

Comprehensive Progress Report

Mission:

The mission statement of Marvin Elementary School is: Preparing ALL students to succeed.

Vision:

The vision statement of Marvin Elementary School is: Empowering and motivating students to become independent, life-long learners who reach their full potential as caring and contributing global citizens.

Goals:

- Eliminate opportunity gaps.
- Improve school performance.
- Increase educator preparedness to meet the needs of every student.



! = Past Due Objectives KEY = Key Indicator						
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

Initial Assessment:	Our school is committed to recruiting and retaining high-quality staff through collaborative hiring practices and meaningful induction supports. Hiring teams often include grade-level or department representatives, and structured interview questions guide candidate selection. New hires are welcomed through personal outreach, early school visits, and orientation resources. Beginning teachers are paired with mentors, while experienced staff receive support from grade-level chairs. District-level onboarding, including “New to the U,” reinforces understanding of policies and resources. Staff development is ongoing and responsive to educator needs, including both district-led and staff-led professional learning aligned with evaluation data and MTSS priorities. Staff recognition is an intentional part of our school culture through initiatives like Mustang Awards, UCPS Shoutouts, Emotional Bank Account notes, and personal acknowledgments from administration. The Mustang Social action team monitors morale and plans culture-building events. With the implementation of the Leader in Me framework, we are expanding opportunities for teacher leadership and voice. Evaluation data and informal feedback are used to guide coaching, inform professional development, and support continuous improvement.	Limited Development 08/07/2025		
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How it will look when fully met:	At Marvin Elementary, systems for recruiting, evaluating, rewarding, and replacing staff are fully embedded and sustained with fidelity. Our school's strong culture and reputation attract multiple highly qualified candidates for each vacancy, often through staff referrals and professional networks. New hires are strategically placed based on school and student needs and receive structured support through a buddy system, PLC collaboration, and regular check-ins from district staff. Professional learning is personalized, relevant, and embedded into daily practice, with optional peer-led sessions aligned to evaluation data, educator needs, and MTSS priorities. Staff receive timely, specific feedback through consistent evaluations and walkthroughs, with coaching tailored to areas of growth. High-performing staff are publicly recognized and empowered through leadership opportunities, contributing to high morale and low turnover, especially in tested grades. Teacher Working Conditions survey data reflects strong job satisfaction and a collaborative, supportive environment. Families view our staff as expert educators, and our school is often visited as a model of effective instruction. Evidence uploaded into NCStar includes hiring protocols, induction materials, coaching logs, professional development agendas, evaluation schedules, recognition artifacts, and data from surveys and leadership team meetings that document ongoing refinement of our staffing systems.		Scott Spencer (2026)	06/10/2028
Actions		2 of 5 (40%)		
10/30/25	Plan and implement whole-staff team building activities.	Complete 01/28/2026	Melissa Harmon (2023)	06/10/2026
<i>Notes:</i>				
10/30/25	Develop onboarding checklists for staff new to our building, including those that start mid-year.	Complete 06/05/2026	Scott Spencer (2021)	06/10/2026
<i>Notes:</i>				
10/9/26	Create a survey to collect data on staff professional development interests.		Michael Peck (2026)	12/18/2026
<i>Notes:</i>				
10/9/26	Based on staff survey results, offer differentiated PD opportunities based on interest and need.		Michael Peck (2026)	06/04/2027
<i>Notes:</i>				
10/9/26	Create a Quick Reference Guide to Marvin Elementary that provides at-a-glance information to new staff. This would include Who to Go To lists and daily school routines and procedures.		Michael Peck (2026)	06/04/2027

Notes:

