

## Comprehensive Progress Report

### Mission:

Our mission is to empower every student to become a confident, capable, and compassionate leader. Through **The Patriots Way**, we guide students to:

- **Prepare for Excellence** by setting high expectations, embracing challenges, and striving for personal and academic growth.
- **Act with Intelligence** by making thoughtful decisions, showing empathy, and using knowledge to positively impact their community.
- **Think before They Act** by practicing self-awareness, responsibility, and respect in all interactions.
- **Stay Safe** by fostering a culture of care, vigilance, and mutual support where every student feels protected and valued.

We are committed to creating a learning environment where students are inspired to lead with integrity, achieve with purpose, and grow into their best selves.

### Vision:

We envision a school where every student lives The Patriots Way—preparing for excellence, acting with intelligence, thinking before they act, and staying safe—so they can grow into thoughtful, capable, and responsible leaders.

### Goals:

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-26 and SY2026-26. (Aligns to A4.01 and B3.03)

We will increase our SWD subgroup's performance grade from a F to a D or higher in 2025-2026. (Aligns to D1.02, Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on Math 1 will increase GLP from 93.3% 24-25 to 100% 25-26 and CCR from 64.4% 24-25 to 74.4% 25-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students in Science will increase GLP from 43.7% 24-25 to 53.7% 25-26 and CCR from 26.8% 24-25 to 36.8% 25-26 (Aligns to A2.04.)

The number of OSS/ISS incidents will decrease from 566 in SY2024-25 to 499 in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2) Interim Measures Goals The number of OSS/ISS incidents will decrease by from 70 in Q1 of SY2024-25 to 63 in SY 2025-26. The number of OSS/ISS incidents will decrease by from 140 in Q2 of SY2024-25 to 126 in SY 2025-26. The number of OSS/ISS incidents will decrease by from 155 in Q3 of SY2024-25 to 140 in SY 2025-26.

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 18.3% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The school will retain 85% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of identified EL students in Grades 6-8 that meet their yearly progress will increase from 4.9% to 14.9%. (Aligns to A2.04 and Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP), (SWD), on Reading End of Grade assessments in grades 6-8 will increase from 6.9% in SY 2023-24 to 16.9% in SY 2024-25 (Guardrail 1, A4.01).



! = Past Due Objectives

KEY = Key Indicator

**Core Function:** Domain 1: Turnaround Leadership

**Effective Practice:** Practice 1A: Prioritize improvement and communicate its urgency

KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>As of September 2025,</p> <p>A review of this indicator in June 2025 shows that the school had 14 vacancies for the duration of the school year in which 3 were in math and 4 were in ELA. The school did employ a BT academy that met monthly and included 5 international teachers. While there was improvement in walkthrough and observation completions it remained a challenge due to the amount of vacancies. There was an improvement in ILT meetings to weekly. The meeting structures shifted to coaching and walkthroughs including data for walkthroughs and coaching meetings away from simply complying with structure. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are shifting to standard based instruction as well a change in school leadership. For 25-26 include having Teacher Leader Pathway positions to fill vacancies and build instructional leadership and coaching capacity across staff.</p> <p>For 24-25 School year this indicator aligns with: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 66.3% in SY2023-24 to 76.3% in SY2024-25.</p> <p>The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are time frames for the team to meet in order to complete walkthroughs and observations with staff absences varying daily. This year we had 17 teachers that were either new to teaching, new to the content area, international teacher, Guest Teachers or were long-term substitute teachers, and staying after hours for PD was limited/volunteer basis. Opportunities for 24-25 SY include using additional positions to create a BT academy that will encompass</p>	Limited Development 10/07/2022		
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the all new to the field staff to support and guide them through PD and mentoring.

The School Improvement Goal that this indicator aligns to is: The percent of Grade 8 students who score at College and Career Readiness (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.6% in SY 2021-22 to 16.3% in ST 2022-23 and 28% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We currently have a School Leadership Team composed of the Admin Team & Instructional Support staff members. Staffing: Principal, 1 AP, 1 Dean, 1 Math Master Lead Teacher, 1 MTSS Facilitator, 1 reading and 1 math Interventionists and the school psychologist. We met twice a month to calibrate observations and student data and develop action steps for improvement. Successes are team members who offer regular and ongoing support (instructional planning and professional development). Professional development offerings include classroom management and restorative practice. The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are time frames for the team to meet in order to complete walkthroughs and observations with staff absences varying daily. This year we had 17 teachers that were either new to teaching, new to the content area, international teacher, Guest Teachers or were long-term substitute teachers, and staying after hours for PD was limited/volunteer basis. Opportunities for 24-25 SY include using additional positions to create a BT academy that will encompass the all new to the field staff to support and guide them through PD and mentoring.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p><b>How it will look when fully met:</b></p>	<p>The objective, when fully met, the principal meets weekly on Tuesday mornings with the Instructional Leadership team. During the meetings, team members will review data, coaching and feedback of implementation of effective practices. Additionally, discussions and review of intentional planning and best practices will occur in regular meetings to strategize for next steps. This will impact data-driven conversations with teachers and professional development needs to support effective practices with ongoing professional development for tiered 2 and 3 teachers.</p>	<p><b>Objective Met</b> <b>06/03/25</b></p>	<p><b>Walter Clyburn</b> <b>9/4/2025</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>				
<p>8/8/24</p>	<p>The Instructional Leadership Team will meet weekly on Thursday mornings to discuss and prioritize the needs for teacher support and professional development in regard to effective classroom practices. (Goal 2, Goal 3,. Guardrail 1).</p>	<p>Complete 12/19/2024</p>	<p>Andrea Foggie DOE 08/30/23</p>	<p>12/21/2024</p>
<p><i>Notes:</i> September 6, 2024, Calendar invites were sent out to the team</p> <p>September 12, 2024- Meeting agendas and protocols for engagement, feedback forms and established timelines for "look fors" to gather data, give feedback, make observations and present information will be established were established.</p> <p>September 16, 2024- Math-Calibration walks with team occurred to establish a baseline and tier teachers.</p> <p>September 17, 2024- ELA- Calibration walks with team occurred to establish a baseline and tier teachers.</p> <p>September 18, 2024- Social Studies- Calibration walks with team occurred to establish a baseline and tier teachers.</p> <p>September 19, 2024- Science- Calibration walks with team occurred to establish a baseline and tier teachers.</p> <p>September 20, 2024- CTE and World Language-Calibration walks with team occurred to establish a baseline and tier teachers.</p> <p>10/24 ILT team meets regularly to discuss school data and trajectory.</p>				

