

## Comprehensive Progress Report

**Mission:** Our mission is to provide students with the academic, social and citizenship skills to be successful and competitive in high school and in society.

**Vision:** Our vision is to provide all students with a challenging and practical education that promotes citizenship, responsibility and the ability to make sound decisions in life.

**Goals:**

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 16.3% in SY2024-25 to 26.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 57.1% in SY2024-25 to 67.1.7% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students identified as Students with Disabilities scoring College and Career Ready (CCR) on the Reading End of Grade assessments in grades 6-8 will increase from 4.0% in SY2024-25 to 14% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

In grades 6-8, the percent of students receiving one or more days of Out-of-School Suspension (OSS) will decrease from 44.0% in SY2024-25 to 24.0% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 100% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 30.02% in SY 2024-25 to 20.2% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percent of students scoring GLP on the 8th Grade Science assessment will increase from 45.6% in SY2024-25 to 55.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1A: Prioritize improvement and communicate its urgency</b>				
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Assessment of Current Implementation as of June 2025	Limited Development 09/11/2022		

Our School Improvement Plan includes a goal to retain 100% of our highly effective classroom teachers and to exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in the 2024–2025 school year. This aligns directly with B1.03, which emphasizes the establishment of a Leadership Team that develops and monitors the implementation of effective instructional practices.

For the 2024–2025 school year, we partially met our goal aligned to this indicator.

Our Instructional Leadership Team (ILT) meets weekly and includes administrators, the Literacy Master Teacher, and the Math MCL. Meetings are structured around walkthrough calibration, WIN time design and progress monitoring, instructional trend analysis, and the adjustment of schoolwide practices. ILT protocols include agenda-setting, minutes capture, and documentation of outcomes aligned to our School Improvement Plan. ILT members also lead structured data dives following each MVPA benchmark to analyze the effectiveness of Tier I instruction and WIN interventions, and to inform adjustments to coaching cycles and professional development delivery.

Student performance data shows varied improvement across areas:

ELA GLP increased from 33.1% to 40.5%, and CCR from 14.0% to 16.3%

Math GLP rose from 29.9% to 34.6%, and CCR from 12.8% to 16.4%

The overall school EOG GLP composite increased from 35.3% to 37.5%

African American students showed significant Math GLP growth from 23.9% to 33.8%

Multilingual Learners (MLs), identified in the data as EL/LEP, increased ELA GLP from 6.0% to 22.3%, and CCR from 1.3% to 8.0%

SWD CCR in ELA improved from 2.2% to 4.0%, though overall GLP declined from 22.4% to 17.3%

Teacher Working Conditions Survey results reinforce the strength of our instructional leadership systems:

96.97% agreed: “During my feedback conference, my evaluator gave me the opportunity to reflect on my practice.”

93.94% agreed: “The evaluation process has helped me identify specific

things I can do to improve my instruction.”

94.44% agreed: “Ensures that teachers receive coaching and support to implement new practices.”

These data reflect positive trends in feedback quality and coaching support.

Despite these strengths, persistent performance gaps remain—especially for SWD students—and the depth of instructional support needed across departments has exceeded current capacity. Our current ILT structure has proven foundational, but maintaining weekly walkthroughs, coaching follow-up, and trend analysis at scale is a challenge.

Looking ahead, we will expand our ILT by hiring new EIT/TLP instructional leaders to support more frequent and targeted feedback cycles. Coaching Cohort protocols will also be formalized to ensure consistent support structures exist beyond administrative feedback. Our leadership team will continue refining its systems to close subgroup achievement gaps and drive consistent instructional growth in the 2025–2026 school year.

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

At the conclusion of two years of implementation, the Instructional Leadership Team (ILT) is meeting tri-weekly to review instructional practices, school-wide instructional focus areas, review data trends and projections, and discuss WIN groups and focus areas. From these discussions, the professional development plan is adjusted as needed, and professional development is differentiated based on those ILT discussions.

The Administrative Team conducts bi-weekly Walkthroughs and Observations and instructional trends are discussed weekly in administrative meetings. Trends are captured and shared at the next ILT meeting for discussion and planning around action steps and/or professional development needed.

ILT participates in Data Dive meetings to analyze school data and plan any adjustments to the PD Plan, core instruction, and WIN groups based on that data.

**Leisa Christian**

**06/30/2026**

Actions			0 of 2 (0%)		
9/11/22	ILT will meet weekly to discuss PLC and walkthrough trends, strengths, and areas of opportunity to inform next steps for each PLC. (CMS Goal 2 and CMS Goal 3)			Leisa Christian	06/15/2026
<i>Notes:</i>					
1/16/25	An iPad will be used to record professional development sessions for our PD Catalog and to record teachers implementing lessons for feedback purposes.			Leisa Christian	06/15/2026
<p><i>Notes:</i> Record Professional Development Sessions: The iPad will allow us to record professional development sessions and create a Professional Development Catalog for staff. This catalog will serve as a resource for teachers to revisit sessions, review key concepts, and access materials at their convenience. This will help teachers implement strategies more effectively, positively impacting student achievement.</p> <p>Record Classroom Practices: The iPad will be utilized to record teachers as they lead their classrooms and deliver lessons. These recordings will be a vital tool for coaching and feedback, enabling teachers to reflect on their practice and engage in meaningful conversations with instructional leaders to enhance their instructional strategies. This process will directly contribute to improved teaching practices and better student outcomes.</p>					
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes goals focused on increasing the percentage of students reaching College and Career Ready (CCR) levels in reading and math, while strengthening instructional planning, data use, and collaboration. These priorities align with B2.03, which emphasizes the development of structured teacher teams that meet regularly to analyze data, plan instruction, and improve student outcomes.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>Student performance improved in both content areas:</p> <p>ELA Composite: GLP increased from 33.1% to 40.5%; CCR increased</p>	Limited Development 09/11/2022		

from 14.0% to 16.3%.

Math Composite: GLP rose from 29.9% to 34.6%; CCR increased from 12.8% to 16.4%.

Subgroup data shows notable growth:

African American students increased GLP in ELA from 31.7% to 44.6% and in Math from 23.9% to 33.8%.

Multilingual Learners (MLs) increased GLP in ELA from 6.0% to 22.3%, and CCR from 1.3% to 8.0%. Math GLP for MLs grew from 10.9% to 21.9%, and CCR rose from 3.4% to 8.9%.

SWD students showed a slight increase in ELA CCR (2.2% to 4.0%) and Math CCR (6.6% to 5.9%), though overall trends reflect a need for continued intervention.

To support these gains, we implemented half-day PLC data dives after each MVPA benchmark. These sessions—co-led by administrators and instructional coaches—focused on formative assessment analysis, small group planning, and instructional alignment. Teachers submitted WIN schedules and exemplar-based plans, while leaders provided real-time feedback through classroom visits.

PLC capacity was bolstered through key support roles: the Math MCL facilitated task-aligned planning, and the Literacy Master Teacher led exemplar selection and standards unpacking. These roles helped maintain continuity despite two yearlong vacancies on our instructional team.

The 2024–2025 Teacher Working Conditions Survey indicates strong staff confidence in team-based instructional systems:

91.67% agreed: “Encourages teachers to use new knowledge and skills obtained through professional development.”

94.44% agreed: “Ensures that teachers receive coaching and support to implement new practices.”

85.71% agreed: “Use data to organize, plan, and set goals.”

