# Comprehensive Progress Report

**Mission:**

Our mission is to increase academic growth in all students while developing leadership skills that can be used beyond the classroom.

**Vision:**

All students will reach their full potential through a supportive school community, differentiated academic programming and leadership opportunities.

**Goals:**

Schoolwide Wildly Important Goals (WIG): (K-3) 70% of K-3 students will meet their individual targets as measured by mClass. (4-5) 70% of 4-5 students will meet their individual targets as established by grade level reading end of unit post tests. *Kindergarten reading WIG: Letter name fluency scores from mClass will improve from 17% to 51% by MOY. *First grade reading WIG: Nonsense Word Fluency (Words Recorded Correctly) scores from mClass will improve from 60% to 70% by MOY. *Second grade reading WIG: Nonsense Word Fluency (Words Recorded Correctly) scores from mClass will improve from 56% to 69% by MOY. *Third grade reading WIG: Nonsense Word Fluency (Words Recorded Correctly) scores from mClass will improve from 22% to 37% by MOY. *Fourth grade reading WIG: mClass Reading Proficiency Scores will improve from 59% to 82% by EOY. *Fifth grade reading WIG: mClass Reading Proficiency Scores will improve from 46% to 79% by EOY.

| ! = Past Due Objectives | KEY = Key Indicator |
|---|---|

| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
|---|---|---|---|---|
| **Effective Practice:** | **High expectations for all staff and students** | | | |
| **A1.03** | **The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)** | Implementation Status | Assigned To | Target Date |

| | | | | |
|---|---|---|---|---|
| *Initial Assessment:* | Administrators are focused on providing maximum opportunity for teacher collaboration and professional development at all levels within the system.<br><br>Administrators provide a balance of direct technical assistance and indirect support as teachers incorporate new skills and knowledge gained from the professional development that occurs within a professional leaning community environment.<br><br>Administrators actively plan for, participate in, and evaluate results from all collaborative efforts and professional development in which staff participate. | Limited Development<br>10/17/2023 | | |
| *How it will look when fully met:* | Effective school leaders will cultivate collaborative processes (e.g., shared decision making), manage schedules (e.g., common planning time), and develop organizational structures (e.g., team leadership) that allow and encourage shared mission and direction, with mutual accountability for student learning.<br><br>School leaders will ensure that teachers have in place a variety of processes to communicate and work among themselves, and are active participants in the various school learning communities, often serving key linking and creating roles in the process to provide the best vehicles for professional learning and the developing of new instructional skills.<br><br>Professional Learning Communities (PLCs), teams consisting of teachers, principals, parents and other staff, will meet regularly for curriculum and instructional planning, student assessment and professional development.<br><br>PLCs will allow for ongoing collegial collaboration, and provide an opportunity for teachers to learn and try out new practices in their specific instructional setting, as well as observe and critique each other's instruction based on shared understanding of effective teaching and goals for student learning.<br><br>PLCs will provide time for teachers to jointly develop individualized learning plans for struggling students, and serve as a forum for discussing issues affecting student performance and ensure that all students learn by shifting the focus from teaching to learning; and, implement a uniform policy for helping struggling students rather than placing the responsibility solely on individual teachers. | | Patricia Greene | 06/07/2024 |

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|---|---|---|---|---|
| PLCs will establish a culture of staff collaboration in which ideas, materials and strategies are shared among teachers:<br><br>- They will focus on results that focus on the progress of each individual student rather than classroom averages.<br><br>- Focus emphasis on teacher quality, including professional development, new systems of evaluation, peer-to-peer assistance and mentoring programs.<br><br>-Focus on student performance, with districts creating opportunities for teachers and administrators to work together to analyze student performance to identify and focus on priority areas for improvement.<br><br>- Support substantive problem-solving, innovation and willingness to experiment, working together to come up with new ways to address critical issues, with the partnership serving as a vehicle for improvement (not as the end in itself).<br><br>- Maintain an organizational culture that values and supports collaboration, evidenced in part by leaders speaking of a culture of inclusion, involvement and communication, as well as respect for teachers as professionals and for their union.<br><br>- Collaborate structures at all levels in the district, with an infrastructure that promotes and facilitates collaborative decision-making in school through building-level leadership teams, school improvement committees, school advisory councils or other such bodies that meet regularly and play a key role in site-based decision-making. | | | | |

| *Actions* | | | | |
|---|---|---|---|---|
| | | | | |

| *Notes:* | | | | |
|---|---|---|---|---|

| | | A1.08 | **ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)** | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| *Initial Assessment:* | All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.<br><br>The following efforts are either being implemented now or are being planned for the 2023-2024 academic school year:<br><br>• Conduct student lead conferences for grades K-5<br>• Host a Leadership Day that is in alignment with our Leader in Me initiative<br>• Host Terrific Kid recognition ceremonies.<br>• Praise student work product or process rather than the person.<br>• Teachers will focus on approaches to learning that assist students in improving incrementally and recognizing those improvements (CUB Cash used as monthly rewards)<br>• Self-regulation skills such as "goal setting, strategy use, self-monitoring, modification of approach" will be taught to all learners to improve their ability to effectively assess a situation, monitor their performance, and adjust their behaviors accordingly.<br>• Teachers will utilize exemplars of high-quality work such as checklists or rubrics to ensure students understand expectations.<br>• Administration will use ELEOT to monitor and assess active student engagement.<br>• Teachers will create mastery-oriented classrooms by providing: appropriate learner tasks and enough time for students to complete those tasks at their own pace; opportunities for students to participate actively in making decisions pertaining to instruction and rules in classroom; meaningful and specific feedback to the learners; and opportunities for students to work in groups collaboratively where self-evaluation and self-monitoring is encouraged. | Limited Development<br>10/09/2023 | | |
| *How it will look when fully met:* | Teachers will focus on approaches to learning that assist students in improving incrementally and recognizing those improvements. Learner effort will be increased as students will respond to initial obstacles by remaining involved, trying new strategies, and using all the resources at their disposal for learning. Teachers will focus praise on a learner's work product or process instead of praising the person. Students will put forth more effort and attribution of success to strategies. Additionally, students will use effective problem solving strategies that they may apply in the future. | | **Patricia Greene** | **06/07/2024** |

Self-regulation skills, such as goal setting, strategy use, self-monitoring and modification of approach  will be taught to all learners in order to improve their ability to effectively assess a situation, monitor their performance, and adjust their behaviors accordingly.

Teachers will create mastery-oriented classrooms by providing: appropriate learner tasks and enough time for students to complete those tasks at their own pace; opportunities for students to participate actively in making decisions pertaining to instruction and rules in classroom; meaningful and specific feedback to the learners; and opportunities for students to work in groups collaboratively where self-evaluation and self-monitoring is encouraged.

Mastery oriented goals with a focus on learning, developing new skills, improving the level of competence to a mastery level, and trying to understand new learning subjects will promote student achievement and improved learning outcomes as well as self-confidence.

Teachers of mastery oriented classrooms will provide appropriate learner tasks and enough time for students to complete those tasks at their own pace; opportunities for students to participate actively in making decisions pertaining to instruction and rules in the classroom; meaningful and specific feedback to the learners; and, opportunities for students to work in groups collaboratively where self-evaluation and self-monitoring is encouraged.

The following data, resources and other evidence will be used to help determine full implementation of the objective:

Conduct student lead conferences for grades K-5

Host a Leadership Day that is in alignment with our Leader in Me initiative

Host Terrific Kid recognition ceremonies.

Praise student work product or process rather than the person.

Teachers will focus on approaches to learning that assist students in improving incrementally and recognizing those improvements (CUB Cash used as monthly rewards)

Self-regulation skills such as "goal setting, strategy use, self-monitoring, modification of approach" will be taught to all learners to improve their

ability to effectively assess a situation, monitor their performance, and adjust their behaviors accordingly.

Teachers will utilize exemplars of high-quality work such as checklists or rubrics to ensure students understand expectations.

Administration will use ELEOT to monitor and assess active student engagement.

| *Actions* | 0 of 9 (0%) | | |
|---|---|---|---|
| 10/13/23 The staff will host a Leadership Day that is in alignment with our Leader in Me initiative. | | Joshua Manley | 11/16/2023 |
| *Notes:* | | | |
| 10/13/23 Prospect will host a Terrific Kid recognition ceremony based on the Habits within Leader in Me. | | Kenya Fowler | 06/07/2024 |
| *Notes:* | | | |
| 10/13/23 Cub Cash will be used as monthly rewards to assist students in improving incrementally and recognizing those improvements. | | Patricia Greene | 06/07/2024 |
| *Notes:* | | | |
| 10/13/23 Leader in Me self-regulation skills such as goal setting, strategies , self-monitoring, and modification of approach will be taught to all learners and used to improve their ability to effectively assess their situation, monitor their performance, and adjust their behaviors accordingly. | | Patricia Greene | 06/07/2024 |
| *Notes:* | | | |
| 10/13/23 Teachers will use exemplars such as checklists or rubrics to ensure students understand expectations. | | Alicia  Jones | 06/07/2024 |
| *Notes:* | | | |
| 10/13/23 Teachers will praise student work product or process rather than the person. | | Natalie Jauch | 06/07/2024 |
| *Notes:* | | | |
| 10/13/23 Administration will use ELEOT to monitor and assess active student engagement. | | Patricia Greene | 06/07/2024 |
| *Notes:* | | | |

| | 10/13/23 | Teachers will create mastery-oriented classrooms by providing : appropriate learner tasks and enough time for students to complete those tasks at their own pace; opportunities for students to participate actively in making decisions pertaining to instruction and rules in the classroom; meaningful and specific feedback to the learners; and opportunities for students to work in groups collaboratively where self-evaluation and self-monitoring is encouraged. | | Alicia Jones | 06/07/2024 |
|---|---|---|---|---|---|
| | *Notes:* | | | | |
| | 10/13/23 | Teachers will conduct student lead conferences for grades k-5. | | Patricia Greene | 06/07/2024 |
| | *Notes:* | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---|---|---|---|---|---|
| Effective Practice: | | | Student support services | | | |
| | 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: | Teachers are following the NC Multi-Tiered System of Support (MTSS), a school improvement framework which encompasses academic, behavioral, and social-emotional instruction and support and employs a systems approach using data-driven problem-solving to maximize growth for all.

Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s)  (insert action): screening data, progress monitoring, tiered instruction/intervention, and data-based decision making, to increase overall performance of (insert identified subgroup)

Screening data gathered multiple times in a year (most typically three times) to identify the effectiveness of core instruction and to identify students who may be at risk for poor outcomes and need additional academic, behavioral, and social and emotional support

Progress Monitoring repeated assessments using valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports

Tiered Instruction/Intervention model of integrated academic, behavioral, and social and emotional instruction and intervention supports that are evidence-based and culturally and linguistically responsive

Data-Based Decision-Making process to include data analysis and problem solving through teaming to make decisions about instruction, intervention, and implementation | Limited Development 10/18/2023 | | |

| How it will look when fully met: | Screening data gathered multiple times in a year (most typically three times) to identify the effectiveness of core instruction and to identify students who may be at risk for poor outcomes and need additional academic, behavioral, and social and emotional support | | Alicia Jones | 06/07/2024 |
|---|---|---|---|---|
| | Progress Monitoring repeated assessments using valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports | | | |
| | Tiered Instruction/Intervention model of integrated academic, behavioral, and social and emotional instruction and intervention supports that are evidence-based and culturally and linguistically responsive | | | |
| | Data-Based Decision-Making process to include data analysis and problem solving through teaming to make decisions about instruction, intervention, and implementation | | | |
| | When fully implemented, teachers will have more efficient use of resources, including time, as MTSS will: | | | |
| | • reduce training and support needs for school staff | | | |
| | • allow students more timely access to interventions | | | |
| | • will more likely result in implementation fidelity | | | |
| | • more likely to benefit the majority of students, if not all, in an intervention group | | | |
| | • provide interventions to meet needs and match core | | | |
| | • support student needs by rigorous evidence | | | |
| | • replicate from teacher to teacher in order to maximize effectiveness and efficiency | | | |

| Actions | | | | |
|---|---|---|---|---|
| | | | | |
| Notes: | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---|---|---|---|---|---|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | 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 |
| Initial Assessment: | | | The school Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice. | Limited Development 10/20/2023 | | |
| How it will look when fully met: | | | The school Leadership Team will be headed by administration and include teachers and other staff, including team leaders from the Academic Instructional Teams, in order to facilitate communication and coordination among the grade levels and PLC's of the school.<br><br>All teachers will meet together to discuss the students they have in common and to plan instruction and improvements.<br><br>All members of the community—teachers, administrators, students and their families will share a common vision of what the school should be like and will set goals that lead them toward this vision.<br><br>The Leadership Team will operate with agendas, keep minutes, stay focused, and follow through with the plans they make, meet twice each month for an hour each meeting. | | Kim Chinnis | 06/07/2024 |
| Actions | | | | 0 of 4 (0%) | | |
| | | 10/20/23 | The school Leadership Team will be headed by administration and include teachers and other staff, including team leaders from the Academic Instructional Teams, in order to facilitate communication and coordination among the grade levels and PLC's of the school. | | Kim Chinnis | 06/07/2024 |
| | | Notes: | | | | |

| | | | | |
|---|---|---|---|---|
| 10/20/23 | All teachers will meet together to discuss the students they have in common and to plan instruction and improvements. | | Patricia Greene | 06/07/2024 |
| *Notes:* | | | | |
| 10/20/23 | All members of the community—teachers, administrators, students and their families will share a common vision of what the school should be like and will set goals that lead them toward this vision. | | Megan Hill | 06/07/2024 |
| *Notes:* | | | | |
| 10/20/23 | The Leadership Team will operate with agendas, keep minutes, stay focused, and follow through with the plans they make and meet twice each month for an hour each meeting. | | Patricia Greene | 06/07/2024 |
| *Notes:* | | | | |

# Our Direction

**Prospect Elementary**

## Vision:

All students will reach their full potential through a supportive school community, differentiated academic programming and leadership opportunities.

## Values:

We value empowering staff and students through leadership opportunities.  We also value establishing relationships within the school community.  Prospect is a small community and we understand that sense of family and building strong bonds is a part of our school community and has to be reflected within the school building.

## Mission:

Our mission is to increase academic growth in all students while developing leadership skills that can be used beyond the classroom.

## Goals:

- Schoolwide Wildly Important Goals (WIG):

  (K-3)  70% of K-3 students will meet their individual targets as measured by mClass.

  (4-5)  70% of 4-5 students will meet their individual targets as established by grade level reading end of unit post tests.

  *Kindergarten reading WIG: Letter name fluency scores from mClass will improve from 17% to 51% by MOY.

  *First grade reading WIG:  Nonsense Word Fluency (Words Recorded Correctly) scores from mClass will improve from 60% to 70% by MOY.

  *Second grade reading WIG:  Nonsense Word Fluency (Words Recorded Correctly)  scores from mClass will improve from 56% to 69% by MOY.

  *Third grade reading WIG:  Nonsense Word Fluency (Words Recorded Correctly) scores from mClass will improve from 22% to 37% by MOY.

  *Fourth grade reading WIG:  mClass Reading Proficiency Scores will improve from 59% to 82% by EOY.

  *Fifth grade reading WIG:  mClass Reading Proficiency Scores will improve from 46% to 79% by EOY.

  **Performance Measure(s)**

| Performance Indicator:  Grade 1 uses Nonsense Word Fluency from mClass to gather baseline data for their reading area of focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source:  Gr 1 mClass (NWF) | Baseline Year:  2023 | Baseline:  60% |
| Target Date:  MOY/January | Target: 68% | Actual: |

| Performance Indicator:  Grade 2 uses Nonsense Word Fluency from mClass to gather baseline data for their reading area of focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source:  Gr 2 mClass (NWF) | Baseline Year:  2023 | Baseline:  56% |
| Target Date:  MOY/January | Target: 69% | Actual: |

| Performance Indicator:  Grade 3 uses Nonsense Word Fluency from mClass to gather baseline data for their area of reading focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source:  Gr 3 mClass (NWF) | Baseline Year:  2023 | Baseline:  22% |
| Target Date:  MOY/January | Target: 37% | Actual: |

| Performance Indicator: Grade 4 uses Proficiency scores from mClass to gather baseline data for their area of reading focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source: Gr 4 mClass (Proficiency) | Baseline Year: 2023 | Baseline: 59% |
| Target Date: MOY/January | Target: 71% | Actual: |

| Performance Indicator: Grade 5 uses Proficiency from mClass to gather baseline data for their area of focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source: Gr 5 mClass (Proficiency) | Baseline Year: 2023 | Baseline: 46% |
| Target Date: MOY/January | Target: 63% | Actual: |

| Performance Indicator: Grade K uses Letter Naming Fluency from mClass to gather baseline data for their reading area of focus. This performance measure will be used to monitor progress throughout the year. | | |
|---|---|---|
| Data Source: K mClass Reading (LNF) | Baseline Year: 2023 | Baseline: 17% |
| Target Date: MOY/January | Target: 51% | Actual: |

| Performance Indicator: Grades 1 will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: Gr 1 iReady Diagnostic | Baseline Year: 2023 | Baseline: 5% |
| Target Date: MOY/January | Target: 34% | Actual: |

| Performance Indicator: Grades 2 will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: Gr 2 iReady Diagnostic | Baseline Year: 2023 | Baseline: 2% |
| Target Date: MOY/January | Target: 24% | Actual: |

| Performance Indicator: Grades 3 will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: Gr 3 iReady Diagnostic | Baseline Year: 2023 | Baseline: 7% |
| Target Date: MOY/January | Target: 28% | Actual: |

| Performance Indicator: Grades 4 will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: Gr 4 iReady Diagnostic | Baseline Year: 2023 | Baseline: 13% |
| Target Date: MOY/Jaunuary | Target: 34% | Actual: |

| Performance Indicator: Grades 5 will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: Gr5 iReady | Baseline Year: 2023 | Baseline: 17% |
| Target Date: MOY/January | Target: 34% | Actual: |

| Performance Indicator: Grades K will use i-Ready diagnostic assessment data three times per year. | | |
|---|---|---|
| Data Source: G K i Ready diagnostic | Baseline Year: 2023 | Baseline: 15% |
| Target Date: MOY/January | Target: 45% | Actual: |

## Data Review:

### Needs Assessments, Accreditation Reports, Similar Feedback:

Based on our performance data from 22-23 and beginning of year mClass assessments and iReady math assessments as well as our rating of a C from the State, we focused on indicators from Dimensions A and B. Due to our assessment data of last academic year and current beginning of the year data, we are aggressively increasing rigor and high expectations of both students and staff.

Our school team has structures in place to analyze core reading and math WIG data to measure progress throughout the year. All Tier II and III identified students have specific interventions in place and are being progress monitored regularly. Student plans are being entered into ECATS as part of the formalized process and to meet the state legislation criteria. Because of the framework developed and established within the last two years, we have quickly begun working with our Tier II and Tier III students within the first nine weeks of school.

Looking at our data from 22-23, our proficiency in math is higher than pre-pandemic assessment data in grades 3,4, and 5. However, our proficiency in reading has still not equaled pre-pandemic assessment data in grades 3, 4, and 5. Grade 3 reading proficiency is not only our lowest, but also a decrease from the 21-22 academic school year.

### Student Outcome Data:

Grade 3 Reading: 57.1 (2017-2018); 49.4 (2018-2019); 32% (2020-2021); 48.4% (2021-2022); 44.44% (22-23)

Grade 4 Reading: 57.9 (2017-2018); 62.7 (2018-2019); 45.6% (2020-2021); 53.1% (2021-2022); 58.33% (22-23)

Grade 5 Reading: 47.4 (2017-2018); 48.1 (2018-2019); 36.6 (2020-2021); 40.8% (2021-2022); 44.93% (22-23)

Grade 3 Math: 58.4 (2017-2018); 55.8 (2018-2019); 38% (2020-2021); 64.5% (2021-2022); 61.29% (22-23)

Grade 4 Math: 53.9 (2017-2018); 52.0 (2018-2019); 47% (2020-2021); 65.6% (2021-2022); 70.0% (22-23)

Grade 5 Math: 49.5 (2017-2018); 49.4 (2018-2019); 46.7 (2020-2021); 45.1% (2021-2022); 66.18% (22-23)

Tiered Data October 2023

Kindergarten: 3 Tier II; 1 Tier III

First Grade: 10 Tier II; 2 Tier III

Second Grade:  11 Tier II; 2 Tier III

Third Grade:  9 Tier II; 10 Tier III

Fourth Grade:  15 Tier II; 7 Tier III

Fifth Grade:  15 Tier II; 3 Tier III

**Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:**

A. 1.08

A. 4.01

B. 1.03

[NCSTAR Team tracker document](#)

**High expectations for all staff and students**

| | |
|---|---|
| A1.03 | The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084) |
| A1.08 | ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089) |

**Strategic planning, mission, and vision**

| | |
|---|---|
| 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) |

**Student support services**

| | |
|---|---|
| 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) |

# Summary Report

*The Summary Report includes detailed information such as the number of meetings held, numbers of Indicators assessed and planned, number of coaching comments, and forms submitted, as well as Leadership Team information.*

**Prospect Elementary**

| | |
|---|---|
| *Last Login:* | 11/08/2023 |
| *Report Date:* | 11/08/2023 |

## Coach / Capacity Builder(s)

**Coach/Capacity Builder:**   Elenia Daniels
**Coach/Capacity Builder:**   Renee McKinnon

## Leadership Team Members

| | |
|---|---|
| **Teacher** | Donna Carter |
| **Principal** | Kim Chinnis |
| **Counselor** | Kenya Fowler |
| **Assistant Principal** | Patricia Greene |
| **Media Specialist** | Megan Hill |
| **Teacher** | Katy Hulette |
| **Teacher** | Paula Jacobsen |
| **Teacher** | Kelly Jeffries |
| **Instructional Coach** | Alicia  Jones |
| **Parent** | Deandra Richardson |
| **Paraprofessional** | Beth Rollins |
| **Teacher** | Betsy Snodgrass |
| **Parent** | Leslie Wade |
| **Teacher** | Joya Wortham |

## Demographics

**Percentage of Students By Ethnicity**

| | |
|---|---|
| Hispanic / Latino | Native Hawaiian or Other Pacific Islander |
| American Indian / Alaskan Native | Caucasion or White |
| Asian | Two or more Races |
| Black or African American | |

**Other Student Demographics**

| | |
|---|---|
| Free / Reduced Lunch | IEP / Special Education |
| School Attendance | Mobility |
| Limited English Proficient | |

| | | | |
|---|---|---|---|
| Grade Levels | | Total Enrollment | |
| Classroom Teachers | | Family / Parent Liaison | |
| Special Education Teachers | | Reading Specialists | |
| Specials | | Paraprofessionals / Teacher Aides | |
| Assistant Principals | | Counselors | |
| Social Workers | | Support Staff | |
| Technology Specialist | | Deans | |
| Other | | | |

## Leadership Team Meetings

| | |
|---|---|
| Date of first Meeting Minutes entered | 10/18/2021 |
| Date of last Meeting Minutes entered | 11/08/2021 |
| Total number of Meeting Minutes entered to date | 2 |
| Average number of Team members present at meetings to date | 11 |
| Number of Meeting Minutes entered in last 3 months | 0 |
| Average number of Team members present in last 3 months | 0 |

## Coaching Support

| | |
|---|---|
| Number of Coaching Comments entered to date | 0 |
| Number of Coaching Comments entered in last 3 months | 0 |
| Number of School Responses to Coaching Comments to date | 0 |
| Number of School Responses to Coaching Comments in last 3 months | 0 |
| Last Coaching Comment | |

## Indicators/Objectives

*Counts based on currently Selected Indicators*

| | |
|---|---|
| Number of currently Selected Indicators | 4 |
| Number of Indicators assessed | 4 |
| Last Indicator assessed | 10/20/2023 |
| Number of Indicators planned | 2 |
| Number of Indicators initially assessed as Fully Implemented | 0 |
| Number of Objectives met | 0 |
| Number of Objectives past due | 0 |

## Actions

*Counts based on currently Selected Indicators*

| | |
|---|---|
| Last Action Added | 10/20/2023 |
| Number of Actions created | 13 |
| Number of Actions completed | 0 |
| Number of Actions Past Due | 0 |

| Report Submissions In Past 12 Months |
|---|

**Name of Submission**                                                                                **Date**

No submissions within the past 12 months

| Indicator Progress<br>(by Core Function and Effective Practice) | | |
|---|---|---|
| **Assessed:**<br>Number of Indicators assessed out of the total number of Indicators in that section/subsection. | **Actions Created (at least 1 action):**<br>Number of Objectives planned for out of the number of Objectives available to plan for in that section/subsection (Indicators assessed as Fully Implemented or No development/Not in Plan will not be shown here). | **Met with Evidence:**<br>Number of Indicators that were fully implemented from the initial assessment and total Objectives in this section/subsection that have been planned for and have reached full implementation out of the total number of Indicators. |

*Counts based on currently Selected Indicators*

| Core Function: | Dimension A - Instructional Excellence and Alignment | | | | |
|---|---|---|---|---|---|
| **Effective Practice** | **Subsection I** | **Subsection II** | **Assessed** | **Planned** | **Achieved** |
| High expectations for all staff and students | | (A1.01 - A1.10) | 2 of 2 | 1 of 2 | 0 of 2 |
| Student support services | | (A4.01 - A4.22) | 1 of 1 | 0 of 1 | 0 of 1 |
| **Core Function:** | Dimension B - Leadership Capacity | | | | |
| **Effective Practice** | **Subsection I** | **Subsection II** | **Assessed** | **Planned** | **Achieved** |
| Strategic planning, mission, and vision | | (B1.01 - B1.07) | 1 of 1 | 1 of 1 | 0 of 1 |