

## Comprehensive Progress Report

**Mission:**

To challenge and prepare all students for future success.

**Vision:**

Bain Elementary School will be a place where all students develop and grow academically, socially, and emotionally through access to standards-aligned instruction and relationships with dedicated teachers and support staff.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90% in SY2024-25 to 95.1% 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 56.3% in SY2024-25 to 61.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Hispanic students scoring Grade Level Proficient (GLP), on the Math End of Grade assessments in grades 3-5 will increase from 66.7 % in SY 2024-25 to 71% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The total number of OSS/ISS incidents will decrease from 17 SY 2024-25 to 14 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

100% of classroom teachers will implement the Ron Clark Academy House System with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of highly-qualified classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students identified as SWD (students with disabilities) scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from 37.2% in SY2024-25 to 50% in SY2025-26. (Aligns to D1.02 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<u>School Year 2025-2026</u> he percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will	Limited Development 07/30/2024			

increase from 90% in SY2024-25 to 95% 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 56.3% in SY2024-25 to 61% in SY2025-26.**

**(Aligns to A2.04 and B3.03 and CMS Goal 2)**

**The percent of students identified as SWD (students with disabilities) scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from 37.2% in SY2024-25 to 50% in SY2025-26.**

**The percent of Hispanic students scoring Grade Level Proficient (GLP), on the Math End of Grade assessments in grades 3-5 will increase from 66.7% in SY 2024-25 to 71% in SY 2025-26.**

**(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)**

### **School Year 2024-2025**

Our SIP Goals that align to this indicator are:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88.9% in SY2023-24 to 95.1% in SY2024-25.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 52.6% in SY2023-24 to 61.9% in SY2024-25.

The percent of Hispanic students scoring Grade Level Proficient (GLP), on the Math End of Grade assessments in grades 3-5 will increase from 60.4 % in SY 2023-24 to 75% in SY 2024-25.

Based on preliminary data as of June 2025 we made progress. DIBELS school data points that show evidence of student growth are: K- 61% BOY on grade level to 95% EOY on grade level, 1st-74% to 91% on grade level (BOY to EOY), 2nd- 78% to 85% on grade level (BOY to EOY), 3rd-

77% to 83% on grade level (BOY to EOY). From unofficial EOG literacy scores, 3rd grade grew from 27% GLP and 12.3% CCR (BOG) to 72.3% GLP and 40.3% CCR (EOG), 4th grew (cohort data) from 63.3% GLP and 43.5% CCR to 74.2% GLP and 59.4% CCR (EOG), and 5th grew from 80.9% GLP and 66.4% CCR% to 87.7% GLP and 69.8% CCR (EOG).

Based on preliminary Math data as of June 2025 we made progress toward our goal. Overall 3rd - 5th grade CCR was unofficially 66.3%, African American students were 57.1% CCR (unofficial) and Hispanic students were 35.4% CCR (unofficial). African American and Hispanic CCR combined was 46.25% (unofficially). In Dibels, African American and Hispanic students grew from 69% green and blue to 85% green and blue.

The successes we can attribute to this indicator include increased collaborative conversations within grade levels, professional developments during planning time, walkthrough processes, evaluation, and building an instructional leadership team. We continued to utilize a walkthrough process that split all classes between the 4 members of the instructional leadership team. Walkthroughs were in alignment with Core Actions. They were documented on the district Core Action Walkthrough, in addition, they were documented on our school wide walkthrough platform that provided immediate feedback to teachers. Walkthrough data was discussed during weekly leadership meetings. These discussions showed where we needed to be more targeted with support in PLCs and with individuals. Evaluations were split between the principal and assistant principal. This allowed us to be more strategic and purposeful with the feedback that was provided to teachers.

A challenge we experienced and foresee continuing into the 25- 26 school year is, due to the number of staff members compared to the number of leaders, struggling to give everyone personalized coaching.

### **School Year 2023-2024**

As of June 2024, we made progress on this goal, but did not fully meet it. Overall 3rd grade CCR was unofficially 43.5%, African American students were 34.6% (unofficial) and Hispanic students were 26.3% CCR (unofficial). African American and Hispanic CCR combined was 30.45% (unofficially). In Dibels, African American students grew from 46% green and blue to 51% green and blue and Hispanic students grew from 63% green and blue to 70% green and blue. This makes a combined average of 60.5% for Hispanic and African American student's performing in

green and blue with Dibels.

