

## Comprehensive Progress Report

**Mission:**

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The David Cox family will provide a rigorous education where the learner comes first. Multiple learning strategies and community involvement will help to support and empower students to be responsible and successful citizens in a global world.

**Vision:**

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: The David Cox Road Elementary School community is committed to engaging the whole child and their family, promoting high achievement, and fostering a safe, positive school culture where every student is joyfully thriving.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 58% in SY 24-25 to 70% in SY 25-26. (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 21.9% in SY 24-25 to 31% in SY 25-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 42.8% in SY 2024-25 to 50% in SY 2026-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 16.1% in SY 2023-24 to 6% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of classrooms implementing Core SEL instruction and morning meetings with fidelity will increase from 25% from 2024-2025 to 100% in 2025-2026. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 80% of licensed, beginning classroom teachers through the 2025-2026 School Year. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

As of April 2025, we have made continued growth towards our goal. The instructional leadership team has remained consistent with all instructional leaders in place including a new AP, Dean of Students, MCL, Master Teacher, and Literacy Facilitator. The ILT meets weekly to discuss data, coaching, professional development needs, and walkthrough trends and feedback. We created a consistent walkthrough schedule; however, more progress is needed to ensure alignment of feedback and action steps. We do not have EOY EOG data regarding subgroups; however, benchmark data is trending positively. Throughout the year as data is received from benchmark assessments, grade level teams engaged in data analysis to create action plans to support student mastery of the standards.

As of June 2024, we made growth towards our goal. We met weekly as an instructional leadership team to discuss data, challenges and successes. Conversations were centered around data and helping the school achieve it's goals. However, we were not able to establish a consistent walk through schedule and thus were not consistent in providing high-quality feedback for teachers. We failed to meet our goal of reaching 50 % CCR in 3rd grade reading for our black and Hispanic students. This year our success were centered around our ILT meetings and mid-year changes we were able to make to maximize student learning. After getting our mid-year data back we were able to analyze it and make big changes to our teacher assistant schedules. Our challenge in creating a consistent walk through schedule stemmed from the multiple transitions we had in our principal position. Over the course of the school year we had 2 principal transitions and lost our AP who started the school year. This constant transition made it difficult to establish a consistent schedule while balancing the day to day runnings of the school.

Moving on to the 24-25 school year we will look to continue to maximize the opportunity of our ILT team to maximize their support in classrooms by provide teacher feedback and coaching. We are looking to expand the ILT team to include support staff as well so that we can start to impact the whole child, not just the academics. Also, with a consistent admin team, we will set up a consistent walk-through schedule to provide constant high-level feedback for teachers.

Limited Development  
07/25/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school.</p> <p>Administrators and other instructional leaders are highly visible and regularly present in classrooms and PLCs</p> <p>Teachers receive meaningful feedback on their practice consistently from Administrators and other Instructional Leaders throughout the year from formal and informal observations and walkthroughs</p> <p>The Principal engages as an instructional leader, fostering strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction.</p> <p>The Principal engages in a regular coaching cycles with staff; communication and feedback is transparent, honest, and rooted in best practice.</p>		<p>Dr. Sarah Wright</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/25/24</p>	<p>The Principal will participate in Informal Coaching Feedback in collaboration with Instructional Leaders on a rotating basis, to participate in providing informal feedback to teachers on their practice as well as to provide feedback to the coaches to support teacher and student growth. Data will be monitored regularly to make adjustments to increase the effectiveness of the coaches. (CMS Goal 1 and 3)</p>		<p>Dr. Sarah Wright</p>	<p>06/30/2026</p>
<p><i>Notes:</i> June 2025: The principal is actively participating in informal coaching feedback cycles alongside instructional leaders on a rotating basis. This collaboration supports both the delivery of targeted, informal feedback to teachers and the professional growth of instructional coaches. Regular data monitoring informs ongoing adjustments to coaching strategies to enhance their effectiveness in supporting teacher practice and improving student outcomes. This action is currently in progress and will continue into the 2025–2026 school year to further strengthen the coaching model and instructional impact. (CMS Goal 1 and 3)</p>				
<p>7/25/24</p>	<p>Grade Level Administrators provide regular feedback to Instructional Coaches leading PLC that is aligned to NC evaluation standards to support actions in PLC that lead to improved student outcomes. (CMS Goal 1 and 3)</p>		<p>Dr. Sarah Wright</p>	<p>06/30/2026</p>