9/5/25	The Instructional Leadership Team will meet weekly on Tuesday mornings to discuss and prioritize the needs for teacher support and professional development regarding effective classroom practices. (Goal 2, Goal 3,. Guardrail 1).	Complete 06/02/2026	Walter Clyburn 9/4/2025	06/03/2026
<i>Notes:</i> The Instructional Leadership Team consists of the two MCLs that support 6th and 8th grades (Ms. Patrick and Ms. Gray), the Principal, two Assistant Principals, and two 7th Grade Master Teachers (Ms. Smith and Ms. Washburn).				
<b>Implementation:</b>		06/03/2025		
<b>Evidence</b>	6/25/2024 For the 2024-2025 SY, the administrative team will utilize the Master Math and Literacy Teachers to assist with the implementation of a systematic school-wide approach to tiered interventions within MTSS. (Goal 4)  Meeting agendas with notes will be upload.			
<b>Experience</b>	6/25/2024 \For the 2024-2025 SY, the administrative team will utilize the Master Math and Literacy Teachers to assist with the implementation of a systematic school-wide approach to tiered interventions within MTSS. (Goal 4)  Pursing this goal is ongoing. The Team continues to meet on Thursdays to discuss the school status, walkthrough information and the needs of the school.			
<b>Sustainability</b>	6/25/2024 For the 2024-2025 SY, the administrative team will utilize the Master Math and Literacy Teachers to assist with the implementation of a systematic school-wide approach to tiered interventions within MTSS. (Goal 4)  Continued meetings and constituency of the team reporting out the progress of the walkthroughs.			

<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>
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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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<b>Initial Assessment:</b>		Limited Development			
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A review of this indicator in June 2025 shows that during the 2024-25 school year, the principal monitored curriculum and classroom instruction and provided timely, transparent, constructive feedback to teachers during core action walkthroughs and formal/informal observations. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are administration and support staff covering or assigned to teach classes in addition to performing their primary responsibilities, and walkthroughs, coaching and feedback. Opportunities for 25-26 SY include the principal developing a coaching plan that includes the principal coaching the coaches and regularly meeting with the ILT team to analyze PLC, walkthrough and instructional coaching data. The principal will also have individual meetings with each ILT member which will include calibration walkthroughs.

For 24-25 School year this indicator aligns with:

- We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26. (Aligns to A4.01 and B3.03)

The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are administration and support staff covering or assignment to teach classes in addition to performing their primary responsibilities, and walkthroughs, coaching and feedback to be conducted more regularly. Opportunities for 24-25 SY include the admin team analyzing the data and determining the need for additional coaching and PD. The instructional team will be trained on Relay (Get Better Faster Scope and Sequence). The weekly IL meetings will include data share outs to optimize the capacity of the teachers. Teachers analyze the data to make informed strategic moves to enhance the district curriculum and build capacity for students to perform well.

The School Improvement Goal that this indicator aligns to is: The percent of Grade 8 students who core at College and Career Readiness (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.6% in SY 2021-22 to 16.3% in ST 2022-23 and 28% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Although we did not meet the 2023-2024 College and Career Ready target of 28%, the unofficial data indicates that we increased the Grade 8 Math EOG Only CCR from .8% in SY 2022-23 to 2.6% in the 2023-2024 School Year. Our 2023-2024 MVPA Data showed a trend of not meeting the target as demonstrated with Benchmark 1 at 2.6%, Benchmark 2

was at 3.3%, and Benchmark 3 was at 2.1%. According to our most recent MAP projected data, 47.7% of 1152 students met their Reading RIT growth projections, and 44.7% of 971 of students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are at 2.6% CCR, indicating that 9 students are CCR. In SY 2022-23, the GLP was 4.4% and according to the unofficial data, the 2023-24 sY GLP increased to 6.7% indicating that 23 students are GLP (with retakes as of 6/16/24). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 79.3% in SY 2022-23 to 93.9% in SY 2023-24. College and Career Ready students increased in Math 1 from 43.4% in SY 2022-23 to 58.8% in 2023-24 SY. Successes include a plan and schedule walkthroughs, coaching, modeling, and constructive feedback was developed and communicated by the principal. The instructional leadership team conducted walkthroughs with the principal to calibrate walkthrough expectations and to model the completion of the form. Walkthroughs were conducted with Learning Community instructional leaders to determine the tier levels of teachers. Spring Insight data showed an increase in Observation and Feedback from 3.6 in 2022-23 SY to 4.1 in 2023-24 SY. Also, Spring Insight Survey data showed an increase in Academic Expectations from 4.6 in 2022-23 SY to 5.7 in 2023-24 SY.

During 2024-25 school year, the administration monitored curriculum and classroom instruction and provided timely, transparent, constructive feedback to teachers during core action walkthroughs and formal/informal observations. EVAAS data will be available in the fall. However, Spring MAP Growth data indicates for Math 133 out of 376 (35%) Grade 6, 96 out of 308 (31%) Grade 7, and 83 out of 267 (31%) Grade 8 met their growth projections. Spring MAP Growth Data indicates for Math 1, 49 of the 58 (84%) 7th grade and 50 out of 65 (72%) met their growth projection. Spring MAP Growth data indicates for Math 2, 9 of 22 (41%) met their growth projection. Spring MAP Growth data indicates for Reading 97 out of 379 (26%) Grade 6, 144 out of 378 (38%) Grade 7, and 142 out of 372 (38%) Grade 8 met their growth projections. According to our most recent MAP projected data, 47.7% of 1152 students met their Reading RIT growth projections, and 44.7% of 971 of students met their Math RIT growth projections. The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are administration and support staff covering or assignment to teach classes in addition to performing their primary responsibilities, and walkthroughs, coaching and feedback to be conducted more regularly. Opportunities for 25-26 SY include the admin team analyzing the data and determining the need for additional

coaching and PD. The instructional team will be trained on Relay (Get Better Faster Scope and Sequence). The weekly IL meetings will include data share outs to optimize the capacity of the teachers. Teachers analyze the data to make informed strategic moves to enhance the district curriculum and build capacity for students to perform well.

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

When fully met the principal is monitoring this process by creating and maintaining schedule of school-based walkthroughs, Core Action Walkthroughs, and observations. Principals and AP's are conducting observations of staff. ILT will be going into classrooms observing teachers on all tier levels. Teachers are obtaining coaching feedback from walkthroughs and from the NC Evaluation Rubric. Consistent monitoring of feedback implementation is occurring to impact overall performance.

**Objective Met**

**Walter Clyburn  
9/4/2025**

**06/30/2026**

**Actions**

**5 of 5 (100%)**

8/8/24 The principal and Instructional Leadership Team will conduct a calibration walk and needs assessment survey for the purpose of tiering teachers and determining need of support and coaching to impact teaching capacity. (Goal 2, Goal 3, Guardrail 4)

Complete 11/29/2024

Andrea Foggie DOE  
08/30/23

11/29/2024

*Notes:* 10/24- Team were setup and instructed to complete calibration walks to assess teacher needs for support.  
 11/24- Calibration walks were conducted and continue to align our practices and determine the need of support for the teachers.  
 11/24- SPA B leaders with the ILT Team met to conduct calibration walks and focus our efforts on the needs of the school to support teaching and learning.  
 12/24- SPA-B leaders with the ILT team conducted walkthroughs to identify needs of support for the school.  
 01/25- ILT team tiered the teachers based on the walkthrough data. Each ILT member was designated to a team of teachers based on the needs for support to coach.  
 02/25 Calibration walks have been conducted and teacher have been tiered based on the need for support. The ILT team has received training on the instrument to use when conducting walkthroughs as well as providing coaching and feedback.

9/20/24	The principal and ILT will conduct Core Action Walks to analyze curriculum implementation to provide coaching and feedback to PLCs and teachers. (CMS Goal 2, Goal 3, Guardrail 4)	Complete 01/24/2025	Andrea Foggie DOE 08/30/23	12/13/2024
<p><i>Notes:</i> 11/24- Periodic walkthroughs are being conducted with immediate coaching and feedback. Teachers are given immediate strategies to implement.</p> <p>12/24- Walkthroughs continue to occur which has changed some practices of the teachers. More intentional walkthroughs were discussed, by the team, to make an impact on teaching and learning.</p> <p>01/25- PD was conducted for the ILT team on coaching and feedback. Materials to use for the walks and coaching were presented to document the occurrences and review with the teachers. The team was also given a schedule of weeks to conducted the walkthroughs with intentionality. The team will also report out weekly to assure documentation is occurring.</p> <p>02/25 Periodic walkthroughs are being conducted and momentum is being built to impact teaching. However, teacher and staff absences impact the work.</p>				
9/20/24	The principal will create and utilize a teacher evaluation schedule to conduct formal observations to give timely feedback using the NCEES rubric. (CMS Goal 2, Goal 3, Guardrail 4)	Complete 05/23/2025	Andrea Foggie DOE 08/30/23	05/23/2025
<p><i>Notes:</i> 08/24 PD was conducted for all teachers based on their status on the NCEE rubric to ensure comprehension and look for.</p> <p>10/24 Super Observations for all staff were conducted by the principal and the 2 APs completed 11/1/24</p> <p>11/24 Round 2 observations are in progress</p> <p>12/24 Round 2 observations are in progress</p> <p>01/25 Round 2 observations were conducted and completed 01/23/25. A challenge occurred with one of the AP's being out for medical reasons.</p> <p>02/25 Round 3 observations are in progress to be completed by 03/28/25 Summative to be completed by 05/23/25. We face a challenge with over 70 staff members to be evaluated by the Principal and 1 AP.</p>				
8/8/24	The Instructional Leadership Team will conduct 3, 10 minute observations daily and give feedback to the teachers observed to build capacity. (Goal 2, Goal 3, Guardrail 4, FAM-S 29)	Complete 06/03/2025	Andrea Foggie DOE 08/30/23	06/30/2025

Notes: 09/24- PD was conducted with the ILT on the walkthrough form, and the expectations for coaching and feedback.  
 10/24- Walkthroughs are being conducted without the documentation  
 11/24- Walkthroughs are being conducted by a few member of the ILT and teachers are receiving feedback.  
 01/25- PD was conducted with the ILT on the walkthrough form, and the expectations for coaching and feedback. The team received the tiering of the teachers and a schedule for walkthrough grouping weekly.  
 Report out of the walkthrough data occurs each Thursday during the ILT team meeting. Consistency is key

9/5/25	The principal and ILT will conduct Core Action Walks to analyze curriculum implementation to provide coaching and feedback to PLCs and teachers. (CMS Goal 2, Goal 3, Guardrail 4)	Complete 06/03/2026	Walter Clyburn 9/4/2025	06/03/2026
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Notes:

<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</b>	<b>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>

**Initial Assessment:**

A review of this indicator in June 2025 shows that we must begin summer planning with reviewing the FAM-S rubric to ensure that we have a tiered instructional system in place that requires teachers to provide instruction that is aligned to the individual needs of all students. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are the high number of students that need supplemental and intensive support. Opportunities next year are to use the summer to review the FAM-S rubric and develop systems for implementation and progress monitoring throughout the school year. Also to inform and train all staff members on the purpose and implementation of evidence-based instruction aligned with the individual needs of students across all tiers. The goal is to strengthen core instruction, elevate higher-level students, and differentiate instruction by effective coaching and feedback.

For 24-25 School year this indicator aligns with:

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26. (Aligns to A4.01 and B3.03)

The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are we are with personnel and staffing changes. The model with MTSS currently, during the Patriots W.I.N. block, will need to be ramped up and prescribe teacher professional development to support the lower quartile. In addition, teacher attendance due to excessive staff absences. This year we had several teachers that were either new to teaching, new to the content area, international teachers, were Guest Teachers or long-term substitute teachers. In addition, school administration and support staff members taught vacant ELA and math classes in addition to their primary responsibilities.

Opportunities next year are to baseline and monitor student data during W.I.N. time, calibrate classroom, walkthroughs, observations and assessment data, and make adjustments to interventions (student) and professional development and on-demand coaching as needed. The goal is to strengthen core instruction, elevate higher-level students, and differentiate instruction by effective coaching and feedback.

The School Improvement Goal that this indicator aligns to is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY 2023-24.

Limited Development  
08/08/2024

(Aligns to A4.01 and B3.03 and CMS Goal 4)

EVAAS data will be available in the fall, but unofficial EOY data shows that we are making progress towards growth. According to our most recent MAP projected data, 47.7% of 1152 students met their Reading RIT growth projections, and 44.7% of 971 of students met their Math RIT growth projections. Spring MAP Growth data indicates for Math 133 out of 376 (35%) Grade 6, 96 out of 308 (31%) Grade 7, and 83 out of 267 (31%) Grade 8 met their growth projections. Spring MAP Growth Data indicates for Math 1, 49 of the 58 (84%) 7th grade and 50 out of 65 (72%) met their growth projection. Spring MAP Growth data indicates for Math 2, 9 of 22 (41%) met their growth projection. Spring MAP Growth data indicates for Reading 97 out of 379 (26%) Grade 6, 144 out of 378 (38%) Grade 7, and 142 out of 372 (38%) Grade 8 met their growth projections. The successes we experienced related to this indicator are: The MTSS team created and established a consistent meeting schedule and agenda that outlined school, grade level, teacher, and student specific interventions and progress monitoring data for tiered intervention plans. Students received interventions during W.I.N. block which is embedded in our master schedule for enrichment, intervention, AVID, and SEL. We partnered with the district MTSS team to provide PD to monitor progress during core instruction and W.I.N. and to monitor student growth through data analysis. Successes also include ongoing professional development and working sessions with the DUSI team to support data desegregation. Sessions allowed 6-8 ELA, math, and 8th-grade science teachers to triangulate MAP and EVAAS data to determine small flexible groups and intentionally plan for instruction.

<b>How it will look when fully met:</b>	This objective, when fully implemented, teachers will be making significant progress in delivering grade level engaging affirming meaningful (GLEAM) instruction with integrity. They will utilize small groups and technology effectively to support student learning of needed skills through the i-Ready platform. Students will be accountable for their learning by demonstrating knowledge through student work, reaching stretch goals and growth on the EOG as indicated in i-Ready, MVPAs and EVAAS. Small group pull-outs or push-in will be conducted by the master teachers of literacy and math to support the tier 3 students. Tier 2 students will be primarily supported by classroom teachers in 1 block/ACE time. Teachers of SWD an ML students will conduct small group instruction with content specific information and support the student development with the i-Ready platform. Additionally, students will receive the opportunity to work with content area teachers, on subject designated days, during their lunch-time. Parents will be supporting the school through family involvement in extended day tutoring and use of the district supported educational platforms for their scholars needs.	<b>Objective Met</b>	<b>Kelvin Rattley 9/4/2025</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>7 of 7 (100%)</b>		
6/23/25	Completed ATSI School Annual Resource Allocation Self-Assessment  <a href="https://docs.google.com/document/d/12W4pXrXdFou49iIJQ_93b-K60-cVOSkjC05x0haZvMk/edit?usp=sharing">https://docs.google.com/document/d/12W4pXrXdFou49iIJQ_93b-K60-cVOSkjC05x0haZvMk/edit?usp=sharing</a>	Complete 06/23/2025	Andrea Foggie DOE 08/30/23	06/19/2025
<i>Notes:</i>				
9/19/24	Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention, recruiting highly effective teachers with the use of differential funds to increase student achievement and growth to increase overall performance of students with disabilities (SWD) (Goal 2, Goal 3, Guardrail 1)	Complete 06/03/2025	Andrea Foggie DOE 08/30/23	06/30/2025
<i>Notes:</i> We currently have several vacancies in the following subject areas: 2 SBS teachers, 1 ML, 2 Math, 4 ELA,1 Social Studies, and 1 CTE. Increased daily staffing issues are occurring due to absences based on illness, injury, retirement, relocation and bereavement amongst the staff.				

9/20/24	The ILT/MTSS will implement i-Ready platform for reading and math support, small groups and AVID strategies to increase overall student performance.(Goal 2 , Goal 3 , Guardrail 1)	Complete 06/03/2025	Trisha Baptist DOE 09/03/24	06/30/2025
<p><i>Notes:</i> 8/24 i-Ready-tailored to the students needs, small group instruction, push in and pull-out for structured support to increase overall performance of tier 3 and tier 2 scholars. 9/24 Teachers have been trained to use the i-Ready platform and are implementing it during WIN time</p> <p>Teachers have been trained to use the i-Ready platform and are implementing it during WIN time. In addition, students are being assigned teacher tasks in Math to support the students learning.</p>				
9/23/24	The ILT/MTSS team will create and establish a consistent meeting schedule and agenda outline to discuss school, grade level, teacher, and student specific interventions and progress monitoring data for tiered intervention plans. (Goal 2 , Goal 3 , FAM-S 3)	Complete 12/13/2024	Trisha Baptist DOE 09/03/24	06/30/2025
<p><i>Notes:</i> 09/12/24- Dr. Foggie has sent out reminders for monthly meeting. The initial meeting occurred today with Dr. Foggie leading the meeting. She set the purpose and the expectations for each member to participate in the weekly meetings.</p> <p>01/25-The team has created a meeting schedule and agenda to address the interventions necessary to address student specific interventions and progress monitoring data with each PLC. The team met and each PLC lead are working on re-looping interventions for the specific standards as indicated on the MVPA</p>				
9/23/24	The ILT/MTSS team will establish a precise progress monitoring plan to analyze student progress data and adjust levels of support or exit from intervention plan as appropriate. (Goal 2 , Goal 3 , FAM-S 3 , Guardrail 1)	Complete 06/03/2025	Trisha Baptist DOE 09/03/24	06/30/2025

*Notes:* The team has created a meeting schedule and agenda to address the interventions necessary to address student specific interventions and progress monitoring data with each PLC. The team met and each PLC lead are working on re-looping interventions for the specific standards as indicated on the MVPA

9/29/24 The ILT/ML team will establish a precise progress monitoring plan and provide teachers with support on implementing amplifications for ML students to analyze student progress data, provide professional learning, and to adjust levels of support. (Goal 2 , Goal 3 , FAM-S 3 , Guardrail 1)

Complete 06/03/2025

Alicia Olmeda DOE  
9/3/2024

06/30/2025

*Notes:* Teachers were provided PD on how to access and implement amplifications and to support the ongoing efforts of the ML team to affect student success.

9/9/25 The ILT/MTSS team will establish a precise progress monitoring plan to analyze student progress data and adjust levels of support or exit from the intervention plan as appropriate. (Goal 2 , Goal 3 , FAM-S 3 , Guardrail 1)

Complete 06/03/2026

Kelvin Rattley  
9/4/2025

06/03/2026

*Notes:* The team (i.e., Ms. McDuffie-MTSS Academic, Ms. Patrick-6th & 8th Grade ELA MCL, Ms. Gray-6th & 8th Grade Math MCL, Ms. Washburn-Math Master Teacher, ELA Master Teacher, Principal, Assistant Principals, Dean of Students) has created a meeting schedule and agenda to address the interventions necessary to address student-specific interventions and progress monitoring data with each PLC. The team met and each PLC math and ELA lead are working on re-looping interventions for the specific standards as indicated on the MVPA

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

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

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
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**Initial Assessment:**

A review of this indicator in June 2025 shows that teachers received Capturing Kids Hearts professional development in August 2024. The EXCEL model was implemented by 80% of the staff. The principal provided a launch at the beginning and end of each day. Teachers greeted students at the door and social contracts were created and signed by students, and the PRIDE behavior matrix was posted in classrooms. Challenges aligned to this indicator that need to be addressed for the 2025-26 SY are new staff will need Capturing Kids Hearts training, and ongoing professional development on classroom management, along with the reinforcement of classroom rules and procedures. Opportunities for the 25-26 SY to address this is the hiring of experienced staff that have the capacity to coach and monitor classroom environments. Professional development on Capturing Kids Hearts and Restorative Practices as well as communicate and monitor the implementation of school-wide classroom routines. Teachers will be trained to provide SEL lessons during "Wellness Wednesdays" to teach expected behaviors.

For 24-25 School year this indicator aligns with:

The number of OSS incidents (489) OSS incidents in SY 2023-24 will decrease by 20% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are not having BMTs to support with discipline and interventions. Also, we will continue to have novice and international teachers that will need classroom management support along with the reinforcement of classroom rules and procedures. Opportunities for the 24-25 SY to address this are the hiring of 4 Deans to support each grade-level that have the capacity to coach and monitor classroom environments. We will implement Relay's Strong Start Playbook with Minute-by-Minute professional development for teachers during the first 9 weeks of school to build School-wide routines and culture. Also, all staff will attend Capturing Kids Hearts training, and be expected to implement the strategies along with "Wellness Wednesdays", which are SEL lessons with integrity.

Our goal Out-of-School Suspension (OSS) disproportionately for Black students will decrease from % in SY2021-22 to 11.7% in SY2022-23 and 6.7% in SY2023-24.

Limited Development  
10/07/2022

Current OSS data reflects 13.56% which shows a decrease from SY 2022-23 to SY 2023-24 of Out-of-School Suspension (OSS) for Black students. Data shows a decrease, as our school attendance rate is 90.3% which is 1 point below the 2022-23 SY.

School year 23-24, we continued to implement The Patriots Way, a school-wide behavior protocol. The behavior matrix included rules and expectations for behaviors throughout the school and bus. We partnered with district student support services to provide ongoing professional development opportunities. Training included classroom management and restorative practices. Successes include having a school-wide behavior protocol system in place. Suspensions increased due to holding students accountable for the disruption of the learning environment; however, Out-of-School Suspensions for Black students decreased by 10 percentage points from Quarter 2 to Quarter 3.

Another success is the addition of the In School Suspension Center that was an alternative to Out-of-School suspension during Quarter 4. The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are not having BMTs to support with discipline and interventions. Also, we will continue to have novice and international teachers that will need classroom management support along with the reinforcement of classroom rules and procedures.

Opportunities for the 24-25 SY to address this are the hiring of 4 Deans to support each grade-level that have the capacity to coach and monitor classroom environments. We will implement Relay's Strong Start Playbook with Minute-by-Minute professional development for teachers during the first 9 weeks of school to build School-wide routines and culture. Also, all staff will attend Capturing Kids Hearts training, and be expected to implement the strategies along with "Wellness Wednesdays", which are SEL lessons with integrity.

Priority Score: 2

Opportunity Score: 1

Index Score: 2

<b>How it will look when fully met:</b>	When fully met the teachers will be utilizing Capturing Kids Hearts with fidelity, restorative practices and the Patriots Way behavior matrix to enhance positive interactions between staff and students, to improve classroom management, and create a positive school culture. Full implementation will be evident in meaningful conversations and engagement aligned to current learning, respectful interactions among staff, students, peers, and parents. Student will exemplify good citizenship and characteristics of leadership. SEL will be taught in all classrooms using Capturing Kids Hearts and Student Support Services provided materials/activities. Data will show a decrease in OSS and ISS and an increase in merits.	<b>Objective Met 08/08/24</b>	<b>Edwina Virella 9/4/2025</b>	<b>06/30/2026</b>
<b>Actions</b>				
9/25/23	The Instructional Leadership Team will monitor the implementation of the Capturing Kids' Hearts EXCEL Model and Restorative Practices to determine the effectiveness of classroom management practices by teachers in an effort impact student behaviors. (Guardrail 2)	Complete 06/03/2025	Edwina Virella 09/12/23 (DOE)	06/03/2025

*Notes:* 4/30/24 - Prior to the start of the school year, teachers received training on the implementation of the Capturing Kids' Hearts EXCEL Model and Restorative Practices. We were a part of the first cohort of schools to use the processes. Teachers implemented the social contracts in their room and have the information posted with students signatures. However, due to the high volume of vacancies that were filled after the training, the ILT team selected to abandon the process and full use of the practices. We are looking towards join another cohort with a full staff to be trained in the practice and to be able to provide professional development for newly hired teachers as a part of their onboarding process. Currently, some of the staff who were trained are using the information to guide their management practices in the classroom.

6/15/2024 - We will continue this action step in the 2024-25 School Year. Training for staff begin August 15 and August 16, 2024.

8/15/2024 - The administrative team and the staff participated in professional development for Capturing Kids Heart training on Aug 15, and 16th 2024 to ensure all staff are aware and know how to manage their classrooms effectively in order to prevent and minimize disciplinary issues in the classroom.

8/21/2024 - The administrative team trained the staff on how to utilize Educators handbook effectively for merits and discipline referrals to celebrate or correct scholars behaviors. Additional training for newly hired teachers and teachers needing support will occur to assure they obtain a good handle on how to manage the classroom and engage students as the need arises based on Educators handbook data.

As of 6/3/2026 7th Grade has conducted celebrations for attendance and rewarded students for merits however this practice is not pervasive throughout the entire school as a practice. More planning with all grade levels admin and student support team is necessary to build a cadence for good behavior. Additionally, students are recognized for behaviors in the Parent and teachers Scoop and displayed on the hall monitors. This indicator will be a prime focus for next year.

	8/8/24	Grade level admin will review the merits and discipline records in Educator Handbook and create a monthly behavior celebration or prize system for the students recorded to increase positive student behavior. (Guardrail 2)	Complete 06/03/2025	Edwina Virella 09/12/23 (DOE)	06/03/2025
		<i>Notes:</i>			
	9/9/25	Grade level administrators will review the merits and discipline records in the Educator Handbook and create a monthly behavior celebration or prize system for the students recorded to increase positive student behavior. (Guardrail 2)	Complete 06/03/2026	Edwina Virella 9/4/2025	06/03/2025
		<i>Notes:</i> Grade level administrators (i.e., 6th Grade-Mrs. McDuffie & Mr. Baker, 7th Grade-Mrs. Virella, and 8th Grade-Mr. Rattley) will monitor this quarterly.			
<b>Implementation:</b>			08/08/2024		
	<b>Evidence</b>	2/17/2023 We will continue this action step in the 2024-25 School Year. Training for staff begin August 15 and August 16, 2024.			
	<b>Experience</b>	2/17/2023 We will continue this action step in the 2024-25 School Year. Training for staff begin August 15 and August 16, 2024.			
	<b>Sustainability</b>	2/17/2023 We will continue this action step in the 2024-25 School Year. Training for staff begin August 15 and August 16, 2024.			
<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>
<b>Initial Assessment:</b>		A review of this indicator in June 2025 shows that teachers are increasingly internalizing the standards using the curriculum as a tool to teach the grade-level standards. After the first quarter, planning was changed to PLCs that consisted of analyzing data, unpacking standards, and professional learning, and Common Planning that consisted of internalizing the standards and curriculum and modeling of activities. District specialists attended common planning to provide recommendations and conducted walkthroughs to provide instructional feedback. The instructional leadership team met weekly to provide updates on coaching and feedback and Weekly Look fors that informed the team of the standard-aligned lessons planned each week. A calendar was created that included weekly walkthroughs and monthly walkthrough data meetings to determine differentiated professional	Limited Development 08/08/2024		

development. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are shifting mindsets from using the curriculum as a tool and implementing standards-based instruction. Opportunities for the 2025-26 SY include recruitment of teachers with growth data through our acceptance in the Teacher Leader Pathway (TLP) cohort 11. Instructional leaders and teacher leaders will attend the AVID Summer Institute to support the implementation of AVID methodologies school-wide. Also, there will be changes in the instructional leadership team.

For 24-25 School year this indicator aligns with:

- The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 18.3% in SY2023-24 to 28.3% in SY2024-25.(Aligns to A2.04 and B3.03 and CMS Goal 2)

The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are staff vacancies, the capacity of our teachers and leadership team and constituent coaching and feedback to build capacity. Opportunities for the 2024-25 SY include recruitment of teachers with growth data through our acceptance in the Teacher Leader Pathway (TLP) cohort 11. Instructional leaders and teacher leaders will attend the AVID Summer Institute to support the implementation of AVID methodologies school-wide. Also, there will be changes in the structure of our instructional leadership team to include 4 Deans, a Literacy MCL 1, Math MCL 1, and 2 APs. Our PLC protocols will continue to include internalization of standards and the curriculum and include data analysis to develop action plans. The instructional leadership team will be trained in Relay to provide coaching and feedback and weekly data meetings. A calendar will be created that will include weekly walkthroughs and monthly walkthrough data meetings to determine coaching and feedback as well as on-going differentiated professional development.

The School Improvement Goal that this indicator aligns to is: The percent of Grade 8 students who core at College and Career Readiness (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.6% in SY 2021-22 to 16.3% in ST 2022-23 and 28% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Although we did not meet the 2023-2024 College and Career Ready target of 28%, the unofficial data indicates that we increased the Grade 8 Math EOG Only CCR from .8% in SY 2022-23 to 2.6% in the 2023-2024

School Year. Our 2023-2024 MVPA Data showed a trend of not meeting the target as demonstrated with Benchmark 1 at 2.6%, Benchmark 2 was at 3.3%, and Benchmark 3 was at 2.1%. According to our most recent MAP projected data, 47.7% of 1152 students met their Reading RIT growth projections, and 44.7% of 971 of students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are at 2.1% CCR, indicating that 7 students are CCR. In SY 2022-23, the GLP was 4.4% and according to the unofficial data, the 2023-24 sY GLP decreased to 4.1% indicating that 14 students are GLP (before retakes). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 79.3% in SY 2022-23 to 93.9% in SY 2023-24. College and Career Ready students increased in Math 1 from 43.4% in SY 2022-23 to 58.8% in 2023-24 SY. The successes we experienced related to this indicator are the instructional leadership team created and monitored PLC protocols and teachers are beginning to internalize the standards and use the curriculum as a tool to teach the grade-level standards. Also, DUSI and our Learning Community specialist regularly supported PLCs and Instructional leaders to determine tiered support and pervasive PLC practices. The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are staff vacancies, the capacity of our teachers and leadership team and constituent coaching and feedback to build capacity. Opportunities for the 2024-25 SY include recruitment of teachers with growth data through our acceptance in the Teacher Leader Pathway (TLP) cohort 11. Instructional leaders and teacher leaders will attend the AVID Summer Institute to support the implementation of AVID methodologies school-wide. Also, there will be changes in the structure of our instructional leadership team to include 4 Deans, a Literacy MCL 1, Math MCL 1, and 2 APs. Our PLC protocols will continue to include internalization of standards and the curriculum and include data analysis to develop action plans. The instructional leadership team will be trained in Relay to provide coaching and feedback and weekly data meetings. A calendar will be created that will include weekly walkthroughs and monthly walkthrough data meetings to determine coaching and feedback as well as on-going differentiated professional development.

<p><b>How it will look when fully met:</b></p>	<p>This objective, being fully met, will have teachers delivering high impactful instruction to all scholars using whole group and small group instruction. Teachers will have professional development and coaching as the ILT conducts a needs assessment and walkthroughs with feedback. The teachers will utilize the district provide curriculum with integrity. Following the prescribed PLC protocol, PLC planning conversations includes standards alignment with the use of the curricula and resources, data analysis of MVPAs and curriculum assessments to determine small groups, remediation and/or enhancements and pacing. Additionally, teacher will discuss and utilize the i-Ready platform to assign standards to remediate and enhance students' skills. Impact will be demonstrated through student engagement and building of capacity demonstrated by their performance data. Parents will be informed of the lessons, the standards and how to help with resources through the parent newsletters and will be supportive of the learning through participation in school activities, parent meetings, field trips and extended day learning that will enhance student learning.</p>		<p><b>Kelvin Rattley</b> <b>9/4/2025</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>5 of 6 (83%)</b></p>		
	<p>8/8/24 The Instructional Leadership team will create a PLC planning protocol tool for teachers to utilize for internalizing lessons, aligning enrichment and remediation activities to the NC Standards and reviewing of normed data to impact instruction and to inform small group differentiation direction. (Aligns to all goals, FAM-S 29).</p>	<p>Complete 09/20/2024</p>	<p>Instructional Leadership Team/ PLC leads</p>	<p>09/30/2024</p>
<p><i>Notes:</i> 9/20/24- as of this date the PLC planning documents were created and training will be conducted in the coming weeks. 11/27/24 - The PLC planning documents and meetings were restructured. PLC are now a separate meeting led by administration where data analysis, unpacking standards, and professional development occurs. Common planning is where teachers plan the standard-based lessons, activities, and small group instruction. 12/4/24 -The Staff meeting introduced the restructured PLC and Common Planning protocol. ILT will provide ongoing monitoring of the restructured protocol.</p>				

9/4/24	The ILT will conduct targeted walkthroughs (utilizing a specific tracker/look-fors) during core instruction to determine specific coaching feedback for teachers in regards to the facilitation of small group instruction. (Goal 2, Goal 3)	Complete 12/06/2024	ILT Team	04/01/2025
<p><i>Notes:</i> 11/09/24 Walkthroughs are being conduct. Specific feedback is necessary for follow through with teachers to effect change.  12/4/24 Teachers received professional development on Standards-Based Centers and small group instruction.  1/24/2025 ILT received updated walkthrough schedule with a Targeted Walkthrough Form.</p>				
9/25/24	The ILT/MTSS team will continue to implement RELAY/NCILA professional development for teachers to increase leadership capacity around instructional best practices to increase overall performance. (Goal 2 , Goal 3)	Complete 06/03/2025	Instructional Leadership Team	06/30/2025
<p><i>Notes:</i> Dr. Foogie, Dr. Baptist and the master teachers were present at the Use of Data training held in October.. Weekly data dive meetings are planned to review the students assessment to identify needs for relooping.</p>				
8/8/24	Teachers will utilize the district and school based internalization guides to unpack both the standards and the essential skill-based knowledge of each unit/module in an effort to impact teacher capacity and to anticipate student misconceptions. (Goal 2, Goal 3)	Complete 06/03/2025	Master teachers/ PLC Lead	06/30/2025
<p><i>Notes:</i> Evidence utilized will be internalization guide document for each PLC, pre-assessments analysis form teacher on misconceptions for their scholars documents completed.</p> <p>Teachers are utilizing the unpacking documents, the internalization guides to unpack the standard and grasp the skill-based knowledge necessary for the the lessons weekly. Each PLC's have been instructed to take the end of unit test and work to identify possible misconstruction to insure effective instruction is given for student success.</p>				
8/8/24	Instructional Leadership team will conduct professional development for staff on how to integrate AVID strategies across all content areas to create higher levels of student engagement and participation in lesson activites (all content areas). (Goal 2, Goal 3)	Complete 06/03/2025	Master Teachers and core PD leads	06/30/2025

*Notes:* Professional Development on Focused-Note Taking was introduced to the staff to be followed up in PLCs by the Master teachers and PLC leads to affect student engagement and achievement.

9/4/25 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)

Kelvin Rattley

06/10/2026

*Notes:*