

Comprehensive Progress Report

- Mission:**
- 1) We exist to be a welcoming and safe place, both physically and mentally, for all students in our school community.
 - 2) We exist to open doors for all students to indulge their curiosity and discover their passions.
 - 3) We exist to challenge and support all students in rigorous learning.

Vision: McClintock STEAM Middle School exists to be the school of choice for students, families, and educators in Charlotte, North Carolina

- Goals:**
- 25-26 Goal The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 31.5% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
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- 24-25 Goal: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 20.6% in SY2023-24 to 30.6% in SY2024-25. (Goal 2)
- 25-26 Goal: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026. (B3.03)
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- 24-25 Goal: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-2025
- 25-26 Goal: The number of lost instructional days due to OSS will decrease from 1029 days in SY 2024-25 to 800 days in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
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- 24-25 Goal Out-of-School Suspension (OSS) disproportionality for Black students will decrease from 37% in SY2023-24 to 30% in SY2024-25. Similarly, our ISS disproportionality will decrease from 22% to 15% (Aligns to A4.06 and CMS Guardrail 2)
- 25-26 Goal: The percent of students with disabilities scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 14% in 2024-2025 to 25% in 2025-26. We will increase our SWD subgroup letter grade from an F to a D or higher in 2025-26. (Aligns to A2.04, A4.01, B3.03, D1.02, CMS Goal 2 and Guardrail 1)
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- 24-25 Goal: The percent of EC and ML students scoring Grade Level Proficient (GLP), on ELA End of Grade assessments in grades 6-8 will increase from 39.9% in SY 2023-24 to 50% in SY 2024-25 (Guardrail 1)
- 25-26 Goal: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 62.2% in SY2024-25 to 95% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)
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- 24-25 Goal: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 51.1% in SY2023-24 to 65% in SY2024-25. (Goal 3)
- 25-26 Goal: The percent of Chronic Absenteeism will decrease from 25.7% in SY2024-25 to 20% in SY2025-26
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- 24-25 Goal: The percent of Chronic Absenteeism will decrease from 16.3% in SY 2023-24 to 10% in SY 2024-25 (Guardrail 3)

25-26 Goal: The school will retain 90% of highly qualified licensed classroom teachers throughout the 2025-26 school year. (Aligns to B3.03 and CMS Guardrail 4) _____ 24-25 Goal:

The school will retain 95% of its highly effective classroom teachers throughout the 2024-25. (Guardrail 4)

25-26 Goal: The percent of students scoring Grade Level Proficient (GLP) on Science End of Grade assessment in Grade 8 will increase from 59% in SY 2024-25 to 70% in SY 2025-26.. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

_____ 24-25 Goal: The percent of 8th grade students scoring Grade Level Proficient (GLP) on the Science End of Grade assessments in grades 8 will increase from 61.5% in SY 2023-24 to 71.5% in SY 2024-25 (A2.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>For the 25-26 School year we will continue to meet as an ILT once a week. We will continue to maintain a focused walkthrough form and structured schedule for who is responsible for which walkthroughs each week. Each member of the Instructional leadership team will coach 1-7 teachers during the school year.</p> <hr/> <p>Reflections on the 2024–2025 School Year</p> <p>This past school year, we proudly exceeded our growth goals—a testament to the power of intentional leadership and consistent instructional support. The Instructional Leadership Team (ILT) played a pivotal role by conducting weekly walkthroughs aligned to a structured schedule. Each walkthrough was documented using our feedback form, ensuring that both the team and teachers received timely, actionable insights to drive instructional improvement.</p> <p>One of the most significant challenges we faced was the loss of an administrative position. This shift required one administrator to oversee two grade levels, while another took on dual responsibilities as both the testing coordinator and GLA. These added demands inevitably impacted the frequency of walkthroughs, stretching our capacity and requiring strategic adjustments to maintain momentum.</p>	Limited Development 08/05/2024		

Despite these hurdles, our commitment to instructional excellence remained strong, and the results speak volumes. We look forward to building on this success in the coming year.

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026. (B3.03).

[Link to EVAAS Data 2024-2025](#)

The SIP goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

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.

In the 2023-2024 school year, our administrative team conducted group walks during our Instructional Leadership Team meetings every Tuesday to observe and coach specific initiatives from professional development throughout the year. This led to a high level of teacher satisfaction over the level of feedback they receive on their instruction according to the Insight Survey. Another success was that the admin team was able to meet every week to discuss the instructional program. Additionally, the principal was able to meet regularly with the instructional coaches to check on the progress of intensive and supplemental coaching caseloads. As a result, we partially met the goal in this indicator.

Challenges we experienced during the 2023-2024 school year were; while we have regular instructional leadership team meetings scheduled for every Tuesday, one challenge is to maintain consistent focus on instruction and not other systems or processes. Other things, such as events, behaviors, and systems can dominate conversation or distract members of the team. Opportunities for the 2024-2025 school year will be the addition of a math master teacher to support instruction in math classrooms.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully met, teachers will receive consistent feedback on their instructional practice from members of the Instructional Leadership Team. Teachers identified as "intensive" (beginning teachers, developing teachers) will receive weekly walkthroughs from their instructional coach. Teachers identified as "supplemental" (beginning teachers, proficient teachers) will receive a walkthrough observation at a minimum of every other week from their assigned coach. All teachers will receive feedback from walkthrough observations from members of the ILT. Additionally, teachers will develop Professional Development Plans collaboratively with their assigned coach to ensure alignment with the school goals (academic and cultural).			James Jerrell	06/15/2026
Actions			0 of 6 (0%)		
9/23/25	ILT will meet at the end of November to decide the next round of teachers to be coached with the GBF Scope and Sequence.			Katherine Edde	12/01/2025
<i>Notes:</i>					
8/5/24	The principal will facilitate weekly ILT meetings where we discuss walkthrough data, assessment data, and progress towards our professional development goals.			James Jerrell	06/10/2026
<i>Notes:</i>					
8/5/24	The principal will develop a coaching caseload where members of the instructional leadership team will have a caseload of 6 - 12 teachers identified as "intensive", "supplemental", or "core". The coaches will meet with their teachers to develop PDP goals and actions and provide feedback on those actions weekly.			James Jerrell	06/10/2026
<i>Notes:</i>					
8/5/24	The principal will meet individually with members of the instructional leadership team to coach them as they coach the members on their caseload.			James Jerrell	06/10/2026
<i>Notes:</i>					
9/22/24	The team will use an internal walkthrough form to conduct a minimum of 10 walkthrough observations with feedback and to continue intentional feedback across observers.			James Jerrell	06/10/2026
<i>Notes:</i>					

	12/12/24	As a result of principal observations in classrooms, we will purchase drawing tablets that will allow teachers to work out math problems on the board while circulating around the classroom to academically monitor		James Jerrell	06/10/2026
		<i>Notes:</i> Budget: \$350			
Implementation:			09/12/2025		
	Evidence	6/5/2025			
	Experience	6/5/2025			
	Sustainability	6/5/2025			
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

Initial Assessment:

Current Implementation efforts continue as stated in 24-25. We will continue to leverage Title 1 funds to support this goal.

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026.

The SIP goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

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.

In the 2023-2024 school year, we were able to hire and retain a new teacher coach, purchase programs to support teachers' instruction, and purchase materials to support instruction. Additionally, a success was that we were able to leverage title 1 money and local funding to provide the resources and programs our teachers needed to lead instruction. As a result, we exceeded EVAAS projections in multiple areas and increased proficiency in all grade levels. Challenges include deciding which programs have the highest leverage on increasing student achievement. Additionally, we have had to use more money on human capital, so we have had to make hard choices on supplemental instructional programs and field trip opportunities. In the 2024-2025 school year, we will leverage our title 1 budget to support student behavior and emotional growth by employing BMTs through Title 1 funding. As a result, we fully met the goals outlined in this indicator.

*Purchased 50 Chromebooks from vendor CDW for \$950.00

* Purchased Chromebook chargers from CDW for \$1200.00

*Instructional Supplies purchased from Staples for \$6934.00

* Instructional Supplies from Staples for \$7708.00

* Instructional Supplies from School Specialties for \$16,331.00

Limited Development
09/14/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The leadership team will continue to meet weekly and the PLC leads will meet regularly with their coaches to support academic planning. The instructional leadership team which includes teachers will meet regularly to review the implementation of effective instructional practices, talent management strategies, and plan professional development for the staff. Members of the administrative team, Instructional leadership team, and school leadership team will come together to discuss what is working instructionally, areas of concern, and develop plans to further enhance the effectiveness of teaching and learning in the school. The focus on instruction will lead to an overall increase of proficiency to 50% of our student being grade level proficient on EOG's and by the 2025-2026 School Year we will be a "B" School with High Growth.</p> <p>Link to CNA: https://drive.google.com/file/d/1X8ld1WHCwnx9D99lwRs8JLz6pz4jhm3C/view?usp=drive_link</p>			James Jerrell	06/15/2026
Actions			2 of 3 (67%)		
9/14/23	<p>Recruiting highly effective teachers with the use of differential funds to increase student achievement and growth (EVAAS, Math 8).</p> <p>Notes: Link to CNA: https://drive.google.com/file/d/1X8ld1WHCwnx9D99lwRs8JLz6pz4jhm3C/view?usp=drive_link</p> <p>Based on initial non-binding intent forms, a vast majority of staff plan to return. This includes the highly effective teachers on staff. Differential funds have been used to effectively recruit and retain these staff members. This will be taken into account as initial allotment projections are expected to be released 3/20/24. (March 2024)</p> <p>June 2024 Update- In planning for the 24-25 school year, the principal was strategic in allocating position allotments and differential funds to recruit and retain highly effective staff.</p>		Complete 06/30/2025	Alisha Carr	06/30/2025

9/11/24	<p>Within the 2024-25 school year, our school identified the following resource inequity, (insert inequity), as a result, our school plans to mitigate this inequity by (insert action)</p> <p>*Purchased 50 Chromebooks from vendor CDW for \$950.00 * Purchased Chromebook chargers from CDW for \$1200.00</p> <p>*Instructional Supplies purchased from Staples for \$6934.00 * Instructional Supplies from Staples for \$7708.00 * Instructional Supplies from School Specialties for \$16,331.00</p>	Complete 06/30/2025	James Jerrell	06/30/2025
<i>Notes:</i>				
9/12/25	For the 25-26 school year, our school identified resource inequities, as a result, our school plans to mitigate these inequities with Title I Funds.		Katherine Edde	06/10/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
<i>Evidence</i>	6/5/2025			
<i>Experience</i>	6/5/2025			
<i>Sustainability</i>	6/5/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026. (B3.03)</p> <p>25-26 School year implementation efforts include:</p> <p>* WIN time structured of students needs as indicated in student data</p> <p>* PLC teams meet weekly to break down standards, analyze student data, plan lessons, etc.</p> <p>* iReady screeners 3 times a year. Ongoing iReady lessons tailored to students needs from diagnostic assessments.</p>	Limited Development 07/18/2024		

The SIP goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

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.

In the 2023-2024 school year, we leveraged our MTSS facilitator and two interventionists to deliver intensive and supplemental interventions for math and ELA.. We continued our WIN (What I Need) time in the master schedule to ensure daily intensive and supplemental interventions took place for students who were performing below grade level. A success was that at the beginning of the year, we conducted individual screener assessments to determine the present level of performance in reading and assigned interventions based on the data. As a result, we met our goal in the indicator.

A challenge for this goal is finding the time to implement intensive interventions according to the Standard Treatment Protocol without taking time away from core instruction. Additional challenges will include the loss of the MTSS facilitator position and the interventionist positions. Opportunities to address the challenges will be leveraging our master math and literacy teachers to deliver those interventions during WIN time or other designated time and aligning it more closely to core instruction since those teachers will also attend PLC.

Additionally, we will use a tiered approach to our multilingual learners. All students will receive strong core instruction with best practices (academic conversations, writing across the curriculum, visual aids & amplifications). Newcomers to the country will receive their math and ELA instruction in English from bilingual instructors. Novice students (0-2 years in the country) will receive co-taught instruction in their ELA classrooms and additional supplemental instruction during our intervention blocks. Students close to exiting EL status according to their 2023-2024 ACCESS score (4.3 composite or higher) will receive “boot camp” instruction in their weakest ACCESS area prior to the ACCESS test in February.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully met, the master math and ELA teachers will deliver consistent intensive interventions during the assigned times. They will select students based on screener data, prior assessment data, and teacher recommendation. Supplemental interventions will take place with their math and ELA teachers during WIN. The MTSS leadership team will meet every other week to discuss intervention data and student progress towards their goals. Additionally, our tiered instructional approach to ML instruction will lead to students meeting their ML learner progress on the ACCESS test.			James Jerrell	06/15/2026
Actions			4 of 7 (57%)		
7/25/24	Budget: \$57,000 We will utilize approximately \$10,000 of Title 1 money to purchase licenses for Formative and Delta Math to support supplemental and core interventions during WIN time. We will utilize the remaining \$47,000 for supplies and materials necessary to facilitate core instruction and extension activities in clubs.		Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i> SMART Goal: We will increase GLP from 51% to 55%					
8/21/24	The school will purchase EdPuzzle to supplement science instruction for the cost of \$2,940. Students will be able to self navigate videos and lesson to extend the science lessons presented in the classroom.		Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i>					
9/6/24	We will purchase iReady workbooks to complement the iReady intervention system to support students who do not have a chromebook and are unable to access the supplemental and intensive intervention platform. Budget: \$5,049.00		Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i>					
9/11/24	Within the 2024-25 school year, our ATSI school will implement the following evidenced-based interventions (iReady and WIN Time) to increase overall performance of SWD.		Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i>					
7/18/24	In the beginning of the year, students will be identified as needing intensive or supplemental interventions according to their screener data, prior EOG data, and teacher observations. They will be placed into the appropriate groups and begin receiving interventions aligned to the Standard Treatment Protocol (Goal 2 & Fam-S3).			James Jerrell	06/10/2026

<i>Notes:</i>			
7/18/24	The MTSS leadership team will meet every other week to discuss student progress by analyzing progress monitoring data. Leaders will use these data to determine if students should be referred to the EC team or intensive, remain in interventions, or move back to core/supplemental instruction (Goal 2, FAM-S3)		James Jerrell 06/10/2026
<i>Notes:</i>			
7/18/24	ML students will receive tiered instruction according to their needs. Newcomers (<1 year in the US) will receive bilingual instruction in reading & math aligned to the NC Standard Course of Study and supplemental instruction during WIN time from ML teachers. Novice students (0-2 years) will receive ELA instruction from an ELA teacher and an ML teacher in a co-taught setting with a focus on their growth areas according to ACCESS. Students who are 0.5 points or less away from exiting ML status according to ACCESS will receive "boot camp" instruction in their targeted area.		James Jerrell 06/10/2026
<i>Notes:</i>			
Implementation:		09/12/2025	
Evidence	6/5/2025		
Experience	6/5/2025		
Sustainability	6/5/2025		

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The SIP goal that aligns to this indicator is: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 15.1% in SY2021-22 to 21.6% in SY2022-23 and 28% in SY2023-24.

In the 2023-2024 school year successes included; we were able to protect instructional planning time by employing guest teachers and other substitutes to prevent teachers being pulled from PLC meetings to cover classes. As a result 95% of PLC meetings were fully attended by teachers and specialists without coverage responsibilities. Additionally a success for our school is that our content specialists, grade level administrators, and principal were able to attend a majority of the ELA, math, and 8th grade science PLC meetings to support instruction and ensure alignment to the Standard Course of Study and grade level standards. As a result, we met our goal in the indicator.

A challenge for us this year was using the allotted time efficiently by reviewing “what to teach” AND “how” do the activities, tasks, and texts that align to the larger purpose of the unit/module, the grade level standard, and the assessment. Additionally, while we added a master math teacher, we will be losing a science coach. The science oversight will need to come from the grade level administrator who attended a majority of the PLC meetings this year.

For the 2024-2025 school year, the board’s goals have changed to increasing the percentage of students scoring college and career ready in English Language Arts. As a result, our focus will shift to ELA instructional planning and core modifications for language learners. Our ELA PLCs have implemented the EL curriculum for 5 years and are familiar with planning the standards aligned units. Now, our teams must plan discretionary moves to address standards in which the students are consistently demonstrating difficulty (i.e. poetry, informational text). Additionally, our teams will need to more closely consider the writing, and speaking/listening standards outlined in the NC Standard Course of Study. We will intentionally plan for opportunities to facilitate academic conversations and monitor writing prompts to extend learning.

Limited Development
07/18/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully met, teachers will consistently meet in PLCs each week and use a common agenda to guide their discussions. They will review the grade level standards addressed in the upcoming lessons, review assessment data from recent formative assessments, and plan specific instructional moves that ensures that students can achieve the demands of the standards. Specific instructional moves include, but are not limited to, intentional warm-ups, academic discourse between students, active monitoring for understanding, small group instruction, exit tickets tailored to the lesson, field trips, and iReady interventions.			James Jerrell	06/15/2026
Actions			6 of 11 (55%)		
1/29/25	Field trip to Civil Rights Museum in Greensboro to align with 7th grade unit on the Harlem Renaissance. Budget: \$3,984.20 (International Civil Rights)		Complete 03/17/2025	James Jerrell	03/31/2025
<i>Notes:</i>					
3/25/25	7th Grade Math Students will participate in the Carowinds Education Day (STEM Event) with standards aligned to Math and Science. Title 1 Budget Item - \$6630.00 paid to Carowinds		Complete 05/16/2025	Katherine Edde	05/16/2025
<i>Notes:</i>					
7/25/24	Budget: \$59,742.75 We will use title 1 funds to pay the EIT 2 and EIT 3 differentials for ELA and math team PLC leads (\$29,742.75). We will use title 1 funds to pay for teachers and leaders to work in the summer to plan and prepare curriculum for the upcoming school year (\$30,000)		Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i> SMART Goal: We will increase our school wide grade level proficiency from 51% to 55%					
1/3/25	We will use title 1 funds to pay for field trips that are aligned to instructional units, including CTE visits to JA Biztown, 8th grade field trip to the zoo (Trolleys Inc. bus to the zoo \$6800) , dance field trip to Raleigh, and an orchestra field trip to East Meck. Budget: \$8,095.10		Complete 06/09/2025	James Jerrell	06/14/2025
<i>Notes:</i> Increase grade level proficiency from 50% to 55%.					
2/11/25	We will purchase frogs for dissection to align with the unit on body systems and organisms. Budget: 4472.97 (Fisher Scientific Company)		Complete 06/09/2025	James Jerrell	06/14/2025
<i>Notes:</i>					

2/11/25	We will purchase additional chromebooks to ensure all students have access to a chromebook to complete assignments when theirs is in repair or left at home. Budget: \$22,800.17	Complete 06/09/2025	James Jerrell	06/14/2025
<i>Notes:</i>				
7/18/24	Administration will develop and carry out a school wide professional development plan with an intentional scope and sequence throughout the year, outlining common instructional expectations across contents and special needs (i.e. EC, ML), curricular vision, and environmental "look fors" when conducting classroom walkthroughs (Goal 2, FAM-S 29).		James Jerrell	06/10/2026
<i>Notes:</i>				
7/18/24	The instructional leadership team will have specific "look-fors" when conducting formal and informal observations throughout the year, aligned to the progress and focus of the PD scope and sequence. A specific "look-for" will be classroom norms and configurations conducive to small group instruction. Teachers will receive feedback from the walkthroughs from their assigned coach as a part of their PDP coaching plan (Goal 2).		James Jerrell	06/10/2026
<i>Notes:</i>				
9/12/25	Provide a duty-free lunch period for every teacher on a daily basis.		Katherine Edde	06/10/2026
<i>Notes:</i>				
9/30/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		James Jerrell	06/10/2026
<i>Notes:</i>				
9/2/25	In alignment with our goal of students driving their own learning, EdPuzzle allows for personalized learning opportunities when students identify deficits in a particular skill or standard and provides additional practice in that skill. We will use this for science and social studies.		James Jerrell	06/13/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
Evidence	6/5/2025			
Experience	6/5/2025			
Sustainability	6/5/2025			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>The SIP goal that aligns to this indicator is: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A4.06 and CMS Guardrail 3)</p> <p>The percent of Chronic Absenteeism will decrease from 25.7% in SY2024-25 to 20% in SY2025-26</p> <p>Our students currently engage with SEL/CKH lessons 40mins X 4 days (total of 160 mins a week). Our Social Worker and Counseling team continue to conduct home visits for chronically absent students, as well as rewarding attendance at school.</p> <hr/> <p>The SIP goal that aligns to this indicator is: The percent of students reporting a positive self-perception of their engagement will increase from 34 % on the Fall 2021 Panorama Screener (in Grades 6-12) to 39% in SY2022-23 and 44% in SY2023-24. 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.</p> <p>In the 2023-2024 school year, we scheduled a 45 minute SEL block once per week of lessons created by our counseling team to address specific issues around the school, align vision to the PRIDE matrix, and emphasize zones of regulation to help students learn to self-regulate their emotions. We had some successes in implementing supplemental interventions to students and providing counseling sessions. We also saw moderate success with the consistency of implementing the SEL lessons. We also saw an opportunity to grow our attendance measures. 360 students were chronically absent during the 2023-2024 school year so we recognized the need to add a Wildly Important Goal of reducing the amount of chronically absent students. As a result, we partially met our goal in this indicator.</p> <p>Challenges will include prioritizing SEL time on Mondays and not letting other needs replace the designated SEL time. The same challenges exist for the Tuesday-Friday 10-15 minute SEL mini-lessons during homeroom. In 2024-25, opportunities exist where we will continue to</p>	Limited Development 07/18/2024		
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grow in the area of SEL. We will have SEL homeroom every Monday for 45 minutes to be able to go more deeply into topics that are relevant to social emotional health and student growth. Additionally, the principal will lead the student services department to ensure fidelity with MTSS-behavior interventions matches the fidelity of our MTSS-academic interventions. Counselors will be tasked with providing SEL interventions during their grade level WIN time and/or Monday SEL time.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When fully met, all homeroom teachers will deliver the full SEL lessons each Monday and the supplemental lessons and sentence starters from Capturing Kids Hearts on the other days of the week. Additionally, the MTSS behavior team will select and implement appropriate behavioral and emotional interventions for students demonstrating behavioral or emotional challenges during the school day.

James Jerrell

06/15/2026

Actions

4 of 7 (57%)

12/12/24 The social worker, who is in her first year in the position, will attend the school social worker conference in Atlanta, Ga at the recommendation of the social worker department. At this conference, she will learn skills and strategies to best support students' social and emotional growth. Budget: \$1158.03

Complete 02/11/2025

James Jerrell

02/10/2025

Notes:

8/5/24 The MTSS-B team will meet every other week to look at individual student discipline data and determine and assign appropriate supplemental or intensive interventions to create measurable improvements in their behavior. (FAM-S 30)

Complete 06/09/2025

James Jerrell

06/10/2025

Notes: Budget: \$1,158.03

9/22/24 The attendance team will create a 3-6-10 spreadsheet to monitor excessive absenteeism and to document social worker, counselor, and teacher communication in an effort to consolidate efforts to improve attendance.
https://docs.google.com/document/d/11r_QKf4RM_RrvhRmsAG_NHRTjbV77WlaMD5cGznFZHE/edit?usp=sharing

Complete 06/09/2025

James Jerrell

06/10/2025

Notes:

9/24/24	We will use Title 1 to purchase PBIS Rewards to positively reinforce and reward students for exemplifying PRIDE and positive behavior traits. Budget: \$3115.00	Complete 06/09/2025	James Jerrell	06/10/2025
<i>Notes:</i>				
9/23/25	Provide a duty-free lunch period for every teacher on a daily basis.		James Jerrell	06/10/2026
<i>Notes:</i>				
9/30/25	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		James Jerrell	06/10/2026
<i>Notes:</i>				
8/5/24	The Student Services Team will create weekly SEL lessons to be delivered by homeroom teachers every Monday during homeroom. They will create lessons based on needs identified by administration, the counselors, or teachers. (FAM-S 31)		James Jerrell	06/10/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
Evidence	6/5/2025			
Experience	6/5/2025			
Sustainability	6/5/2025			