

Comprehensive Progress Report

Mission:

Make excellence a habit. Work from an asset mindset. Embrace biliteracy and biculturalism. Provide students with the highest quality education.

Vision:

Charlotte East Language Academy cultivates resilient and empowered learners and educators who strive to positively impact a multicultural society.

Goals:

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 76% in SY2024-25 to 86% in SY 2025-26.

Goal #2 The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 29.4% in SY2024-25 to 39.4% in SY2025-26..

Goal #3 The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.8 % in SY2023-24 to 41.8% in SY2025-26.

Guardrail #1 The percent of Students With Disabilities scoring Grade Level Proficient (GLP),on math End of Grade assessments in grades 3-8 will increase from 17 % in SY 2024-25 to 30% in SY 2025-26

Guardrail #2 The number of OSS/ISS incidents will decrease from 5.4% in SY 2024-25 to 2.5% in SY 2025-26

Guardrail #3 The percent of Chronic Absenteeism will decrease from 7.4% in SY 2024-25 to 5% in SY 2025-26

Guardrail #4 The school will retain 100% of its highly effective classroom permanent teachers throughout the 2025-26



! = 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:

As of June 2025 we have partially met our SIP goal aligned to indicator B3.03. Our unofficial EOG data for 3rd grade ELA shows an increase in College and Career Ready (CCR) to 28.3%. For our Black and Hispanic students, we have partially met our goal of 50% CCR, with scores of 37.5% for Black males and 20.7% for Hispanic males. For Math 8, we did not have any scores due to not having 8th grade students.

A significant achievement for this indicator is the successful evolution and sustained application of our instructional coaching model. Our Instructional Leadership Team (ILT) effectively adapted their coaching cycles to directly address specific teacher needs, fostering targeted professional growth. Furthermore, the consistent collaboration between the ILT and administrative team through regular walkthroughs and evaluations ensured ongoing monitoring of instruction and provided teachers with timely, constructive feedback. The positive impact of these integrated support systems is clearly reflected in recent teacher survey data.

A key challenge for the upcoming year will be refining our coaching model to specifically address the unique needs of our Kindergarten through second-grade teachers. While our 3rd-8th grade educators demonstrated significant growth, K-2 teachers, who largely maintained proficiency levels, did not experience the same degree of advancement. This highlights an opportunity to tailor our support to further elevate instruction in the early grades.

We have an opportunity to address these challenges by adapting our instructional coaching model to the specific context of early elementary classrooms and their pedagogical approaches. This involves customizing professional development and feedback to meet the unique needs of K-2 instruction, emphasizing areas like emergent literacy, early numeracy, and developmentally appropriate practices

Limited Development
07/25/2024

How it will look when fully met:		Teachers will consistently know, understand, and implement best practices learned during ongoing professional development and coaching. Students will show growth and proficiency increases in the areas of Math, Science, and ELA according to SIP goals. MCLs will model, co-teach, real-time coach and participate in the coaching cycle with classroom teachers according to their needs. ESL teachers will act as language experts and collaborate, co-teach, and model lessons for classroom teachers to ensure language supports are included in all lessons for all students. Walkthrough and observation data will show use of engagement strategies such as PEAK, and increased engagement in lessons. Ongoing walkthroughs and evaluations as well as a newly developed teacher coaching log will show increased engagement in classrooms as related to standard two of the teacher evaluation instrument. Walk-through, coaching, and observation data will show increased levels of engagement based on Schlechty levels. Teachers will show increased awareness of levels and strategies to increase engagement. Engagement in data protocol sessions utilizing MAP and common assessments will result in more personalized and accelerated learning and growth and increases in proficiency in Math, Science, and ELA will be achieved.		Sarah Lang	06/10/2026
Actions			0 of 3 (0%)		
	9/22/25	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. ILT will complete weekly walkthroughs and disaggregate data that results weekly)(Aligns to All goals and FAM-S 3)		Sarah Lang	09/30/2025
	<i>Notes:</i>				
	9/22/25	ILT will complete weekly walkthroughs and disaggregate data that results weekly (Goal 1, Goal 2, FAM-S 29)		Sarah Lang	06/10/2026
	<i>Notes:</i>				
	9/22/25	Instructional Leadership will implement a coaching plan for all staff, identifying Tier 1, 2, and 3 teachers while tracking coaching goals and progress (Goal 1, Goal 2).		Sarah Lang	06/10/2026
	<i>Notes:</i>				
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>Initial Assessment:</p>	<p>As of June 2025, we have partially achieved our goal aligned with indicator D1.02. The overall GLP for SWD increased by 12.7% from 3.6% in 2023-24 to 16.3% in 2023-24. Additionally, the overall CCR for this group fell from 0% in 2023-24 to 4.3% in 2024-25.</p> <p>Currently, 22% of our instructional staff have been recruited through the Teacher Leaders Pathway program. We have also allocated additional resources, including time and money, to various other programs like Extended day tutoring and through partnerships with Digi Bridge and Charlotte Soccer Factory.</p> <p>Successes for this indicator stem from the consistent support provided by our School Performance Area Superintendent, Executive Director, and LC specialist, who have regularly met with our leadership and instructional teams. The LEA's targeted assistance with curriculum resources, implementation, and valuable instructional walkthrough feedback has further strengthened our efforts.</p> <p>A key challenge identified in our data review for the next school year is building upon the existing growth of our Students with Disabilities. Our efforts will be dedicated to implementing advanced, individualized supports to ensure their consistent and amplified academic progress.</p> <p>Opportunities to address this include deepening individualized instruction through refined IEP goal setting and tailored interventions, and strengthening collaboration between general and special education teachers to ensure consistent, evidence-based practices across all learning environments. This will enable us to build effectively upon their existing progress.</p>	<p>Limited Development 09/06/2023</p>		
<p>How it will look when fully met:</p>	<p>The Learning Community and School will have aligned and allocated all pertinent resources needed to meet the instructional needs and priorities of the school. Alignment of resources will include a robust TLP program that effectively meets the needs of all students. A continued utilization of Out of School Tutoring programs aligned to overall schoolwide and district goals of increasing student access to instructional resources.</p>		<p>Jarvis Lamb</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/1/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)</p>		<p>Jarvis Lamb</p>	<p>06/10/2026</p>
<p>Notes:</p>				

10/1/25	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. (Aligns to A2.04)		Sarah Lang	06/10/2026
<i>Notes:</i>				
9/24/25	Leveraging Teacher Leader Pathway program utilizing Title I Funds to increase access for all students to highly effective teachers and coaches. (Guardrail 4)		Sarah Lang	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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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Initial Assessment:

With EVAAS growth data from the state still pending as of June 2025, our internal metrics from Branching Minds- via progress monitoring reveal partial attainment of our goal for this indicator. We'll conduct a complete evaluation of our progress upon the data's release

Regarding this indicator, a major success was the sustained effectiveness of our MTSS leadership and existing structures. This allowed grade-level teams to maintain regular data meeting cycles with the MTSS interventionist, where they analyzed data, assigned tiered interventions, and consistently progress monitored student learning.

Strengthening our MTSS practices and processes to effectively support student social-emotional development will be a key challenge. While we have made significant initial progress in supporting students' social-emotional development and addressing Tier 2 and 3 behavioral challenges, our data indicates continued opportunities for growth and refinement in these areas.

To address these challenges, we will increase collaboration between school counselors and grade-level teams. This will strengthen the process for developing and implementing highly individualized behavior support plans for students with significant and persistent behavioral challenges. Additionally, the team will receive training on how to utilize universal screening and progress monitoring data to accurately identify students who would benefit from Tier 2 support and small groups based on specific needs.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>Core academic, behavior, and social emotional practices will exist that are defined across grade levels and content areas to include essential components of instruction, curriculum, and environment. All instruction will be rigorous and differentiated to meet the individual learning and language needs of all students. Instructional decision making will be based in data to ensure continuous improvement. Supplemental academic and behavioral group interventions will be specified in intervention protocols and refined on both student outcome data and implementation data to ensure continuous improvement. Intensive academic and behavioral individual interventions will be specified in intervention protocols and refined based on both student outcome data and implementation data to ensure continuous improvement. The MTSS Leadership team will meet bi-monthly to address improvement of these practices, as well as to discuss individual students' needs throughout their progression among the levels of support. The data cycle will be embedded into instructional planning PLCs to ensure instruction is designed to accelerate learning for all students while at the same time addressing interrupted learning. Effective implementation will result in at least 80% of content area teachers will achieve student growth as measured by End of Grade Assessments.</p>		Jarvis Lamb	06/10/2026
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Actions		0 of 1 (0%)		
9/2/25	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)		Sarah Lang	06/10/2026

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
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Initial Assessment:

As of June 2025 we have partially met our SIP goals aligned to indicator 4.06. Out-of-School Suspensions (OSS) have seen a dramatic decline, from 44% (2023-2024) to 43% (2024-25), reflecting our commitment to restorative practices and proactive support. Notably, we successfully met our ambitious goal of reducing OSS for African American students significantly mitigating disproportionality in disciplinary actions.

Successes for this indicator include focused professional development opportunities. Teachers received in-depth training on the Caring Schools curriculum, enhancing their pedagogical approaches to student care. Furthermore, district-provided Capturing Kids' Hearts training equipped staff with effective strategies for proactively addressing and managing student behaviors, contributing to a more positive learning climate.

A primary challenge moving forward is ensuring consistent and high-fidelity implementation of key instructional and behavioral practices across all classrooms. Building our teachers' capacity to effectively integrate and leverage available resources within their daily classroom routines represents a significant area for targeted professional growth and support.

Opportunities to address the challenge of inconsistent teacher capacity in implementing key practices and utilizing resources, our school will focus on providing targeted, differentiated professional development. This includes leveraging job-embedded learning opportunities like instructional coaching, peer observations, and robust Professional Learning Communities (PLCs) to build specific skills and foster collaborative growth

Limited Development
08/07/2024

How it will look when fully met:	We will have a strong culture that promotes high student achievement and teacher growth and development. Consistently present community partners will positively impact student social and emotional learning as well as academic achievement. Students will exhibit increased pride and confidence as a result of the school's focus on social emotional learning, cultural equity, and magnet themes throughout the school. Staff and faculty interactions will reflect the common language and actions that establish a Top 20 culture. Walkthrough and referral data will show positive teacher/student rapport as related to "teacher maintains positive communication with students" indicator. Effective implementation of this indicator will ensure that at least 80% of teachers adopt the new CKH curriculum. Furthermore, CMS SEL survey data will reflect increased student self-efficacy and improved perceptions of the school environment.		Jarvis Lamb	06/10/2026
Actions		0 of 3 (0%)		
9/2/25	Student Services Team will lead teachers' implementation of daily Social Emotional Learning time using the Caring Schools Curriculum (K-5) and elements from the Capturing Kids' Hearts program (Morning Meetings, Journaling, Good Things, Signals (Time Out, Check, Foul) (Guardrail 3, FAM-S 31)		Sarah Lang	06/10/2026
<i>Notes:</i>				
9/2/25	Student Services Team will lead teachers' implementation of Tier 2 and Tier 3 interventions (CICO, Group supports) to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Sarah Lang	06/10/2026
<i>Notes:</i>				
10/1/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Sarah Lang	06/10/2026
<i>Notes:</i>				