

## Comprehensive Progress Report

**Mission:**

At Davidson Elementary, we will:

1. Create a safe and nurturing environment for all students.
2. Put the needs of students first in our work together.
3. Provide access to a curriculum that meets the needs of every learner.

**Vision:**

Our vision at Davidson Elementary is for students and staff to feel safe to be themselves and active in their learning. By fostering a culture that develops nurturing, caring, and understanding relationships, every student will grow academically and socially.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87% in SY 24-25 to 90% 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 64.7% in SY 24-25 to 68% in SY 25-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The school will have 100% implementation and fidelity of Capturing Kids Hearts (CKH) culture and climate as measured by beginning and end of year survey for the SY 2025-26 (A1.07, A.406. and CMS Guardrail 3).

The percent of Multilingual Learner students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from 61% in SY2024-25 to 65% in SY2025-26 (A.401, B 303, D102 and Guardrail 1).

The number of OSS/ISS incidents will decrease from 1.1% in SY2024-25 to .5% in SY2025-26.(A1.07, A4.06, and CMS Guardrail 2)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (c.304 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 11.06% in SY2024-25 to 6% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1B: Monitor short-and long-term goals**

	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
		<i>Initial Assessment:</i>	<p>As of June 2025, our EVAAS data is unavailable. However, when reviewing the SWD student group's progress as measured by EOG testing, the following data points are noted:</p> <ul style="list-style-type: none"> <li>- Reading GLP: 14.3% increase from last year</li> <li>- Reading CCR: 12.1% increase from last year</li> <li>- Math GLP: 13.6% increase from last year</li> <li>- Math CCR: 8.5% increase from last year</li> </ul> <p>When reviewing progress for the ML student group, the following data points are noted:</p> <ul style="list-style-type: none"> <li>- Reading GLP: 31.1% increase from last year</li> <li>- Reading CCR: 36.3% increase from last year</li> <li>- Math GLP: 16.1% increase from last year</li> <li>- Math CCR: 13.7% increase from last year</li> </ul> <p>As of June 2024, EVAAS data is currently unavailable and it is not entirely clear as to whether Davidson Elementary SWD population has met or did not meet the expected growth for the SY2023-2024. However, according to our End-of-Year Branching Minds intervention data, the number of students receiving Tier II and Tier III intervention supports increased from 61 students in August of 2023 to 79 in June of 2024 with overall tier movement showing 27 students moving up in MTSS, 24 moving down, and 926 remaining neutral. The successes we experienced related to this indicator include adding two additional interventionists to monitor and process student referrals and progress, holding quarterly data meetings with teachers to discuss student growth and develop intentional small group instruction plans, and having almost 50 students registered to participated in the CMS initiative Out of School Tutoring Time (OSTT). As we move into the 2024-2025 school year, we anticipate the following challenges: ensuring that students in need of interventions maintain an appropriate attendance rate so that they are effective, While these challenges exist, we have</p>	Limited Development 09/20/2023		

the opportunity to address them during the 2024-2025 school year by having a full time ML EC Assistant and ML Teacher to provide intentional and consistent support will help to alleviate the case load and/or support student progression in MTSS.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

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

When this objective is fully met, SWD will exceed growth. The scheduling and implementation of 1:1 conferences will provide evidence that students and teachers own the data. Students will receive the appropriate strategies and interventions based on their learning goals and identified classroom goals. Students will receive the support necessary during small group instruction to address their opportunities for growth.

This will include analyzing, monitoring and planning using MAP, benchmark and DIBELS data.

**Amanda Childress (November 2022)**

**06/30/2026**

**Actions**

**0 of 2 (0%)**

9/20/23 Within the 2025-26 school year, our ATSI school identified the following resource inequity- Human Resources; as a result, our school plans to mitigate this inequity by adding an additional interventionist who will provide support for MTSS Tier II and Tier III students to increase the overall performance of Students with Disabilities (Grade 3 ELA, EVAAS).

Amanda Childress (November 2022)

06/30/2026

Notes: CNA: <https://drive.google.com/file/d/1t9pN-CU0-Ks-dUSn09nLk56MYUZCim6m/view?usp=sharing>

[https://docs.google.com/document/d/1Q9KdA70JqNEivuSaWAreC72RVuToj8SUiiQ\\_lio05-4/edit?usp=sharing](https://docs.google.com/document/d/1Q9KdA70JqNEivuSaWAreC72RVuToj8SUiiQ_lio05-4/edit?usp=sharing)

9/21/23 Within the 2025-26 school year, our ATSI school identified the following resource inequity- Instruction/Training; as a result, our school plans to mitigate this inequity by collaborating with the DUSI team to develop and execute a data culture that focuses on goal setting, standard-aligned data tracking, and using data to action plan based on student needs (Grade 3 ELA, EVAAS).

Amanda Childress (November 2022)

06/30/2026

Notes: CNA: <https://drive.google.com/file/d/1t9pN-CU0-Ks-dUSn09nLk56MYUZCim6m/view?usp=sharing>

**Implementation:**

09/17/2025

<i>Evidence</i>	9/17/2025			
<i>Experience</i>	9/17/2025			
<i>Sustainability</i>	9/17/2025			

<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
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<i>Initial Assessment:</i>		<p>As of June 2025, EVAAS data is currently unavailable to determine whether we have met or exceeded growth as a school. When reviewing actual v. projected achievement data, the following data points are noted:</p> <p>Fourth Grade:</p> <ul style="list-style-type: none"> <li>- Reading: 39 students projected NP; 20 students actual NP</li> <li>- Reading: 92.4% of students met or exceed projection</li> <li>- Math: 54 students projected NP; 15 students actual NP</li> <li>- Math: 98% of students met or exceeded projection</li> </ul> <p>Fifth Grade:</p> <ul style="list-style-type: none"> <li>- Reading: 35 students projected NP; 26 students actual NP</li> <li>- Reading: 94.9% of students met or exceeded projection</li> <li>- Math: 37 students projected NP; 16 students actual NP</li> <li>- Math: 99.1% of students met or exceeded projection</li> </ul> <p>Sixth Grade:</p> <ul style="list-style-type: none"> <li>- Reading: 34 students projected NP; 22 students actual NP</li> <li>- Reading: 95.6% students met or exceeded projection</li> <li>- Math: 32 students projected NP; 18 students actual NP</li> </ul>	Limited Development 08/07/2024		
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- Math: 100% of students met or exceeded projection

#### Seventh Grade:

- Reading: 35 students projected NP; 23 students actual NP
- Reading: 91.2% of students met or exceeded projection
- Math: 30 students projected NP; 12 students actual NP
- Math: 99.1% met or exceeded projection

#### Eighth Grade:

- Reading: 24 students projected NP; 13 students actual NP
- Reading: 95.7% students met or exceeded projection
- Math: 40 students projected NP (100% of all students enrolled in Math 8); 15 students actual NP
- Math: 100% students met or exceeded projection
- Math: 100% students met or exceeded projection
- Math 1: 3 students projected NP; 0 students actual NP

As of June 2024, EVAAS data is currently unavailable and it is not entirely clear as to whether Davidson K-8 met or did not meet the following school improvement goal, we will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-2023 and SY2023-2024. However, according to our End-of-Year Branching Minds intervention data, the number of students receiving Tier II and Tier III intervention supports increased from 61 students in August of 2023 to 79 in June of 2024 with overall tier movement showing 27 students moving up in MTSS, 24 moving down, and 926 remaining neutral. The successes we experienced related to this indicator include adding two additional interventionists to monitor and process student referrals and progress, holding quarterly data meetings with teachers to discuss student growth and develop intentional small group instruction plans, and

having almost 50 students registered to participated in the CMS initiative Out of School Tutoring Time (OSTT). As we move into the 2024-2025 school year, we anticipate the following challenges: ensuring that students in need of interventions maintain an appropriate attendance rate so that they are effective, While these challenges exist, we have the opportunity to address them during the 2024-2025 school year by having a full time ML EC Assistant and ML Teacher to provide intentional and consistent support will help to alleviate the case load and/or support student progression in MTSS.

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

When fully met, Davidson Elementary will employ a Multi-Tiered Support System that uses data-driven problem-solving to maximize growth for all students. Clearly defined Core support (sometimes referred to as Tier I) for academics, behavior, and social-emotional skills will be communicated to all staff, and all stakeholders will know and understand the expectations for Core and monitor implementation. The percent of African American students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-8 will increase to 70%, and the percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-8 will increase to 63%.

Jen Smith (2025)

06/30/2026

**Actions**

0 of 2 (0%)

9/2/25 The MTSS leadership team will 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 during Tiger Time.

Holly Keller  
(September 2025)

06/10/2026

Notes:

8/7/24 Our leadership team will Analyze data (iReady, Skills Block, classroom assessments) to drive small group instruction plans to strengthen core instruction during literacy and math blocks. (Goal 2, Guardrail 3)

Jen Smith (2025)

06/30/2026

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**

**Initial Assessment:**

As of June 2025, we are making great strides with our current implementation. In the "when this objective is fully met" section

Limited Development  
07/25/2024

below, our goal was to increase reading CCR to 65% by the end of this school year. Our unofficial data shows that we are at 64.8% CCR. Our small group instruction was data-focused and flexible. An area for growth is to improve our K-2 DIBELS data, as we did not meet the district goal of increasing our grade level proficiency to 97%.