Spring insight survey saw improvement in many areas. Bain was above the district average on Leadership, Academic Expectations, and Observation and feedback. Observation and Feedback grew from 5.4 to 6.5. Learning environment and Instructional planning for student growth were both 6.9. On the Teacher Working Conditions Survey, 100% of staff strongly agreed with the statements: “My conversations with my evaluator after the observation were focused on improving my performance”, “The feedback I received from my observation included specific steps to improve my instruction”, “During my feedback conference, my evaluator gave me the opportunity to share my thoughts.”

From unofficial EOG literacy scores, 3rd grade grew from 32.9% GLP and 15.8% CCR (BOG) to 63.3% GLP and 43.5% CCR (EOG), 4th grew (cohort data) from 77.9% to 80.9%, 5th slightly dipped from 75% to 70.6%. Unofficial EOG math scores, 3rd ended the year with 74.1% GLP, 4th grew from 83.7% to 89.1%, 5th slightly dipped from 82.2% to 81.7%.

The successes we can attribute to this indicator include increased collaborative conversations within grade levels, professional developments during planning time, walkthrough processes, evaluation, and building an instructional leadership team. We continued to utilize a walkthrough process that split all classes between the 4 members of the instructional leadership team. Walkthroughs were in alignment with Core Actions. They were documented on the district Core Action Walkthrough, in addition, they were documented on our school wide walkthrough platform that provided immediate feedback to teachers. Walkthrough data was discussed during weekly leadership meetings. These discussions showed where we needed to be more targeted with support in PLCs and with individuals. Evaluations were split between the principal, dean and assistant principal. This allowed us to be more strategic and purposeful with the feedback that was provided to teachers.

A challenge we experienced and foresee continuing into the 24-25 school year is, due to the number of staff members compared to the number of leaders, struggling to give everyone personalized coaching.

To build on this next year, we are hiring a math facilitator to continue to build onto our instructional leadership team to give more specific feedback. Teachers also mentioned that they would appreciate more

time to observe other teachers and analyze student work. This is another opportunity that we will focus on with our leadership team and during planning blocks of time.

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

Core Action walkthroughs will be done weekly by Instructional Leadership Team. The ILT will be made up of Principal, AP, Dean, Literacy Facilitator, and Math Facilitator. After walks are completed, instructional leaders will discuss trends seen and provide feedback that includes specific action items for improvement. While in classrooms, a note of thanks and one positive feedback will be left for every teacher.

Teachers will have the opportunity to walk colleagues classrooms. EIT 2 and 3 positions will allow for model classrooms. EIT 2 and 3 teachers will provide additional coaching to at least 1 staff member.

ILT members will have a coaching caseload to increase teacher success, build capacity to ensure all students have a highly effective teacher. This will be evident through walkthroughs and EVAAS.

The observation system will be utilized to provide additional and consistent feedback, similar to the feedback they are already receiving through walkthroughs. Teachers will view observations and feedback as a positive and a way to continue to grow professionally. The school will have a safe risk taking environment as part of the culture.

The administrative team will be actively present and participate in weekly PLCS. This will ensure content is specific and relevant to all grade level standards and expectations.

**Kathryn Pedrotty**

**06/30/2026**

**Actions**

**0 of 5 (0%)**

12/3/24 Utilize weekly data PLC to analyze student growth and make plans to further success. Within this weekly data meeting, teachers will discuss goal setting with students throughout the year.

Kathryn Pedrotty

11/15/2025

*Notes:*

7/30/24 The Assistant Principal will develop a weekly walkthrough calendar and coaching caseload with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)

Kathryn Pedrotty

04/01/2026

*Notes:* Will track completion of walkthroughs monthly.

