

Comprehensive Progress Report

Mission:

To actively engage students, families, community and staff in a safe, supportive, equitable and a differentiated learning environment that prepares students to be successful, lifelong learners and leaders.

Vision:

To prepare our scholars to be productive, self-motivated and engaged citizens, and to celebrate diversity to achieve our fullest potential and to encourage community involvement.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 70.3% in SY2024-25 to 75.3 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 14.9 % in SY2023-24 to 50 % in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR), Black and Hispanics, on reading End of Grade assessments in grades 3-5 will increase from 14.9 % in SY2024-25 to 50 % in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease by 5% from 16.8% in SY 2024-25 to 11.8% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 23.47% in SY 2024-25 to 18.47% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 85 % of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1B: Monitor short-and long-term goals

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of May 12, 2025 we have fully met all actions steps; however, there is a continuous need to maintain this goal to support our Teachers and their instruction.</p> <p>As of June 2024, the leadership team met weekly and provided feedback strategies following teacher walkthroughs. We conducted weekly walkthroughs and provided feedback to the individual teachers individually or within PLCs. We provided PD on behavior interventions, caring schools, and check in/check out strategies with the staff. Our New Teacher Coach supported all BTSP teachers on-going with monthly PD, walk throughs, and individualized coaching based on their needs. The new teacher coach provided content support /coaching for both math/literacy and resources based off of weekly walk through feedback.</p> <p>We are projected to exceed expected Educator Value Added Assessment for the overall school index for grades 3-5 for the 23-24 school year. We plan to get closer to our 50.0% goal for CCR (combined Black and Hispanic students) by focusing on the implementation of small group pull outs to focus on individual needs.</p> <p>Our action plan was to have the Principal adhere to a predetermined observation schedule and delegating informal observations and walk throughs to other administrators and school leaders using the PLC core action form. The PLC agenda will be aligned to the standards-aligned instruction and the Leadership team will provide quality feedback. (CMS Goal 1)</p> <p>Our successes were that Teachers were provided with 1-1 or small group training on small group instruction based on their data. We will continue this as a common practice in PD's/PLC's and New teacher meetings.</p> <p>As of June 2024, we are challenged with student behaviors interrupting class. We are in need of more parental support with implementing the strategies at home and involvement with the teacher. Several New Teachers and Mentors teachers are not attending the New Teacher meetings. During walkthroughs, we are not observing the strategies discussed within the PLCs consistently. Teachers were monitored and observed according to our action plan.</p>	Limited Development 07/18/2024		

As of June 2024, we will implement the behavior and crisis plans at the beginning of the year to provide students with positive behavior strategies. We will develop a plan for the beginning of the year PD that addresses some of the concerns we observed (aggressive monitoring (LAPS), student engagement, and classroom behavior strategies). We will survey the parents at the beginning of the year to determine their interest, best time available, etc. We will provide parents with curriculum support and instructional strategies to use at home. We will build positive home, school, and community relationships.

Opportunities for initial assessment include BOY behavior/parent phone call logs and calibrated walkthroughs by ILT.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

As of 5/12/25 The action steps of this indicator have been fulfilled. However, more action steps need to be added to sustain and extend teacher capacity.

The school administrators will conduct weekly walkthroughs in 100% of the classrooms. They will provide weekly feedback to teachers, grade level teams, or committees to ensure that the entire school is focused on growth and proficiency. The administrators will also align teacher feedback with what teachers have identified on their Professional Development Plans for continuous improvement. (CMS Goal 1)

A coaching plan for all instructional staff will be created and monitored yearly to provide specific development based on data.