As of June 2024, Davidson K-8 partially met the following school improvement goal, the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level - a 4 or 5 - on the English Language Arts (ELA) EOG will increase from 23.8% in SY2021-22 to 36.9% in SY2022-23 and 50% in SY 2023-24. According to unofficial EOG data for Grade 3, Our Black students are at 57.1% CCR while our Hispanic students fell to 27.8% CCR. This was a 7.1% increase for Black students and a 22.2% decrease for Hispanic students from the 2022-2023 school year. We also monitored MVPA Benchmark Tests for reading in Grade 3. Our projected CCR increased from 25% in the beginning of the year to 45% at the end of the year. The success we experienced related to this indicator include increased focus on targeted small group instruction based on data during PLC meetings and strategic discussions about misconceptions and how to address them during reteaching. A current challenge we face in continuing to meet our SIP goal targets for the 2024-2025 is aligning student misconceptions and resources with specific standards in our small group instruction plans to be more intentional and avoid total reteach of standards if unnecessary. While these challenges exist, we have the opportunities to address them during the 2024-2025 school year by developing a more strategic small group lesson plan template that includes an area to identify and address student misconceptions.

As of June 2024, Davidson K-8 did not meet the following school improvement goal, the percent of 8th grade students who score at the College and Career (CCR) level - a 4 or 5 - on the Grade 8 Mathematics EOG will increase from 38.2% in SY2021-22 to 43.2% in SY2022-23 and 50% in SY2023-24. According to Unofficial EOG data for Grade 8, only 10.6% of students scored at the CCR level. This is a significant decrease of 41.6% from the 2022-2023 school year. We also monitored MVPA Benchmark Tests for math in Grade 8. Our projected CCR increased from 9.7% in the beginning of the year to 13% at the end of the year. The successes we experienced related to this indicator include implementing targeted individual skills plans for IXL to address the needs for supplemental and intensive intervention, and aligning

curriculum pace and lessons across our 8th grade math PLC to drive small group instruction plans and strengthen core instruction. As we move into the 2024-2025 school year, we anticipate the following challenges: developing a lesson plan template that includes more strategic small group plans that identify and address student misconceptions, and grouping students during our interventions block to ensure that there is enough time to teach all assessed standards. While these challenges exist, we have the opportunities to address these challenges during the 2024-2025 school year by creating a master schedule that allows for 8th grade curriculum alignment and common planning, and continued use of the MVPA crosswalk to provide resources for engagement and intentional focus.

Goal 1:

- Our K-2 teachers worked diligently to provide targeted small group instruction based on students' DIBELS data and microphase data. They utilized data notebooks to track student growth. Data notebooks included multiple data points around phonics and phonemic awareness.

Students are making progress, as is evidenced by DIBELS data across the 23-24 school year. 31.3% of K-2 students were well below or below grade level, as is evidenced by DIBELS composite scores. At the end of the year, 10.3% of K-2 students were well below or below grade level.

When analyzing EOY data, 42% of students below grade level are Hispanic.

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, Instructional teams will develop unit plans that assure students master standards-based objectives and also provide opportunities for enhanced learning. The instructional team will regularly review the standards to which they will align objectives, assessment items, and curriculum and learning activities will be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the activities and correct responses on the unit post-test. These efforts will result in a 9% increase from 57% to 65% of students in 3-8 being identified at CCR on reading end of grade assessments.</p>		<p>Amanda Childress (November 2022)</p>	<p>06/30/2026</p>
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<p><b>Actions</b></p>		<p>0 of 3 (0%)</p>		
<p>9/9/25</p>	<p>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)</p>		<p>Amanda Childress (November 2022)</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>7/25/24</p>	<p>Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students. (Goal 1, Goal 2)</p>		<p>Jen Smith (2025)</p>	<p>06/30/2026</p>
<p>Notes:</p>				
<p>7/25/24</p>	<p>Instructional teams will create targeted small group instruction plans during weekly planning meetings to meet the needs of all students. (Goal 1, Goal 2)</p>		<p>Jen Smith (2025)</p>	<p>06/30/2026</p>
<p>Notes:</p>				

<p><b>Core Function:</b></p>		<p><b>Domain 4: Culture Shift</b></p>				
<p><b>Effective Practice:</b></p>		<p><b>Practice 4A: Build a strong community intensely focused on student learning</b></p>				
	<p>KEY</p>	<p>A4.06</p>	<p>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><b>Initial Assessment:</b></p>		<p>As of June 2025, Davidson Elementary did an excellent job providing</p>		<p>Limited Development 08/07/2024</p>		

SEL learning to students, as was recognized by our Capturing Kids' Hearts Rising Star Status. On the CKH survey, teachers indicate that they greet my students with a smile and positive tone as they enter the classroom or enter a virtual classroom each day; explore the needs of my students and intentionally accommodate and equip them; my students and I have developed and posted a class Social Contract and refer to it. Additional growth in this area will occur in 25-26 as we continue CKH implementation.

As of June 2024, Davidson Elementary did not meet the following school improvement goal, The percent of students in grades 6-8 reporting a positive self-perception of their engagement will increase from 35% on the Fall 2021 Panorama Screener (in Grades 6-8) to 40% in SY2022-23 and 45% in SY2023-2024. According to the Fall 2023 Panorama data, only 36% of students in grades 6-8 reported that they feel engaged in school. This was a 2% decrease from the 2022-2023 school year results of 38%. We also monitored chronic absenteeism in Grades 6-8. Our chronic absenteeism fell from 27% during Q2 to 14% in Q4 which was a 13% decrease in this statistic. Some of the successes we experienced related to this indicator include increased fidelity with the implementation of our Sources of Strength program through regular meetings and increased student engagement in the club's Social Media profile and SEL campaigns, the implementation of a New Student Mentor program facilitated by our Middle Grades counselor, and continued monitoring of Tier III attendance plans. As we move into the 2024-2025 school year, we anticipate the following challenges: continuing to communicate and encourage student participation in the Panorama survey to ensure accurate data and combining the new Student Mentor and our Sources of Strength programs. While these challenges exist, we have the opportunities to address them in the 2024-2025 school year by developing quarterly feedback opportunities for students to express what changes and campaigns they'd like to see in our Sources of Strength Program and SEL lessons, continued creation of behavior plans as needed to keep students in school, and continue to use the MVPA crosswalk to provide resources for engagement and intentional focus, to provide the highest leverage of growth.

As of June 2024, Davidson K-8 met the following school improvement goal, maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 14.2% in SY2022-23 and SY2023-24. According to our End-of-Year suspension data, 0% of these students were Black. This was a decrease of 1 from the 2022-2023 school year. We also monitored the overall incidents at Davidson K-8. Our end-of-year data shows that our overall incidents decreased from 231 in 2022-

2023 to 200 during the 2023-2024 school year. The successes we experienced related to this indicator includes maintaining proportionality of African American students, and adjusting our PBIS system to include clear indicators of when to start Tier II and Tier III interventions. A current challenge we face in continuing to meet our SIP goal targets for the 2024-2025 is turnover in teacher staffing and our middle school counselor. While these challenges exist, we have the opportunity to address them in the 2024-2025 school year by continuing to hold weekly and bi-weekly student service meetings to discuss student MTSS and attendance concerns.

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

When fully met, Davidson Elementary will use a social and emotional competencies framework, identifying opportunities to explicitly teach the vocabulary and practices of social and emotional development and embed opportunities to develop social-emotional competencies in academic instruction. PLCs will review instructional materials to ensure authentic connections to social and emotional learning and supplement as needed. Finally, the administrative team will prioritize collaborative professional learning in the master schedule to allow for sufficient time for teachers to identify opportunities to reinforce social-emotional skills during lessons, and to collaborate with social-emotional support staff around how to meet the needs of individual students

**Katie Bower (August 2023)**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

9/9/25 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)

Amanda Childress (November 2022)

06/10/2026

*Notes:*

9/18/25 Indicator A4.06: Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.

Katie Bower (August 2023)

06/10/2026

*Notes:*

8/7/24 Classroom teachers will implement daily social emotional learning time using Capturing Kids Hearts as our schoolwide SEL curriculum to support the social emotional needs of our students K-8. (FAM-S 30 & FAM-S 31, Guardrail 2)

Katie Bower (August 2023)

06/30/2026

*Notes:*

8/7/24 Student Services PLC will meet bi-weekly to review and discuss discipline and attendance data (referrals, tiger tracker signatures, counseling requests, attendance) to create appropriate behavior support plans and interventions for students. (FAM-S 30 & FAM-S 31, Guardrail 2)

Katie Bower (August 2023)

06/30/2026

*Notes:*