8/30/24	Following walkthroughs, Admin Team will debrief to review common trends by grade level. Specific feedback will be provided during PLCs and/or individually as needed. This supports all Goals.		Kelli Drye (Elected 8/24)	04/25/2026
<i>Notes:</i>				
2/11/25	EIT3 teacher will coach 5th grade teachers on science content and instruction.		Kelli Drye (Elected 8/24)	04/30/2026
<i>Notes:</i>				
8/26/24	The Admin team will attend weekly PLC meetings in order to support planning, assist in modeling core content, and analyze data. This support will positively impact student achievement, ensuring each grade meets their individual goals. The PLC is led by grade level chair with the support of the Math and Literacy MCLs. Each teacher on the team leads a specific content area where they review assessments in advance, then talk through important pieces of upcoming lessons. If assessments have recently been provided, assessments will be reviewed and new groupings will be created with this information. As the Admin Team attends plannings, they will look for modeling, data analysis, and specific student samples. Admin Team will follow up with teachers by completing walk throughs. This aligns with all Goals.		Kathryn Pedrotty	05/22/2026
<i>Notes:</i>				

<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>		<p><b>School Year 2025-2026</b></p> <p><b>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 56.3% in SY2024-25 to 61% in SY2025-26.</b></p> <p><b>(Aligns to A2.04 and B3.03 and CMS Goal 2)</b></p> <p><b>School Year 2024-2025</b></p> <p>Our SIP Goal that aligns to this indicator is: The percent of Hispanic students scoring Grade Level Proficient (GLP), on the Math End of</p>	Limited Development 07/30/2024		

Grade assessments in grades 3-5 will increase from 60.4 % in SY 2023-24 to 75% in SY 2024-25

Based on preliminary Math data as of June 2025 we made progress toward our goal. Overall 3rd - 5th grade CCR was unofficially 66.3%, African American students were 57.1% CCR (unofficial) and Hispanic students were 35.4% CCR (unofficial). African American and Hispanic CCR combined was 46.25% (unofficially). In Dibels, African American and Hispanic students grew from 69% green and blue to 85% green and blue.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index. As of June 2025, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator.

As of June 2025, in Reading, at the BOY, 84% of our students were in Tier 1. At the EOY, 90% were in Tier 1. In Math, at the BOY, 90% of our students were in Tier 1. At the EOY, 91% were in Tier 1. Finally, we had 24 students exit the Multi Language Learner program.

As of June 2025, the successes associated with indicator A4.01 include progress monitoring, EC referral, increase number of OG trained teachers, and use of Branching Minds system. Teachers progress monitored regularly in order to provide information for the MTSS progress. We increased our number of OG teachers, ensuring each grade level had enough for the number of students that required the intensive intervention. The majority of students that were referred to the EC program from the MTSS process were qualified. We utilized Branching Minds system initially for all of our intensive students then our supplemental students.

As of June 2025, a challenge we anticipate is continued high needs students with lack of appropriate staff based on needs.

To address this challenge, in the 2025-2026 school year, we will strategically place students and continue to utilize the student support team in a proactive manner, including parents and district specialists as needed.

**School Year 2023-2024**

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator.

Some MClass school data points that show evidence of student growth are: K- 55% BOY on grade level to 88% EOY on grade level, 1st- 70% to 96% on grade level (BOY to EOY), 2nd- 70% to 84% on grade level (BOY to EOY), 3rd- 75% to 80% on grade level (BOY to EOY). From unofficial EOG literacy scores, 3rd grade grew from 32.9% GLP and 15.8% CCR (BOG) to 63.3% GLP and 43.5% CCR (EOG), 4th grew (cohort data) from 77.9% to 80.9%, 5th slightly dipped from 75% to 70.6%. Unofficial EOG math scores, 3rd ended the year with 74.1% GLP, 4th grew from 83.7% to 89.1%, 5th slightly dipped from 82.2% to 81.7%. As of June 2024, Kindergarten had 32 total students (Tier 2 & 3), 28 exited or moved down a tier, 1st grade had 31 total students (Tier 2 & 3) and 29 exited or moved down a tier, 2nd grade had 30 total students (Tier 2 & 3) and 25 exited or moved down a Tier. Finally, we had 16 students exit the Multi Language Learner program.