**Dwayne Simmons
(11/18/24)**

06/30/2027

Actions

0 of 2 (0%)

7/24/24 The Principal will create a walk through schedule that will be used to visit classrooms to give consistent feedback to teachers. (CMS Goal 1 & CMS Goal 2)

Dwayne Simmons
(11/18/24)

06/10/2026

Notes:

<https://docs.google.com/document/d/1w23WZ6jD1u-zLvQLuSKGyq0tTjc8QBhJ16DLmfeTwd4/edit?usp=sharing>

9/3/24 The New Teacher Coach/AP will provide monthly PD meetings to address core needs of teachers and provide support and collaborative conversation with all new teachers. (CMS Goal 1, FAM-S 12)

Brian Murphy
(8/25)

06/30/2026

Notes:

Implementation:			05/12/2025		
Evidence	5/12/2025 Walkthrough Schedule created, coaching plan established, and walkthrough data compiled online.				
Experience	5/12/2025 Students achieving below grade level and teachers with less than 3 years experience,				
Sustainability	5/12/2025 HNES must continue with walkthroughs and Beginning Teacher Supports to provide a foundation for effective instruction and student achievement.				
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:

As of May 12, 2025, we have not met this goal. We will continue to recruit and attempt to retain highly qualified teachers and provide student resources to facilitate academic success.

As of June 2024, we were successful in meeting this goal. We had two meetings monthly and made 100% on all Title I compliance. Within the 2023-24 school year, our school identified the following resource inequity, instruction/training, as a result, our school plans to mitigate this inequity by implementing the RELAY coaching and feedback to provide common language and practice around instruction and classroom management. The school's facilitators and administrative team will participate in this professional learning. (EVAAS)

The successes we experienced are we have a full parent team for the SIT and PTA. We have had monthly SIT and Leadership Meetings to fulfill the requirements. We all six members on the Admin/Leadership team attend RELAY to learn better coaching skills and the importance of feedback.

The challenges we faced were getting parent commitments to join the teams and stay consistently involved. We had many teachers that needed coaching. It was challenging to remain consistent during busy times of the school year. Many teachers needed coaching.

As of June 2024, the opportunities that we would like to address are to have a full team, to start the year off and to plan to have more parent engagement events. We will survey the parents at the beginning of the year to determine their interest, best time available, etc. We plan to recruit classroom parents this year to help communicate and solicit school wide parent involvement.

We plan to start the year off with our coaching plan and to work on being consistent and prioritizing the needs of the teacher.

Limited Development
09/08/2023

How it will look when fully met:	When this objective is fully met, Hornets Nest Elementary will increase its teacher retention rate by 50% and build capacity of its first, second, and third year teachers. These teachers will provide standards-aligned instruction and use strategies, tools and resources that support student outcomes for all learners. Students who participate in Out of School Tutoring will achieve personal reading goals and improve their academic performance. This will have an impact on grade level proficiency. The Instructional Leaders who participate in RELAY/NCILA will effectively coach and provide feedback that improve the classroom management and rigor trajectories of the school's teachers. There will be common coaching language and practice that provides a systematic approach to improving student outcomes at HNES.		Dwayne Simmons (11/18/24)	06/30/2027
Actions		0 of 3 (0%)		
9/15/25	Hornets Nest Elementary will utilize \$3000 of Title 1 funds for parent involvement including school wide events where food and snacks will be provided (Jason's Deli- \$1,007,) to support attendance rates of families by 25% from the previous school year to facilitate parent engagement in literacy, math and social emotional school turnaround initiatives.		Dwayne Simmons (11/18/24)	06/10/2026
<i>Notes:</i>				
9/17/25	Hornets Nest Elementary will utilize \$7,800 of Title 1 funds for field trips (k- \$1300, 1st- \$1300, 2nd- \$1300, 3rd- \$1300, 4th- \$1300, 5th- \$1300) to support academic engagement and increase student learning and proficiency in content areas as evidenced by Hornets Nest Elementary being removed from the low performing list at the end of the 25-26 school year.		Brian Murphy (8/25)	06/10/2026
<i>Notes:</i>				
5/28/25	Create a calendar of Professional Development opportunities for teachers to share expertise with all staff.		Terri Payne (8/16/24)	09/02/2026
<i>Notes:</i> PD sessions will be organized based on identified topics based on data.				
Core Function:		Domain 2: Talent Development		
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent		

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of May 12, 2025, we have completed our Action Steps and will update after the District Transfer Fair and end of school year to assess needs.</p> <p>As of June 2024, we had a very high turnover during the transfer fair. As of June 20 24, we have lost 20 members of the staff in K-3, 5th, BMT, EC, EC TA, TA, School Counselor, Media Assistant, PreK TA, New Teacher Coach, Facilitator. The Leadership team will participate in all district wide job fairs. (Goal 4)</p> <p>The successes we experienced is the hiring of a new teacher coach to provide direct support to new teachers. We reached 100% on our monthly compliance report for the second, third and fourth quarter. Professional Development was provided monthly along with on-going support for all teachers. We provided coaching, teacher clinics and trackers to track our support and feedback. The Sunshine Committee was created to highlight and recognize staff accomplishments. Our new teacher coach provided treats and rewards to encourage and support our new teachers. The new teacher coach worked closely in planning with the facilitators and provided lessons and modeling for teachers.</p> <p>The challenges we faced was the high number of new teachers adapting to the rigor of instruction and understanding standards and the components of small group instruction. We have lost some experienced teachers during the transfer fair.</p> <p>The opportunities that exist is to develop a full professional development program to address the needs of all staff members to support them in their growth needs. We will celebrate the successes and build a positive school culture.</p>	Limited Development 08/15/2022		

How it will look when fully met:	When fully implemented, we will continue to use established CMS protocols to attract and recruit 100% highly qualified staff to support the mission and vision for Hornets Nest. Implement an On-boarding process, which provides new staff with expectations and procedures, implemented in the school. Recognize and reward staff who goes above and beyond for their students and the school.		Dwayne Simmons (11/18/24)	06/30/2027
Actions		0 of 2 (0%)		
7/24/24	An instructional leader will develop an on-boarding procedures for new staff members and provide ongoing support to ensure they are progressing as Teacher leaders. (CMS Guardrail 4)		Brian Murphy (8/25)	06/26/2026
<i>Notes:</i>				
8/15/22	The Leadership team will participate in all district wide job fairs. (CMS Guardrail 4)		Brian Murphy (8/25)	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of May 12, 2025, Hornets Nest has not met the school improvement goal to grow all students across all tiers. This is a decrease from the 23-24 results. We will continue to make this a high priority goal.</p> <p>Our goal was to provide as many opportunities to help our students grow. We provided extended-day learning, small group instruction, and training oh how to implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. As of June 2024 , the successes we experienced is that approximately 200 students participated in four different after school and mentoring programs 2 to 4 days a week. Students were given tiered small group instruction during MTSS intervention periods 3 days a week. The interventionist worked with teachers to create tiered groups.</p>	Limited Development 07/18/2024		

The process for MTSS, the students were identified based on their MAP/DIBELS scores to determine their tier. We utilized the DIBELS scores and microphase data for the groupings. Students are monitored according to their tiered levels. Teachers met with the Interventionist Bi-weekly to review students progress. After each quarter, students were re-evaluated to determine next steps using microphase and Dibels progress monitoring data. MTSS groups were determined and adjusted based on student needs.

As of June 2025, we are projected to exceed expected Educator Value Added Assessment for the overall school index for grades 3-5 for the 23-24 school year.

Our successes are that we had bi-weekly Grade Level MTSS PLC and bi-weekly MTSS Leadership meetings with EC, MTSS Interventionist, admin. and facilitators , counselors, and the social worker to make sure we are up to date with the progress and needs of our students.

The challenges we are facing are consistent progress monitoring in all grade levels and consistent small group instruction. This was addressed by meeting with MTSS Grade Level PLCs bi-weekly and reviewing progress monitoring updates and getting progress monitoring support from the interventionist. Training new teachers how to test and progress monitor took some time and coaching.

Our MTSS Interventionist is monitoring the data and aiding in progress monitoring as well as regrouping of students when needed. We will ensure teachers are delivering evidenced based instruction by using the standard treatment protocol and the progress monitoring fidelity report from MCLASS to ensure students are being monitored and growing. We will have the teachers that consistently monitor students to collaborate with teachers that are struggling. The teachers will do the progress monitor and will use the spreadsheet created by the MTSS Interventionist and she will assist in managing the data into Branching Minds. The MTSS specialist will give Branching Minds training and will teach the staff how to access and monitor student progress.

How it will look when fully met:	Teachers are faithfully implementing effective teaching practices and aligning them to the same standards and skills within all tiers of intervention. Focus will be on student response to instructional practices, as opposed to student deficits or failures. Teachers will focus on how instructional practices can be changed or modified to ensure that students in all tiers have access to instructional content. The goal is for at least 60% of all students to be working at a proficient rate in reading and 65% of all students in math. Though, it is the expectation that if more than 20% of students are not performing on any specific standard or skill, the teachers will reflect on their practices to make adjustments to their own instruction.		Dayna Harrien (8/25)	06/30/2027
Actions		0 of 3 (0%)		
9/3/24	We will meet with a leadership team discussing the protocols for attendance/behavior/academics and how teachers will document progress monitoring and interventions. The leadership team will monitor and oversee the process. (CMS Goal 1 & CMS Goal 2, FAM-S 5)		Shikinda Gethers (8/16/24)	05/30/2026
<i>Notes:</i>				
7/24/24	Teachers will receive PD on providing effective interventions to students, provide interventions, and interventions will be monitored bi-weekly to ensure interventions are being completed. (CMS Goal 1 & CMS Goal 2)		Dayna Harrien (8/25)	06/20/2026
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Aligns with CMS Goals 1 & 2 and Guardrails 1 & 2)		Dayna Harrien (8/25)	06/20/2026
<i>Notes:</i> May include training of staff in data analysis, small groups, and interventions.				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of May 12, 2025, we have not fully met this goal. We will revisit to elect a curriculum that will address students' social emotional needs and facilitate positive self-regulating behaviors.	Limited Development 08/15/2022		

As of June 2024, our target was to administer school wide Caring Schools practices and to maintain disproportionality of the suspension rate to decrease our 22.5% of out of school suspensions . We were introduced to Caring Schools education with 2 PD's. The school counselors taught grades K-5 bi-weekly lessons on social and emotional learning in Media or would push into a classroom when necessary. Our teachers practiced a lesson on restorative practice circles.

Our action plan is for the leadership team to collaborate with the school counselors and the school social worker to positively influence students' behavior through extra-curricular activities, classroom guidance lessons, and attendance recognition. (

The successes we experienced are that many teachers in grades K-2 addressed social/emotional conversations, short videos, character education and restorative practices. Many teachers had their room set up according to the Environmental Checklist. Most rooms were organized and compliant. . Many teachers utilized Parent Square communication for student behavior, announcements, celebrations and messages daily to enhance student involvement, behavior and performance.

The challenges we faced are the district training was provided after the school year started. Staff was trained with 2 PD's and only some teachers implemented the program. Parent involvement/commitment is a challenge we face when trying to help students that struggle with behavior management.

The opportunities that we would like to address are to complete a staff training during the first weeks of school and to follow up on the implementation. We plan to use the data from Branching Minds more effectively to target the specific needs of the school with guidance visits and parent nights and attendance initiative. We would like our parents to be more informed and more involved in their child's social and emotional needs at school. We plan to have collaborative staff meetings where grade levels are paired and discuss their learning targets, benchmarks, and MAP scores. Teachers will collaborate and plan strategies to enhance the transition from grade to grade.

Another opportunity we would like to address is that we would like to address are to complete a staff training during the first weeks of school.

We would like to revise our out-of-school suspension plan so that we can reach and maintain our goal of 4.9%

