

## Comprehensive Progress Report

**Mission:** Our mission is to actualize the belief, "You CAN...because we WILL." Each child will build their self-efficacy through providing high-quality, authentic engagement and creating a multi-sensory, systematic, and cumulative approach to learning.

**Vision:** The mission for CLMS is for our students, staff, families, and community to share the belief that, "You CAN succeed because WE WILL lead, educate, and empower you."

**Goals:**

By June 2020, increase the reading proficiency in 3rd-5th from 25% to 35% and increase the average reading growth for students from -.61 to +1.0 (as measured by EVAAS) and from .67 months to 1.2 years (as measured by the Independent Reading Level Assessment- IRLA). (Indicators A2.04, A4.01, and B3.03)

By June 2019, increase the math proficiency in 3rd -5th from 18.4% to 30% as measured by EOG and meet or exceed growth expectations as measured by EVASS. (Indicators A2.04, A4.01, and B3.03)

By June 2019, increase the science proficiency in 3rd-5th from 58.8% to 65% as measured by EOG and meet or exceed growth expectations as measured by EVASS. (Indicators A2.04, A4.01, and B3.03)

By June 2019 Reduce suspensions from 112 to no more than 78 (Indicators A1.07; A4.01; A4.06)

By June 2019, Increase TRC from 25.4% to 40% K from 21.74% to 35% 1st- from 30.88% to 40% 2nd- from 24.14% to 35% 3rd- from 29.55% to 40% (Indicators A2.04, A4.01, and B3.03)

By June 2019, decrease student mobility rate from 24.4% to no more than 18% of students who leave CLMS during 2018-2019. (Indicator E1.06)

By June 2019, decrease the number of Office Discipline Referrals (ODRs) by 30% from 577 to no more than 403 (Indicators A1.07; A4.01; A4.06)

By June 2019, increase the DIBELS composite from 40.52% to 50%: K- from 56.52% to 65% 1st- from 35.29% to 45%. 2nd-from 44.83% to 55% 3rd- from 25% to 40% (Indicators A2.04, A4.01, and B3.03)

By June 2019, Reduce Teacher Turnover from 9 to no more than 4 and staff 16 staff from to no more than 8. (Indicators C3.04)

By June 2020, increase the reading proficiency in 3rd-5th from 25% to 35% and increase the average reading growth for students from -.61 to +1.0 (as measured by EVAAS) and from .67 months to 1.2 years (as measured by the Independent Reading Level Assessment- IRLA). (Indicators A2.04, A4.01, and B3.03)

By June 2020, Increase the overall composite for Exceptional Children's (EC) Students from 7.1% to 15% composite in Reading and Math in grades 3rd through 5th grade. (Indicators A2.04, A4.01, and B3.03)

By June 2020, increase the percentage of staff at school daily from 88.1% to 93.1%. (Indicators C3.04)

By June 2020, decrease the percentage/number of students that are chronically absent from 38% (117 students) to 23% (99 students) and decrease number of students with 10+ days absent from 53% (164 students) to 38% (140 students). (Indicators E1.06)

By 2020, Reduce the number of suspensions from 59 to no more than 45 incidents. (Indicators A4.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.06		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Collectively, CLMS teachers lack clarity about what constitutes a quality assignment for asynchronous instruction (aka Independent Practice). Some teachers view assignments as time-fillers vs. extensions of learning in the classroom to help move towards student mastery. Based on weekly lesson plan feedback, as well as feedback from the 2019 NC Department of Public Instruction Comprehensive School Needs Assessment. There is an additional need to focus on the quality of independent learning assignments (during remote and in-person learning). For the purpose of this problem, we utilize the term “asynchronous” assignments to also capture information about independent learning assignment quality.	Limited Development 09/19/2020		
<i>How it will look when fully met:</i>		The desired outcome is to increase teacher efficacy of what students can accomplish with completion of independent work and to ensure that all independent learning assignments are quality assignments and require student ownership and thinking and less teacher input and control to capture what students know and are able to do independently.		Alice Day Clark	12/14/2020
<i>Actions</i>			<b>3 of 7 (43%)</b>		
	9/19/20	Whole staff PD on quality independent learning assignments and what should be included. Resources on quality assignments (i.e.: review of EdTrust data on assignment quality.	Complete 10/02/2020	Alice Day Clark	10/25/2020
<i>Notes:</i>					
	11/6/20	Staff professional development on rigor and quality of independent assignments	Complete 11/03/2020	Alice Day Clark	10/30/2020
<i>Notes:</i>					

11/6/20	Whole staff professional development around Concurrent Classrooms to prepare for transition.	Complete 10/30/2020	Alice Day Clark	10/30/2020
<i>Notes:</i>				
9/19/20	Engage with PLT follow-up on assignment quality and conduct mini-PD with teachers prior to assignment audit.		Judith White	12/04/2020
<i>Notes:</i>				
9/19/20	Engage in practical/hands-on dialogue about assignment quality using Ed. Trust framework and review SIP-6 and SIP-9 protocols for modifications and use with Screening rigorous assignment protocol with MCL		Alice Day Clark	12/07/2020
<i>Notes:</i> 10/30 update: Ongoing work this semester. Have engaged in two rounds of PD, with additional sessions planned in the coming weeks.				
11/6/20	MCLs provide weekly lesson plan feedback using google form to monitor quality of instruction.		Judith White	12/14/2020
<i>Notes:</i>				
9/19/20	Engage in leadership team review and pre-audit of grade-level assignments to review present assignment quality after initial PD and to determine grade-levels in need of additional support with alignment and/or rigor. Sampling of grade-level assignment or review of assignments in Canvas.		Paula Wilkins	12/14/2020
<i>Notes:</i>				

	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
<b>Initial Assessment:</b>			CLMS is in year 3 of implementing a No Nonsense Nurturing based approach to student discipline. It includes 4 parts- clear directions, positive narration, consequences/incentives and relationship building with students. Consistency with implementation of the framework has not been normed. The work of the school will be to norm for consistency of implementation in service of decreased discipline, increased student engagement and predictable systems for behavioral management.	Limited Development 11/06/2020		
<b>How it will look when fully met:</b>			Full implementation will result in decreased ODRs, decreased suspension rate and use of the Pride Room for behavioral consequences. We will also see increased student engagement and attendance. In addition, we expect to see consistency with use of the NNN framework.		Charlease Roper	06/04/2021
<b>Actions</b>				<b>3 of 8 (38%)</b>		
	11/6/20	Whole staff NNN Professional Development to launch framework for 20-21 school year.		Complete 08/10/2020	Charlease Roper	08/10/2020
	<i>Notes:</i>					
	11/6/20	NNN Professional Development- MVP and Narration refresher		Complete 10/16/2020	Charlease Roper	10/16/2020
	<i>Notes:</i>					
	11/6/20	Create NNN walkthrough tool to inform ongoing staff professional development.		Complete 11/05/2020	David Johnson	11/05/2020
	<i>Notes:</i>					
	11/6/20	Teachers complete overview module for NNN.			Charlease Roper	11/30/2020
	<i>Notes:</i>					
	11/6/20	NNN PD- Student engagement rubric overview and real time teacher coaching launch			Charlease Roper	12/02/2020
	<i>Notes:</i>					
	11/6/20	Create new NNN walkthrough tool with a focus on student engagement.			Charlease Roper	12/11/2020
	<i>Notes:</i>					

11/6/20	Establish regular walkthroughs using NNN- engagement- walkthrough tool among the Leadership Team to inform professional development and coaching cycles.		Charlease Roper	02/15/2021
<i>Notes:</i>				
11/6/20	Differentiated MTSS sessions with each grade level to focus on behavior core to determine grade level and individual needs. Grade levels create action plans to respond to student needs.		Charlease Roper	02/15/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In previous years, limited consistency in systems for reviewing data and creating plans for students with additional needs. PLTs continually focus on grade level and core data and additional time is needed to focus on differentiated plans for support. For the 2020-2021 school year we will have biweekly MTSS grade level meetings to address both behavioral and academic needs.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		When fully met, MTSS meetings with occur biweekly in all grade levels to address behavior and academic concerns. Students will have MTSS plans in place with regular intervention and data collection. Students plans will be re-evaluated regularly determine next steps as part of MTSS biweekly meetings.		Lynelle Williams	06/04/2021
<b>Actions</b>			<b>2 of 5 (40%)</b>		
11/6/20		Align every class with support for additional student intervention and small group instruction to address students needs through personal education plans.	Complete 08/14/2020	Charlease Roper	08/15/2020
<i>Notes:</i>					
11/6/20		In PLTs, analyzed ELA and Math BOY benchmark data to form MTSS intervention groups.	Complete 09/25/2020	Alice Day Clark	09/25/2020
<i>Notes:</i>					

11/6/20	Biweekly MTSS Meetings for each grade level to address behavior and academic concerns.		Lynelle Williams	12/14/2020
<i>Notes:</i>				
11/6/20	Begin school-wide math intervention groups based on MOY diagnostic data.		Charlease Roper	02/26/2021
<i>Notes:</i>				
11/6/20	Meet monthly with interventionists to discuss ongoing interventions and troubleshoot problems.		Charlease Roper	03/12/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>				
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>				
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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
<i>Initial Assessment:</i>		This year is the first year we've had a full operational leadership team. The team meets weekly to look at what's ahead, review data, and look at ways we support professional development and needs of the team. The team continues to participate in developmen to better understand their leadership styles and ways to see blind spots to get results.	Limited Development 02/19/2020		
<i>How it will look when fully met:</i>		Leadership team will be full operational in spite of leadership and will begin to proactively think about what they can do to best take initiative and support the needs of the school.		<b>Paula Wilkins</b>	<b>12/18/2020</b>
<b>Actions</b>			<b>5 of 8 (62%)</b>		
2/19/20		Implementation of CLMS walk through tools to identify trends with instruction (November 30, 2020)	Complete 11/27/2019	Paula Wilkins	11/30/2019
<i>Notes:</i>					
2/19/20		Instructional team develops yearly scope of work plan to guide team work aligned to CLMS priorities (December 2019)	Complete 12/18/2019	Paula Wilkins	12/19/2019
<i>Notes:</i>					
2/19/20		Team meets weekly to review data and progress towards yearly plan (January 30, 2020)	Complete 02/19/2020	Paula Wilkins	01/30/2020
<i>Notes:</i>					

2/19/20	Performance data/systems are reviewed at EVERY leadership team meeting to look at where we are as a team related to being on track to meeting goals (February 15, 2020)	Complete 02/14/2020	Paula Wilkins	02/14/2020	
<i>Notes:</i>					
9/19/20	Establish and execute classroom observation monitoring tool for classroom instruction for lesson quality monitoring (lesson plan checks, zoom drop-in meeting, zoom observations, PLTs and grade-level planning focus/monitoring)	Complete 10/02/2020	Paula Wilkins	10/21/2020	
<i>Notes:</i>					
2/19/20	New Teachers engage in initial NNN module participation to learn the framework and receive an initial overview of student engagement		David Johnson	12/14/2020	
<i>Notes:</i>					
9/19/20	Leadership Team members participate in additional Get Better Faster PD sessions with Inspire 340 to support growth with coaching and refresh on main components of coaching model		Karen Roseboro	12/16/2020	
<i>Notes:</i>					
2/19/20	Participate in BB & T leadership development training to best support leadership development of the leadership team.		Paula Wilkins	06/15/2021	
<i>Notes:</i>					
	<b>B1.07</b>	<b>The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Based on data from student chronic absenteeism 117 or 38% of students miss 10% or more days of school which illustrates a gap in our number of students who are engaged in learning. While there is some school-based outreach to ensure student engagement in learning, there is still a critical need to move towards 100% of student and staff ownership of learning. We have never DESCRIBED the times, checkpoints, criteria, and steps we will take to monitor attendance and who gets involved at what point. This is the root cause our team will work to address with the 90-day plan on July 27, 2020.	Limited Development 09/19/2020		
<b>How it will look when fully met:</b>	A no opt-out-plan by stakeholders will be created to re-engage students in learning. This plan will include the  frequency of contact with students, information on the progress of student re-engagement, and staff responses to  student disengagement as it relates to students that are not in attendance at school or participating in remote  instruction. This collaborative process will lead to clear data systems that provide information on students that  need to be engaged in learning. CLMS will also leverage community stakeholders to support engagement with  students and the use of relationships, spaces, and connections to get students reengaged in learning. Consequently,  students will experience a joy for learning and a commitment to participate in learning and see the connection  between learning and participation and their opportunities for success.		Charlease Roper	12/14/2020
<b>Actions</b>		<b>3 of 4 (75%)</b>		
9/19/20	Establish the Cares Team to work with teachers and families to support students that are not attending school. Each Cares Team member will be assigned a specific grade-level. Paula Wilkins August 7, 2020 Criteria and message for determining Cares Team members	Complete 09/15/2020	Paula Wilkins	08/07/2020
<i>Notes:</i>				



9/19/20	Establish and articulate criteria for how students are identified for Attendance/engagement with remote learning. Communicate this with faculty to ensure clarity on attendance/engagement expectations for students for remote learning. Revisit expectations as needed due to numbers and student's attendance/engagement. At staff weekly professional learning sessions work through information about basic student attendance and supporting staff with an accuracy of taking attendance.	Complete 09/15/2020	Charlease Roper	08/21/2020
<i>Notes:</i>				
9/19/20	Establish and execute the Cares Team response and timeline for student lack of attendance/engagement (who does what when)—Cares Team will need to provide on-going support resources and clarity of communication with staff.	Complete 10/08/2020	Lynelle Williams	10/08/2020
<i>Notes:</i>				
9/19/20	Establish and execute attendance criteria for caseloads for Cares Team based on data provided by attendance. Revisit criteria (ice: 10-day count for basic attendance, 11-day to 20th-day chronic absences). Cares Team will work to determine the method and process for data collection and how follow-up, communication, and caseload support.		Charlease Roper	12/14/2020
<i>Notes:</i> need to work on 10-day count and timelines				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently parents are sent weekly phone and email messages regarding upcoming events and relevant school wide concerns. The school also currently sends home a weekly folder of student work, school-wide information, and community events to parents. Principal sends a Cook Newsletter to inform parents of events occurring at the school. The staff is expected to document all contact with parents and return all phone messages in a 48 hour time period. A Parent Involvement Coordinator assists with home visits and will contact parents when the school social worker is unavailable. Also, a Community Engagement Coordinator is utilized to help focus support for parents in grades Pre-K and Kindergarten. Home Visits, Roundtable forums, and personal text messages to parents assist in bridging the communication gap between the school and home. Parent meetings and PTA are actively involved with communication with families.	Limited Development 09/22/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Weekly newsletter communication, phone calls/alert communication to parents, parents attendance at conference, increased parent PTA participation, increased overall parent presence at events, and within the school daily.		<b>Ebony Moore</b>	<b>06/10/2021</b>
<b>Actions</b>			<b>14 of 17 (82%)</b>		
9/27/16	Elect PTA Officers		Complete 09/22/2016	Parents/Staff	09/22/2016
<i>Notes:</i> PTA meeting conducted and officers where elected at the initial meeting for the year.					
10/24/16	Initial Curriculum Extravaganza for all students.		Complete 10/13/2016	Paula Wilkins	10/13/2016
<i>Notes:</i> The Curriculum Extravaganza had a turn out of over 100 people who attended to find out more information about their children's learning.					
9/27/16	Teacher newsletters, weekly updates, Remind communication, and progress reports		Complete 09/07/2016	CLMS Teachers and Staff	10/21/2016
<i>Notes:</i> CLMS principal has sent out communication letters to parents to keep them informed of events.					

9/28/16	Create events/special events like Reading Party and Curriculum nights to provide parents with strategies to support student's learning. Create a fall festival with additional learning opportunities to support student learning at home.	Complete 09/29/2016	Remona Ramsey-Brooks	10/31/2016
<i>Notes:</i> CLMS Reading party for Grades PK-2 occurred in the CLMS Gymnasium to provide strategies of how parents can support reading with their children at home.				
9/28/16	Create Academic Parent Teacher team to support parents with understanding curriculum and parents will provide information about student learning needs.	Complete 04/26/2017	Courtney Morrison	06/01/2017
<i>Notes:</i> One grade level created monthly parent teacher dinners to assist in parent understanding of curriculum and student learning needs, as well as fostering relationships.				
10/24/16	Parents will be involved in the Community Innovation Lab events to increase parent involvement in the school. One parent and the community engagement coordinator will be utilized as another point of contact for the project.	Complete 04/03/2017	Remona Ramsey-Brooks	06/20/2017
<i>Notes:</i> We have 4 parent leads and community engagement coordinator involved in the Community Innovation Lab.				
2/11/19	Parent Advisory Team will be developed and meet consistently to plan and coordinate direction of Family Engagement for CLMS	Complete 02/11/2019	Remona Ramsey-Brooks	01/10/2019
<i>Notes:</i>				
2/11/19	Attend the a series of Karen Mapp Family Engagement training to support Family Engagement goals and improvement at CLMS. Parent Involvement Coordinator and Principal will participate in training.	Complete 02/01/2019	Remona Ramsey-Brooks	02/01/2019
<i>Notes:</i>				
2/11/19	Develop and garner parent/staff feedback for Family Engagement Policy	Complete 02/11/2019	Remona Ramsey-Brooks	02/11/2019
<i>Notes:</i>				
5/22/19	Create introductory Parent Professional Development to discuss parent/teacher interactions and how to strengthen relationships between school and families during early release days.	Complete 03/21/2019	Remona Ramsey-Brooks	03/21/2019
<i>Notes:</i>				
2/19/20	Title I annual meeting conducted to provide parents information about Title I and to meet teachers (October 1, 2019)	Complete 10/01/2019	Ebony Moore	10/01/2019
<i>Notes:</i>				
2/19/20	Connect 5 messages sent weekly/bi-weekly to ensure parents are updated on school-wide communication (October 30, 2019)	Complete 10/30/2019	Paula Wilkins	10/30/2019

<i>Notes:</i>				
2/19/20	Student led conferences occur 2x a year to help students communicate about their academic progress and for teachers to provide information to parents about students progress related to learning (February 19, 2020)	Complete 02/19/2020	Paula Wilkins	02/19/2020
<i>Notes:</i>				
12/3/19	Teachers will host student led conferences two times each year.	Complete 02/19/2020	Charlease Roper	02/26/2020
<i>Notes:</i>				
2/19/20	Progress reports are provided during interim periods to keep parents informed of student academic progress		Paula Wilkins	02/27/2021
<i>Notes:</i>				
2/19/20	Parent Advisory Committee is leading and supporting the yearly CLMS dance to help promote family engagement (February 28)		Ebony Moore	03/28/2021
<i>Notes:</i>				
9/28/16	Create parent leadership training opportunities to create parent leaders at CLMS. The goal will be for parents to train other parents.		Ebony Moore	04/20/2021
<i>Notes:</i>				
<b>Implementation:</b>		02/11/2019		
<b>Evidence</b>	2/11/2019			
<b>Experience</b>	2/11/2019			
<b>Sustainability</b>	2/11/2019 On-going training with scholastic.			