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

Initial Assessment:	At Marvin Elementary, our school has established a tiered instructional system aligned to the NC MTSS framework to meet the academic, behavioral, social-emotional, and attendance needs of all students. Tier I instruction is collaboratively designed by grade-level teams during weekly planning sessions, ensuring alignment with NC standards and consistency across classrooms. Teachers differentiate instruction through scaffolding and enrichment strategies based on student data, and they have access to curated resources—including district-provided Level V materials and AIG-recommended enrichment tasks—via a shared staff Canvas page. Fourth and fifth grade teachers also provide “leveling up” activities through their classroom Canvas pages to challenge advanced learners. When students require additional support, a clearly defined referral process initiates Tier II interventions. The Aligning Academics action team helps match students to appropriate, evidence-based interventions, which are implemented by classroom teachers. Progress is monitored consistently and discussed during both PLC and MTSS meetings to ensure timely adjustments. Students who require more intensive support receive Tier III interventions in alignment with district standard treatment protocols. Collaboration among educators—including general education, EC, ML, and AIG teachers—is embedded in our planning and data review processes to ensure all students receive the right support at the right time. MTSS protocols and staff roles are clearly defined and communicated. The Aligning Academics action team meets monthly to monitor implementation fidelity, review student data, and address gaps in support. Equity in access to services is prioritized, and planning is informed by multiple sources of data to ensure decisions reflect the diverse needs of our student population. Our school’s MTSS practices are aligned with district and state expectations.	Limited Development 08/07/2025		
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How it will look when fully met: At Marvin Elementary, a comprehensive and well-articulated Multi-Tiered System of Support (MTSS) is fully embedded into our school’s daily operations. Tier I instruction is rigorous, standards-aligned, and universally designed to meet the needs of all learners. Teachers consistently differentiate instruction using small groups, flexible grouping, and technology-enhanced learning tools. They plan collaboratively with EC, ML, and AIG staff to ensure lessons are culturally responsive, developmentally appropriate, and rooted in research-based best practices. Instruction is informed by universal screening, ongoing progress monitoring, and diagnostic assessments, allowing teachers to make real-time instructional decisions based on student need. Tier II and Tier III interventions are layered on top of strong core instruction—never in place of it. These evidence-based interventions are delivered with fidelity by trained staff members and are aligned with our Standard Treatment Protocol. Students receiving additional support are progress monitored consistently, and decisions about intensification or fading of support are made collaboratively using multiple data points. The MTSS action team regularly reviews data and ensures students are matched with the right supports at the right time. All staff understand their role in the MTSS framework, guided by a clearly defined MTSS handbook and school-wide protocols. Grade-level teams meet regularly with support personnel—including EC, AIG, ML, counselors, and administrators—to review data, monitor implementation, and ensure every student has equitable access to instruction and intervention. Parents are kept informed throughout the process, and referrals to special education are data-driven and well-documented.			Stephanie Belk (2026)	06/10/2028
Actions		5 of 7 (71%)		
8/8/25	Develop a system for monitoring intervention fidelity schoolwide.	Complete 06/05/2026	Amanda Jones	06/05/2026
Notes:				
8/8/25	Create a list of approved volunteers who would like to lead small reading or math groups.	Complete 01/28/2026	Cori Pysch (2024)	06/10/2026
Notes:				
10/30/25	Implement parent-led enrichment groups at all grade levels.	Complete 06/05/2026	Larissa Dixon (2023)	06/10/2026
Notes:				

10/30/25	Create student leadership opportunities for older students to support younger students in reading or math (ex: fluency practice, math fact practice).	Complete 06/05/2026	Caitlin Monroe (2024)	06/10/2026
<i>Notes:</i>				
10/30/25	Flexibly group students among teachers on the same grade level.	Complete 06/05/2026	Denise Kaminske (2025)	06/10/2026
<i>Notes:</i>				
10/9/26	Update the list of parent volunteers who are willing to lead small groups in math and reading.		Margie Keratsis (2026)	12/18/2026
<i>Notes:</i>				
9/30/26	Train Teacher Assistant on UFLI so they can lead small groups		Margie Keratsis (2026)	06/04/2027
<i>Notes:</i>				

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
Initial Assessment:			Instructional teams collaborate weekly to develop and refine standards-aligned units of instruction using district-provided resources and content-area expertise. Units are designed with objectives, mastery criteria, and assessments consistently linked to state standards and benchmarks. During weekly PLC meetings, teams disaggregate student learning data, monitor progress, and engage in the four-step PLC cycle to reflect and adjust instructional practices. These discussions inform the revision of units to better meet the needs of all learners, including students with disabilities and high achievers. Protected planning time, including an additional 45 minutes each week built into the master schedule, supports the development and refinement of instructional units. Ongoing professional learning further equips teachers with strategies to ensure units remain responsive, rigorous, and standards-based.	Limited Development 08/07/2025		
How it will look when fully met:			Instructional teams consistently design and refine comprehensive, standards-aligned units of instruction for every subject and grade level. Units are intentionally vertically and horizontally aligned to ensure coherence across grade spans and content areas, with clear objectives, mastery criteria, and assessments that are fully aligned to state standards and benchmarks. Teams regularly analyze multiple sources of student learning data to evaluate unit effectiveness, monitor progress, and make timely instructional adjustments. Units are designed with embedded strategies and scaffolds to meet the needs of students with disabilities, English learners, and high achievers ensuring equitable access to rigorous instruction. Professional learning, collaborative protocols, and clearly protected planning time provide ongoing support for unit development and refinement. As a result, teachers work interdependently, students experience a seamless progression of learning, and instructional units remain dynamic, responsive, and rigorous.		Scott Spencer (2026)	06/10/2028
Actions				2 of 4 (50%)		
10/30/25		Incorporate inquiry-driven assignments/ projects into lesson plans.		Complete 06/05/2026	Scott Spencer (2021)	06/05/2026
Notes:						

10/30/25	Plan and implement service learning projects	Complete 06/05/2026	Stephanie Belk (2018)	06/10/2026
<i>Notes:</i>				
9/30/26	Provide time in a staff meeting for vertical alignment discussions about preparedness		Stephanie Belk (2026)	06/04/2027
<i>Notes:</i>				
10/9/26	Lesson plans will include active engagement opportunities for students during teacher led/ lecture parts of lessons (annotations, stop and jots, quick sketches, guided notes, graphic organizers, use of white boards, etc).		Scott Spencer (2026)	06/04/2027
<i>Notes:</i>				