Notes: April 2025: Grade Level Administrators provided feedback to PLC Instructional Leaders in alignment with the NC Evaluation Teacher Leadership Specialist rubric to ensure that feedback was in alignment with expectations. The feedback was provided through the use of a tool that aligned with each indicator. While the tool was used in some spaces, its use was inconsistent. Specific PLC feedback was given outside of the tool through coaching sessions with individual instructional leaders to inform their practices and the work of the PLCs. This work is ongoing.

	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
<p><i>Initial Assessment:</i></p>			<p>As of June 2024, we failed to meet our goal of reaching 50% CCR for our black and Hispanic students. We ended the year at 33% however, we failed to reach our goal of 50%. As a school, we worked to continue to implement the curriculum. We worked to maximize its effectiveness and supplement it where necessary. Due to this work we were able to see almost every student meet or exceed their growth in 3rd, 4th and 5th grade. As the data points to, we saw huge successes at meeting the needs of our students. Across all grade levels we grew our students and continued to close the gap in learning made by Covid. The challenges we faced this year stemmed from the amount of time we had to provide all the support the students needed. Moving to the 24-25 school year, an area of opportunity is strategically structuring the master schedule to ensure the students spend more time in their class and with the teacher. We are looking to continue to provide the services needed, however we plan to get creative in those services to maximize the benefit for students.</p> <p>April 2025</p> <p>To date, current EOG EOY data is not available for review. Across all grade levels (PK-5) we implemented the district provision curriculum for literacy and math with fidelity. While the math curriculum was new, our teachers were provided guidance and PD in PLCS to support internalization of the content. PLCs spent significant time identifying resources that were both standards and curriculum aligned to support all students. The master schedule was created to maximize student time with instructional content. We continue to balance the complex needs of our students, ensuring they are provided tiered interventions, in addition to SEL and behavior supports as necessary. Additional funds received due to our ATSI status were used to provide targeted and specific after school tutoring for students with disabilities focusing</p>	<p>Limited Development 09/14/2023</p>		

specifically on literacy (foundational and comprehension) skills and mathematics skills. Tutoring was provided on a 6 week schedule, twice weekly being delivered by certified special educators and classroom teachers. Additionally, SWD have been provided specific instruction using the SPIRE program that is based on the OG methodology. OG based literacy instruction was implemented in the special education classrooms focusing on student literacy skills K-5. Teachers have been provided ongoing coaching and support from the EC district office, through EC literacy coordinating teachers, and through training and PD at the school level. Additionally, teachers throughout the school are trained in OG including the Title 1 Tutor who works specifically with students with reading needs (non-disabled and SWD) tracking their progress through progress monitoring using DIBELS. While EOY data is not available at the time of the assessment, iReady data indicates growth across grades 1-5 in foundational literacy skills.

**How it will look when fully met:**

When this objective is fully met, every classroom will fully implement PACE strategies to support ML Students with Disabilities. Students with Disabilities will also receive support from Orton Gillingham and ASPIRE that will positively impact their overall performance. Data analysis will take place on a consistent basis to determine area of support for group. The following data will be used to monitor student outcomes: WIDA screener, ACCESS testing, iReady, and district benchmarks. In addition, Students with Disabilities who are also a part of the Out of School Tutoring Time will show growth in foundational reading skills.

**Dr. Sarah Wright**

**06/30/2026**

**Actions**

**3 of 5 (60%)**

6/17/25 ATSI Funds: After-school tutoring for students with disabilities began on Monday, April 8, 2025 and will continue through May 15, 2025. Total cost \$2,564.67

Complete 05/15/2025

Irene Stanton

05/15/2025

Notes:

3/27/25 ATSI Funds: We will utilize \$4,882 to purchase instructional and social emotional tools from Lakeshore Learning to support the academic and social emotional achievement of students with disabilities.