82.86% agreed: “Create a professional learning community.”

One ongoing challenge is limited rehearsal time during planning sessions, particularly for refining instructional delivery. To address this,

we embedded ML Best Practices PD into weekly PLCs to enhance scaffolding and support content accessibility for multilingual learners.

Looking ahead, we will continue our structured PLC cadence:

Tuesdays for data analysis and progress monitoring

Thursdays for planning, alignment, and task rehearsal

Additionally, we will expand leadership by hiring EIT/TLP instructional leaders to co-lead PLCs, coach teachers, and serve on our Instructional Leadership Team. Increasing the frequency of classroom walkthroughs with direct face-to-face feedback will be a key strategy to ensure consistency and rigor across content areas.

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

Team structures are deeply established throughout the school. Teams are established in 6th and 7th grades. 8th grade is not organized by team. Students in 6th and 7th grade participate in activities based on teams, such as Fun Friday/PBIS celebrations, lunch, and HAC time. Teachers participate in team meetings based on the team mentioned above on a bi-weekly basis to discuss student progress, plan parent conferences that may be needed, review instructional data to adjust WIN groups, discuss behavior data to plan for possible Tier 2 and Tier 3 behavior interventions, and discuss upcoming Fun Friday/PBIS celebration activities.

The Master Schedules allows for grade level PLCs to meet 65 minutes 2x per week. PLCs are established and meet twice per week for Data/Small Group Planning Days (Tuesdays) and Lesson Planning (Thursdays). Instructional Leaders (i.e, Math MCL, Literacy Master Teacher, Principal, AP, Dean of Students) lead PLC meetings. Teachers come to meetings prepared with student data to review and use to make instructional decisions, and they have reviewed upcoming lessons in order to have deeper discussions around lesson delivery, scaffolds to support students who are classified as ML and/or SWD, and strategic checks for understanding. Mastery Connect trackers are reviewed each week to track student progress around mastery of standards taught, and the data is used to plan small group instruction during the core instructional block.

**Leisa Christian**

**06/30/2026**

***Actions***

Notes:

**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
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**Initial Assessment:**

Assessment of Current Implementation as of June 2025

Our School Improvement Plan includes goals focused on improving instructional quality, increasing the percentage of students reaching College and Career Ready (CCR) levels in reading and math, and retaining highly effective teachers. These priorities align with B3.03, which emphasizes the principal’s role in maintaining a visible leadership presence, monitoring instruction, and providing timely and actionable feedback to improve teaching and learning.

For the 2024–2025 school year, we partially met our goal aligned to this indicator.

Student performance data shows modest gains across subjects:

Reading Composite: GLP increased from 33.1% to 40.5%; CCR rose from 14.0% to 16.3%.

Math Composite: GLP increased from 29.9% to 34.6%; CCR rose from 12.8% to 16.4%.

SWD subgroup: Reading CCR increased from 1.3% to 8.0%; Math CCR increased from 3.4% to 8.9%.

ML (EL/LEP) subgroup: Reading GLP increased from 6.0% to 22.3%; Reading CCR increased from 1.3% to 8.0%.

African American subgroup: Math GLP increased from 23.9% to 33.8%; Math CCR rose from 7.8% to 14.6%.

AIG subgroup: Exceeded 90% GLP in both Reading (93.9%) and Math (94.1%), and achieved 66.7% CCR in Reading and 76.5% in Math.

To support instructional improvement, the administrative team implemented a schoolwide Coaching Cohort model. Each teacher received at least two walkthroughs before formal observations, with face-to-face feedback delivered using a consistent framework: “Keep

Limited Development  
07/10/2024

doing this...” and “Have you thought about...”. Walkthrough notes and feedback were logged in shared trackers and reviewed during ILT meetings to calibrate feedback and identify schoolwide trends.

Beginning Teachers (Years 1–3) received individualized coaching from a UNCC support partner.

The 2024–2025 NC Teacher Working Conditions Survey confirms teacher confidence in leadership and feedback systems:

96.97% agreed: “My evaluator delivered feedback in a constructive manner.”

96.97% agreed: “My conversations with my evaluator after the observation were focused on improving my performance.”

93.94% agreed: “The evaluation process has helped me identify specific things I can do to improve my instruction.”

93.94% agreed: “The feedback I received included specific steps I can take to improve my instruction.”

While these systems were effective, most instructional feedback and monitoring were conducted by administrators. To ensure sustainability and expand instructional leadership, our 2025–2026 plan includes hiring additional EIT/TLP instructional leaders. These leaders will participate in ILT meetings, conduct regular walkthroughs, co-lead PLCs, and/or deliver coaching aligned to schoolwide instructional priorities.

This expanded structure will increase the frequency and quality of feedback, promote distributed leadership, and support continued instructional growth.

<p><b>How it will look when fully met:</b></p>	<p>The principal consistently monitors curriculum and classroom instruction and provides timely feedback to teachers. The principal and ILT work with their Coaching Cohort to complete bi-weekly Walkthroughs for feedback around lesson implementation, standards and lesson alignment, and student engagement. Staff receive immediate feedback through a Walkthrough Form and face to face feedback is provided as an additional support to staff members to ensure professional growth. The principal will observe her cohort, all year 1-3 teachers, and complete Walkthroughs on her cohort throughout each quarter as well as one Walkthrough for every staff member each quarter. Feedback will be aligned with verbiage from the Management and Rigor Trajectories from the Get Better Faster protocol.</p> <p>The principal and ILT will conduct Core Action Walks to analyze curriculum implementation to provide feedback to PLCs and teachers.</p> <p>The ILT meets consistently and provides input and feedback on instructional decisions, such as the professional development plan, the school improvement plan, and the instructional focus on PLCs. ILT members complete instructional walks in core content areas and provide feedback to their colleagues.</p> <p>Teachers and staff will be provided with observational feedback through the NCEES platform. With our Low Performing Designation, all staff will receive a Super Observation for their first round observation.</p> <p>We are using Title I funds to hire a UNCC coach. This UNCC coach will work with teachers within our BTSP program as well as select staff based on need.</p>		<p>Leisa Christian</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>7/10/24</p>	<p>The principal will develop a weekly walkthrough calendar with strategic look fors to assess the current state of curriculum implementation, tiered interventions, and classroom management. (CMS Goal 2 and CMS Goal 3 and FAM-S 3)</p>		<p>Leisa Christian</p>	<p>12/01/2025</p>
<p><i>Notes:</i></p>				
<p>7/10/24</p>	<p>The principal will use Title I funds to partner with a UNCC Coach to support new teachers and select staff to provide strategic supports and coaching. (CMS Goal 2, CMS Goal 3, Guardrail 4) Budget - Title 1 Budget: \$12,000</p>		<p>Leisa Christian</p>	<p>12/01/2025</p>

*Notes:* The UNCC Coach will share specific focus areas for feedback to ensure streamlined, consistent feedback.  
 Our UNCC Coach will coach and support new teachers and select staff.  
 The UNCC Coach will meet with new teachers and select staff staff based on need (weekly or biweekly). The UNCC Coach will provide feedback to these staff members to help them develop and grow. The BTSP administrator will check-in with the UNCC Coach monthly.

