

## Comprehensive Progress Report

**Mission:**

ELE students are supported by a strong partnership between families and school. We ensure that every child is engaged in a rigorous curriculum with differentiated support. We work as a team to help students develop healthy habits and appreciation for the arts. We support social emotional development by explicitly teaching social skills, growth mindset, and personal reflection in a safe and nurturing learning environment.

**Vision:**

All children are valued and respected members of the ELE family. We support our students’ diverse needs with high expectations for academic and social emotional growth.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88.6% in SY2024-25 to 90% 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 74.3% in SY2024-25 to 78% in SY2025-26.. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of ML students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from 34% in SY2024-25 to 40% in SY2025-26.. (Aligns to A4.01, B3.03 and CMS Guardrail 1)

The school will retain at least 95% of licensed classroom teachers throughout the 2025-2026 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 5.5 % in SY2024-25 to 5% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The number of OSS/ISS incidents will be maintained at 10 or less in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

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

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>25-26: A tiered coaching model is being implemented to ensure that teachers receive feedback and support aligned to gaps observed in instruction between practice and core actions. We will focus on student engagement and the rigor of student tasks.</p> <p>24-25: The instructional leadership team met the prior year's goal of one formal/informal observation for each K-5 teacher per month, but this frequency is not sufficient for the purpose of identifying schoolwide trends and followup actions. The school has a small leadership team (principal, AP, master teacher, MCL) and the members of the team are responsible for many roles. Our successes have been in the instructional leadership team's calibration of identifying action steps within the Get Better Faster scope and sequence and creating follow up actions for teams based on data gathered from learning walks. Our challenges have been maintaining the schedule of walkthroughs while the team is also responsible for responding to unplanned incidents. Now that the team is more calibrated, we have the opportunity to overcome the scheduling challenge by working in a partnership on identified coaching caseloads.</p>	Limited Development 07/30/2024		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			When this objective is fully met, our staff will have multiple opportunities for coaching and reflection. Coaching will be aligned to specific teacher needs and focused on individual personal and academic goals. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 74.3% in SY2024-25 to 78% in SY2025-26 and the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88.6% in SY2024-25 to 90% in SY2025-26.		Crystal Lail (standing member)	06/10/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/6/24	Develop and implement a coaching tool to ensure that teachers receive consistent feedback and support aligned to the highest leverage impact areas of improvement observed in practice. (Goals 1&2, FAM-S 8)			Crystal Lail (standing member)	06/10/2026

<i>Notes:</i>				
9/2/25	The instructional leadership team will engage in at least one calibration learning walk per grade level each month to level set and refine the school's instructional coaching model and monitor the impact on student learning.		Nikki Guevara (standing member)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/24/2025		
<b>Evidence</b>	6/24/2025 6/6/2025-current evidence includes: Walkthrough and Observation systems and processes Strategic staffing Recruitment and Retention Strategies Use of Core Action walkthrough resources Coaching and Feedback structures and processes			
<b>Experience</b>	6/24/2025 6/6/2025-Scheduling and having a small administration team has had the biggest impact with this objective. Principal and Assistant Principal are often pulled in various areas for support throughout the school day which can impede on coaching schedules. However, we have adjusted schedules and worked collaboratively in order to meet the coaching schedule needs.			
<b>Sustainability</b>	6/24/2025 6/6/2025-In order to sustain efforts with coaching, we will continue to use coaching cycles from the Get Better Faster scope and sequence to ensure continuous instructional improvement using best practices for increasing student achievement. We will set individual goals with teachers and help monitor throughout the school year.			