Complete 04/07/2025

Roderica Simmons

06/30/2025

Notes:

6/17/25 Completed ATSI School Annual Resource Allocation Self-Assessment: [https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e\\_\\_Xxq5D48/edit?usp=sharing](https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing)

Complete 05/15/2025

Roderica Simmons

06/30/2025

Notes: [https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e\\_\\_Xxq5D48/edit?usp=sharing](https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing)

9/14/23	Within the 2025-2026 school years, our school identified the following resource inequity: instruction/training. as a result, our school plans to mitigate this inequity by planning with the PACE Toolkit, data analysis, strategic coteaching, and instructional coaching to determine the most effective strategies to increase the overall performance of ML students and students with disabilities (Goal 4).		ML and EC Teachers	06/30/2026
<p><i>Notes:</i> June 2025 Progress:  Staff were provided professional development regarding best practices to support ML students during instruction across all content areas. Additionally, staff were provided ongoing PD related to district resources, including the PACE toolkit, to support access to standards aligned instructional resources during and outside of PLCs. As observed, K-2 teacher utilized district resources for ML learners at a higher rate than 3-5 teachers resulting in significant language gains for ML students. As the work continues into the 25-26 school year, the development of a more intention plan for ongoing PD and support is needed to ensure equitable access for all students.</p>				
9/14/23	We will create PLC structures that ensure consistent implementation of high-quality specially designed instruction (evidenced and research based) and intentional, data based instructional collaboration between stakeholders to increase overall proficiency of students with disabilities. (Goal 4).		Dr. Sarah Wright	06/30/2026
<p><i>Notes:</i> June 2025 Within the 2023–2026 school years, our school identified a resource inequity in the area of instruction and training, particularly impacting the performance of Students with Disabilities. To address this, Orton-Gillingham instructional support has been implemented in grades K–5. This structured literacy approach is designed to meet the diverse learning needs of students and increase overall academic performance. Implementation is underway and will continue through the 2025–2026 school year, with progress monitored to ensure alignment with student growth goals and instructional equity. (Goal 4)</p>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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
<i>Initial Assessment:</i>			Limited Development 07/25/2024		
As of April 2025, the school has implemented a tiered instructional system that support providing evidence-based instruction system of support for students across all tiers. The support provided to students is based on their performance data on curriculum assessments, iReady					

assessments, Mastery Connect data, and Dibels. The support is aligned to our SIP goals and EVAAS metrics. We have leveraged the expertise of district MTSS specialists to support with PD, building capacity, and work with the MTSS Leadership Team to ensure continuation of learning and support for instructional leaders. We have seen success with supporting teachers with the implementation of small group instruction in literacy, utilizing staff trained in the Orton Gillingham methodology to strategically support students with an intensive level of support. Dreambox Long-Term Assignment, supporting students with math needs, supports 199 students with a plan fidelity of 62% while Phonemic Awareness, Phonics, Spelling, and Fluency supports 135 students with 43% fidelity. 71 students are supported through iReady with a 40% plan fidelity. Students with SEL and Behavior needs are supported through Check In Check Out, Cognitive Behavioral Therapy, Social Stories, and Self Efficacy groups with plan fidelity ranging from 46% to 90%. Despite continued professional development twice monthly, building capacity for progress monitoring and ensuring plan fidelity are challenges. Further opportunities remain through professional development.

As of June 2024, the school has implemented a tiered instructional system to provide evidence-based instruction tailored to individual student needs, aligning with SIP Goals and EVAAS metrics. A key success was having the opportunity to train support staff in the Orton Gillingham approach, enabling them to deliver interventions both in the classroom and through pull-out sessions with trained specialists. The "Phonemic Awareness, Phonics, Spelling, and Fluency" program supports 261 students (66% with active plans) with 85% plan fidelity, while iReady supports 60 students (15% with active plans) with 86% plan fidelity. Overall, 567 students are supported across various programs, with plan fidelity ranging from 14% to 100%. We made growth towards improving the effectiveness of our reading interventions and tailored support. However, challenges remain in building capacity for progress monitoring and ensuring fidelity among staff. For example, the "Phonics, Spelling, and Fluency" program supports 72 students with a 77% plan fidelity. Additionally, student absences have impacted the consistent delivery of interventions, affecting programs like the "UNCC Fluency Partners," which supports 22 students with an 82% plan fidelity. Despite these hurdles, the school continues to make strides in providing tailored support to meet diverse student needs. Further opportunities lie in continued staff training and

the monitoring of progress monitoring by facilitators and coaches within grade-level bands. This focused support can help narrow their focus, enhancing the efficacy of interventions and ensuring that every student's needs are met effectively.

**Math:**

During the 23-24 academic school year, the school has implemented a tiered instructional system to provide evidence-based math instruction aligned with individual student needs, contributing to SIP Goals and EVAAS metrics. A notable success has been the "Dreambox Long-Term Assignment," which supports 280 students (97% with active plans) with 89% plan fidelity. Additionally, "Do The Math" and "Developing Number Concepts" programs support 26 and 15 students, respectively, with varying degrees of plan fidelity (76% and 88%). We made growth towards improving the effectiveness of our math interventions and tailored support.

However, challenges persist in progress monitoring via aimsWeb and the lack of a dedicated math facilitator for 4 months to assist with aimsWeb baseline testing and fidelity checks. These difficulties impact the consistent monitoring and adjustment of interventions. An opportunity for improvement is the addition of a Multi-Classroom Leader (MCL) to support grades 3-5 in math, allowing current facilitators to focus on math intervention and progress monitoring within their grade-level bands more effectively. This focused support is expected to enhance the efficacy of math interventions and ensure that each student's progress is meticulously tracked and addressed.

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>Teachers implementing core curriculum with integrity</li> <li>Diverse use of best practices and strategies that address different learning styles and needs</li> <li>Established MTSS team, structures and processes</li> <li>Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>Focus is on the quality of instruction rather than student deficits</li> <li>Purposeful tiered instruction is being provided for academics and behavior</li> <li>Data driven instruction and decision-making</li> <li>Accurate identification of student needs rooted in data</li> <li>Ensure that each teacher is consistently implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. The focus will shift to student response to instructional practices, as opposed to student deficits or failures. In doing so, we improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. We will also ensure that students are receiving appropriate interventions and instructional supports.</li> </ul>		<p>Dr. Sarah Wright</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>11 of 13 (85%)</b></p>		
<p>9/25/24</p>	<p>Title 1 Classroom Budget: Purchase and integrate collaborative furniture \$30,000 (e.g., movable desks, tables, flexible seating) that accommodates small groups, individualized instruction, and whole-class settings. This will enhance teachers' ability to deliver evidence-based instruction tailored to the individual needs of students in Tier 1, Tier 2, and Tier 3. (CMS Goal 1 and 2, 4.01)</p>	<p>Complete 01/31/2025</p>	<p>Jessica Rivas</p>	<p>01/31/2025</p>
<p><i>Notes:</i></p>				
<p>8/23/24</p>	<p>Title 1 Classroom Budget: \$111,882.85</p> <p>We are hiring 2 full time teachers who will provide instruction for students aligned with NC state standards, SEL, and the whole child to increase student outcomes and achievement.</p> <p>We hired 1 part time tutor (20 hours weekly) who will work to provide small group intervention support with students with instructional gaps.</p> <p>We are also using \$4500 to pay the differential for an Expanded Impact Teacher 2 to provide content area leadership and guidance to grade level teams to increase student engagement. (CMS Goal 1 and 2, 4.01)</p>	<p>Complete 06/13/2025</p>	<p>Jessica Rivas</p>	<p>06/30/2025</p>

*Notes:* 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 70% in SY 2024-25.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 13% in SY2023-24 to 25% in SY2024-25.

8/23/24 Title 1 Classroom Budget:  
We are also utilizing \$5000 of Title 1 Funds to contract with Heart Math Tutoring to provide targeted and specific intervention and remediation for students performing below grade level in mathematics. (CMS Goal 1 and 2, 4.01)

Complete 12/01/2024

Jessica Rivas

06/30/2025

*Notes:* The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 38% in SY 2023-24 to 55% in SY 2024-25

8/26/24 Title 1 Classroom Budget: \$6,039.00  
We are using \$6,039 to purchase educational rugs to provide students with the space to engage in collaborative whole and small groups and learning. (CMS Goal 1 and 2, 4.01)

Complete 10/01/2024

Jessica Rivas

06/30/2025

*Notes:* 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 70% in SY 2024-25.

3/25/25 Title 1 Classroom Budget: \$6,588.00  
We are using \$6,588 to purchase educational rugs from Lakeshore Learning to provide students with the space to engage in collaborative whole and small groups and learning. (CMS Goal 1 and 2, 4.01)

Complete 06/13/2025

Jessica Rivas

06/30/2025

*Notes:*

3/26/25 Title 1 Budget: We are utilizing \$3,209 to purchase wireless keyboards and mice from Staples to support teacher instruction in math, literacy, science, and social studies and to support the integration of technology into instruction (CMS Goal 1 and 2, 4.01)

Complete 04/01/2025

Roderica Simmons

06/30/2025

*Notes:*

3/27/25 Title 1 Budget: Purchase and utilize instructional tools (collaboration tools, chart paper, highlighters, art media) at a cost of \$13,100 from FSI Office to support student collaboration in classrooms (CMS Goal 1 and 2, 4.01)

Complete 06/13/2025

Jessica Rivas

06/30/2025

*Notes:*

6/17/25	Completed ATSI School Annual Resource Allocation Self-Assessment: <a href="https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing">https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing</a>	Complete 06/16/2025	Roderica Simmons	06/30/2025
	<i>Notes:</i> <a href="https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing">https://docs.google.com/document/d/1KsHBmRrPp2XJdv2m1zzou4EWcC2xZiQD9e__Xxq5D48/edit?usp=sharing</a>			
9/5/25	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.		Dr. Sarah Wright	12/31/2025
	<i>Notes:</i> Instructional Leaders engaged in iReady specific PD and created a PD plan to maximize the usage of iReady data across all grade levels and tested content areas.			
7/25/24	The Instructional Leadership Team will monitor student performance data through formal and informal protocols to develop action plans to address student achievement. (FAM-S 3)	Complete 11/26/2024	Facilitators	06/30/2026
	<i>Notes:</i> June 2025: Facilitators and teachers engaged in professional development related to MTSS guided by the guidance of the district MTSS specialists. Additionally, facilitators and teacher have been engaged in ongoing collaboration with literacy and math specialists to identify areas of need in across all tiers. A meeting agenda was created collaboratively to guide teachers in the identifying data, data analysis, and determining next steps for student growth and achievement. Facilitators meet with teachers on a monthly schedule and as needed to discuss student data and make shift as required for student growth.			
7/25/24	Ensure co-teachers for ML and TD are attending grade level PLCS twice monthly to support the acquisition of learning for students with ML or TD status. They will embed their Intentional Specialized Instruction in the lesson plan of the teachers they co-teach with and/or grade levels they support . This will be identified in a different color in order to identify the special instruction. These lesson plans with specialized instruction will be used for formal and informal walkthroughs in order to provide feedback on instructional practices/structures. Sub-group data will be monitored to determine effectiveness. (CMS Goal 1 and 2, 4.01)		Jessica Rivas	06/30/2026

*Notes:* June 2025 To support the academic growth of students with ML (Multilingual Learner) and TD (Talent Development) status, co-teachers are attending grade-level PLCs twice monthly. During these sessions, they collaborate with general education teachers to embed Intentional Specialized Instruction directly into lesson plans. This specialized instruction is highlighted in a different color to ensure visibility and alignment. These annotated lesson plans are being used during both formal and informal walkthroughs to provide targeted feedback on instructional practices and structures. Sub-group data is being monitored regularly to assess the effectiveness of this approach and guide instructional adjustments. This action is currently in progress and will continue into the 2025–2026 school year. (CMS Goal 1 and 2, 4.01)

3/25/25	Title 1 Budget: We are utilizing \$1600.00 to purchase literacy programming from EPS/School Specialty that is alignment with student needs and data to enhance literacy outcomes for students in Grades K-5. This will build the capacity of our instructional assistants and strengthen our core at the Tier 1, Tier 2, and Tier 3 levels. (CMS Goal 1 and 2, 4.01)	Complete 04/11/2025	Jessica Rivas	06/30/2026
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*Notes:*

3/25/25	Title 1 Budget: We are utilizing \$8,600 to purchase classroom sets of headphones from Encore for each classroom K-5 to ensure students have access to technology based learning and programs to increase student achievement. (CMS Goal 1)	Complete 04/11/2025	Jessica Rivas	06/30/2026
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*Notes:*

**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
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**Initial Assessment:**

Our successes came from our growth in 3rd grade reading and math. While we didn't meet our growth goal we are moving in the right direction. We were able to make instructional changes at the midpoint of the year to help our students grow. We also saw success in our budget flexibility. Over the summer we had the opportunity to pay our coaches and teacher to get ahead of the game by completing pacing as well as gathering resources. Another challenge we will face is our rising 5th-grade students who did not increase their proficiency in reading or math. We had the opportunity to become a TLP school and hired an MCL1 that will support 3,4,5 math and science. Providing opportunities for students to engage in academically rich and rigorous learning environments with standards-aligned instruction will lead to students exceeding growth.

April 2025

We continue to work towards building the capacity of our teachers with ensuring that PLCs are focused on standards aligned instruction. We have engaged in a continual process data analysis using structured, student centered data analysis protocol. Throughout the school year, we have engaged teachers in a continual process of professional development around the tiers of instruction, literacy, mathematics, and science. We have leveraged our MCL1, Master Teacher for literacy, and the Literacy Facilitator to build the capacity of teachers around standards, data analysis, and the curriculum. We continue to conduct walkthroughs providing teachers with feedback on their instructional practices.

Limited Development  
07/25/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school, no matter the setting:</p> <ul style="list-style-type: none"> <li>Implementation of district curricula with integrity</li> <li>Evidence of the Core Actions</li> <li>Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach and use of Universal Design Learning Framework (UDL)</li> <li>Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>Differentiation and scaffolds planned intentionally</li> <li>Common vocabulary and academic language being used</li> <li>Discussion around standard-alignment and what mastery looks like</li> <li>Student growth and achievement data should be increasing for all subgroups without gaps</li> <li>Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.</li> </ul>		<p>Dr. Sarah Wright</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>2 of 5 (40%)</b></p>		
<p>7/25/24</p>	<p>Staff will implement the district-adopted curricula and expectations in all content areas with fidelity and integrity. The Instructional Leadership Team will monitor for effectiveness of implementation through formal and informal observations, student data analysis and PLC conversations. (FAMS-29)</p>	<p>Complete 12/01/2024</p>	<p>Instructional Leadership Team</p>	<p>12/01/2024</p>
<p><i>Notes:</i> June 2025: The ILT has created processes for continual monitoring of instruction across all grade levels and classrooms to ensure that district-adopted curricula is being used with fidelity. Formal and informal walkthroughs indicate that teachers are utilizing both whole group and small group resources to support student learning. Effectiveness of implementation is monitored weekly by the ILT in a review of walkthroughs, PLC conversations/meetings, and available data. A continued area of growth is to ensure standards-aligned resources are identified, used, and measured to ensure rigorous instruction.</p>				

8/23/24	<p>Title 1 Budget: \$1670.41 Instructional Materials-Paper</p> <p>Action: By strategically allocating Title 1 funds to these areas, the school can enhance instructional practices through targeted instruction, ultimately supporting the academic success of at-risk students and aligning with CMS goals. (CMS Goal 1)</p>	Complete 06/13/2025	Dr. Sarah Wright	06/15/2025
	<p><i>Notes:</i> Smart Goal: 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 70% in SY2024-25. (CMS Goal 1)</p>			
7/25/24	<p>Staff will meet weekly in PLCs to unpack standards, determine what is necessary for mastery, design differentiated instruction to help students achieve mastery of standards, model lesson delivery and analyze student data. This will be monitored for effectiveness by the Instructional Leadership Team through formal and informal observations, PLC observations, and student data. (CMS Goals 1 and 2)</p>		Dr. Sarah Wright	06/30/2026
	<p><i>Notes:</i> March 2025 Staff is meeting weekly in PLCs to unpack standards, define mastery criteria, and design differentiated instruction. Coaches and PLCs have begun to assign and analyze weekly check-in data during small group planning to guide lesson plans and adjust instruction. Coaches and PLCs will begin using iReady Standards Based Mastery Check-Ins on 3/21 to continue to do this work. Success will be measured by a 5% improvement in student mastery of standards, as evidenced by formative assessments and observations conducted by the Instructional Leadership Team (ILT), with regular feedback loops to adjust instruction as needed.</p>			
7/25/24	<p>Staff will regularly track and analyze standards aligned formal and informal data to drive instruction, specific to current student need. Following the analysis, staff will develop a response to the data trends through differentiated instruction and whole/small group planning. The Leadership Team will monitor the analysis and response process through PLC conversations, review of instructional planning tools, formal and informal observations and student data. (Aligns with CMS Goal 1 and 2).</p>		Dr. Sarah Wright	06/30/2026

*Notes:* June 2025: Staff are consistently tracking and analyzing both formal and informal standards-aligned data to inform instruction based on current student needs. Following data analysis, teachers are developing targeted instructional responses, including differentiated strategies and intentional whole- and small-group planning. The Leadership Team is monitoring this process through PLC discussions, review of instructional planning tools, classroom observations, and ongoing student performance data. This structured approach to data-driven instruction is in progress and will continue through the 2025–2026 school year to support student achievement and instructional effectiveness. (CMS Goal 1 and 2)

9/19/25 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. (Aligns to A2.04)

Dr. Sarah Wright

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

**Initial Assessment:**

As of June 2024, the data on various behavior support programs and strategies at David Cox reveals significant efforts in addressing student behavior, though most programs lack strong evidence. For example, the Attendance Group supports 31% of students with 8640 planned minutes and 93% plan fidelity, while Skill-streaming aids 22% of students with 11835 planned minutes and 80% fidelity, primarily helping Tier 3 students. We made growth towards enhancing the effectiveness of our behavior support programs despite challenges such as the new student services team's lack of pre-existing data, staff unfamiliarity with certain programs and platforms, and being down one counselor for the second half of the school year, necessitating additional training and support.

Despite these challenges, opportunities exist to leverage experienced team members and existing Panorama data, along with district Core, Intensive, and MTSS supports, to establish robust SEL plans. During the 23-24 academic school year, the most recent Panorama data from Fall 2023 shows that 41 students in grades 3-5 participated in the survey, revealing areas of strength and improvement. Supportive relationships showed an 87% positive response, placing them in the 40th-59th percentile, while positive feelings were at 72%, in the 80th-99th percentile, showing the greatest increase. Self-management and social awareness both had 69% positive responses, in the 20th-39th and 60th-79th percentiles, respectively. Challenging feelings were reported at 56%, in the 60th-79th percentile. Areas for improvement include self-efficacy at 52%, emotion regulation at 42%, teacher-student relationships at 60%, and engagement at 56%, all falling within the 20th-39th and 60th-79th percentiles. Increased participation in SB49 and parental opt-ins for Panorama will provide better insights into student needs, enhancing support through counselor lessons and intervention groups. Using office referral and ISS/OSS data can help pinpoint areas of focus for counselor lessons, intervention groups, and teacher professional development. Opportunities for staff and student development exist to improve these areas, although Spring 2024 data is not currently available. By concentrating on staff training, systematic data collection, and utilizing existing expertise and data, the student services team can significantly improve outcomes for students at David Cox.