7/10/24	The principal and ILT will conduct Callibration Walks to analyze curriculum implementation to provide coaching feedback to PLCs and teachers. (CMS Goal 2, Goal 3, Guardrail 4)		Leisa Christian	06/15/2026
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*Notes:*

9/12/24	The principal and ILT will provide immediate feedback through a Walkthrough Form to provide feedback and coaching to build capacity of staff. (CMS Goal 2 and CMS Goal 3)		Leisa Christian	06/15/2026
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*Notes:*

9/12/24	The principal creates and utilizes a teacher evaluation schedule to conduct classroom observations to give timely feedback using the NCEES rubric. (CMS Goal 2, Goal 3, Guardrail 4)		Leisa Christian	06/15/2026
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*Notes:*

	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
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**Initial Assessment:**

Assessment of Current Implementation as of June 2025

Our School Improvement Plan includes a goal to increase the percentage of Students with Disabilities (SWD) scoring College and Career Ready (CCR) on the Grades 6–8 Reading EOG from 2.1% in 2023–2024 to 12.1% in 2024–2025. This goal aligns directly with indicator D1.02, which emphasizes aligning school-level resources (money, time, and personnel) to support instructional priorities and address identified inequities.

For the 2024–2025 school year, we partially met our goal aligned to this indicator.

SWD student performance reflected mixed outcomes:

Reading GLP decreased from 17.6% to 16.8%, and Reading CCR decreased from 2.2% to 4.0%—a modest gain, though still well below the target.

Math GLP declined from 23.1% to 17.8%, and Math CCR decreased

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09/05/2023

from 6.6% to 5.9%

In contrast, Multilingual Learners (MLs) demonstrated strong improvement:

Reading GLP increased from 6.0% to 22.3%, and CCR from 1.3% to 8.0%.

Math GLP rose from 10.9% to 21.9%, and CCR more than doubled from 3.4% to 8.9%

Strategic resource allocations in 2024–2025 focused on high-impact staffing and support structures:

Recruitment and retention bonuses were provided to all EOG-tested teachers, with one new hire secured using recruitment funds.

Our Math MCL continued to provide critical modeling, co-planning, and feedback tied to data cycles and walkthrough trends.

EL support staff partnered with core teachers to deliver WIN block small-group instruction, which contributed significantly to the gains seen in the ML subgroup.

Instructional leadership and coaching structures were enhanced through weekly ILT meetings focused on formative data, WIN interventions, and PLC protocols. However, our intended expansion of coaching coverage faced setbacks:

Besides our Math MCL, no TLP candidates were hired, despite our school's designation as a TLP site.

Leadership responsibilities remain overly dependent on administrators due to gaps in instructional staffing.

Teacher Working Conditions Survey results indicate a need to elevate teacher voice in decision-making:

Only 37.14% of staff agreed they help determine the school budget.

Similarly, just 37.14% reported helping determine professional development priorities

In response, we plan to hire EIT teachers in both Math and Reading for the 2025–2026 school year. These roles will help expand distributed leadership, increase coaching frequency, and allow targeted feedback to be embedded into planning and WIN blocks. Professional development in 2025–2026 will also focus on building staff capacity to

analyze formative data and identify re-teaching needs, as outlined in our SIP action steps.

We will continue tracking SWD and ML subgroup progress, instructional coaching coverage, and resource allocation impact, with a long-term focus on equity-driven leadership and instructional sustainability.

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

This objective will be fully met by being fully staffed with highly qualified teachers.

We will continue to recruit highly effective teachers while also embedding effective retention strategies. Each school day, candidates in PowerBI and within our hiring portal queue are contacted.

To support all staff and to grow their skills and expertise, professional development sessions will be provided to all staff surrounding data, how to leverage data to meet student needs, and best practices for scaffolding. The basis of these professional development sessions will be tied to RELAY/NCILA professional development sessions to address the inequity of instruction/training.

Retaining our highly qualified staff will continue to be a priority to ensure all students are receiving a sound education from highly qualified staff. We are providing leadership opportunities within ILT, PLCs, TLP, Department leadership, Committees leads, FAC, and the School Improvement Team. This year, all staff completed a Staff Favorites Google Form that has helped identify things that our staff enjoy. We will review all relevant survey data through the school year (i.e., NCTWCS) to remain informed and to make adjustments within our leadership.

**Towanda Hammond**

**06/30/2026**

**Actions**

**0 of 1 (0%)**

9/12/24

Within the 2025-2026 school year, our school identified the following resource inequity, (instruction/training), as a result, our school plans to mitigate this inequity by (Engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices).

Leisa Christian

06/15/2026

Notes:

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes a goal to retain 100% of our highly effective teachers during the 2024–2025 school year. This goal aligns with indicator C3.04, which emphasizes establishing and maintaining teacher recruitment and retention strategies that meet instructional needs.</p> <p>For the 2024–2025 school year, we partially met our goal aligned to this indicator. Teacher retention across tested areas remained strong. One new math teacher was hired using a recruitment bonus, and all EOG-tested teachers are eligible for retention bonuses pending EVAAS growth results. In addition, we successfully hired a Math Multi-Classroom Leader (MCL) to provide embedded instructional coaching, model lessons, and facilitate co-planning and feedback conversations aligned to our core instructional priorities.</p> <p>Successes aligned to this indicator included:</p> <p>Continued protection of PLC planning time—staff were not asked to cover classes.</p> <p>Strong staff morale supported through Culture of Care activities, the PBIS Staff Store, Sunshine Committee raffles, and attendance incentives.</p> <p>Regular walkthroughs by admin and instructional coaches, followed by feedback aligned to the Get Better Faster framework.</p> <p>Key challenges included delays in hiring for instructional support roles beyond the Math MCL. While the administrative team led coaching, data analysis, and planning support for most of the year, this model is not sustainable. We did not hire through the TLP pipeline this year, which limited our ability to scale leadership structures across content areas.</p> <p>To address these challenges, we are actively recruiting Educator Impact Team (EIT) leaders in both Math and Reading for the 2025–2026 school year. These roles will provide targeted coaching, lead PLCs, and serve</p>	Limited Development 09/11/2022		

on our Instructional Leadership Team (ILT). Our plan is to use the Math MCL and future EITs not only as instructional supports but also as part of a long-term leadership pipeline—preparing teachers for future roles as ILT leads, mentors, and potential administrators. These roles will also expand our capacity to deliver face-to-face feedback and co-planning support during protected planning time, easing the burden currently carried by the administrative team.

Retention bonuses for all EOG-tested subject area teachers remain a central strategy. Moving forward, we aim to further align our evaluation, feedback, and professional development cycles to support teacher growth and increase voice in shaping both schoolwide initiatives and instructional improvement systems.

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

At the conclusion of two years of implementation, our interview process produces the hiring of highly qualified staff throughout the school. We are continuing our recruiting process to hire staff, including screening potential candidates early and often in the transfer period for the district. We utilize a recruiting video that we share with all potential candidates around what makes Northeast a family and an incredible place to work. We highlight various aspects of our school, such as BTSP Support and school-culture initiatives for staff.

Raffles happen monthly for perfect attendance for staff. Culture of Care monthly activities for staff by the administrative team PTSA celebrates our staff through luncheons, treats in mailboxes, fun activities, and raffles. Teacher Raffles are utilized twice a year where staff can earn tickets for various things, such as helping a teammate, attending an afterschool event, or leading professional develop. Teacher planning time is protected for teachers (minimal use for coverage).

Additionally, teacher planning time is protected for teachers for PLCs on Tuesdays and Thursdays.