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>		For school year, 2025-2026, we will ensure staff members understand the MTSS Framework (94% according to belief survey) and classroom teachers are becoming more skilled in analyzing student learning data to monitor academic progress. Our challenges are the limited number of staff available to provide interventions and the appropriate use of scaffolds and extension within the core instructional blocks. We have allocated resources to increase the instructional support available to meet the range of student needs.	Limited Development 08/07/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		All students will be engaged in effective core instruction using the adopted curricula and at least 80% will demonstrate mastery on grade level standards. Students will be provided with interventions (including enrichment) to meet their individual needs.		Nikki Guevara (standing member)	06/10/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
8/7/24	The principal will allocate staffing to provide support to the groups of students in which the school has observed an achievement gap trend over the past two school years. (two part time instructional assistants to support small group instruction, an instructional assistant to support ML students during core instruction, increasing the EC teacher allotment to maintain two full-time) (Goals 1 & 2, Guardrail 1, FAM-S 28)			Crystal Lail (standing member)	06/10/2026
<i>Notes:</i>					
2/27/25	The SSPLC will provide training to staff focused on targeted behavior instruction, monitoring and reporting. The SSPLC will review Ed Handbook data every other week during the PLC meeting to follow up with teachers and determine supports needed. (Guardrail 2, FAM-S 31)			Jessica Ott (5/2022)	06/10/2026
<i>Notes:</i>					

9/2/25	Time during PLC meetings will be dedicated to planning the appropriate use of iReady resources aligned to student and grade level data. Time in the master schedule will be dedicated to teachers and students using iReady to remediate and enrich aligned with identified student needs.		Eve Wallwork (6/2024)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/24/2025		
<b>Evidence</b>	6/6/2025 Evidence includes: Implementation and use of the Standard Treatment Protocol and Data Decision Rules Strategic scheduling and staffing that supports a tiered instructional system Established an effective MTSS Leadership Team Equitable service delivery models for all students (ELL, EC, AIG/TD) Collaborative systems and processes inclusive of all Support Staff Systems and processes to track the effectiveness of tiered interventions			
<b>Experience</b>	6/24/2025 6/6/2025-usage of STP in PLC meetings and with counseling staff for Student Support PLC. Participating in strategic scheduling and staffing that supports a tiered instructional system with flexibility as needed, consistent MTSS Leadership Team review/meetings, providing services for students and collaborating with staff throughout the school year			
<b>Sustainability</b>	6/24/2025 6/6/25-continued implementation and use of the Standard Treatment Protocol, strategic scheduling and staffing that supports a tiered instructional system for the following school year, establishing an effective MTSS Leadership Team, providing service for all students in all subgroups and continuing systems and processes to track the effectiveness of tiered interventions			

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
<i>Initial Assessment:</i>		<p>For 2025-2026, we will continue to work on implementation of the curriculum with a focus on research-based practices and ensuring that the rigor of lessons and tasks is aligned to grade level standards. Currently, 88% of K-5 teaching staff have completed the CMS professional development and have four or more years of experience and 12 % have 0-2 years experience implementing the EL curriculum. Core action walkthrough data from the 24-25 school year indicated that we can continue to strengthen our efforts in core actions two and three which requires deeper internalization of the content and practices.</p> <p>We are entering the second year of implementation of the newly adopted Illustrative Math curriculum and revised science units of study. Our early success has been 100% staff completion of summer/back to school math professional development and all 5th grade science teachers have completed the preservice training.</p> <p>Our challenges are allocating the necessary time and providing release time to teachers for PLC planning. We have implemented a change in our master schedule to provide additional PLC planning with support from the grade level master teacher/MCL and administrator.</p>	Limited Development 08/08/2024		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When we are fully operationalizing in this area, all teachers will provide instruction and tasks that are aligned to the rigor of grade level standards using the materials and practices of the high quality curricula of the current adoption.		Crystal Lail (standing member)	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	9/15/25	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.		Nikki Guevara (standing member)	09/30/2025
<i>Notes:</i>					

9/3/24	Instructional teams will review literacy and math unit assessments and create action plans to address student understanding gaps with evidence of increased proficiency on reassessment. (Goals 1&2)		Nikki Guevara (standing member)	01/05/2026
<i>Notes:</i>				
9/3/24	A science class will be created for students in grades 4 & 5 and students in all grades will engage in supplemental science lessons as part of the specials rotations.		Crystal Lail (standing member)	03/27/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/24/2025		
<b>Evidence</b>	6/24/2025 6/6/25-Evidence includes: Scheduling and core instruction aligned with the instructional tenets and curriculum commitments PLC systems and processes, standard-alignment, rigor, engagement in all classrooms, data analysis and action planning systems and processes aligned			
<b>Experience</b>	6/24/2025 6/6/25-Implementation of PLC and consistency with provided curriculum, making sure tasks and activities provides are aligned with instructional goals and with the rigor of grade level standards, managing and providing support during PLC and in walkthroughs by administration staff			
<b>Sustainability</b>	6/24/2025 6/6/2025-we will continue to provide instruction and tasks that are aligned to the rigor of grade level standards using the materials and practices of the high quality curricula of the current adoption			

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>		For school year 2025-2026, we will continue Capturing Kids' Hearts and Caring Schools implementation for all staff with a focus on developing a prosocial school culture. Our current successes are that 98% of our current staff members have been trained in the Capturing Kids' Hearts practices and 100% of classroom teachers are implementing a social contract. Our master schedule was designed with dedicated time for SEL instruction and guidance lessons are taught by counselors to students throughout the year. Our challenge in this area is the lack of data available to monitor students' social-emotional development. We have the opportunity to continue implementing Capturing Kids' Hearts, Caring Schools, and guidance lesson to build capacity in supporting students' emotional needs and development through continued staff development and coaching.	Limited Development 07/30/2024		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully met, our chronic absenteeism rate will be reduced to 5% or below. Additionally, all students will report that they feel welcome and safe at school and will be able to name at least three staff members that they can go to for any support that they need.		Jessica Ott (5/2022)	06/30/2026
<i>Actions</i>			0 of 4 (0%)		
8/8/24	Instructional teams will unpack SEL lessons during PLC meetings to ensure that all components of the Caring Schools curriculum is implemented with integrity. (Guardrail 3)			Jessica Ott (5/2022)	06/10/2026
<i>Notes:</i>					
9/9/24	Student support team will monitor the implementation of SEL instruction to determine needs for ongoing professional development and counselor focus lessons. (Guardrail 3)			Nikki Guevara (standing member)	06/10/2026
<i>Notes:</i>					

9/15/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Nikki Guevara (standing member)	09/30/2026
<i>Notes:</i>				
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.		Nikki Guevara (standing member)	09/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/24/2025		
<b>Evidence</b>	6/24/2025			
<b>Experience</b>	6/24/2025			
<b>Sustainability</b>	6/24/2025			

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>For the 2025-2026 school year, we will continue to work on aligning our family engagement efforts to learning objectives. Our biggest success in this area is that our families are eager to be involved with the school as evidenced in high participation rates in conferences and school/PTA events. In recent years, we began hosting module celebrations as a way to further connect families to their children's learning at school.</p> <p>Our challenges are in engaging families in a way that helps them understand learning expectations and standards and how to support these efforts from home.</p> <p>We have the opportunity to build on our success in family attendance at school events to connect them to resources such as the CMS parent hub that will help them support learning at home.</p>	Limited Development 08/08/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		When we are fully operationalizing in the area of family engagement, 100% of families will participate in at least one school conference and at least 90% of parents/guardians will report that they understand how and have access to resources for supporting their child's learning at home.		Eve Wallwork (6/2024)	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	9/9/24	School staff will launch an iReady “at home” initiative and provide families with the resources needed to successfully support their children’s learning from home. (Goals 1&2)		Eve Wallwork	06/10/2026
<i>Notes:</i>					

9/15/25	School staff will host three family engagement events throughout the year with opportunities for families to learn how to support learning from home, discuss their child's individual progress, and celebrate literacy work through a module celebration		Eve Wallwork (6/2024)	06/10/2026
<i>Notes:</i> -Curriculum Night/Supporting Learning from home scheduled for 9/25/25				
<b>Implementation:</b>		06/24/2025		
<b>Evidence</b>	6/24/2025 6/6/2025-Evidence includes: School-wide communication plan Equitable systems and processes to increase parent and community engagement Community Partnerships positively impact student success School events that engage parents/guardians in their child's learning Strategic use of district communication apps and platforms			
<b>Experience</b>	6/24/2025 6/6/2025-planning and facilitation of Curriculum Night for families, usage of Parent Square for new and existing families			
<b>Sustainability</b>	6/24/2025 6/6/2025-we will continue to host annual Curriculum Nights for families as well as the usage of Parent Square as a district initiative and platform for staff, parents and the serving community.			