As of June 2024, the successes associated with indicator A4.01 include progress monitoring, EC referral, increase number of OG trained teachers, and use of Branching Minds system. Teachers progress monitored regularly in order to provide information for the MTSS progress. We increased our number of OG teachers, ensuring each grade level had enough for the number of students that required the intensive intervention. The majority of students that were referred to the EC program from the MTSS process were qualified. We utilized Branching Minds system initially for all of our intensive students then our supplemental students.

As of June 2024, a challenge we anticipate is a new math curriculum and not only how it will impact student proficiency, but also how math interventions will positively correlate.

To address this challenge, in the 2024-2025 school year, we will hire a highly skilled math facilitator with historical student growth. This math facilitator will be utilized to coach teachers and provide additional support specifically with math and support in the alignment of math interventions.

<p><b>How it will look when fully met:</b></p>	<p>Our MTSS process will involve more staff members, providing more sustainability in the program. We (teachers and staff) will utilize Branching Minds effectively and efficiently. The MTSS process will utilize time efficiently allowing for timely access to interventions for students and resulting in implementation fidelity. Grade level will discuss student data at weekly PLC and have more ownership over standard treatment protocol. MCL and Psychologist are there as part of the MTSS team and support vs completing it all. Bobcat Blitz is utilized every day in every classroom with support from teacher assistants to allow for smaller groups. Interventions will be done in the classroom and result in student achievement increase. We will increase the number of certified OG staff members to 18 which will allow us to better provide intervention support in all grade levels. ML, EC, and TD work collaboratively with grade levels and school leadership teams, specifically during PLC time. This will allow all staff to work collaboratively to ensure proper support for students leading to an increase in student achievement. Discussions will include but aren't limited to: scaffolds, onramps, and extensions needed and data to support need. We will be utilizing more push in services allowing teachers to coteach and support students on building grade level proficiency while also growing independent levels. Finally, we will include quarterly benchmark review meetings where teachers are able to analyze benchmark data (ex- MVPA) and make new groupings based on their findings.</p>		<p>Kelli Drye (Elected 8/24)</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>7/30/24</p>	<p>The MTSS will be reviewed weekly to ensure all plans are in Branching Minds, all interventions have begun consistently. Grade levels will discuss student data at weekly PLC and have more ownership over standard treatment protocol in order to positively impact student achievement. (Goal 4)</p>		<p>Kelli Drye</p>	<p>11/01/2025</p>
<p><i>Notes:</i> Will review monthly.</p>				
<p>9/2/25</p>	<p>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.</p>		<p>Kelli Drye (Elected 8/24)</p>	<p>04/01/2026</p>
<p><i>Notes:</i></p>				

7/30/24	The MTSS coordinator will monitor fidelity of interventions through the use of progress monitoring. Bobcat Blitz is utilized every day in every classroom with support from teacher assistants to allow for smaller groups. Interventions will be done in the classroom and result in student achievement increase. (Goal 4)		Kelli Drye	04/01/2026
<i>Notes:</i> Will monitor data quarterly.				
7/30/24	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. Discussions during PLCs will include but aren't limited to: scaffolds, onramps, and extensions needed and data to support need. (Goal 4 and FAM-S 3)		Kelli Drye	04/01/2026
<i>Notes:</i> Will monitor quarterly.				
10/15/24	Within the 2025-26 school year, our ATSI school will implement the following evidence-based intervention(s), iReady, to increase overall performance of students with exceptional needs (EC).		Kelli Drye	04/01/2026
<i>Notes:</i>				
2/11/25	Small group instruction by level will take place during All Block, Skills, and Blitz time. Groupings are made based on Microphase, Dibels, and MVPA data. Students are shared across the grade level based on level.		Kelli Drye	05/22/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p><b><u>School Year 2025-2026</u></b></p> <p><b>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 56.3% in SY2024-25 to 61% in SY2025-26.</b></p> <p><b>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90% in SY2024-25 to 95% in SY2025-26.</b></p> <p><b>(Aligns to A2.04 and B3.03 and CMS Goal 1)</b></p>	Limited Development 07/30/2024		

**The percent of students identified as SWD (students with disabilities) scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from 37.2% in SY2024-25 to 50% in SY2025-26.**

### **School Year 2024-2025**

Our SIP goals that aligns to this indicator are:

-The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 52.6% in SY2023-24 to 61.9% in SY2024-25

-The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88.9% in SY2023-24 to 95.1% in SY2024-25.

Based on preliminary data as of May 2025 we made progress. DIBELS school data points that show evidence of student growth are: K- 61% BOY on grade level to 95% EOY on grade level, 1st-74% to 91% on grade level (BOY to EOY), 2nd- 78% to 85% on grade level (BOY to EOY), 3rd- 77% to 83% on grade level (BOY to EOY). From unofficial EOG literacy scores, 3rd grade grew from 27% GLP and 12.3% CCR (BOG) to 72.3% GLP and 40.3% CCR (EOG), 4th grew (cohort data) from 63.3% GLP and 43.5% CCR to 74.2% GLP and 59.4% CCR (EOG), and 5th grew from 80.9% GLP and 66.4% CCR% to 87.7% GLP and 69.8% CCR (EOG).

As of May 2025, the successes we experienced related to this indicator in making progress toward our goal is around team collaboration, walkthrough follow up, specific professional development for teaching literacy, and assessing progress of students. A double block planning session was included in the 24-25 schedule, allowing teachers to collaborate around the EL Module and All Block + Skills. This collaboration not only increased teacher's knowledge and confidence around instruction, it also increased their excitement, which in turn, increased the excitement for students. 1st and 2nd grade planned together to differentiate skills block small group time across the grade level to create classes based on microphase in order to meet the needs of students. We utilized a walkthrough model with the instructional leadership team which allowed leaders to be in classrooms, give feedback, and follow up on feedback, specifically around literacy. Finally, teachers and our facilitator kept careful track of student

progress toward their goals in order to keep groupings fluid and provide instruction as needed.

As of May 2025, two challenges that we are facing in meeting our 2024-2025 SIP goal target aligned to Indicator A.2.04 were around staffing and comprehension strengths. This was a known challenge throughout the year that students were more versed in their fluency than in their comprehension, as seen with BOG and Dibels data. In addition, staffing challenges throughout the year were addressed when Assistants were needed to support high needs students.

To address this challenge, in the 2025-2026 we plan to continue to provide additional professional development and observation opportunities to teachers to support in their literacy instruction. In addition, we plan to continue to provide differentiated comprehension instruction during intervention and ALL Block times of the day to further support students that are fluent yet still struggling with their comprehension.

### **2023-2024 School Year**

Based on preliminary data as of June 2024 we made progress and have partially met our goal aligned to this indicator. Overall 3rd grade CCR was unofficially 43.5%, African American students were 34.6% (unofficial) and Hispanic students were 26.3% CCR (unofficial). African American and Hispanic CCR combined was 30.45% (unofficially). In Dibels, African American students grew from 46% green and blue to 51% green and blue and Hispanic students grew from 63% green and blue to 70% green and blue. This makes a combined average of 60.5% for Hispanic and African American student's performing in green and blue with Dibels.

As of June 2024, the successes we experienced related to this indicator in making progress toward our goal is around team collaboration, walkthrough follow up, specific professional development for teaching literacy, and assessing progress of students. A double block planning session was included in the 23-24 schedule, allowing teachers to collaborate around the EL Module and All Block + Skills. This

collaboration not only increased teacher's knowledge and confidence around instruction, it also increased their excitement, which in turn, increased the excitement for students. During this planning block, we were also able to bring in an EL Specialist to provide coaching for teachers around ALL Block, ensuring we were properly differentiating and challenging instruction for all learners. We utilized a walkthrough model with the instructional leadership team which allowed leaders to be in classrooms, give feedback, and follow up on feedback, specifically around literacy. We participated in the EL Cohort that allowed us to collaborate with other schools around problems of practice and gain ideas from them as well. This collaboration included more than 30 principals walking through classrooms and providing their individual feedback to literacy instruction observed. Finally, teachers and our facilitator kept careful track of student progress toward their goals in order to keep groupings fluid and provide instruction as needed.

As of June 2024, two challenges that we are facing in meeting our 2023-2024 SIP goal target aligned to Indicator A.2.04 were around staffing and comprehension strengths. This was a known challenge throughout the year that students were more versed in their fluency than in their comprehension, as seen with EOG and Dibels data. In addition, staffing challenges throughout the year were addressed when a teacher left half way through the year.

To address this challenge, in the 2024-2025 we plan to continue to provide additional professional development and observation opportunities to new to state and district teachers to support in their literacy instruction. In addition, we plan to continue to provide differentiated comprehension instruction during intervention and ALL Block times of the day to further support students that are fluent yet still struggling with their comprehension.

<p><b>How it will look when fully met:</b></p>	<p>PLCS meet weekly (90 min) and quarterly to discuss curriculum implementation, model strategies, discuss differentiation and data. District resources and curriculum will be utilized. Teachers will evenly own the subject areas and collaboratively discuss. Topics that will be routinely discussed include but aren't limited to: unpacking of standards, daily learning targets, learning targets and essential questions for a module/topic/unit, mastery criteria, and additional support of students. The English Language teacher and Exceptional Needs teacher will meet with the team regularly to provide additional insight and suggestions, as well as ensure their instruction is targeted to support. Leadership Team will complete core action walk throughs weekly, both together and individually. When together- they will ensure they are in alignment with ratings. When completing core action walks, we will ensure we are looking for full implementation of all core actions, specifically for aligned activities, specific learning targets, use of data to support students, and authentic student engagement. All certified staff will be up to date on LETRS training, will discuss LETRS strategies to utilize in PLC time, and will implement strategies in their classrooms as observed in walkthroughs. LETRS training will positively impact foundational skill instruction in K-5, specifically supporting K-2 teachers with Skills Block instruction and 3-5 teachers with All Block instruction when they have students with unfinished learning. 2nd grade teachers will take part in district ILT where they will unpack Modules. Participating teachers will then bring the learning back to their grade level PLC. This model will be extended to other grade levels to continue their learning. The number of staff certified in OG will increase to allow every teacher to provide OG interventions to their own students. Increasing the number of OG trained staff will allow for a positive impact on student interventions.</p>		<p>Kathryn Pedrotty</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
	<p>9/25/25 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)</p>		<p>Kathryn Pedrotty</p>	<p>09/30/2025</p>
<p>Notes:</p>				

7/30/24	The administrative team will develop a calibrated walkthrough document to guide the walkthrough schedule of all teachers to build teacher capacity, to identify coaching needs and to ensure standards aligned instruction in order to positively impact student achievement. (Goal 2, FAM-S 29)		Kathryn Pedrotty	12/01/2025
<i>Notes:</i> Will review monthly.				
7/30/24	In order to positively impact instruction, instructional teams will collaborate with the leadership team during PLCs to analyze data after each DIBELS and MVPA benchmark window to provide differentiated instruction to meet the needs of all students. Teachers will use the Data Analysis template to prepare to discuss data prior to PLCs. (Goal 1)		Kathryn Pedrotty	04/01/2026
<i>Notes:</i> Will review quarterly.				
2/11/25	Small group instruction by level will take place during All Block, Skills, and Blitz time. Groupings are made based on Microphase, Dibels, and MVPA data. Students are shared across the grade level based on level.		Kathryn Pedrotty	04/30/2026
<i>Notes:</i>				
9/10/25	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.		Kathryn Pedrotty	05/10/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>				
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>				
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p><b><u>School Year 2025-2026</u></b></p> <p><b>The total number of OSS incidents will decrease from 17 SY 2024-25 to 14 in SY 2025-26.</b></p> <p><b>(Aligns to A1.07, A4.06 and CMS Guardrail 2)</b></p> <p><b>100% of classroom teachers will implement the Ron Clark Academy House System with fidelity.</b></p> <p><b>(Aligns to A1.07, A4.06 and CMS Guardrail 3)</b></p>	Limited Development 07/30/2024		

### School Year 2024-2025

Our SIP Goals that align to this indicator are:

The total number of OSS/ISS incidents will decrease from 31 SY 2023-24 to 20 in SY 2024-25.

100% of classroom teachers will implement the Ron Clark Academy House System with fidelity.

As of June 2025, we have partially met our goal aligned to this indicator. All teachers and staff have implemented the House System. We have had incredibly positive feedback from staff, students, and families on the joy the House System has brought to the school. It has increased student leadership and participation and decreased chronic bad behaviors. As of June, 2025, there were 17 out of school suspensions. In addition, chronic absenteeism decreased to 8%.

As of June 2025, the successes we experienced around students' emotional states can be attributed to implementing school based mental health, a student support team, implementation of the House System,, and increased counselor program. Our student support team met weekly to discuss students' needs and necessary next steps. Parent and teacher input was also utilized to create groups or determine needs of students.

A challenge in meeting our goal in the 2024-2025 school year was increased number of high needs around student emotional state.

An opportunity for the 2025-2026 school year is to continue to work with our school based mental health team and district specialists around behavioral and mental health support.

### **School Year 2023-2024**

As of June 2024, we have partially met our goal aligned to this indicator. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal.

As of June 2024, 97% of staff members agreed in the Teacher Working Conditions Survey that “the school uses positive behavioral interventions and support”. In addition, chronic absenteeism decreased to 9.07% and OSS disproportionality decreased to 8.5%.

As of June 2024, the successes we experienced around students’ emotional states can be attributed to a student support team, an attendance night, and increased counselor program. Our student support team met weekly to discuss students’ needs and necessary next steps. Parent and teacher input was also utilized to create groups or determine needs of students. Finally, a family multicultural and attendance night was held at the beginning of the year to specifically teach parents about attendance procedures.

A challenge in meeting our goal in the 2023-2024 school year was from the Teacher Working Conditions Survey around managing school conduct, specifically disorder in unstructured areas.

An opportunity for the 2024-2025 school year is to work with our new Dean of Students to revamp expectations and supervision of these areas and deploy current positive interventions to support in those efforts.

<p><b>How it will look when fully met:</b></p>	<p>Every class will complete daily morning meetings and utilize the caring school curriculum as observed during walkthroughs completed by administration and student support team. Students will be active participants in morning meetings and it will be evident through their choices, actions, and words throughout the day that the classroom meetings are effective. Teachers will discuss morning meetings in weekly PLC. Student support team is meeting weekly to discuss student needs and is proactive in providing additional support to students and classrooms. Counselors and BMT will be proactive in providing classroom guidance lessons and small group lessons. Individual counseling will be completed as needed. Counselors and student support team works with teachers in a proactive manner to support behaviors prior to them becoming issues. Counselors and registrar will work with teachers to improve attendance through communication with families. Our MTSS process will involve more staff members, providing more sustainability in the program. We (teachers and staff) will utilize Branching Minds effectively and efficiently. The MTSS process will utilize time efficiently allowing for timely access to interventions for students and resulting in implementation fidelity. Grade level will discuss student data at weekly PLC and have more ownership over standard treatment protocol. MCL and Psychologist are there as part of the MTSS team and support vs completing it all.</p> <p>The house system will be implemented throughout the school with all staff members and all students. Monthly house meetings will be used to build character traits, partnerships, and advocacy across grade levels.</p>		<p>Kathryn Pedrotty</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>2 of 5 (40%)</b></p>		
<p>9/25/25</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>Complete 09/29/2025</p>	<p>Kathryn Pedrotty</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/25/25</p>	<p>Bullying Prevention: 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)</p>	<p>Complete 09/29/2025</p>	<p>Kathryn Pedrotty</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				

7/30/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute The Ron Clark House System to enhance the school culture and minimize behavioral disruptions. (Guardrail 1, Guardrail 4, FAM-S 30, FAM-S 31)		Kathryn Pedrotty	11/02/2025
<i>Notes:</i>				
7/30/24	Teachers will utilize Educator's Handbook, Bain Behavior Matrix, and The Bobcat Way throughout the day to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Kathryn Pedrotty	04/01/2026
<i>Notes:</i> Will review quarterly.				
8/29/24	Student Support Team will meet weekly. A standing agenda item will be to discuss students that have had 3, 6, 10 day absences and the action involving those students. This will support the FAM-S 30, 31 and the school Attendance Plan.  <a href="https://docs.google.com/document/d/1NjcSyV9DLyJkRnS2Ekzpo9pVI3UzclwxWTvyuAvor7w/edit?usp=drive_link">https://docs.google.com/document/d/1NjcSyV9DLyJkRnS2Ekzpo9pVI3UzclwxWTvyuAvor7w/edit?usp=drive_link</a>		Kathryn Pedrotty	04/01/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<b>School Year 2024-2025</b>  The following data points show the progress we have made for this indicator:  As of June 2025, ParentSquare communication was sent weekly to parents with updates from the school and reminders. Teachers utilized this platform to send weekly updates to families as well. To be specific, there were 3,134 class posts shared on ParentSquare, 238 school posts, and 751 direct messages. The regular and consistent use of this platform by building leaders and teachers, allowed for two way communication between the home and the school. There were three musical programs and three additional family nights. Each grade level had family events in connection with the module and academics. Families were also welcomed quarterly for behavioral awards.	Limited Development 07/30/2024		

As of June 2025, we experienced great successes around parents feeling welcomed and included in the school. Teachers and students were excited to have parents in the building and working as partners. From the Teacher Working Conditions Survey, 100% of staff strongly agreed with the statements: “This school encourages parent/guardian involvement”, “Teachers provide parents/guardians with useful information about student learning”, “Parents/guardians know what is going on in this school”, and “Parents/guardians support teachers, contributing to their success with students.”

As of June 2025, a challenge we had included parents utilizing resources to support what is done in the classroom (for those students in need of additional support) and getting involvement from ML families.

In the 2025-2026 school year, we will work on improving this by continuing to utilize our student support team to communicate with families about events at the school and communicating that we will have interpreters to increase the likelihood of them attending due to comfort level.

#### **School Year 2023-2024**

As of June 2024, ParentSquare communication was sent weekly to parents with updates from the school and reminders. Teachers utilized this platform to send weekly updates to families as well. To be specific, there were 2,914 class posts shared on ParentSquare, 234 school posts, and 76,827 direct messages. The regular and consistent use of this platform by building leaders and teachers, allowed for two way communication between the home and the school. There were three musical programs and three additional family nights. Each grade level had family events in connection with the module and academics. Families were also welcomed quarterly for behavioral awards.

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additional support) and getting involvement from ML families.

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<p><b>How it will look when fully met:</b></p>	<p>As of June 2024, ParentSquare communication was sent weekly to parents with updates from the school and reminders. Teachers utilized this platform to send weekly updates to families as well. To be specific, there were 2,914 class posts shared on ParentSquare, 234 school posts, and 76,827 direct messages. The regular and consistent use of this platform by building leaders and teachers, allowed for two way communication between the home and the school. There were three musical programs and three additional family nights. Each grade level had family events in connection with the module and academics. Families were also welcomed quarterly for behavioral awards.</p> <p>As of June 2024, we experienced great successes around parents feeling welcomed and included in the school. Teachers and students were excited to have parents in the building and working as partners. From the Teacher Working Conditions Survey, 100% of staff strongly agreed with the statements: “This school encourages parent/guardian involvement”, “Teachers provide parents/guardians with useful information about student learning”, “Parents/guardians know what is going on in this school”, and “Parents/guardians support teachers, contributing to their success with students.”</p> <p>As of June 2024, a challenge we had included parents utilizing resources to support what is done in the classroom (for those students in need of additional support) and getting involvement from ML families.</p> <p>In the 2024-2025 school year, we will work on improving this by continuing to utilize our student support team to communicate with families about events at the school and communicating that we will have interpreters to increase the likelihood of them attending due to comfort level.</p>		<p><b>Marianna Parker (elected 8/24)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>7/30/24</p>	<p>The MTSS team and teachers will ensure parents are invited to all MTSS meetings related to their student's specific intervention progress. These meetings and/or corresponding communication will include evidence of progress and how families can support their students at home. (Aligns with FAM-S 3)</p>		<p>Kathryn Pedrotty</p>	<p>12/01/2025</p>
<p>Notes:</p>				

7/30/24	The PTA and Community Engagement Committee (consisting of staff members) will hold three Events for all families to leveraging support of using tools for student academic support and increasing community engagement. (Goal 1)		Kathryn Pedrotty	04/01/2026
<i>Notes:</i>				
7/30/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children's academic progress. (Goal 1, Guardrail 3)		Kathryn Pedrotty	05/22/2026
<i>Notes:</i>				