**Leisa Christian**

**06/30/2026**

**Actions**

Notes:

Effective Practice:			Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes goals to increase the percentage of students scoring College and Career Ready (CCR) in both ELA and Math and to exceed expected Educator Value Added Assessment System (EVAAS) growth across all tested areas. These goals align directly with C2.01, which emphasizes the use of both disaggregated student performance data and patterns of professional practice to guide instructional decisions and professional development planning.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>Student performance showed improvement across multiple areas:  The ELA Composite increased from 33.1% to 40.5% GLP and from 14.0% to 16.3% CCR.  The Math Composite increased from 29.9% to 34.6% GLP and from 12.8% to 16.4% CCR.  Math 8 GLP increased from 17.5% to 22.5%, and CCR increased from 4.0% to 5.9%. While these numbers remain below target, the growth is notable given that no students were projected to score GLP or CCR at the beginning of the year.</p> <p>Noteworthy subgroup growth included:  African American students: Math GLP increased from 23.9% to 33.8%; ELA GLP increased from 31.7% to 44.6%.  ML (EL/LEP) students: Math GLP rose from 10.9% to 21.9%, and CCR from 3.4% to 8.9%; ELA GLP increased from 6.0% to 22.3%, and CCR from 1.3% to 8.0%.  Students with Disabilities (SWD): ELA CCR increased from 2.2% to 4.0%; Math CCR increased from 6.6% to 5.9%.</p> <p>Key Implementation Systems:  WIN Time: Daily 40-minute intervention blocks were used to deliver targeted small-group support. Students were prioritized for services based on data from i-Ready, MVPA, and classroom assessments.  Subgroup Support: ML students received individualized support from our two ML teachers and Spanish teacher using ALFA/PACE and Lexia.</p>	Limited Development 09/11/2022			

EC and MTSS teams implemented Orton-Gillingham-based interventions for SWD.

Data-Informed Instruction: Walkthrough trends and disaggregated assessment data were reviewed by the ILT and used to drive instructional planning, PLC agendas, and PD offerings.

The 2024–2025 Teacher Working Conditions Survey supports strong perceptions of data-informed practice:

85.71% of staff agreed: “Use data to organize, plan, and set goals.”

91.43% agreed: “Use a variety of assessment data throughout the year to evaluate student progress and inform instruction.”

82.86% agreed: “Create a professional learning community.”

A key challenge was ensuring consistency in the quality of WIN small-group instruction across classrooms. While walkthroughs and data protocols improved alignment, the depth of instructional differentiation varied.

To strengthen our implementation:

We will provide targeted professional development focused on effective small-group instruction and differentiation strategies.

WIN-specific walkthroughs will be increased and paired with actionable, face-to-face feedback.

The ILT will leverage the expertise of the Math MCL and expand support through the hiring of EIT instructional leaders to improve planning and use of formative data in PLCs.

We will further assess our progress on this indicator following the release of the 2024–2025 EVAAS data.

<b>How it will look when fully met:</b>	<p>At the conclusion of two years of implementation, specific instructional data is discussed in ILT meetings, such as Mastery Connect trackers, Universal Screener (iReady) data, MVPA data, etc... The data is then discussed, reviewed, and used for planning in PLCs with ILT members present.</p> <p>The Student Services team and MTSS teams utilize data from Branching Minds (instructional data) and PBIS Rewards (referral data). Data is discussed in meetings with students being moved to MTSS Tier 2 and Tier 3 for instruction or behavior support as deemed necessary according to the Instructional and Behavioral Data Decision Rules.</p> <p>Weekly calls are made around absenteeism and data is discussed in Student Services Meetings with action stems determined, such as parent conferences, attendance contracts, or home visits. Students with positive attendance trends are rewarded through PBIS Quarterly Incentives and through participation in the tri-weekly PBIS Fun Friday activities.</p> <p>Intentional work with both instruction and behavior can be seen in improved school-wide data through grades, behavior, and attendance.</p>		Leisa Christian	06/30/2026
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/11/22	The ILT will provide guided data dives 3 times throughout the school year using MVPA data to provide strategic coaching and to create small group action plans. (CMS Goal 2, CMS Goal 3, and FAM S-29)		Towanda Hammond	06/15/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<b>KEY A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes a goal to increase the percentage of Students with Disabilities (SWD) scoring College and Career Ready (CCR) on the Grades 6–8 Reading EOG from 2.1% in 2023–2024 to 12.1% in 2024–2025. This goal aligns directly with A4.01, which emphasizes the implementation of a tiered instructional system that provides evidence-based instruction tailored to student needs across all</p>	Limited Development 07/15/2024		

levels of support.

For the 2024–2025 school year, we partially met our goal aligned to this indicator.

While 2024–2025 EVAAS growth data has not yet been released, our internal progress monitoring and EOY proficiency data highlight progress in tiered instruction systems. This year, 38 students received Tier II academic support and 27 received Tier III interventions. Of the students receiving Tier III support, 6 were referred and later qualified for EC services—demonstrating a refined MTSS process grounded in data and documentation.

Our EagleUp (intervention) block continued to be a cornerstone of intervention, operating daily for 40 minutes with an A-Day/B-Day structure. EagleUp groups were restructured quarterly based on multiple data points, including benchmark results, i-Ready diagnostics, and classroom performance. Small groups targeted “bubble” students in tested areas, and multilingual learners received Lexia-based support from the Family Advocate, with additional targeted work through ALFA and PACE in Spanish. EC students received Orton-Gillingham interventions in small groups led by EC and MTSS staff.

Academic outcomes present a mixed picture:

SWD Reading CCR increased from 2.2% to 4.0%, and GLP decreased from 22.4% to 15.6%.

ML (EL/LEP) Reading CCR rose from 1.3% to 8.0%, and GLP increased significantly from 6.0% to 22.3%.

Hispanic student CCR in Math rose from 10.9% to 12.4%, while GLP remained stable at 27.7%.

Schoolwide EOG Reading GLP increased from 33.1% to 40.5%; Math GLP rose from 29.9% to 34.6%.

We held half-day data dives after each MVPA benchmark, where teachers analyzed item-level results and planned responsive reteach lessons. Teachers submitted differentiated small group plans that were monitored through face-to-face walkthroughs and shared coaching feedback.

Challenges included:

Inconsistent fidelity of small group instruction delivery during EagleUp

across grade levels and subjects.

Staffing gaps in both math and ELA limited our capacity to expand Tier II and Tier III supports.

Looking ahead, we are focused on:

Building teacher capacity in scaffolding and small group strategies through targeted PD.

Increasing EagleUp block walkthroughs and coaching feedback loops.

Hiring EIT/TLP instructional leaders to strengthen intervention systems and sustainability.

These steps will strengthen the foundation for an effective and equitable tiered instructional model that better supports all students.

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

At the conclusion of two years of implementation, a full spectrum of EC support is being provided through special programs, co-taught classes, resource classes, and consultative services. EC Data Dives using various data points (EOG data, iReady data, CORE Assessment data, EC Services Data, classroom progress monitoring data, and other specified data) will occur before the first day of school to ensure that each student in our EC program will be receive appropriate service delivery and be placed in the appropriate classes to receive their EC services.

We have processes in place to provide rich Tier 2 and Tier 3 interventions for supplemental and intensive groups based on consistent Data Decision Rules for instructional support and behavioral support. Those Data Decision Rules are based on EOG data, iReady Data, Attendance Data (instructional) and referral data (behavioral). Math and Reading interventions are provided on a daily basis using resources from the Standard Treatment Protocols and are monitored through Branching Minds. MTSS team and MTSS leadership meetings occur on a consistent basis to monitor student progress and the MTSS process throughout the school. Changes and updates to groups and the school-wide process are made by the respective teams based on current data.