How it will look when fully met:		When fully implemented, 100% of Hornets Nest staff will teach and reinforce appropriate behaviors using behavior matrix. Teachers were trained in Restorative Practices and have implemented the program from the first day of school, presenting each morning during their Morning Meetings. Staff will attend periodic professional development trainings focused on classroom management strategies, which provides them with appropriate tools for managing behavior in the classroom and the ability to foster to students' social and emotional needs. Classroom teachers receive behavioral support provided by the administration, the social worker, school counselors, the school EC team, and the school BMT. Elements of Restorative Practices will be evident throughout the school and in classrooms.		Kelvin Phillips (8/15/22)	06/30/2026
Actions			0 of 2 (0%)		
	9/3/24	The leadership team will provide Behavior Prevention Strategies professional development for the staff. (FAM-S 30)		Kelvin Phillips (8/15/22)	06/10/2026
	<i>Notes:</i>				
	5/28/25	Create proactive strategies to combat challenging behaviors of students with high needs. (CMS Guardrail 3)		Kelvin Phillips (8/15/22)	09/02/2026
	<i>Notes:</i> The Behavioral Team will identify students with challenging behaviors and create a daily progress report for the first 9 weeks of school to monitor behavior. Students may receive behavior coaching to support behavior.				
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:		<p>As of May 12, 2025 we have not fully met this goal. Although we have previously unpacked standards, analyzed data, received modeling and feedback, and conducted small groups, instructional capacity for newly hired staff must be increased.</p> <p>As of June 2024, Hornets Nest did not meet the school improvement goal aligned to 3rd Grade ELA, Our goal was to increase the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) and (GLP) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 9.7%(CCR) and 21.5% (GLP) in SY2022-23 to 50% in SY2023-24.</p>	Limited Development 07/18/2024		

Our unofficial results are (GLP) 21.5% in SY2022-23 to 36.4% in SY2023-24 and for (CCR) 9.7% in SY2022-23 to 14.8% in SY2023-24 (CCR).

This is a 14.9% increase from the 2022-2023 results for GLP and a 5.1% increase from the 2022-2023 results for CCR . We also monitored MVPA , Dibels and EL Benchmark. According to the MVPA data was projected to have 29.5% (3/4/5). We surpassed that goal and increased it by 6.9%, In Dibels our third grade had a goal of 50% for EOY and we are at 47% EOY.

Our successes we experienced were to provide more support in the PLCs by assisting teachers in creating lesson narratives and small group lesson plan templates. We conducted walk-throughs and provided teachers with feedback. According to the feedback we feel the experienced teachers taught the content and the new teachers continue to adapt to the new curriculum. Training will continue to build rigor for all teachers. We created small groups based off of the MVPA data to help our students to improve. We utilized our teacher strengths and created small groups during MTSS interventions and differentiated the groups based on student needs to fill gaps. Our MTSS interventionist monitored the progress via progress monitoring (Dibels) to track progress and to re evaluate grouping.

The challenges we faced are many first year teachers in various grade levels. K-5 grade did not meet expected growth in reading and math MAPS. We had two new teachers on the grade level.

In K-2, we continue to strive to have all students move 4 or more microphases from BOY to EOY.

In Kindergarten, 77% of the students are on or above grade level in Dibels. In First Grade, 63% of the students are on or above grade level in Dibels.

In Second Grade, 57% of the students are on or above grade level in Dibels.

In Third Grade, 47% of the students are on or above grade level in Dibels.

In Fourth Grade RTA, 40% of the students are on or above grade level in Dibels.

In Fifth Grade, 27% of the students are on or above grade level in Dibels.

As of June 2024, the opportunities that we would like to address are more grade to grade conversations and vertical alignment for BOY, MOY and EOY. We need to continue professional development for differentiation in small groups, various reading strategies to promote comprehension/writing skills across all standards and test prep strategies starting in mid fall.

In Fourth and Fifth grade, we need to develop an explicit small group or interventions to increase their reading scores in Dibels.

How it will look when fully met:

When fully implemented at 100%, all teachers will use standard aligned units of study across all subjects including Social Studies, Science and Writing for all grades. The PLC's will build capacity within Professional Learning Communities (PLC) that encourages collaboration and effective team planning. Teachers have already unpacked the standards and rely heavily on PLC meetings to align units, share teaching practices and strategies, and discussing/reviewing exemplars for reteach. Teachers will integrate content across all subject areas and make strong connections between reading and math. Facilitators provide professional development to promote effective teaching practices, but teachers determine the best way of delivering the content to individual students. Instructional assistants and support staff work closely with teachers to assist in increasing student achievement.

**Paige Hughes
(9/9/2024)**

06/30/2026

Actions

0 of 2 (0%)

7/24/24

Prior to PLCs teachers will have read and analyzed the district lesson guides for Math and Literacy using the Core action look fors (Students actions/Teacher action/Environment). (CMS Goal 1 and CMS Goal 2)

Terri Payne
(8/16/24)

06/20/2026

Notes:

9/3/24

Teachers will create small group plans and deliver intentional lessons based on roster analysis data, benchmark data and student needs. (CMS Goal 1, CMS Goal 2, FAM-S-29)

Paige Hughes

06/20/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of May 12, 2025, we have not fully met this goal. We will continue to build school culture, introduce and enforce behavioral/academic expectations with fidelity.

As of June 2024, Hornets Nest ES met the school improvement goal (A4.06) . The percentage of students reporting a positive self-perception of their self-management went from 61% (Fall 22-23) to 68% in Grades 3-5 in the SY (Fall 23-24) with a school goal of 75% by Sept. 2024. This is a (8 point increase from the 2022-2023 results. Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 31.4 percentage points in June 2019 to 23 percentage points in June 2024.

Our school counselors developed and implemented classroom guidance lessons based on Panorama data, navigator data, and student emotional needs. These lessons occurred bi-weekly for grades K-5. Lesson topics included: Growth Mindset, Peer relationships, Blaming Statements vs. Taking Responsibility for one's actions, Internet Safety, Perseverance, Responsibility, Managing Emotions, Zones of Regulation etc. Additionally, the school counselors coordinated and co-facilitate groups with community partnership counseling groups such as Anuvia. Anuvia small groups content consisted of drug awareness, managing emotions, forming positive relationships, self-efficacy and self-esteem.

The successes we experienced are include better peer relationships, the buzz bucks student incentive program, consistent restorative practices, proper implementation of the caring schools curriculum, minute meetings, diverse small groups, and increased individual counseling sessions. We identified students that struggled with behavior, and social/emotional difficulties based on our annual student outcome goal data as well as other appropriate data sources. Students were also teacher referred and included need based students as well.

The challenges we face are varied. They include issues with social media, peer conflict, group chats, exposure to social media platforms, and transfers in school and results in harassment or bullying behaviors. We had an increase of OSS for Black Students. Our goal was to decrease from 31.4% to under 23%. We did not meet that goal of 19.9% We had a decrease of about .4%, This shows that it stayed the same. We will change our approach for next year to be more restorative.

The opportunities that we would like to address are to invite parents to our school to make them aware of how social media impacts our

Limited Development
07/18/2024

students in school and how it affects their academics. We would like to discuss and promote a positive environment. We will focus on Caring Schools implementation with fidelity.

How it will look when fully met:

When fully implemented 100% of Hornets Nest student and staff will understand and adhere to the school-wide behavior matrix. We will have a safe, caring and nurturing environment. The safe learning environment will focus on learning, as opposed to managing behaviors. Teachers will have tools to help them identify social and emotional needs of students and will have strategies for helping students manage their own emotions and actions. Classroom and individual interventions within a behavioral multi-tiered support system will be used to help teachers.

**Kelvin Phillips
(8/15/22)**

06/30/2026

Actions

1 of 2 (50%)

9/3/24

The Support Team will teach the Schoolwide Behavior Matrix expectations to the students. The teachers will input the data in the Educator's Handbook for any minor and major infractions. (FAM-S 30 and FAM-S 31)

Kelvin Phillips
(8/15/22)

06/20/2026

Notes:

9/9/24	<p>The School has created an attendance plan to monitor and support students with chronic attendance concerns. (FAM-S 3 and Guardrail 3) Attendance Plan: https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F10D99CWjVkJG7rr9okJnE_GLVhUJYonheYmrp-4U938tg%2Fedit%3Fusp%3Dsharing_eil%26ts%3D66df2119&data=05%7C02%7Cterriy.paynejohnson%40cms.k12.nc.us%7Cbc94e8c5f17349a6920008dcd0ebcc7f%7C2fb36de5296a43c7b5d2ae73931f0aa3%7C0%7C0%7C638614958380051070%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=WZFGiW9mSDyiAwjfhwOv9tOO9cvmBbpMnJV8Sii6BU8%3D&reserved=0</p>	Complete 05/21/2025	Shikinda Gethers (8/16/24)	06/20/2026
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Notes: