ML students have access to rigorous, scaffolded content. These efforts are reflected in lesson plans, instructional delivery, and increased

engagement of ML students across content areas. We have successfully completed the action step for Extended Day Tutoring, which was held two days per week over the course of eight weeks. Targeted students received additional academic support in reading and math, with instruction aligned to identified areas of need based on assessment data. Small group instruction focused on closing learning gaps and reinforcing grade-level standards. Student progress was monitored throughout the program, and tutoring staff collaborated with classroom teachers to ensure instructional alignment. This initiative provided valuable intervention time to support student growth outside of the regular school day. We have successfully completed the action step involving Core Action Walks conducted by the Instructional Leadership Team (ILT) and Instructional Support Staff. These walkthroughs were strategically implemented to monitor the fidelity of implementation for both the EL Education Modules and the ALL Block. The team observed classroom instruction, gathered evidence on alignment to core instructional practices, and provided timely, actionable feedback to teachers. Trends and insights from the walks were used to guide coaching conversations and inform future planning. This process has helped ensure consistency, instructional alignment, and continued support for high-quality literacy instruction schoolwide.

Experience

6/4/2025

6/4/2025: The 2024-25 Master Schedule was created in compliance with the CMS Instructional Tenants. It has been implemented since the start of the school. Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials. MCLs modeled and presented PLC systems, processes, expectations and procedures with staff. Administrators monitored for fidelity in implementation. Using Title 1 funds we were able to provide Extended Employment for MCLs, Dean, and AP. Throughout the school year, during weekly Instructional Leadership Team meetings, the team consistently conducted Core Action Walks. These walkthroughs were used to verify that teachers were effectively delivering grade-level standards and meeting the diverse needs of students. This ongoing monitoring helped ensure instructional fidelity and provided valuable insights to support targeted coaching and continuous improvement. We have successfully completed the action step focused on using PLCs to analyze assessment data and guide instruction. During PLC meetings, teachers and instructional leaders conducted in-depth reviews of benchmark and classroom assessment data to identify specific standards where students demonstrated limited proficiency. Based on this analysis, teams collaboratively selected priority standards for reteaching and developed targeted small group instruction plans.

Instruction has been adjusted accordingly, and teachers are providing focused support to address learning gaps. Documentation of these efforts—including data review notes, reteach standards, and small group plans—has been collected and used to monitor progress. This process has strengthened our ability to respond to student needs and ensure instructional decisions are aligned with performance data. We have completed the action step focused on using DIBELS and MVPA data to drive targeted instruction and intervention. The instructional leadership team and teachers collaboratively reviewed current DIBELS and MVPA data to identify areas where students demonstrated skill deficits or did not meet mastery. Based on this analysis, small instructional groups were formed, and tailored small group plans were developed to address specific learning gaps. Additionally, teachers have increased the use of teacher-assigned lessons in iReady, ensuring that students receive personalized practice aligned to their individual needs and grade-level standards. This data-driven approach is now fully implemented and is being monitored for impact on student growth and achievement. We have successfully completed the action step focused on supporting Multilingual Learners through collaborative planning and targeted resource use. The ML teacher has been consistently planning with grade-level teams on a weekly basis to ensure the effective integration of strategies and materials from the PACE Toolkit and Amplified Texts in ILC. This collaboration has strengthened instructional alignment, supported language development, and ensured that ML students have access to rigorous, scaffolded content. These efforts are reflected in lesson plans, instructional delivery, and increased engagement of ML students across content areas. We have successfully completed the action step for Extended Day Tutoring, which was held two days per week over the course of eight weeks. Targeted students received additional academic support in reading and math, with instruction aligned to identified areas of need based on assessment data. Small group instruction focused on closing learning gaps and reinforcing grade-level standards. Student progress was monitored throughout the program, and tutoring staff collaborated with classroom teachers to ensure instructional alignment. This initiative provided valuable intervention time to support student growth outside of the regular school day. We have successfully completed the action step involving Core Action Walks conducted by the Instructional Leadership Team (ILT) and Instructional Support Staff. These walkthroughs were strategically implemented to monitor the fidelity of implementation for both the EL Education Modules and the ALL Block. The team observed classroom instruction, gathered evidence on alignment to core instructional practices, and provided timely,

actionable feedback to teachers. Trends and insights from the walks were used to guide coaching conversations and inform future planning. This process has helped ensure consistency, instructional alignment, and continued support for high-quality literacy instruction schoolwide.

Sustainability

6/4/2025

6/4/2025: As evidenced throughout the 2023–2024 school year, we have made significant progress in implementing key action steps aligned to our school improvement goals. From creating a master schedule in alignment with CMS Instructional Tenets to utilizing Title I funds for leadership differentials, extended employment, and targeted student supports, we have worked intentionally to build a strong instructional foundation. The effective use of PLCs, Core Action Walks, data analysis, and instructional planning has allowed us to respond to student needs in real time and provide meaningful support through small group instruction and extended day tutoring. We also enhanced support for Multilingual Learners through weekly collaborative planning and the integration of specialized resources.

While we have completed these action steps with fidelity, we recognize that sustaining and deepening this work is essential. As we move into the 2025–2026 school year, we will continue to build on these systems and practices to ensure alignment, instructional consistency, and equitable outcomes for all students. Our commitment remains focused on using data to inform instruction, strengthening coaching and leadership capacity, and providing differentiated support to meet the diverse needs of our learners.

	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
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Initial Assessment:

Our SIP Goal that aligns to this indicator is:

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024.

As of June 2024, our unofficial composite scores for CCR and GLP increased. Our CCR in 2022-23 was 28.8, in 2023-24 our CCR is 33.8. In addition, our GLP in 2022-23 was 47.1, in 2023-24 our CCR is 48.8. The proficiency rate for SWD in Math is 16.6, Reading is 11.1, and Science is 17.6. Our overall GLP composite for SWD declined 1.9% from 15.9% in 2022-2023 to 14% in 2023-2024.

A success with regard to this indicator is our investment in human capital to provide students access to highly effective teacher leaders through the Teacher Leader Pathways. We used the Teacher Leader Pathway to increase instructional reach by hiring 2 MCLs to support grade level planning, PLCs, coaching and feedback, and small group instruction. An EIT 3 was hired to support Literacy for grades 4-5. An EIT 2 was hired for grade 3 Math and grade 5 Math. An EIT 1 was hired for grade 1. Our SWD were supported with small group instruction in the general education classroom in addition to the instruction provided by the EC Resource and ML teachers. Through Out of School Time Tutoring (OSTT), we were able to provide tutoring for 51 students in Math, 50 students in Literacy, and 11 students in Science. The high dosage tutoring has helped increase proficiency scores in all areas.

A challenge aligned to this indicator is to ensure we have highly qualified staff to provide differentiated, aligned instruction for our multi-lingual learners and students with disabilities.

We have an opportunity to address this challenge is to utilize the Teacher Leadership Pathway program to ensure all students have access to highly effective teachers and additional instructional time to meet individual needs. We are adding 2 Extensions classrooms. We are on target to have those classrooms staffed with licensed teachers and an instructional assistant.

Comprehensive Needs Assessment Link:

https://docs.google.com/document/d/1GcwvnAPZ6aclly_Vi4aWdJf7c6btLZpqxhT6YqWVoE0/edit?usp=sharing

Limited Development
09/04/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The current state of this particular indicator at Lawrence Orr Elementary is working towards full implementation. At full implementation, we will see noteworthy improvements in grade level literacy rates for our multilingual learners and students with disabilities. To this end, we have partnered with tutoring providers to extend learning for many of our at-risk students. Additionally, we will continue to grow our cohort of Teacher Leader Pathways staff in order to bolster each of our grade levels with effective daily instructional support and meaningful feedback cycles. We will also employ 2 teachers using Title I funds to reduce K-2 class sizes to support our focus on developing early literacy skills.</p> <p>Comprehensive Needs Assessment: https://docs.google.com/document/d/1GcwvnAPZ6aclly_Vi4aWdJf7c6btLZpqxhT6YqWVoE0/edit?usp=sharing</p>			Melanee Friday	06/30/2026
Actions			0 of 5 (0%)		
	8/13/24	Budget: \$22,979.85 Title 1 Tutor Action: Lawrence Orr Elementary will utilize Title I funds to employ 1 Title 1 tutor grades 2nd - 4th to reduce class sizes to support our focus on developing early literacy skills and literacy skills.		Priscilla Brewer (Elected 9/19/2023)	10/31/2025

Notes: School Smart Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 65% in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 26.5% in SY2023-24 to 32% in SY2024-25.

The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.

We have successfully completed the action step focused on reducing class sizes in primary grades to strengthen early literacy instruction. Using Title I funds, Lawrence Orr Elementary employed two additional teachers in grades K–2 to create smaller class sizes. This strategic staffing decision allowed for more individualized instruction, increased student engagement, and stronger teacher-student relationships—critical components in the development of foundational reading skills. This action directly supports our school’s goal of improving early literacy outcomes and ensures that students in their most formative years receive the targeted support needed to build a strong academic foundation.

12/6/24 The EC team will meet monthly as a Professional Learning Community to receive research-based learning on IEP development, goal writing, and differentiated small-group instruction focused on individual student IEP goals.

Priscilla Brewer
(Elected 9/19/2023)

10/31/2025

Notes: We have successfully completed the action step focused on building the capacity of our Exceptional Children (EC) team through ongoing professional learning. The EC team met monthly as a Professional Learning Community (PLC) to engage in research-based training focused on IEP development, effective goal writing, and differentiated small-group instruction aligned to individual student IEP goals. These sessions provided valuable opportunities for collaboration, reflection, and skill-building, leading to more consistent, high-quality support for students with disabilities. This work has strengthened instructional practices and ensured that IEPs are implemented with fidelity to meet the diverse needs of our students.

4/8/25	<p>Budget: \$ We will use ATSI funds to provide an 8-week Extended Day Tutorial Program.</p> <p>Funds have been allocated to support Extended Day Tutorial Programs for students in subgroups who require additional academic support. This initiative aims to provide these students with targeted interventions and enrichment opportunities to ensure they achieve academic success. Additionally, a portion of the allocated funds has been utilized to acquire instructional materials and resources that will enhance the learning experience for all students, ensuring they have access to the tools and materials needed to succeed in their educational journey.</p>		Maureen Carter (Elected 9/19/2023)	05/30/2026
	<p><i>Notes:</i> successfully completed the action step for Extended Day Tutoring, which was held two days per week over the course of eight weeks. Targeted students—including those identified as Multilingual Learners (MLs) and Students with Disabilities (SWD) received additional academic support in reading and math, with instruction aligned to identified areas of need based on assessment data. Small group instruction focused on closing learning gaps and reinforcing grade-level standards. Student progress was closely monitored throughout the program, and tutoring staff collaborated with classroom teachers to ensure instructional alignment. This initiative provided valuable intervention time to support student growth outside of the regular school day and helped address the specific academic needs of historically underserved student groups.</p>			
8/15/24	<p>Budget: \$15,658.53 Instructional Materials</p> <p>Action: Title I funds will be utilized to print student workbooks and consumable materials for 5th grade Science. Title I funds will be utilized to purchase instructional resources to support the implementation of the new Math curriculum.</p>		Priscilla Brewer (Elected 9/19/2023)	06/30/2026

Notes: School Smart Goals:

The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.

The percent of students scoring GLP in math in grades 3-5 will increase from 58.6% in SY2023-24 to 65% in SY2024-25.

We have successfully completed the action step to support instruction through the strategic use of Title I funds. Funds were used to print student workbooks and consumable materials for 5th grade Science, ensuring that all students had access to hands-on, standards-aligned resources to support content mastery. Additionally, instructional resources were purchased to support the implementation of the new Math curriculum, providing teachers with the tools needed to deliver rigorous, engaging instruction aligned to grade-level standards. These resources have been fully distributed and are in active use, enhancing both student access and instructional quality in core content areas.

9/5/23

Budget:
\$95,630.40 - 1 MCL Differential, 2 EIT 1 Differentials, 6 EIT 2 Differentials and 6 EIT 2 Differentials

Utilize Title I funds to pay differentials for Teacher Leadership Pathway positions to lead grade level and grade bands to effectively run weekly planning and data meetings. (Aligns with Goals 1 and 4, Title I Funds)

Priscilla Brewer
(Elected 9/19/2023)

06/30/2026

Notes: <https://drive.google.com/file/d/1ExX2Wzch4fk3L9nVk9j6LK1xVoFYyzkc/view?usp=sharing>

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 65% in SY2024-25.

(Aligns to A2.04, A4.01, B2.03, B3.03 and E1.06 aligned to CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 26.5% in SY2023-24 to 32% in SY2024-25.

(Aligns to A2.04, A4.01, B3.03 and E1.06 aligned to CMS Goal 2)

The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25. (Aligns to A2.04, A4.01, B3.03, D1.02 and CMS Guardrail 1)

Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials.

Implementation:

06/04/2025

Evidence

6/4/2025
6/4/2025: We have successfully completed the action step for Extended Day Tutoring, which was held two days per week over the course of eight weeks. Targeted students—including those identified as Multilingual Learners (MLs) and Students with Disabilities (SWD) received additional academic support in reading and math, with instruction aligned to identified areas of need based on assessment data. Small group instruction focused on closing learning gaps and reinforcing grade-level standards. Student progress was closely monitored throughout the program, and tutoring staff collaborated with classroom teachers to ensure instructional alignment. This initiative provided valuable intervention time to support student growth outside of the regular school day and helped address the specific academic needs of historically underserved student groups. Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials. We have successfully completed the action step focused on reducing class sizes in primary grades to strengthen early literacy instruction. Using Title I funds, Lawrence Orr Elementary employed two additional teachers in grades K–2 to create

smaller class sizes. This strategic staffing decision allowed for more individualized instruction, increased student engagement, and stronger teacher-student relationships—critical components in the development of foundational reading skills. This action directly supports our school’s goal of improving early literacy outcomes and ensures that students in their most formative years receive the targeted support needed to build a strong academic foundation. We have successfully completed the action step to support instruction through the strategic use of Title I funds. Funds were used to print student workbooks and consumable materials for 5th grade Science, ensuring that all students had access to hands-on, standards-aligned resources to support content mastery. Additionally, instructional resources were purchased to support the implementation of the new Math curriculum, providing teachers with the tools needed to deliver rigorous, engaging instruction aligned to grade-level standards. These resources have been fully distributed and are in active use, enhancing both student access and instructional quality in core content areas. We have successfully completed the action step focused on building the capacity of our Exceptional Children (EC) team through ongoing professional learning. The EC team met monthly as a Professional Learning Community (PLC) to engage in research-based training focused on IEP development, effective goal writing, and differentiated small-group instruction aligned to individual student IEP goals. These sessions provided valuable opportunities for collaboration, reflection, and skill-building, leading to more consistent, high-quality support for students with disabilities. This work has strengthened instructional practices and ensured that IEPs are implemented with fidelity to meet the diverse needs of our students. We have successfully completed the action step to implement an 8-week Extended Day Tutorial Program funded through Title I. The program ran three days per week for grade 5 and two days per week for grades 3 and 4, with a total investment of approximately \$15,000 for tutorial pay and \$3,000 for transportation using two buses to ensure student access. Students invited to participate were those performing in the 21st–40th percentile on iReady Reading and/or Math, as well as grade 5 students in the 21st–40th percentile on the Science MVPA. Instruction focused on reinforcing key standards through small group support tailored to student data. The program provided critical academic intervention to help move these students toward proficiency in preparation for end-of-year assessments.

Experience

6/4/2025

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Multilingual Learners (MLs) and Students with Disabilities (SWD) received additional academic support in reading and math, with instruction aligned to identified areas of need based on assessment data. Small group instruction focused on closing learning gaps and reinforcing grade-level standards. Student progress was closely monitored throughout the program, and tutoring staff collaborated with classroom teachers to ensure instructional alignment. This initiative provided valuable intervention time to support student growth outside of the regular school day and helped address the specific academic needs of historically underserved student groups.

Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials. We have successfully completed the action step focused on reducing class sizes in primary grades to strengthen early literacy instruction. Using Title I funds, Lawrence Orr Elementary employed two additional teachers in grades K–2 to create smaller class sizes. This strategic staffing decision allowed for more individualized instruction, increased student engagement, and stronger teacher-student relationships—critical components in the development of foundational reading skills. This action directly supports our school’s goal of improving early literacy outcomes and ensures that students in their most formative years receive the targeted support needed to build a strong academic foundation. We have successfully completed the action step to support instruction through the strategic use of Title I funds. Funds were used to print student workbooks and consumable materials for 5th grade Science, ensuring that all students had access to hands-on, standards-aligned resources to support content mastery. Additionally, instructional resources were purchased to support the implementation of the new Math curriculum, providing teachers with the tools needed to deliver rigorous, engaging instruction aligned to grade-level standards. These resources have been fully distributed and are in active use, enhancing both student access and instructional quality in core content areas. We have successfully completed the action step focused on building the capacity of our Exceptional Children (EC) team through ongoing professional learning. The EC team met monthly as a Professional Learning Community (PLC) to engage in research-based training focused on IEP development, effective goal writing, and differentiated small-group instruction aligned to individual student IEP goals. These sessions provided valuable opportunities for collaboration, reflection, and skill-building, leading to more consistent, high-quality support for students with disabilities. This work has strengthened instructional practices and ensured that IEPs are implemented with fidelity to meet the diverse needs of our students. We have successfully completed the action step to implement an 8-

week Extended Day Tutorial Program funded through Title I. The program ran three days per week for grade 5 and two days per week for grades 3 and 4, with a total investment of approximately \$15,000 for tutorial pay and \$3,000 for transportation using two buses to ensure student access. Students invited to participate were those performing in the 21st–40th percentile on iReady Reading and/or Math, as well as grade 5 students in the 21st–40th percentile on the Science MVPA. Instruction focused on reinforcing key standards through small group support tailored to student data. The program provided critical academic intervention to help move these students toward proficiency in preparation for end-of-year assessments.

Sustainability

6/4/2025

6/4/2025: To sustain and build on the progress made toward this objective, continued focus on targeted intervention, strategic staffing, and instructional support will be essential. Maintaining Extended Day Tutoring and expanding it based on data trends will ensure ongoing support for students performing below grade level, especially Multilingual Learners (MLs), Students with Disabilities (SWD), and students in the 21st–40th percentile. Continued use of Title I funds to support key roles such as MCLs and EITs will be critical to coaching, data analysis, and instructional alignment.

Additionally, preserving smaller class sizes in K–2 is vital for early literacy success. Sustaining this model will require ongoing funding and intentional staffing decisions. Teachers must also continue receiving access to quality instructional materials in Science and Math, paired with professional learning opportunities that build capacity in differentiated instruction and standards-based planning.

Lastly, maintaining a strong PLC structure—with a focus on data-driven instruction and small-group planning—will ensure that interventions remain responsive to student needs. Regular progress monitoring and leadership walkthroughs will continue to drive accountability and growth across all instructional areas. These efforts will support long-term academic success and equity for all learners.

Core Function:

Domain 2: Talent Development

Effective Practice:

Practice 2B: Target professional learning opportunities

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our SIP Goals that align to this indicator are:

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 21.3% in SY2021-22 to 35.7% in SY2022-23 and 50% in SY2023-24.

and

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024, we have partially met our goal aligned to this indicator. EVAAS growth data from the 2022-2023 school year indicates that Lawrence Orr Elementary met growth with a growth index of 1.61. Reading met growth with an index of 0.99 and Math met growth with an index of 1.92. As of June 2024, we have not received updated EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Our unofficial composite scores for CCR and GLP in 2023-2024 increased. Our CCR in 2022-23 was 28.8, in 2023-24 our CCR is 33.8. In addition, our GLP in 2022-23 was 47.1, in 2023-24 our CCR is 48.8. Our 2023-2024 EOY goal for the percentage of Black and Hispanic students attaining CCR scores on the Grade 3 Reading EOG was 50%. Our actual results fell below our expectations with 23.2% of Black & Hispanic third graders scoring in the CCR range.

A success we experienced aligned to this indicator is our weekly grade level data meetings. PLCs utilized this time to create flexible targeted small groups.

Our challenge aligned to this indicator is to make sure there are opportunities to consistently action plan and effectively utilize our WIN time in response to the data we are analyzing.

We will continue to implement quarterly extended planning sessions and include small group planning time during PLCs using our TLP instructional leads to guide that work.

Limited Development
09/05/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Full implementation of this indicator will be demonstrated through weekly and quarterly data analysis protocols implemented by all PLCs. Data will include i-Ready, DIBELS, MVPA, and informal assessments. Additionally, trends identified during walkthroughs will also be considered and discussed.			Melanee Friday	06/30/2026
Actions			0 of 2 (0%)		
9/5/23	The instructional leadership team will have a bi-weekly focus on grade level data and the implementation of strategies to respond to student data. Tracking Math Cool Down Data to provide Cool Down reteach immediately after the lesson. (Aligns with Goals 1 and 4)			Melanee Friday	10/31/2025
<p><i>Notes:</i> We have successfully completed the action step focused on strengthening data-driven instruction through consistent monitoring and response. The instructional leadership team met bi-weekly with a targeted focus on grade-level data analysis and the implementation of strategies to respond to student needs. A key component of this work was tracking Math Cool Down data. Teachers and leaders collaboratively reviewed this data to identify misconceptions in real time and implemented immediate reteach opportunities following the lesson.</p> <p>This timely, focused intervention ensured that students received the support they needed before moving on to new content, reinforcing mastery of key math concepts. These ongoing data conversations have helped build a culture of responsiveness and instructional agility across grade levels.</p>					
9/5/23	The instructional leadership team will have a bi-weekly focus on the triangulation of observation/walkthrough data to identify trends and develop responses to address gaps and opportunities for extended learning. (Aligns with Goals 1 and 4)			Melanee Friday	10/31/2025

Notes: We have successfully completed the action step focused on strengthening data-driven instruction through consistent monitoring and response. The instructional leadership team met bi-weekly with a targeted focus on grade-level data analysis and the implementation of strategies to respond to student needs. A key component of this work was tracking Math Cool Down data. Teachers and leaders collaboratively reviewed this data to identify misconceptions in real time and implemented immediate reteach opportunities following the lesson.

This timely, focused intervention ensured that students received the support they needed before moving on to new content, reinforcing mastery of key math concepts. These ongoing data conversations have helped build a culture of responsiveness and instructional agility across grade levels.

Implementation:

06/05/2025

Evidence

6/5/2025
6/4/2025: We have successfully completed the action step focused on strengthening data-driven instruction through consistent monitoring and response. The instructional leadership team met bi-weekly with a targeted focus on grade-level data analysis and the implementation of strategies to respond to student needs. A key component of this work was tracking Math Cool Down data. Teachers and leaders collaboratively reviewed this data to identify misconceptions in real time and implemented immediate reteach opportunities following the lesson.

This timely, focused intervention ensured that students received the support they needed before moving on to new content, reinforcing mastery of key math concepts. These ongoing data conversations have helped build a culture of responsiveness and instructional agility across grade levels.

Experience	<p>6/5/2025 6/4/2025: We have successfully completed the action step focused on strengthening data-driven instruction through consistent monitoring and response. The instructional leadership team met bi-weekly with a targeted focus on grade-level data analysis and the implementation of strategies to respond to student needs. A key component of this work was tracking Math Cool Down data. Teachers and leaders collaboratively reviewed this data to identify misconceptions in real time and implemented immediate reteach opportunities following the lesson.</p> <p>This timely, focused intervention ensured that students received the support they needed before moving on to new content, reinforcing mastery of key math concepts. These ongoing data conversations have helped build a culture of responsiveness and instructional agility across grade levels.</p>			
Sustainability	<p>6/5/2025 6/4/2025:</p>			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Our SIP Goals that aligns to this indicator are:</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator. A total of 14 referrals across all grade levels were processed this year. Across all K-5 grade levels, we had a total of 76 Tier 2 plans and 173 Tier 3 plans for Reading. Regarding Math tiers, 83 students were at Tier 2 and 113 were at Tier 3. Our overall tier movement for Reading included 23 students who moved up, 115 students who moved down, and 294 students who remained neutral. For Math, 36 students moved up, 58 moved down, and 342 remained neutral.</p>	<p>Limited Development 08/01/2024</p>		

Through the 2023-2024 school year, our MTSS team met regularly to create and review student plans. LaTanya Heath facilitated all MTSS processes this school year through the role of MTSS Coordinator, a role through which she provided oversight, scheduling of regular MTSS meetings, and collaborative guidance and support to classroom teachers with regard to plan development and progress monitoring. In the main, Lawrence Orr Elementary students continue to demonstrate growth.

A challenge we continue to face as we embark on the 2024-2025 school year is chronic absenteeism. Student performance data points, including MAP, DIBELS, and End of Grade assessments, for students who did not demonstrate proficiency align with school attendance data for students who missed 6 or more days of school.

While our Student Services Team has made intentional efforts this year towards reducing our school's chronic absenteeism percentages, there remains an opportunity to redouble these efforts in the upcoming school year. As we finalize staffing plans for the 2024-2025 school year, we will continue to strategically align our human capital and material resources to best support each student's academic, social-emotional, and behavioral growth.

Comprehensive Needs Assessment Link:
https://docs.google.com/document/d/1GcwvnAPZ6aclly_Vi4aWdJf7c6btLZpqxhT6YqWVoE0/edit?usp=sharing

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

This indicator will be fully met when the focus in the LOES multi-tiered system of support is on classroom instruction. Our Instructional Leadership Team will ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures. We will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.

And, we have met the goals below:

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 55.9% in SY2023-24 to 72% in SY2024-25 to 85% in SY2025-26.

Kindergarten will increase from 67% to 75%

1st grade will increase from 52.4% to 75%

2nd grade will increase from 48.4% to 65%

Students With Disabilities performance increases from an F to a D or higher.

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 26.5% in SY2023-24 to 32% in SY2024-25.

Goal 3: The percent of students scoring GLP in math in grades 3-5 will increase from 58.6% in SY2023-24 to 65% in SY2024-25

Goal 4: The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.

**Denishie Whitfield
(elected Nov. 2024)**

06/30/2026

Actions		0 of 5 (0%)		
9/10/25	To address resource inequities for SWD and ML students, PLCs will implement intentional planning structures to model amplifications using the PACE Toolkit and Amplified Texts. Teachers will review DIBELS and MVPA data to form targeted small groups and increase assigned iReady lessons to support mastery. Weekly collaboration with the ML teacher will ensure alignment of supports and resources across teams. (Goal 1, Goal 2, Guardrail 1 and FAM-S 3)		Denishie Whitfield (elected Nov. 2024)	10/31/2025
<i>Notes:</i>				
9/22/25	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.		Priscilla Brewer (Elected 9/19/2025)	10/31/2025
<i>Notes:</i>				
9/10/24	During PLCs, teachers and instructional leaders will analyze student assessment data using trackers to identify standards for reteaching and plan targeted small group instruction. Data meetings will be used to address misconceptions, monitor progress, and guide interventions, including MTSS referrals. (Goal 1, Goal 2, Guardrail 1 and FAM-S 3)		Maureen Carter (Elected 9/19/2023)	10/31/2025
<i>Notes:</i> To effectively monitor student progress and address learning gaps, we implemented the use of data trackers to record and analyze results from weekly and bi-weekly assessments. These trackers allowed teachers and instructional leaders to closely monitor student performance and growth over time.				
Regular data meetings were held with teachers, support staff, and members of the instructional leadership team to review assessment outcomes. During these meetings, we identified frequently missed questions, analyzed trends, and developed action plans to address misconceptions and gaps in understanding. This collaborative approach ensured that instructional decisions were data-driven and responsive to student needs.				
Additionally, the data collected was instrumental in determining which students required further academic interventions. It also served as key evidence when making MTSS referrals, helping to ensure that appropriate supports were put in place in a timely manner. This systematic use of data strengthened our instructional practices and supported more targeted, effective interventions.				

9/10/24	During the 2025–26 school year, our TSI school will implement SPIRE for math and Orton Gillingham for reading to support students with disabilities. Core Action Walks with the ILT and Instructional Support Team will be conducted regularly to monitor fidelity of implementation and provide feedback. (Aligned with Goal 2, Guardrail 1, and FAM-S 3)		Denishie Whitfield (elected Nov. 2024)	10/31/2025
<i>Notes:</i>				
5/13/25	Budget: \$12,532.20 We will use ATSI funds to provide an 8-week Extended Day Tutorial Program. Funds have been allocated to support Extended Day Tutorial Programs for students in SWD subgroups who require additional academic support. This initiative aims to provide these students with targeted interventions and enrichment opportunities to ensure they achieve academic success. Additionally, a portion of the allocated funds has been utilized to acquire instructional materials and resources that will enhance the learning experience for all students, ensuring they have access to the tools and materials needed to succeed in their educational journey.		Maureen Carter (Elected 9/19/2023)	06/30/2026
<i>Notes:</i> To support targeted instruction and student growth, we utilized ATSI funds to implement an 8-week Extended Day Tutorial Program. This program specifically focused on students in the SWD (Students with Disabilities) subgroup who required additional academic support. Through this initiative, students received targeted interventions and enrichment opportunities aligned with their individual needs. In addition to providing direct instructional time, ATSI funds were used to purchase instructional materials and resources that enhanced the overall learning experience. These materials ensured all students, including those in intervention groups, had equitable access to high-quality tools that supported their academic achievement. This strategic use of funds helped move us closer to our goal of providing data-driven, differentiated instruction based on i-Ready diagnostic results.				
Implementation:		06/06/2025		

Evidence	<p>6/6/2025</p> <p>6/6/2025: The objective was fully and effectively implemented through a combination of targeted professional development, data-driven instruction, and focused student support. Staff were trained on i-Ready and used data trackers and regular meetings to analyze student progress and guide interventions. ATSI and Title I funds supported an Extended Day Tutorial Program, additional instructional staff, and high-dosage tutoring for students needing extra support. Evidence-based programs like SPIRE and Orton-Gillingham were implemented with fidelity, supported by ongoing monitoring through core action walks. PLCs focused on instructional equity, and experiential learning was integrated to deepen student understanding, ensuring comprehensive support for all learners.</p>			
Experience	<p>6/6/2025</p> <p>6/6/2025: Beginning September 16 - 20, 2024: The MTSS Coordinator trained instructional staff on the use of i-Ready and to review the different reports that are available to teachers. To support targeted instruction and student growth, we utilized ATSI funds to implement an 8-week Extended Day Tutorial Program. This program specifically focused on students in the SWD (Students with Disabilities) subgroup who required additional academic support. Through this initiative, students received targeted interventions and enrichment opportunities aligned with their individual needs. Using Title 1 funds we were able to provide 1 MCL Differential, 1 EIT 3 Differential, and 6 EIT 2 Differentials. To effectively monitor student progress and address learning gaps, we implemented the use of data trackers to record and analyze results from weekly and bi-weekly assessments. These trackers allowed teachers and instructional leaders to closely monitor student performance and growth over time.</p> <p>Regular data meetings were held with teachers, support staff, and members of the instructional leadership team to review assessment outcomes. During these meetings, we identified frequently missed questions, analyzed trends, and developed action plans to address misconceptions and gaps in understanding. This collaborative approach ensured that instructional decisions were data-driven and responsive to student needs.</p> <p>Additionally, the data collected was instrumental in determining which students required further academic interventions. It also served as key evidence when making MTSS referrals, helping to ensure that appropriate supports were put in place in a timely manner. This</p>			

systematic use of data strengthened our instructional practices and supported more targeted, effective interventions. During the 2024–25 school year, our TSI school took deliberate steps to improve the academic performance of students with disabilities by implementing SPIRE for math and Orton-Gillingham for reading. Teachers and support staff received professional development and training on both programs to ensure proper implementation and fidelity.

SPIRE was used to deliver structured, sequential math instruction tailored to individual student needs, emphasizing skill mastery and concept reinforcement. Orton-Gillingham strategies were incorporated into reading instruction to support students through multisensory, explicit, and systematic approaches, targeting foundational literacy skills.

Progress monitoring tools were used regularly to assess student growth, and instructional adjustments were made based on data. Collaboration between general education teachers, EC staff, and instructional leaders helped ensure that interventions were aligned and consistently applied across settings. These efforts contributed to more targeted support and improved outcomes for students with disabilities. In 2024–25, our school identified inconsistent amplifications for SWD and ML students as a resource inequity impacting their success. To address this, we added intentional planning structures within PLCs to focus on designing and modeling effective amplifications. This collaborative approach helped ensure equitable access to instruction and supported improved outcomes for these student groups. Throughout the year, students participated in experiential learning opportunities such as hands-on projects, labs, and real-world applications tied to core content. These experiences helped deepen understanding, build engagement, and improve retention by connecting classroom learning to real-life contexts. Throughout the school year each week during instructional leadership meeting the team conducted core action walks to verify that teachers are delivering the standards and addressing student needs. We have successfully completed the action step focused on using PLCs to analyze assessment data and guide instruction. During PLC meetings, teachers and instructional leaders conducted in-depth reviews of benchmark and classroom assessment data to identify specific standards where students demonstrated limited proficiency. Based on this analysis, teams collaboratively selected priority standards for reteaching and developed targeted small group instruction plans. Instruction has been adjusted accordingly, and teachers are providing focused support to

address learning gaps. Documentation of these efforts—including data review notes, reteach standards, and small group plans—has been collected and used to monitor progress. This process has strengthened our ability to respond to student needs and ensure instructional decisions are aligned with performance data. We have completed the action step focused on using DIBELS and MVPA data to drive targeted instruction and intervention. The instructional leadership team and teachers collaboratively reviewed current DIBELS and MVPA data to identify areas where students demonstrated skill deficits or did not meet mastery. Based on this analysis, small instructional groups were formed, and tailored small group plans were developed to address specific learning gaps. Additionally, teachers have increased the use of teacher-assigned lessons in iReady, ensuring that students receive personalized practice aligned to their individual needs and grade-level standards. This data-driven approach is now fully implemented and is being monitored for impact on student growth and achievement. We have successfully completed the action step focused on supporting Multilingual Learners through collaborative planning and targeted resource use. The ML teacher has been consistently planning with grade-level teams on a weekly basis to ensure the effective integration of strategies and materials from the PACE Toolkit and Amplified Texts in ILC. This collaboration has strengthened instructional alignment, supported language development, and ensured that ML students have access to rigorous, scaffolded content. These efforts are reflected in lesson plans, instructional delivery, and increased engagement of ML students across content areas. We have successfully completed the action step involving Core Action Walks conducted by the Instructional Leadership Team (ILT) and Instructional Support Staff. These walkthroughs were strategically implemented to monitor the fidelity of implementation for both the SPIRE and Orton Gillingham. The team observed classroom instruction, gathered evidence on alignment to core instructional practices, and provided timely, actionable feedback to teachers. Trends and insights from the walks were used to guide coaching conversations and inform future planning. This process has helped ensure consistency, instructional alignment, and continued support for high-quality literacy instruction schoolwide. We implemented high-dosage tutoring 3–5 days a week for 30 minutes daily, focusing on students scoring in the 21st–40th percentile on the i-Ready Math assessment. This targeted support aimed to accelerate skill development and improve math proficiency.

Sustainability	<p>6/6/2025</p> <p>6/6/2025: To sustain and build on our efforts, ongoing professional development and training will be essential to maintain fidelity in using programs like SPIRE and Orton-Gillingham. Continued use of data trackers and regular data meetings will ensure timely identification of learning gaps and allow for responsive, targeted interventions. Maintaining collaboration among instructional leaders, teachers, and support staff through PLCs will be crucial for refining amplification strategies and aligning instruction to meet diverse student needs, especially for SWD and ML subgroups. Consistent monitoring through core action walks and progress tracking will help uphold instructional quality and provide actionable feedback. Additionally, sustaining extended day tutorials and high-dosage tutoring with focused funding support will be necessary to provide targeted academic support. By embedding these practices into the school's routine, we can ensure ongoing growth and improved outcomes for all students.</p>			
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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:

Our SIP goal that aligns to this indicator is:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 72% in SY2024-25.

and

Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 26.5% in September 2023 to 32% by June 2025.

3rd grade will increase from 25.8% to 30%

4th grade will increase from 24.1 % to 30%

5th grade will increase from 30% to 35%

and

The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.

and

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 65% in SY2024-25.

and

The percent of students scoring GLP in 5th grade science will increase from 63.6% to 75%.

and

The percent of students scoring GLP in math in grades 3-5 will increase from 58.6% in SY2023-24 to 65% in SY2024-25.

and

The percent of identified EL students in grades 3-5 that meet their yearly progress will increase from 29.8% to 35%.

Limited Development
07/18/2024

As of June 2024, we partially met our goal aligned to this indicator. Our actual results fell below our expectations with 23.2% of Black & Hispanic third graders scoring in the CCR range. In reviewing our overall Grade 3 Projected Proficiency data 0% of our students were College and Career Ready based on the BOG Reading assessment. At BOY 48.9% of our students in Grade 3 were performing at or above grade level. At EOY 53% of students were performing at or above grade level. Based on 2023-2024 MVPA Reading assessments, we noted that our BOY to EOY projected proficiency increased by 10.6%. Based on the Final MVPA, our EOY CCR was projected to be 33.7%, and actual EOG CCR for the grade level was 25.8%. Additionally, when comparing BOG to EOG data, our BOG GLP was 12.9% and CCR was 0%. Currently, 81.4% of our Grade 3 students have met the Read to Achieve Benchmark. Our EOG GLP for the grade level was 44.3% and our CCR was 25.8%. Based on End of Grade assessments, we are currently 24.2 percentage points away from reaching our 2023-2024 goal of 50% of Black & Hispanic third graders scoring in the CCR range.

Successes aligned to this indicator include implementing intentional small group instruction across all grade levels. Instructional assistants and a veteran teacher serving as a reading tutor were deployed strategically to assist 3rd grade to provide daily literacy instructional support. Additionally, an after-school tutoring program supported literacy, math, and 5th grade science for selected students in grades 2-5.

One significant challenge in meeting our goals continues to be chronic absenteeism. Our Chronic Absenteeism rate for the 2023-2024 school year was 30%, a 7.38% decrease from the previous school year. While our ultimate goal is to have 0% of students identified as chronically absent, reducing our percentage by half or more than half of the current rate will continue to be challenging.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>Instructional teams will collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction will include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers will be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.</p> <p>And, we have met the goals below:</p> <p>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 55.9% in SY2023-24 to 72% in SY2024-25 to 85% in SY2025-26.</p> <p>Kindergarten will increase from 67% to 75%</p> <p>1st grade will increase from 52.4% to 75%</p> <p>2nd grade will increase from 48.4% to 65%</p> <p>Students With Disabilities performance increases from an F to a D or higher.</p> <p>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 26.5% in SY2023-24 to 32% in SY2024-25.</p> <p>Goal 3: The percent of students scoring GLP in math in grades 3-5 will increase from 58.6% in SY2023-24 to 65% in SY2024-25</p> <p>Goal 4: The percent of students scoring GLP in 5th grade science will increase from 63.6% in SY2023-24 to 75% in SY2024-25.</p>		<p>Melanee Friday</p>	<p>06/30/2026</p>
<p>Actions</p>	<p>0 of 3 (0%)</p>			
<p>9/10/25</p>	<p>Grade-level PLCs, led by MCLs and supported by instructional leaders, will analyze assessment data to identify standards for reteaching, plan small group instruction, and develop standards-aligned units using district resources. Core Action Walks will monitor implementation and ensure instruction addresses student needs. (Aligns with Goals 1 and 2, Guardrail 1, and FAM-S 29)</p>		<p>Priscilla Brewer (Elected 9/19/2025)</p>	<p>10/31/2025</p>
<p>Notes:</p>				

9/10/24	K-2 Literacy teachers and support staff will use benchmark and cycle data to create targeted foundational skills groups to address gaps. (Goal 1 and FAM-S 29)		Priscilla Brewer (Elected 9/19/2023)	12/23/2025
<p><i>Notes:</i> Student data were reviewed and groups were adjusted during bi-weekly data meetings in response to student performance and MTSS Tier placements will be reviewed and updated as needed.</p>				
9/22/25	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Priscilla Brewer (Elected 9/19/2025)	06/30/2026
<p><i>Notes:</i></p>				
<p>Implementation:</p>		06/06/2025		
<p>Evidence</p>	<p>6/6/2025 6/6/2025: To sustain and continue meeting this objective, MCLs will maintain daily collaboration with instructional staff to ensure NC standards alignment. Weekly and bi-weekly data meetings will guide adjustments in small group instruction and MTSS placements. Instructional leaders will continue professional development with Samantha Leigh Consulting to enhance coaching skills. The Instructional Leadership Team will keep using Title I funds to create turn-key lessons for teachers. Field trips aligned to standards will support experiential learning, while weekly core action walks will monitor instruction fidelity. Data trackers and MVPA analysis will inform targeted small groups and increased use of iReady lessons. Ongoing collaboration with the ML teacher will ensure effective support for multilingual learners. High-dosage tutoring will continue to accelerate math skill development for students in the 21st–40th percentile.</p>			
<p>Experience</p>	<p>6/6/2025 6/6/2025: MCLs meet daily with instructional staff to internalize and ensure alignment to NC standards. Data meetings occur weekly to analyze student standards mastery and adjust small group instruction as needed. Instructional leaders participated in planning sessions with Samantha Leigh Consulting to receive targeted professional development focused on coaching practices. These sessions equipped leaders with strategies to support their coaching caseloads effectively. Additionally, the Instructional Leadership Team utilized Title I funds to develop turn-key curriculum lessons, ensuring teachers had access to high-quality instructional resources. Student data were reviewed and</p>			

groups were adjusted during bi-weekly data meetings in response to student performance and MTSS Tier placements will be reviewed and updated as needed. Students across all grade levels participated in field trips aligned to instructional standards, providing hands-on experiences that deepened their understanding of key concepts. These opportunities supported knowledge retention and allowed students to make real-world connections to classroom learning. Throughout the school year each week during instructional leadership meeting the team conducted core action walks to verify that teachers are delivering the standards and addressing student needs. To effectively monitor student progress and address learning gaps, we implemented the use of data trackers to record and analyze results from weekly and bi-weekly assessments. These trackers allowed teachers and instructional leaders to closely monitor student performance and growth over time. We analyzed MVPA data to identify skill deficits and areas where students did not meet mastery. Based on this, we formed targeted small groups and developed specific instructional plans. Additionally, teachers increased the use of assigned lessons in iReady to support students in mastering grade-level content. We have successfully completed the action step focused on supporting Multilingual Learners through collaborative planning and targeted resource use. The ML teacher has been consistently planning with grade-level teams on a weekly basis to ensure the effective integration of strategies and materials from the PACE Toolkit and Amplified Texts in ILC. This collaboration has strengthened instructional alignment, supported language development, and ensured that ML students have access to rigorous, scaffolded content. These efforts are reflected in lesson plans, instructional delivery, and increased engagement of ML students across content areas. We implemented high-dosage tutoring 3–5 days a week for 30 minutes daily, focusing on students scoring in the 21st–40th percentile on the i-Ready Math assessment. This targeted support aimed to accelerate skill development and improve math proficiency.

Sustainability

6/6/2025

6/6/2025: To sustain progress, MCLs will continue daily collaboration with instructional staff to ensure alignment with NC standards. Weekly data meetings will remain essential for analyzing student mastery and adjusting small group instruction accordingly. Instructional leaders will maintain ongoing professional development and coaching support, building on sessions with Samantha Leigh Consulting. The Instructional Leadership Team will keep developing and updating turn-key curriculum lessons using Title I funds to support teachers.

Regular review and adjustment of student groups based on bi-weekly data and MTSS Tier placements will continue to provide targeted interventions. Field trips aligned to instructional standards will be planned to deepen student understanding and real-world connections. Weekly core action walks by the instructional leadership team will ensure fidelity in standards delivery and responsiveness to student needs.

Data trackers will be used consistently to monitor progress and guide instruction. MVPA data will be regularly reviewed to form and adjust small groups and instructional plans, while increasing targeted use of iReady lessons to support mastery. Collaborative planning with the ML teacher will persist to meet the needs of multilingual learners, ensuring access to scaffolded, rigorous content. Finally, high-dosage tutoring will be maintained to accelerate skill development for students needing additional math support.