Processes are in place to contact families when students reach 3, 6, and 10 days for absences. Parent conferences or home visits consistently occur for students who miss 10 days, and attendance contracts are in place for students. School-wide rewards are given to students through PBIS Quarterly Incentives for students who have 3 or less unexcused absences per quarter, and students with perfect attendance are recognized at Quarterly Award Ceremonies.

WIN (What I Need) time is built into the daily master schedule for a 40 minute intervention block. Students are grouped into WIN groups based on EOG projection data and groups are fluid based on student mastery of content as indicated through Mastery Connect trackers Trackers contain consistent data using entrance tickets, exit tickets, checks for understanding, and other current data. Projection data is used to drive enrichment groups, and all staff are involved in student groups.

Leisa Christian

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Actions		3 of 5 (60%)		
7/15/24	The ILT and MTSS Leadership Team will use formative data (i.e., Fall Student EVAAS Projections, iReady data, MVPA Benchmark Data) to develop EagleUp (Invervention block) Groups which will provide daily tiered instructional support for students. (CMS Goal 2, CMS Goal 3, FAM-S 3) CSI-LP.		Leisa Christian	12/01/2025
<i>Notes:</i> This includes core evidence-based aligned instruction, and supplemental and intensive groups based on MTSS Data Decision Rules				
9/8/25	The school will utilize aimwebPlus for benchmarking and progress monitoring EC students and students who are in Tier 2 (supplemental) and Tier 3 (intensive) of MTSS. (CMS Goal 2 and CMS Goal 3) aimsweb cost: \$ pending quote		Towanda Hammond	12/01/2025
<i>Notes:</i>				
7/15/24	The MTSS Leadership Team will hold monthly meetings to review MTSS Supplemental and Intensive progress monitoring data to analyze trends and to update groups accordingly. (CMS Goal 2, CMS Goal 3, and FAM-S 3)	Complete 06/12/2025	Leisa Christian	06/15/2026
<i>Notes:</i> Groups are run throughout the year during WIN Time using interventions from the Standard Treatment Protocol.				
7/15/24	The ILT will facilitate PLC and Content Team meetings to support teachers in the planning and execution of small group instruction through Centers. (CMS Goal 2, CMS Goal 3)	Complete 06/15/2026	Leisa Christian	06/15/2026
<i>Notes:</i> Weekly Small Group/Data Planning Meetings MVPA 1/2 Day Data Dives				
9/12/24	Within the 2025-2026 school year, our ATSI school will implement iReady to increase overall performance of SWD. (CMS Goal 2, Goal 3, Guardrail 1)	Complete 06/15/2025	Leisa Christian	06/15/2026
<i>Notes:</i> Instructional supplies will be purchased to ensure both teachers and students have the materials needed during class. Removing the barrier of not having necessary materials will maximize class time. Title I: Camcor (\$6564.00 excluding tax) Title I: Varitronics (\$2634.66 excluding tax) Title I: AIJ (\$1,432.26 excluding tax) Title I: FSI School Specialty (\$4,753.03 excluding tax)				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes goals to reduce the percentage of students receiving one or more days of Out-of-School Suspension (OSS) from 14.3% in 2023–2024 to 10.0% in 2024–2025, and to decrease Chronic Absenteeism from 29.56% to 19.56%. These goals align directly with Indicator A1.07, which emphasizes that all teachers must employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>Based on end-of-year 2024–2025 data, our OSS rate was 34.67%, and our Chronic Absenteeism rate was 29.91%. While these data reflect areas of continued concern, several schoolwide systems were implemented with fidelity and supported positive student behaviors.</p> <p>The 2024–2025 NC Teacher Working Conditions Survey supports this progress:</p> <p>97.06% of staff agreed: “School safety issues are addressed quickly.”</p> <p>97.06% agreed: “This school uses positive behavioral interventions and supports.”</p> <p>85.29% agreed: “School leadership supports teachers’ efforts to maintain discipline.”</p> <p>82.35% agreed: “Students at this school are comfortable reporting a bullying incident to a teacher or other staff member.”</p> <p>Key implementation systems included:</p> <p>Capturing Kids’ Hearts (CKH) strategies were implemented schoolwide, with all staff trained in Cohort 1. Teachers used daily “Good Things,” Time-Out hand signals, and class-created Social Contracts to support consistent expectations.</p> <p>PBIS Rewards was used to reinforce SOAR behaviors (Safe, Organized, Accountable, Respectful), with students earning points redeemable in the PBIS Store every 3–4 weeks. Monthly and quarterly events recognized students meeting academic, behavior, and attendance</p>	Limited Development 09/11/2022		

goals.

Early Release and Monthly PD focused on classroom management, with walkthroughs used to monitor implementation and provide feedback. New teachers (Years 1–3) received additional coaching from a UNCC coach, and staff requiring additional support were coached by their cohort leads or grade-level administrator.

Restorative Practices were used consistently to support accountability, relationship-building, and conflict resolution.

Challenges persist with consistent implementation of Tier 2 and Tier 3 behavior intervention plans. Many students with repeat behaviors did not have fully implemented or monitored plans, limiting the overall effectiveness of our behavior response system.

Looking forward, our MTSS Facilitator will lead PD during pre-service week and partner with the Behavior Support Team to monitor fidelity of Tier 2 and Tier 3 plans. The MTSS Facilitator will also participate in weekly ILT meetings to share updates and inform next steps using behavior data trends.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

At the conclusion of two years of implementation, classroom procedures are established, communicated, and consistently followed. Teachers use PBIS Rewards to consistently provide points each day to students, and all students receive the suggested average of 4 points per day for the positive behavior decisions they make. Teachers meet their daily goals for points given, and PBIS points are given with fidelity to continue to improve student behavior. Classroom incidents involving ISS and OSS outcomes decrease, and students are in class for instruction consistently.

Minor and major referral data is reviewed and analyzed by both support staff and teachers to make adjustments to the school's core behavior plan as well as individual teacher's classroom management plans. Referral data is reviewed at Progress Report time and at the end of each quarter to make any adjustments. Students who have data showing additional support are moved to a Tier 2 or Tier 3 behavior plan through MTSS. Data will be monitored on a weekly basis with the Tier 2 check-in support staff member, and overall data will be reviewed monthly in Student Services Team meetings. Incidents involving ISS and OSS outcomes decrease, and students are in class for instruction consistently.

Returning staff have been trained in Capturing Kids Hearts (CKH), and new staff will be trained at a later date. Staff utilize CKH strategies to build and foster positive relationships with all students. All teachers have created a Social Contract with each of their classes to establish classrooms norms. Teachers reference their Social Contracts to set clear expectations for activities and when needed to re-engage the classroom. Additionally, staff utilize the CKH Attention Getter to gather students' attention in an effective manner.

Teacher Walkthroughs will include feedback on classroom management routines and procedures, and PD on Early Release Days will be based on the referral data reviewed at Progress Report time and at the end of the quarter through Administrative Team Meetings. Individual teacher data will be shared by each ILT member during coaching cohort feedback sessions, and adjustments to the individual teacher's classroom management plan will be implemented at that time.

Leisa Christian

06/30/2026

Actions			0 of 4 (0%)		
7/18/23	The principal will use Title I funds to partner with a UNCC Coach to support new teachers and select staff to provide strategic supports and coaching. (CMS Goal 2, CMS Goal 3, Guardrail 4) Budget - Title 1 Budget: \$12,000			Leisa Christian	06/15/2025
<i>Notes:</i>					
9/30/25	We will utilize \$41,000 (excluding benefits) of Title I funds to fund 1 MCL differential (\$16,000) and EIT 3 (\$9,000) and 1 EIT 4 (\$16,000). They will provide lesson planning for teachers, coaching, modeling, and teaching small groups in order to: MCL-increase CCR Math I from 57.1% to 67.1%. EIT 4- increase CCR ELA from 16.3% to 26.3%. EIT 3- increase GLP 8th grade Science from 45.6 to 55.9.			Towanda Hammond	12/01/2025
<i>Notes:</i>					
9/11/22	The administrative team will establish clear protocols for staff to utilize PBIS Rewards to allow staff to consistently award students for positive behaviors around our S.O.A.R. (Safe, Organized, Accountable, and Respectful). (CMS Guardrail 2 and Guardrail 3) Title I Budget: \$2050			Leisa Christian	06/15/2026
<i>Notes:</i> Students will shop once a month at the PBIS Store using their PBIS points.					
11/18/24	SmartPass will be implemented schoolwide to minimize and monitor student movement in the hallways and to maximize instructional time in classrooms.			Leisa Christian	06/15/2026
<i>Notes:</i> School funds used: 1,214.40					
<b>Implementation:</b>			07/24/2024		
<b>Evidence</b>	7/24/2024 This action step does not align with this indicator.				
<b>Experience</b>	7/24/2024 This action step does not align with this indicator.				
<b>Sustainability</b>	7/24/2024 This action step does not align with this indicator.				
<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>			Limited Development 07/10/2024		

Our School Improvement Plan includes goals to increase the percentage of students scoring College and Career Ready (CCR) on the Math 1 End-of-Course (EOC) from 66.7% in 2023–2024 to 76.7% in 2024–2025 and to increase overall CCR performance in Grades 6–8 reading from 14.0% to 24.0%. These goals align with A2.04, which emphasizes the development and use of aligned instructional units created through collaborative PLC structures to improve academic outcomes.

For the 2024–2025 school year, we partially met our goal aligned to this indicator.

In Grade 8 Math (EOG only), CCR increased from 4.0% to 5.9%, and GLP increased from 17.5% to 22.5%. While growth was evident, proficiency remained significantly below our SIP target of 28.0% CCR. Subgroup trends show notable improvement for African American students (3.4% to 11.3%) and declines for Hispanic students (4.6% to 2.6%). CCR for ML students slightly decreased from 3.6% to 3.3%, and SWD from 3.6% to 3.3%, reflecting gaps.

Math I performance was mixed. GLP increased from 94.4% to 96.3%, while CCR decreased from 66.7% to 59.3%, falling short of the 76.7% SIP target.

Grades 6–8 Reading showed improvement in GLP from 33.1% to 40.5% and in CCR from 14.0% to 16.3%, yet still below our SIP target of 24.0%. Notably, ML CCR increased from 1.3% to 8.0%, and SWD CCR increased from 2.2% to 4.0%, with the ML subgroup showing the most substantial gains across multiple grade levels. Additionally, ML GLP in Reading increased from 6.0% to 22.3%, a 16.3-point gain across the composite. In Math, ML GLP grew from 10.9% to 21.9%, nearly doubling. These trends reflect high levels of responsiveness to targeted supports and small group intervention efforts for MLs.

Key implementation systems included:

Weekly PLCs: Structured around Tuesday data meetings and Thursday planning meetings. Data sessions focused on formative assessments and strategic grouping; planning sessions emphasized internalization, exemplars, and alignment with standards.

MVPA Benchmark Data Dives: These sessions supported instructional adjustments using item-level analysis and were conducted in partnership with administrators and instructional coaches after each benchmark window.

Strategic Support Assignments: Targeted “bubble” students using benchmark and EVAAS data to drive re-teaching during both core instruction and WIN time.

Aligned Curriculum & Coaching: Open Up Math was used as the core curriculum, supported by planning protocols, academic facilitator coaching, and direct feedback through instructional walkthroughs.

Challenges included ongoing staffing gaps, especially in Math and ELA, which impacted instructional consistency and hindered acceleration for key subgroups. Although staffing stability improved compared to the prior year, we did not maintain full coverage with certified teachers throughout the year.

Looking ahead, the 2025–2026 SIP includes enhanced structures such as an ILT-developed formative assessment protocol, quarterly data-focused PD, and support for implementation of differentiated centers during core instruction. Continued focus on small group re-teaching, coaching cycles, and aligned planning will be critical to increasing CCR rates for all students—especially for ML and SWD subgroups, who are demonstrating notable upward trends.

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

At the conclusion of two years of implementation, PLC meetings will consist of the following:

All core content PLCs have an administrative representative attending meetings to monitor Data Day and PLC expectations. Data day PLC meetings will be held on Tuesdays, and PLC Planning meetings will be held on Thursdays. On Tuesdays, formative assessment data will be analyzed and utilized for relooping through small group time during the core instructional block. Additionally, EOG tested subject areas will be provided with a half-day data day after each MVPA benchmark. During these half-day data days, teachers will meet with Instructional Leaders to identify trends and to review item analysis, standards mastery, and individual student data. PLCs will develop targeted small group plans based on this data and will implement these small groups during WIN and core instructional blocks.

PLCs meetings have clear and specific Agenda items, such as standard, learning target, checks for understanding, differentiation strategies, and intentional ML and SWD scaffolding/supports.

The administrative team monitors and provides feedback on the implementation of the adopted Math, ELA, and Science 8 curricula

**Leisa Christian**

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through Walkthroughs, Core Action Walks, and Observations. Moreover, ensuring that all vital lesson components are implemented with fidelity and integrity. During PLCs and by monitoring with Walkthroughs, the administrative and ILT will ensure the guaranteed viable curricula is implemented where all students have access to high quality, grade level material.

Supplemental material used for small groups will be in alignment with the standards and CMS pacing. Relooping and enrichment during differentiated centers and small groups will be done using iReady Pathways, small group activities from the curriculum, and other approved interventions from the CMS Standard Treatment Protocol.

Consistent, monthly professional development is provided to teachers for students classified as ML and SWD. This PD supports differentiation strategies for teachers to use to meet the needs of all students. Implementation of these strategies is monitored through Walkthroughs and Observations. Examples include QTEL strategies, PACE toolkit, Ellevation resources, etc.

WIN (What I Need) Time is utilized on a daily basis for differentiated intervention and enrichment support to students based on various data sources (EOG, iReady, Mastery Connect trackers, and other Checks for Understanding). All instructional staff support in this endeavor by being assigned a group of students to support. Implementation is monitored through Walkthroughs, Grade Level Meetings, Team meetings, and in Administrative Team Meetings.

<b>Actions</b>		<b>5 of 6 (83%)</b>		
9/12/24	The ILT will create a PLC planning protocol to support teachers with internalizing lessons, unpacking standards, and creating clear learning targets. (Goal 2, Goal 3)	Complete 06/15/2025	Leisa Christian	06/15/2026
<i>Notes:</i> Title I Budget: Variquest (\$13,846.93 excluding tax) Title I Budget: J. W. Pepper (\$843.99 excluding tax)				
9/12/24	The ILT will create and utilize a calibrated walkthrough tool and schedule to identify tiered coaching needs of classroom teachers. (Goal 2, Goal 3).	Complete 06/15/2025	Leisa Christian	06/30/2026
<i>Notes:</i>				

9/26/25	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)		Towanda Hammond	06/30/2026
<i>Notes:</i>				
7/10/24	The Instructional Leadership Team will develop and utilize a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, Goal 3)	Complete 06/12/2025	Leisa Christian	06/30/2026
<i>Notes:</i>				
7/10/24	After each MVPA benchmark, the Instructional Leadership Team will provide half-day data dives to provide strategic coaching and small group action plans. (CMS Goal 2, CMS Goal 3, and FAM S-29)	Complete 11/29/2024	Leisa Christian	06/30/2026
<i>Notes:</i> ELA, Math, and Science 8 will complete 1/2 day data dives after each MVPA, using data to determine whole great reteaching, small group relooping, and specific lessons for WIN and classroom small groups.				
9/9/24	The Instructional Leadership Team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review common assessment data at least once a week to inform small group planning. (Goal 2 and Goal 3)	Complete 06/12/2025	Leisa Christian	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan emphasizes the importance of supporting students as they transition across grade levels and school settings, aligning to Indicator A4.16. This includes both academic and social-emotional supports to ensure students successfully adjust to new expectations, environments, and routines.</p> <p>For the 2024–2025 school year, we met our goal aligned to this indicator.</p>	Limited Development 09/11/2022		

To support the transition from elementary to middle school, we hosted Eagle Camp in August, with 96 total participants including rising 6th grade students and their parents/guardians. The event focused on team-building, school procedures, and relationship-building with staff. At Open House, over 1,200 visitors toured the building and engaged with teachers, helping establish a welcoming and informed school community from day one.

In the spring, we visited our three primary feeder schools—Clear Creek, Lebanon Road, and Mint Hill Elementary—accompanied by exemplar NMS students. These visits focused on demystifying middle school routines, PBIS systems, Encore classes, and extracurricular offerings. They helped build anticipation and familiarity ahead of our Rising 6th Grade Meet and Greet, which welcomed 79 total participants (students and parents/guardians). During this event, NMS students led campus tours, and staff hosted informational tables on clubs, sports, PBIS, and academic pathways.

Student-selected clubs met bi-weekly beginning in September, with an option to switch clubs at semester. SEL lessons were consistently delivered to promote team-building, peer relationships, and inclusive classroom environments.

Challenges include increasing participation in Eagle Camp to better support early transitions.

Opportunities moving forward include enhanced outreach through summer flyers for new registrants, social media promotion, ParentSquare messages, Connect5 calls, and updates to the school website. We will continue offering clubs and embedding SEL instruction as core strategies to support smooth, community-centered transitions at every grade level.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

At the conclusion of two years of implementation, students actively participate in various activities to support smoother transitions between grade levels. Eagle Camp is each August to support the 6th grade transition. Sixth grade students and their parents/guardians have the opportunity to attend Eagle Camp before school starts. At Eagle

**09/11/22**

**Stuart Turnbull**

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Camp, students participate in team building activities in order to meet other sixth graders, make new friends, learn about strategies that will help them be successful in middle school, select Clubs, and build connections with Northeast staff members. During those student events, our Student Services Team works with parents/guardians around the transition to middle school, what to expect, social media monitoring strategies, and learn about school tools used to stay in contact with parents/guardians (such as ParentSquare and PowerSchool). A session is also offered to parents/guardians around specific behavior or emotional changes that may be a part of the middle school experience.

During the school day, students participate daily in SEL lessons through a SEL block. The Caring School Curriculum and specific Panorama lessons are utilized during this time, and lessons are selected based on Panorama Survey Data. During these lessons, student and staff relationships are strengthened through conversations, discussions, and lesson-specific activities. Panorama Data shows that students feel this deeper connection to adults in the school using the Panorama indicator around positive student-staff relationships at school.

Students participate in self-selected Clubs during the school day. Clubs happen every two weeks, and students get to either select a new Club 2nd semester or they stay with their current Club if they are enjoying Club participation.

PBIS Rewards Quarterly Incentives are highly attended based on BAG (Behavior, Attendance, and Grades) criteria. Monthly Fun Friday events are also highly attended based on aligned BAG data that is collected and analyzed by teams. Fun Friday events ideas are driven by student input through Student Council and Principal Advisory Team and are aligned to grade-level specific student input. Incentive times also have student choice activities for students to attend to build and strengthen student friendships.

Students will have a trusted adult in the building based on SEL time, Clubs time, classes/teacher assignments. Students who have referral data that show the need for a Tier 2 or Tier 3 intervention, a SEL group, or a trusted adult meeting (check-in/check-out) will have those meetings on a bi-weekly or weekly basis.

Departments will meet quarterly for vertical alignment. In these meetings, teachers from different grade levels collaborate to improve student learning.

Actions				
Notes:				
<b>Implementation:</b>		09/11/2022		
<b>Evidence</b>	9/11/2022  Schedule: <a href="https://docs.google.com/document/d/17Da444Jig1qlGiBV8gUmjtBqBBPk2fCDcbtzDVo2hAA/edit?usp=sharing">https://docs.google.com/document/d/17Da444Jig1qlGiBV8gUmjtBqBBPk2fCDcbtzDVo2hAA/edit?usp=sharing</a>			
<b>Experience</b>	9/11/2022  Eagle Camp took place on 8/16/2022.			
<b>Sustainability</b>	9/11/2022  Planning for next year's event will include data from the survey we gave stakeholders this year.			

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
<b>Initial Assessment:</b>		<p>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes goals to reduce the percentage of students receiving one or more days of Out-of-School Suspension (OSS) from 14.3% in 2023–2024 to 10.0% in 2024–2025, and to decrease Chronic Absenteeism from 29.56% to 19.56%. These goals align with A4.06, which emphasizes attention to student emotional well-being, reducing exclusionary discipline, and increasing attendance by supporting students’ social and emotional needs.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>During the 2024–2025 school year, our Chronic Absenteeism rate was 29.91%, reflecting minimal change from the prior year’s 29.56%. OSS</p>	Limited Development 07/15/2024		

data also increased to 34.67%, indicating a continued need for stronger Tier 1 and Tier 2 behavioral supports and intervention systems. Despite these results, staff perceptions and systems implementation remained strong.

The 2024–2025 NC Teacher Working Conditions Survey reflected staff confidence in our student support systems:

97.06% agreed: “School safety issues are addressed quickly.”

97.06% agreed: “This school uses positive behavioral interventions and supports.”

82.35% agreed: “Students at this school are comfortable reporting a bullying incident.”

85.29% agreed: “School leadership supports teachers’ efforts to maintain discipline.”

Key supports implemented this year include:

A tiered attendance system involving weekly phone calls, parent conferences, home visits, and ongoing follow-ups based on real-time attendance data. While absenteeism rates did not improve, this system increased early identification of at-risk students and will be expanded in 2025–2026 to include more formal attendance contracts and MTSS collaboration.

SEL small groups led by the Student Support Team, including self-regulation groups, anxiety groups, and a targeted Boys’ Social Group for students with autism. These interventions were prioritized based on behavior data and teacher referrals.

Monthly PBIS events and a consistent PBIS Rewards system aligned to SOAR expectations. Students earned incentives for meeting behavior, attendance, and academic goals. Teachers issued points for safe, organized, accountable, and respectful behavior, and the PBIS Store remained open every 3–4 weeks.

Schoolwide implementation of Capturing Kids’ Hearts, including Social Contracts, Time-Out signals, and “Good Things” routines. These strategies were reinforced in walkthroughs, coaching sessions, and PLCs.

The most pressing challenge continues to be staffing capacity to meet the increasing number of students requiring self-regulation and

emotional support. This shortfall contributed to higher OSS rates and inconsistent Tier 2/Tier 3 behavioral plan implementation.

To address these challenges in 2025–2026, we will:

Continue SEL small groups and embed self-regulation strategies across all grade levels.

Expand behavior plan tracking through MTSS and increase collaboration between administrators, counselors, and teachers.

Prioritize attendance and behavior updates in ILT and Student Support Team meetings to monitor trends and determine next steps.

Reinforce consistent Tier 1 expectations through walkthrough feedback and provide differentiated support to teachers through coaching cohorts.

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

At the conclusion of two years of implementation, the following will be in place:

Returning staff have been trained in Capturing Kids Hearts (CKH), and new staff will be trained at a later date. Staff utilize CKH strategies to build and foster positive relationships with all students. All teachers have created a Social Contract with each of their classes to establish classrooms norms. Teachers reference their Social Contracts to set clear expectations for activities and when needed to re-engage the classroom. Additionally, staff utilize the CKH Attention Getter to gather students' attention in an effective manner.

Rising 6th grade students will have the opportunity to participate in Eagle Camp. Eagle Camp is led by the administrative team, 6th Grade, and Elective teachers. Rising 6th grade students take part in teambuilding activities, meet their future teachers and classmates, and are provided with a tour of the school. The parents/guardians of Rising 6th graders are provided with an informational session on the middle school experience, all things Northeast, and tips on how to support their student(s).

All students will have a trusted adult in the building to talk with when needed, and all students will participate in PBIS Rewards for incentives

**Towanda Hammond**

**06/30/2026**

for positive behavior choices

All teachers and staff will utilize SEL lessons to build relationships and connect with students, provide Clubs for students to participate in at school, help students understand more complex emotions and their causes, and provide students with safe environments in which they can discuss examples and practice their emotion management skills for different situations and for changing their response.

School counselors will provide individual counseling services, small group counseling services based on pertinent needs, and small groups based on chronic absenteeism.

EC teachers will teach social skills via social stories, direct instruction, and role play.

The School Psychologist will assess students for emotional disabilities and recommends support services.

The Social Worker will work with families to provide necessary resources and will support students with significant attendance concerns. The Social Worker will also serves as the MCV liaison.

On site mental health services (Family First) provides intensive services based on referrals and parent permission.

<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/12/24	The administrative team and Student Services Team will create and implement a tiered attendance plan to increase daily student attendance and to reduce chronic absenteeism by 10%. (Guardrail 3)		Leisa Christian	12/01/2025
<i>Notes:</i> Attendance Plan <a href="https://docs.google.com/document/d/1FsTwNUoTtz0ReU3SEq9Gveq_sIX9cuBiZ9M0Lamc0xo/edit?usp=sharing">https://docs.google.com/document/d/1FsTwNUoTtz0ReU3SEq9Gveq_sIX9cuBiZ9M0Lamc0xo/edit?usp=sharing</a>				
9/12/24	Teachers will implement daily Social Emotional Learning time using CMS SEL approved curricula and elements from the Capturing Kids' Hearts program (Morning Meetings, Social Contracts, Journaling, Good Things, Signals (Time Out, Check, Foul) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Leisa Christian	06/15/2026
<i>Notes:</i>				

7/24/24	The administrative team will facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 1 and Guardrail 4) Title 1 Budget: \$6,000		Leisa Christian	06/15/2026
<i>Notes:</i> -CKH Recharge 9/25/2024 This includes the year 2 follow-up Recharge Training.				
8/13/24	The administrative team will establish clear protocols for staff to utilize PBIS Rewards to allow staff to consistently award students for positive behaviors around our S.O.A.R. (Safe, Organized, Accountable, and Respectful). (CMS Guardrail 2 and Guardrail 3, FAM-S 30) Title I Budget: \$2152.88		Leisa Christian	06/15/2026
<i>Notes:</i>				
9/26/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Towanda Hammond	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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>Assessment of Current Implementation as of June 2025</p> <p>Our School Improvement Plan includes goals to reduce the percentage of students receiving one or more days of Out-of-School Suspension (OSS) from 14.3% to 10.0% and to reduce Chronic Absenteeism from 29.56% to 19.56% during the 2024–2025 school year. These goals align with E1.06, which focuses on strong two-way communication with families to support positive student outcomes.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>ParentSquare remained our primary communication platform, with 97% of families having up-to-date contact information. During the 2024–2025 school year, we sent 17,859 direct messages to families, published 889 total posts, and shared 58 multimedia files (photos/videos). These efforts helped ensure that timely and consistent communication was maintained between home and school.</p>	Limited Development 07/16/2024		

Staff also used Branching Minds to document communication, especially for academic and behavior-related concerns. While some staff consistently entered logs, others needed frequent follow-ups. Branching Minds expectations were explicitly reinforced through Standard I of the evaluation rubric.

Teacher Working Conditions Survey results further illustrate mixed progress:

67.65% of teachers agreed or strongly agreed that "Parents/guardians know what is going on in this school."

82.35% agreed or strongly agreed that "Teachers provide parents/guardians with useful information about student learning."

85.29% agreed or strongly agreed that "This school encourages parent/guardian involvement."

Only 44.12% of staff agreed that "Community members support teachers, contributing to their success with students."

A highlight of the year was our robust family and community engagement. We hosted multiple events including Open House, Fall Festival, International Festival, Soul Night, and Parent Engagement Nights. Open House alone drew over 1,200 participants. These events fostered stronger family-school partnerships and reinforced school pride.

Challenges include inconsistent staff usage of Branching Minds for parent communication and limited community partnerships that directly support classroom success. Additionally, while digital communication was strong, increasing phone calls home—particularly positive calls—remains a growth area.

Opportunities include continuing professional development on effective documentation in Branching Minds, reinforcing accountability for communication, and exploring sustainable community partnerships. We will also increase coaching and reminders about making intentional, positive contact with families throughout the year.

We will continue to strengthen our communication systems to promote both academic success and school culture, ensuring every family is informed, engaged, and valued in the learning process.

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

At the conclusion of two years of implementation, the school provides two-way school-home communication linked to learning through multiple platforms. Continued updates of the school website and social media accounts, regularly communication with parents/guardians through ParentSquare, ConnectEd messages, in person and virtual parent conferences, student agendas, written notices home (letters, flyers), and phone calls.

Additionally, the Student Services Team will lead monthly Parent Engagement Nights to cover various topics including academic expectations, middle school development, screen time and social media, etc. These topics were selected based on feedback from a Parent Survey.

The PTSA is a vital stakeholder at Northeast that will benefit students, parents, and staff.

Northeast has at least one well-established community partner to support school endeavors, such as PBIS Quarter Incentive Celebrations, the PBIS Store, School Raffles, lunches for staff, Honor Card breakfasts for students, etc.

**Leisa Christian**

**06/30/2026**

**Actions**

Notes: