

Comprehensive Progress Report

Mission:

At Elizabeth Traditional:
 We Learn Together,
 We Lead Together,
 We Succeed Together!

Vision:

Elizabeth Traditional Elementary School is committed to teaching every student. We challenge each student with high expectations so that every student can achieve his or her full potential and build self esteem and self confidence.

Goals:

- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74.1% in SY2024-25 to 81.8% 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 36% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The number of lost instructional days due to OSS will decrease from 12 days in SY 2023-24 to 8 days in SY 2024-25. (Aligns to A4.06 and CMS Guardrail 2)
- The percent of Chronic Absenteeism will decrease from 15% in SY 2024-25 to 10% in SY 2025-26.
- The school will retain 95% of its highly effective classroom teachers throughout the 2025-26.
- The percent of students with disabilities scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 14.7% on Reading and Math EOG's in 2024-2025 to 25% in 2025-26. Our SWD letter grade will improve from a F to a D. (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

Initial Assessment:

The SIP goal that aligns to indicator B3.03 is: 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 71% in SY2023-24 to 76% in SY2024-25 and 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 28% in SY2023-24 to 33% in SY2024-25.

Successes were experienced via our weekly walkthrough schedule. We more than doubled our walkthrough count and tracked and discussed trends as an ILT on a weekly basis. We developed PD and established peer observations based on trends we noticed during walkthroughs. Admin consistently attended grade level planning meetings and adjusted the planning template to meet individual grade level needs. An additional planning meeting was added mid year to ensure teachers had support developing small group lesson plans.

Challenges we experienced consisted of initial push back from staff regarding the increase in walkthroughs as well as the increase in planning time. Mindset shifts were necessary and took longer in some areas than others. It was a challenge to navigate schedules to ensure walkthroughs occurred with fidelity.

Opportunities for this year consist in maintaining our momentum with walkthroughs. Capitalizing on our newly implemented 90 minute planning block and utilizing our newly hired MCL2 to support in the process of providing consistent and clear feedback.

Limited Development
07/18/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When this objective is fully met 100% of walkthroughs will indicate teachers have internalized core lessons, developed intentional small group plans using data and are consistently meeting with differentiated small groups. After each walkthrough timely consistent and clear feedback will be given as well as documented via a walkthrough tracker. As a result of intentional instructional monitoring overall grade level proficiency will increase.			Patrick Brann	06/30/2026
Actions			0 of 4 (0%)		
8/30/24	Utilize our current walkthrough spreadsheet to document trends from our walkthroughs. These will be discussed during weekly ILTS and utilized to identify and provide necessary PD during PLC's, Eagle Week and staff meetings. This will ensure equitable teaching across all grade levels by providing necessary tools to teachers. (Goals 1-2, Guardrail 1, 4)			Merritt Smith	06/30/2026
<i>Notes:</i>					
8/30/24	Coaching meeting schedule and caseload will be established to ensure all teachers are provided with a coach who is able to develop their skills. Coaching points will be determined based on walkthrough data. These will be discussed and identified during weekly ILT meetings. This will ensure equitable teaching for all students. (Goals 1-2, Guardrail 1, 4)			Merritt Smith	06/30/2026
<i>Notes:</i>					
12/9/24	We have identified Eagle Week "half-day" planning sessions to occur each quarter for grade level teams to review and analyze data to make instructional decisions. (Goals 1-2, Guardrail 1, 4)			Patrick Brann	06/30/2026
<i>Notes:</i>					
12/9/24	The principal will conduct grade-level meetings with students to discuss their growth and proficiency. (Goals 1-2, Guardrail 1, 4)			Patrick Brann	06/30/2026
<i>Notes:</i>					
Implementation:			06/11/2025		
Evidence	6/11/2025				
Experience	6/11/2025				

Sustainability

6/11/2025

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>The SIP goal that aligns to indicator A4.01 is: The percent of Black and Hispanic students scoring Grade Level Proficient (GLP) on ELA End of Grade assessments in grades 3-5 will increase from 43% in SY 2023-24 to 48% in SY 2024-25</p> <p>Successes were the use of data to develop intentional small group plans to meet the individual needs of students, the 6 extended planning days (Eagle Days) to analyze data at each grade level and the consistency of walkthroughs to monitor small group fidelity. Our consistency with MTSS monthly meetings to ensure interventions were being done with fidelity and to analyze progress monitoring data and make decisions based on this also proved to be a huge success.</p> <p>Challenges we experienced were ensuring new systems (IE: small group data driven plans) were being implemented with fidelity. Consistent substitute coverage for Eagle Days was a challenge. Balancing our walkthrough schedule and ensuring consistency with a variety of other district workshops/out of building initiatives was a weekly challenge.</p> <p>Opportunities for 24-25 include the use of IReady and MVPA data to drive small group instruction and the utilization of an interventionist and EIT2's to support MTSS initiatives.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When this objective is fully met small group instruction will occur with fidelity in every classroom across the school to ensure all student's individual needs are being met. Walkthrough data during small group time will indicate all teachers are using data to drive intentional small group. Data will indicate all students are meeting and/or exceeding their expected growth as well as their MTSS goals. Data that will be used to track progress will be Mclass Dibels, Microphase, MVPA's, IReady and Easy CBM.		Merritt Smith	06/30/2026
<i>Actions</i>			2 of 8 (25%)		
	9/18/25	The principal will utilize \$52,423 in Title 1 funds to hire a teacher (without benefits) to decrease overcrowding of classrooms and ensure appropriate supports to students.	Complete 08/29/2025	Patrick Brann	08/25/2025
<i>Notes:</i>					

7/18/24	The principal will allocate staffing to allot an interventionist position to provide K-5 reading and math intervention support for students who are on Tier II and Tier III MTSS plans to support students not working at grade level. (Goal 1, 2 and 4/ FAM-S Line Item 3)		Patrick Brann	06/10/2026
<i>Notes:</i>				
8/25/25	The principal will allocate \$1,000.00 in Title 1 funds to hire substitute teachers to cover half day planning, which will allow teachers to do a deep-dive data analysis (Eagle Day). (Goals 1-2, Guardrail 1)		Patrick Brann	06/10/2026
<i>Notes:</i>				
8/25/25	The principal will allocate staffing using 43,363.00 in Title 1 funds to hire a math tutor and a literacy tutor to support small group needs based on benchmark assessment data (Goals 1-2, Guardrail 1)		Patrick Brann	06/10/2026
<i>Notes:</i>				
8/25/25	Title 1 Budget: The principal will allocate \$10,041.88 for instructional materials for the 25-26 school year. (All goals)		Patrick Brann	06/10/2026
<i>Notes:</i>				
9/17/25	The principal will allocate \$10,000.00 in Title 1 funds to purchase Heart Math for Tier II interventions to support students in grades K-2. (Goals 1-2, Guardrail 1)		Patrick Brann	06/10/2026
<i>Notes:</i>				
9/18/25	The Principal will utilize \$13,500 in Title 1 funds to hire 3 EIT2's, \$9,000.00 for an EIT3 and \$250.00 for an MCL2 to support instruction and coaching of teachers to help increase student achievement across the school.	Complete 08/29/2025	Patrick Brann	06/10/2026
<i>Notes:</i>				
8/30/24	Teachers will utilize data from universal screeners, benchmarks (MVPA/Microphase), classroom assessments and formative data to develop differentiated flexible small group lessons that meet the individual needs of students. 100% of teachers will facilitate small group lessons consistently in math and reading to ensure student growth in all subgroups. (Goals 1-2, Guardrail 1)		Rachel Brooks	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
--	-----	-------	--	-----------------------	-------------	-------------

<p>Initial Assessment:</p>	<p>Data indicates our GLP of 54.4 which is an increase of 4 points from last year. Preliminary growth numbers indicate that 78.3 % of our students have met or exceeded their projected proficiency in math, 69% in literacy and 81% in science.</p> <p>IN 2023-2024 school year successes were experienced via the following...</p> <ul style="list-style-type: none"> Facilitated planning occurred 2x/week, 1 day for core and 1 day for small group planning and data analysis Extended half day planning occurred 1x/month to analyze data at a deeper level. All CMS materials and resources were utilized for units of instruction across K-5 in all subject areas. <p>Challenges were experienced due to limited support instructional support in 3-5 literacy as our AP was simultaneously facilitating planning among other duties and then was out on maternity leave for 5 months of the year.</p> <p>Opportunities to increase support exist via the use of the Master Teacher to hire an MCL 2 to support 2-5 literacy.</p>	<p>Limited Development 07/18/2024</p>		
<p>How it will look when fully met:</p>	<p>In order to fully meet this objective we are shifting our PLC structure in the following ways:</p> <ul style="list-style-type: none"> Addition of an MCL2 for ELA support in grades 2-5. Addition of a 90 minute block to support instructional planning Continuation of 1 day for small group planning/data analysis Quarterly extended planning days for data analysis of district required assessments (Microphase, Dibels, MVPA's and universal screeners). 		<p>Rachel Brooks</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>8/25/25 Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04, A4.01 and Guardrail 4)</p>		<p>Rachel Brooks</p>	<p>06/10/2026</p>

Notes:

7/18/24 Identified members of the instructional leadership team will facilitate a 90 minute planning block to provide strategic coaching as well as instructional support surrounding core and small group instruction to all grade levels. Support will include unpacking the lesson, identifying misconceptions and modeling when needed. (Goal 1 and 2 and Line Item 29 Fam-S)

Merritt Smith,
Ashley Sheaffer and
Colleen Szczeku

06/30/2026

Notes:

8/29/24 MCL2, Math Master teacher and K-1 academic coach will facilitate 3 extended 1/2 day planning opportunities for each grade level with a focus on benchmark data analysis and the development of instructional plans to support student needs. (Goal 1 and 2 and Line Item 29 Fam-S)

Rachel Brooks

06/30/2026

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
<i>Initial Assessment:</i>		<p>The SIP goal that aligns to indicator A4.01 is: The percent of Chronic Absenteeism will decrease from 20.4% in SY 2023-24 to 10% in SY 2024-25. Our suspensions will decrease from 8 in 23-24 to 4 in SY 24-25.</p> <p>Successes were the utilization of Alex Denham to support behavior management and restorative practices as well as individual coaching conversations with specific teachers. The implementation of family grade level meetings to ensure consistent communication were established. The use of title 1 funds to purchase a BMT position helped meet the social emotional needs of students across the building. Communication with families experiencing struggles with attendance occurred with fidelity via attendance letters and counselor communication/intervention.</p> <p>Challenges we experienced were finding appropriate supports for families experiencing attendance issues due to transportation and a variety of other factors. Emergency transfers in the Spring disrupted the continuity we had established within the building.</p> <p>Opportunities for next year include continued focus on chronic absenteeism as well as schoolwide utilization of of a behavior matrix.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When this objective is fully met our chronic absenteeism and suspensions will be cut in half. We will utilize PowerSchool attendance data and office referral data to determine success. Attending to the emotional state of our students will drastically increase engagement in the classroom and thus result in an increase in academic gains.		Nina Taylor	06/30/2026
<i>Actions</i>			0 of 6 (0%)		
	8/25/25	To provide a duty-free lunch period for every teacher on a daily basis.		Patrick Brann	06/10/2026
<i>Notes:</i>					

8/25/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Nina Taylor	06/30/2026
<i>Notes:</i>				
7/18/24	The principal will allocate staffing using Title 1 funds to maintain our second counselor to support professional development centered around social emotional learning as well as intervention support to students in need of tiered SEL support. (Guardrail 2 & 3, FAM-S Line Item 30)		Nina Taylor	06/30/2026
<i>Notes:</i>				
9/5/24	Student support services meetings will occur weekly to analyze both behavior and attendance data. During these meetings supports will be identified and put into place for students identified. This will ensure students are able to be in class and actively participating in learning thus impacting their academic achievement. (Guardrail 2-3, FAM-3 30 and 31)		Nina Taylor	06/30/2026
<i>Notes:</i>				
9/5/24	A tiered attendance plan will be developed and implemented to ensure strategies are in place to decrease chronic absenteeism utilizing a wide variety of support such as our counselors, social worker and school psychologists. This attendance plan will guarantee consistent communication with families who are struggling with consistent attendance and ensure necessary supports are in place thus increasing student engagement in learning. (Guardrail 2-3, FAM-3 30 and 31) Link to Attendance Plan: https://docs.google.com/document/d/1b4UJ9J_RGvgCbAV_3pn0v91A5HGJss9_yfJdj92goWY/edit		Patrick Brann	06/30/2026
<i>Notes:</i>				
12/9/24	Kinder Mourn grief counseling group will meet weekly for students whose parents opt in and indicate they have lost significant family members in the past 2 years. (Guardrail 2-3, FAM-3 30 and 31)		Nina Taylor	06/30/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>We held multiple events to get parents engaged and in the building. 80% of 5th grade families attended our annual Black History Month project presentations. 365 families attended our annual leadership day.</p> <p>Successes were the multiple events we held to get parents engaged and in the building. We hosted 2 Eagle Eds in 3rd grade to support literacy and math skill development. We hosted our annual Black History Month project presentations by 5th grade with 80% of families in attendance. Our annual leadership day had one of the largest attendance to record with 365 families in attendance. The addition of academic and leadership resources during our annual leadership day was a huge success.</p> <p>Challenges we experienced were ensuring consistent representation throughout the year from all families regardless of hardships.</p> <p>Opportunities for the 24-25 school year include extending Eagle Ed opportunities to all grade levels, integrating literacy, math and special area resources at curriculum night and an increased collaboration with our PTA.</p>	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		When this objective is fully met student achievement will improve as a result of a stronger collaboration between home and school. (80% of K-2 students on grade level and 35% of 3-5 at CCR). Attendance data at family events will show increased attendance across all school events from a variety of stakeholders. PTA membership will increase and a variety of different individuals will be seen volunteering and supporting each event.		Nina Taylor	06/30/2026
Actions			0 of 2 (0%)		
	8/25/25	The principal will allocate \$4284.00 of Title I funds for parent and family engagement nights/activities. (All goals)		Patrick Brann	06/10/2026
<i>Notes:</i>					

7/18/24 The ILT will hold 4 events per grade level (Leadership day, Curriculum Night, Eagle Ed, Academic Event of choice) to provide curricular resources and/or leader in me resources that allow families to support these initiatives at home. With this additional collaboration, families will have a better understanding of what is happening in the school building and thus be able to support students. Student achievement will improve. (Goal 1 & 2/ FAM-S 3)

Rachel Brooks

06/30/2026

Notes: