

Comprehensive Progress Report

Mission:

We are committed to providing students with opportunities that will enable them to become confident, self-directed, lifelong learners and productive citizens.

Vision:

To inspire a positive school culture by addressing the social-emotional needs of every student and staff member in order to significantly improve student outcomes.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 76% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

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

The school will retain 90% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 16.8% in SY2024-25 to 22% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grades 3-5 will increase from 20.7% in SY2024-25 to 26% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Chronic Absenteeism will decrease from 22.88% in SY2024-25 to 17% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Hickory Grove's overall school performance percentage as calculated by the state (80% proficiency +20% growth) will improve from 55% to at least 63%; an improvement of eight percentage points.

Retain 100% of identified "irreplaceable" staff members at Hickory Grove Elementary, based on their exceptional performance, cultural alignment/impact, leadership qualities, and demonstrated sense of urgency while building their capacity to broaden their impact.

The percent of students in our lowest performing subgroup scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5 will increase from 26.8% in SY2024-25 to 32% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students in our lowest performing subgroup scoring Grade Level Proficient (GLP), on (Math) End of Grade assessments in grades 3-5 will increase from 36.5%, in SY2024-25 to 42% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



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>To address indicator B3.03, ILT members led by the Principal conducted weekly classroom walkthroughs in reading (All/Skills Block) and math (core/WIN). Ongoing feedback and coaching next steps were provided to teachers. This feedback was relayed electronically and was used to identify coaching next steps. ILT utilized the Getting Better Faster model of coaching to identify small-bite feedback for immediate use in the classroom. Teachers were tiered through a force ranking process led by the Principal and the level of support (weekly, bi-weekly, tri-weekly coaching) was determined by these rankings. Stay conversations were had with 8 teachers. 7/8 teachers identified as tier 1 (irreplaceables) have completed a declaration form indicating their intent to return for the 2025-2026 school year.</p>	Limited Development 08/08/2024			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>The Administrative team would have completed all weekly classroom walkthroughs with instructional coaches and have collaborated with PLCs to analyze the data collected. (Getting Better Faster) Goal 1, FAM-S 29</p> <p>Teachers will be fully aware of their strengths and instructional/leadership gaps with an identified plan to address any deficits. The Principal, Asst Principal, Dean of Instruction, and each Instructional Coach will conduct observations and provide feedback within 24 hours of the visit to each classroom. Teachers will be meeting with their Instructional Coach on a weekly or biweekly basis to discuss their most recent feedback, data and coaching action steps. Teachers will be able to articulate their strengths, gaps, and action steps to address said gaps.</p>		Matthew Bower	06/30/2026	
Actions			0 of 1 (0%)		
	6/18/25 ILT will Utilize standardized walkthrough and observation tools (e.g., instructional rubric, look-for checklists) and Include evidence collection tools to document practices observed (photos, student work samples, lesson objectives).		Monica Pitt	06/30/2026	

Notes:

Implementation:		05/22/2025		
Evidence	5/22/2025 - Data meeting agendas, coaching spreadsheets and sign-in sheets can be provided.			
Experience	5/22/2025 - ILT consistently met to review data and determine either action steps for teachers or academic paths for students.			
Sustainability	5/22/2025 - ILT will continue to meet in the same to analyze data.			

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
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<p>Initial Assessment:</p>	<p>To address indicator A4.01, we have focused on data analysis within PLC's every Thursday. Academic coaches led respective PLC's in the analysis of weekly exit tickets. Additionally, all PLC's engaged in half day quarterly planning sessions to review student data including projected EOG results and monitor growth/regression. This information was utilized to plan individualized instruction for small group intervention.</p> <p>According to the final round of MVPA's</p> <p>Math: 46% of students are projected GLP (3,4,5); 32% are projected CCR (4,5). This would be a 9.2% increase in GLP and an increase of 11.8% in CCR.</p> <p>Reading: 29.6% of students are projected GLP (3,4,5); 18.1% are projected to be CCR (4,5). This would be an 1.4% increase in GLP and a 4.8% increase in CCR.</p> <p>Science (5th Only): 38.3% of students are projected GLP (3,4,5); 24.6% are projected to be CCR (4,5). This would be a decrease of 0.1% GLP and an 8% decrease in CCR.</p>	<p>Limited Development 08/08/2024</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p>How it will look when fully met:</p>	<p>All classroom teachers will be able to effectively use data to determine the needs of their individual students. Progress notes will be uploaded in Branching Minds prior to review dates. Students will be successfully tracked and received interventions according to their individual needs.</p>		<p>Mary Bondi</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
<p>9/23/25</p>	<p>HGES will utilize \$115,796.04 (includes benefits) of Title I funds to fund two positions: Teacher Assistant (\$34,672.05) and Behavior Modification Technician (\$39,696.30). The Teacher Assistant will be used to support small group instruction in grades K-2 to increase overall Dibels achievement from 74.6% to 80% in the 2025-26SY. The BMT will be used to proactively address disciplinary concerns to decrease suspensions from 12.8% to 8.8%.</p>	<p>Complete 08/25/2025</p>	<p>Matthew Bower</p>	<p>08/15/2025</p>

<i>Notes:</i> Both positions were filled. Both candidates are positively impacting their perspective areas.				
9/23/25	HGES will utilize \$17,930.70 (includes benefits) of Title I funds to fund the differentials of two Expanded Impact positions: EIT2 (\$4,500) and EIT3 (\$9,000). EITs will be used to impact more students across their respective grade levels to increase HG's school performance % from 55% to 63% as measured by the NCDPI 80/20 growth model. EITs will serve as mentors for more novice teachers to increase Beginning Teacher effectiveness from developing to proficient using the NCEES Teacher Evaluation tool.	Complete 08/25/2025	Matthew Bower	08/15/2025
<i>Notes:</i> EIT positions have been filled. EITs are impacting more students across their respective grade levels and serving as mentors to more novice teachers.				
9/25/25	Within the 2025-26 school year, Hickory Grove teachers and instructional leaders will implement the following evidenced-based intervention, Orton Gillingham, to increase overall performance of students with disabilities. (Guardrail 1)		Sabrina Mikesell	03/20/2026
<i>Notes:</i>				
9/23/25	HGES will utilize \$13,580.79 in Title I funds to purchase supplies and materials from the following vendors: Office Depot, Staples, Ed Tech Depot, Forms & Supply, Lakeshore Learning, Really Good Stuff and CMS Warehouse. Items to purchase include materials and supplies necessary for classroom instruction i.e. whiteboard markers, paper, staples, pencils, notebooks, paper, etc. These items help teachers to cultivate teaching and learning and increase overall school achievement by eight percentage points.		LeSheryl Wootson	03/30/2026
<i>Notes:</i>				
6/18/25	The MTSS Facilitators will establish a quarterly framework to Monitor Student Progress and Adjust Instruction by the Use progress monitoring tools (e.g., weekly/bi-weekly assessments), Documenting student growth and instructional adjustments in a data system and Regularly review intervention plans and adjust based on data.		Sherry Addison	06/30/2026
<i>Notes:</i>				
Implementation:		05/22/2025		
Evidence	5/22/2025 - The school's PRC50 can be provided.			

Experience	5/22/2025 - We did not experience any challenges with regards to spending Title funds for supplies, TLP, or teacher positions.			
Sustainability	5/22/2025 - For the 2025-26 school year, we anticipate spending 95% of the \$207,891 the school was allotted for instructional positions.			

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
Initial Assessment:			<p>Teachers meet with their respective PLCs three times per week to plan for core instruction and targeted interventions based on data. Instructional plans are developed using district approved curriculum as well as district procured resources.</p> <p>Current data indicates that we met the 2023-2024 SIP goal targets aligned to goal A2.04. The instructional team used standard aligned units of instruction for each subject. Daily lessons were aligned to the NCSCOS. Facilitators met weekly with PLCs to ensure alignment of instruction and standards. Walkthroughs were conducted weekly to identify lesson alignment and needs. ILT used walkthrough data/info to discuss and align necessary supports and develop PD.</p>	Limited Development 08/08/2024		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:

When this indicator is fully implemented, all teachers will execute lessons after having internalized each part to increase the propensity of high student engagement and mastering of each standard/objective. Instructional teams will collaborate to determine the "lesson flow" and determine the "must dos" for each lesson. Each lesson will include a learning objective/target, teacher model, outlined materials/manipulatives, student/group work, embedded interventions, and assessments. Teachers will be able to articulate the mastery levels of each of their students and have identified each students' needed intervention. Small groups will be intentional and targeted. EC and ML teachers will be included in the lesson plan execution. All lessons will be uploaded and shared via the Google drive.

Within PLC meetings, Instructional Coaches will facilitate weekly planning by having teachers review each lesson while collaboratively identifying the "must dos" of each lesson, needed materials, and review the assessments for each lesson for the week. Teachers will be assigned a day to prepare the materials for their teammates. Additionally, teachers will review data to determine individual student needs and create targeted small groups. EC, ML, and TD teachers will be included in the planning and provide their expertise on how to best support their relative subgroups.

We anticipate full implementation of this indicator resulting in 100% of teachers who demonstrate proficiency in Standard III on the NCEES Teacher Evaluation Tool. Regarding students, we anticipate full implementation of this indicator resulting in >80% of students mastering each objective as evidenced within the Mastery Connect trackers.

Sherry Addison

06/30/2026

Actions		0 of 3 (0%)		
9/23/25	HGES will utilize \$9,466.88 to fund Summer Session #1 by employing (1) Dean of Students, (1) Math Master Teacher, (1) 3rd Grade Teacher and (1) MTSS Specialist. These 4 professionals will be tasked with the following: In depth-data analysis (triangulation of Dibels, MVPA, i-Ready and EOG results), Development of MTSS staff rollout and creation of intervention groups based on data, ML scaffolding Supports, Development of BOY Professional Development, Development of Curriculum Night Events. Additionally, this team will be charged with assisting administrators with planning and organizing our 2026-2027 back-to-school PD, and Development of Plan for Co-Teaching in 3rd/4th Grade Literacy (ML Push-In). Their work will aim to decrease 2026-27 Q1 office referrals by 50% and increase overall school achievement by eight percentage points.		Matthew Bower	05/29/2026
<i>Notes:</i>				
9/25/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Matthew Bower	06/10/2026
<i>Notes:</i>				
6/18/25	PLC teams will meet for extended planning sessions after every Benchmark (BOY, MOY, EOY) to disaggregate data from Iready and Dibels to inform small group instruction and reteach lessons.		Sherry Addison	06/30/2026
<i>Notes:</i>				
Implementation:		05/22/2025		
Evidence	5/22/2025 - WT forms can be provided.			
Experience	5/22/2025 - Teachers met on a regular cadence to review and analyze data.			
Sustainability	5/22/2025 - Staff will continue to work in the same way.			
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
<i>Initial Assessment:</i>	<p>To address indicator A4.06, 100% of K-5 classrooms began their day with a morning class meeting following student arrival. Lessons were aimed at building classroom community while also providing students with the tools to self regulate and respond appropriate to outside stimuli. As a result, we saw a decrease in OSS in the 2024-20225 school year from 25 to 12. Additionally, the school counselors implemented weekly classroom guidance lessons and attendance celebrations were orchestrated to reinforce the importance of being at school daily. The school social worker shared daily attendance rates each afternoon as part of our afternoon dismissal announcements. At this time, classrooms with perfect attendance were also announced.</p>	Limited Development 08/08/2024				
	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>	<p>The administrative team would have created and facilitated a structured professional development plan for teachers to effectively implement components of Capturing Kids Hearts in order to further enhance the school culture. Teachers will be directed/encouraged to attend training in trauma-informed approaches which target social-emotional development and problem-solving. (FAM-S 30 & FAM-S 31)</p> <p>Teachers will provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency. Lessons will be taught with fidelity and all teachers will be attentive to students' emotional states while guiding students in managing their emotions, and when necessary, arranging for supports and interventions.</p> <p>Panorama data will reflect that students feel welcomed and safe at school, feel valued by their teacher, and demonstrate increased self-awareness and efficacy.</p>		Monica Pitt	06/30/2026		
Actions		1 of 5 (20%)				
6/18/25	The leadership team will develop the master calendar with a block of time dedicated to SEL.	Complete 08/22/2025	Monica Pitt	08/10/2025		

Notes: The master schedule was approved by the district on 8/20/25.
https://docs.google.com/spreadsheets/d/1hb0gx_jQ8LHcknFNgcwmbQrDi1NiaveBiYwScvCbgg/edit?usp=sharing

9/25/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Matthew Bower	06/10/2026
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Notes:

9/25/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Matthew Bower	06/10/2026
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Notes:

6/18/25	The School Support Services team will regularly meet with grade levels to teach lessons from the SEL curriculum.		Monica Pitt	06/30/2026
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Notes:

6/18/25	The School Support Services team will meet with students individually, as needed, to support SEL needs.		Monica Pitt	06/30/2026
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Implementation:

05/22/2025

Evidence

5/22/2025 - HG's weekly WT documents can be shared.

Experience

5/22/2025 - The administrative team, along with the instructional leadership team (ILT/Coaches) have conducted weekly walk-throughs to observe, assess, and collaboratively determine required "next steps" for staff using the GBF scope & sequence. Walk-throughs will continue in the same way through the end of the school year.

Sustainability

5/22/2025 - Staff will continue performing in the same way as described above.

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	To address indicator E1.06, 100% of teachers utilized the ParentSquare platform to communicate weekly with parents/guardians. Additionally, administrators posted regularly on ParentSquare to share updates and communicate upcoming events. Parent events were held throughout the year to encourage collaboration with school. These events included (2) Curriculum Nights, A Boost Camp Night (EOG/Dibels Night), and ACCESS Testing Night. The Principal utilized ParentSquare alerts to send voice messages relaying important information to families regarding school events, conferences, and testing. Students were recognized for academic performance through award assemblies, Exiting ML status and showing improvement on Dibels and MVPA assessments.	Limited Development 08/08/2024		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	All classroom teachers are communicating weekly through Parent Square. This will be evidenced by the communication visible through the administrator login of Parent Square. Parent attendance at school-wide and/or grade level specific events (curriculum night, boost camp, access night, etc.) designed to promote family involvement will improve.		Monica Pitt	06/30/2026
Actions		1 of 3 (33%)		
9/23/25	HGES will utilize \$119,078.00 (includes benefits) of Title I funds to fund two positions: (2) Family School Advocates (\$35,299.47). Because HG operates from two separate buildings there is an undeniable need to have an FSA in each building. The FSAs help to ensure our students and their families are fully supported in their educational journey by fostering strong relationships between home and school, facilitating events whereby parents participate in activities to support student learning at home, and to connect families with appropriate resources for their individual needs. Ultimately addressing/decreasing barriers to learning both inside and outside the classroom and help to increase overall student growth and achievement 55% to 63% as measured by the NCDPI 80/20 growth model.	Complete 08/25/2025	Matthew Bower	08/15/2025
<i>Notes:</i> Both positions have been filled and each are working in alignment with the school improvement plan.				

9/23/25	HGES will utilize \$1,062.00 of Title I funds to fund food items from Food Lion and Papa John's Pizza for Curriculum Night. Dinner will be provided for participating families as they engage in activities designed to support their continued learning at home. Parent participation and support will help to increase overall student growth and achievement 55% to 63% as measured by the NCDPI 80/20 growth model.		LeSheryl Wootson	11/21/2025
<i>Notes:</i>				
6/18/25	The staff including ML teachers, classroom teachers, and coaches will host at least two events to share resources and activities with families to increase their child's academic performance.		Matthew Bower	05/29/2026
<i>Notes:</i>				
Implementation:		05/22/2025		
Evidence	5/22/2025 - Title I budget information can be shared as well as artifacts from Parent Square.			
Experience	5/22/2025 - Title I funds were allotted and used for specified events. Information was consistently shared with parents via Parent Square.			
Sustainability	5/22/2025 - Will continue to be good stewards of Title funds and communicate important information to parents in a timely and consistent manner.			