June 2025

In lieu of Panorama Survey information (no longer administered), SEL information was reviewed and analyzed utilizing Educator's Handbook

Limited Development  
07/25/2024

and Branching Minds. Data on various interventions and supports utilized at David Cox indicate 25,605 minutes of behavior and social emotional support provided to students in grades K-5. Student service teams members showed significant growth in their ability to identify, analyze, and use various data points to inform their support for students. Guided by the Data Decision Rules for behavior and social emotional well being, SST members were successful in providing proactive supports for students extending their reach and education to families.

**How it will look when fully met:**

When this objective is fully met, student support personnel will fully utilize available data (formal and informal) to make decisions that impact student SEL awareness and well-being. SEL programming will be aligned to data gathered from multiple sources and stakeholders. Classroom based staff will be provided ongoing professional development and data gathered from focused walkthroughs will indicate high levels of student SEL and teacher response to SEL needs. Student Services Team classroom, small group, and individual lessons will be aligned with indicated needs assessments and data will be reviewed on a continual basis in PLCs.

Dr. Sarah Wright

06/30/2026

**Actions**

2 of 6 (33%)

8/23/24

Title 1 Budget: \$35,792.52 (BMT)  
David Cox Road Elementary will use the \$35,792.52 instructional salary of Title I funds for a BMT (Behavior Modification Technician) to address positive behavior initiatives and minimizing loss of instruction in the classroom. (Aligns to CMS Guardrail 2)

Complete 11/27/2024

Dr. Sarah Wright

12/01/2024

*Notes:* The percent of OSS incidents will decrease by 62% in order to reduce the number of instructional days loss and increase student academic engagement.  
(Aligns to A1.07, A4.06 and CMS Guardrail 2)

7/25/24

We will create an effective, student-centered, data driven MTSS Leadership Team that provides training, PD, and implementation support of the academic core and SEL Curriculum to support student social-emotional wellbeing (FAM-S 30-31).

Complete 01/03/2025

Roderica Simmons

06/30/2026

*Notes:* MTSS Leadership Team has been created and conducted their first meeting as of 10/14/2024 and meets monthly. The MTSS Leadership Team is a multi-disciplinary team that analyzes data related to our Core practices, discusses how resources and funds are allocated, and shares information out to stakeholders. We are actively working with District Core Behavior Support Specialists and MTSS Specialists to align our work at the school level to ensure we are meeting student needs.

March 2025

Team is created and PD has been provided, coaches providing training and implementation resources around academic. K-5 Math & K-5 Literacy has been realigned and accountability structures updated across all grade levels. Ongoing support with PD - easyCBM (Reaves), Branching Minds / Amplify (Lamonds). MTSS PLCs are happening 2x per month for Math and ELA.

7/25/24 We will create and implement an attendance plan using research-based intervention along with data decision rules to address attendance concerns to decrease chronic absenteeism and increase instructional outcomes. (FAM-S 3)

Emani Mills

06/30/2026

*Notes:* June 2025: The school has developed and is implementing an attendance plan that incorporates research-based interventions and data decision rules to address patterns of chronic absenteeism. This plan includes proactive monitoring, tiered supports, and family engagement strategies aimed at improving student attendance and increasing instructional access. Data is reviewed regularly to inform interventions and adjust support as needed. This initiative is ongoing and will continue into the 2025–2026 school year to positively impact student outcomes. (FAM-S 3) Attendance Plan:  
[https://docs.google.com/document/d/1eCiO5r\\_sPEpRhrluxNIJtbMI4\\_Eibwv13m\\_C0GKOcZw/edit?usp=sharing](https://docs.google.com/document/d/1eCiO5r_sPEpRhrluxNIJtbMI4_Eibwv13m_C0GKOcZw/edit?usp=sharing)

9/19/25 David Cox Road Elementary will utilize \$39,696.30 of Title 1 funds to fund the Behavior Modification Technician position in order to maximize student learning, provide small group social emotional instruction, and to reduce behavioral referrals by 20% as compared to 24/25 data.

Dr. Sarah Wright

06/30/2026

*Notes:*

9/19/25 To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Dr. Sarah Wright

06/30/2026

*Notes:*

9/19/25 Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

Dr. Sarah Wright

06/30/2026

*Notes:*