

## Comprehensive Progress Report

**Mission:** By focusing on individual student success, we will develop S.M.A.R.T citizens who will reach their full potential.

**Vision:** We will develop studious, motivated, ambitious, respectful, and talented (S.M.A.R.T) contributors in an ever-changing world.

- Goals:**
1. By June 2022, Paw Creek will increase our school composite performance grade score in Literacy by 10% from 30.2% to 40.2%. Our current Math GLP composite goal is 26.7% with a goal of 40% and our Science GLP is 33% with a goal of 50%. (A2.04, A4.01).
  2. Increase our ELL subgroup growth from 1.85 to 2.5 according to EVAAS growth measures. (A2.04, A4.01) .
  3. We will develop our implementation of the Caring Schools Curriculum 5 days a week, 30 min. a day with the goal of student growth as measured by the student perception of climate measure of the Panoramic assessment. We will increase this measure by 5 % from BOY to EOY. (A4.06)
  4. Duty Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide virtually, in person, or hybrid duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).
  5. Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment virtually, in person, or hybrid free of bullying and harassing behaviors (A4.06).
  6. Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).



! = Past Due Objectives		KEY = Key Indicator				
<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<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>
<i>Initial Assessment:</i>		Paw Creek Elementary school will implement the following:		Limited Development 09/16/2019		

- Instructional teams have 45 minutes each day to meet with their teams for planning of academic subjects. During this time, teachers discuss what students are doing, plan for common misconceptions, and identify teaching points.
- Teachers are prepared for long range planning prior to teaching lessons by utilizing standards-aligned units of instruction provided by district-chosen curricula. These standards-aligned units of instruction include standards-based objectives and criteria for mastery, assessments to track student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers.
- Each teacher updates student mastery through the use of data trackers. Benchmark, unit assessments, MAP, district and state assessments are put into the data and triangulated to determine and fill gaps.
- Our school has a school-based ILT. The teacher leaders walk the building with a laser focus on our school's goals and areas of growth. We debrief and share feedback with the teams. Administrative team and teacher leaders observe practice regularly.
- Teachers participate in vertical planning and share academic expectations for their grade level. During this time, student work is analyzed using appropriate protocols.
- Special education teachers as well as ESL teachers are a part of the school's and district ILT and attend planning sessions to allow for the development of standards-aligned individual education programs (IEPs).
- IEPs are standards-aligned lead to higher student expectations and increased exposure to subject matter with focused instruction to meet challenging goals.
- As a supplemental intervention, a Literacy Lab was created to support students in grades K-5 that are performing below grade level to fill gaps.
- Grades K-5 is implementing EL Education. The units are theme based and created using state standards and researched based practices. Planning time consists of internalizing lesson plans, and planning how to respond to misconceptions. Teams provide scaffolds within the program.
- Standards aligned instruction is monitored throughout the year by administration and school based instructional leadership team.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When this goal is met the following things will be in place: <ul style="list-style-type: none"> <li>• Students will be engaged in grade level aligned work when working independently and with support.</li> <li>• Student work will be differentiated across all subject areas so that students engage in a productive struggle</li> <li>• Students will engage in assignments where they are doing the thinking in the lesson.</li> <li>• Teachers would have internalized standards, by effectively navigating curriculum resources, collaborated with special education and ELL teachers to ensure that the needs of all learners are being addressed and met. Evidence of Core Actions will be seen through mathematics and reading instruction and learning</li> <li>• Students will receive additional hands-on support during special area classes to support the EL Implementation and foster cross curricular integration.</li> </ul>			<b>LaTresha Wilson (04/28/21)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
2/18/20	Teachers will incorporate lesson plans using Internalization documents and district resources.			LaTresha Wilson (08/19/2021)	01/24/2022

*Notes:* •During each planning session, teachers planned lessons based on the required curriculum. Through this work, teachers determine what students know, need to know, and be able to do in order to master the objective.

\*During planning, teams create exemplars and sample answers to questions in order to determine what degree students mastered the standards.

\* We will use district walk-through form to monitor teachers' use of the district core actions and monitor equity across grade levels and the school.

•Teachers have been using internalization documents, guides, and discussions to write detailed lesson plans

2/18/20 Teachers will view student work samples in planning sessions regularly to calibrate, sort by performance, and analyze the level of rigor as matched to the standards.

A'Rynn Valcin  
(08/19/21)

01/24/2022

*Notes:* •We are regularly analyzing student work in planning meetings with teachers. This is noted in planning agendas.

•We have created an Analyzing Student Work Protocol. This protocol and process allows us to calibrate, sort by performance, and analyze student gaps.

•Teachers and administrators have attended Instructional Planning Approach professional development opportunities so that we can better implement its strategies which include analyzing student work.

9/4/20 Teachers will provide high quality small group instruction and differentiation in order to remediate and enrich students based on various data points and individual student needs.

Latoya Wright  
(08/19/2021)

01/24/2022

*Notes:* - Facilitators created a document to help teachers plan for differentiation time  
- We continue to talk about the data available in PLCs in order to plan for differentiation  
-Targeted PD around effective small group instruction, DDI, differentiation

9/4/20	Teachers will use various data systems to assess student learning and mastery while backwards planning to keep the end goal in mind.		Latoya Wright (08/19/21)	01/24/2022
<p><i>Notes:</i> -PLCs are working on adapting data systems to meet the needs of this unique year- we are focusing on using all available data, including anecdotal notes, checklists, and other formative assessments  -Teachers use MAP data and the learning continuum to fill learning gaps and enrich based on students' current levels  -PLCs look at the assessments coming up prior to teaching the content.</p>				
<b>Implementation:</b>		05/21/2021		
<b>Evidence</b>	5/20/2021 We followed lesson and unit pacing guides provided by the district. We talked about plans weekly in PLCs to be sure we were addressing the main objectives.			
<b>Experience</b>	5/20/2021 We used district and school created documents to internalize the curricula. We followed recommended pacing and alterations for teaching remotely, when needed. Teacher leaders worked with content specialists to meet the needs of all students.			
<b>Sustainability</b>	5/20/2021 We will continue to work on internalizing the curricula. Teachers will continue to use school and district internalization documents to map out lessons.			

<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
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**Initial Assessment:**

Paw Creek Elementary school will implement the following:

- PD Planning once a month during Admin Planning days (PD topics: Standards aligned instruction, Strategies for Gifted Learners, Looking at Student Work, Interventions that work).
- MTSS Specialist will provide PD for teachers on ECATS Tasks- looking at data (who gets a plan), Aimsweb, setting realistic goals for student plans, creating problem statements to support plan goals, following-up on interventions (progress monitoring).
- MTSS Team Training- Provide ongoing coaching and support to core team regarding best practices for effective MTSS implementation.
- EL Education curriculum provides tiered support for students that are on, below, and above grade level as well as ELL students. Differentiated instruction will occur during strong small group instruction providing support to meet the needs of students. Planning for this occurs weekly and is documented in small group plans.
- EnVision Math curriculum that provides differentiated supports.
- Teachers create small group plans that are shared with coaches. They describe their plans for addressing the individual needs of students, using various data sources (anecdotal data, MAP, benchmark data, in-class assessment data).
- Instruction is monitored on an ongoing bases through MTSS team meetings, weekly observations, administrative mini-observations, and teacher planning sessions.

Limited Development  
09/16/2019

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	When this goal is met following things will be in place: <ul style="list-style-type: none"> <li>• Core instruction in math and literacy will be effectively implemented and internalized by the majority of the teaching staff.</li> <li>• There will be a decrease in the number of students being referred to the intervention team by 5%.</li> <li>• Students in need of interventions will be provided with a plan with their progress monitored and adjusted with fidelity.</li> <li>• Achievement proficiency gaps will narrow for all subgroup populations with a specific emphasis on ELLs.</li> </ul>			<b>LaTresha Wilson (04/28/21)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
9/30/19	Support teachers with strengthening core instruction in literacy and math utilizing EL Education and EnVision Math 2021. <p><i>Notes:</i> A'Rynn Valcin, Cassie Webb and Stevie Roper will also work to monitor. Coaching/Co-teaching model will be established which will be provided at least once a month to core teachers and will be tracked and monitored.</p> <ul style="list-style-type: none"> <li>•We have ongoing PD through grade level PLCs for both EL Education and EnVision.</li> <li>•We provide coaching walk-throughs and feedback to teachers surrounding implementation. We implemented all parts of both curricula.</li> <li>•Instructional leaders attend math and literacy leader meetings to get new information and deliver updates through PLCs.</li> </ul>			Latoya Wright (08/19/21)	01/24/2022
9/30/19	MTSS Team will provide PD for teachers on ECATS looking at data (who gets a plan), Aimsweb, setting realistic goals for student plans, creating problem statements to support plan goals. Policies and procedures for decision making will be established for the administration of assessments, access to existing data sources, and use of data.			LaTresha Wilson (04/28/21)	01/24/2022

*Notes:* •MTSS Team coordinates school-wide SharePoint PD with all grade levels, and with the district MTSS Specialist. This PD focused on analyzing data, setting realistic goals, and problem statements.

•The school’s MTSS Team will provide monthly grade level PD during planning meetings. During these grade level PD meetings, the MTSS Facilitator offers support by modeling how to utilize the Standard Treatment Protocol document, shared updated newsletter information regarding MTSS, and PD opportunities offered by the district.

•MTSS Team will also assist teachers with identifying specific areas of need, selecting appropriate interventions, progress-monitoring tools, creating supplemental and intensive plans, and parent invitation letters for intensive meetings. In addition, the MTSS Specialist implemented progress monitoring fidelity checks through a weekly/bi-weekly Google form.

9/30/19 Ongoing EL Curriculum PD will be provided.

LaTresha Wilson  
(04/28/21)

01/24/2022

*Notes:* •We have ongoing PD through grade level PLCs for EL Education.

•We provided coaching walk-throughs and feedback to teachers surrounding implementation.

•Literacy leader attends literacy leader meetings to get new information and deliver updates through PLCs.

9/4/20 We will monitor student progress data quarterly to monitor progress and adjust interventions. As well as provide staff with data on MTSS implementation and student outcomes at all tiers.

LaTresha Wilson  
(04/28/21)

01/24/2022

*Notes:* The MTSS Team will monitor student data and has adjusted intervention groups to meet the need of struggling students. The MTSS Team provides staff with data on MTSS implementation and student outcomes at all tiers during monthly grade level PD trainings.



5/28/21	MTSS Team will provide PD for teachers on ECATS looking at data (who gets a plan), Aimswebb, setting realistic goals for student plans, creating problem statements to support plan goals. Policies and procedures for decision making will be established for the administration of assessments, access to existing data sources, and use of data.		LaTresha Wilson (04/28/21)	01/24/2022
<i>Notes:</i> The MTSS is in the process of being trained and will start to train staff.				
<b>Implementation:</b>		05/21/2021		
<b>Evidence</b>	5/21/2021			
<b>Experience</b>	5/21/2021			
<b>Sustainability</b>	5/21/2021			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Paw Creek Elementary provides core social emotional practices that are defined schoolwide: <ul style="list-style-type: none"> <li>• Ongoing refresher sessions/training for TLAC (Teach Like a Champion).</li> <li>• Train Caring Schools Curriculum with teachers during planning.</li> <li>• Continued implementation of TLAC in classroom practice.</li> <li>•</li> </ul>	Limited Development 09/16/2019			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	There are a full range of supports that address student social and emotional needs utilized which include: <ul style="list-style-type: none"> <li>• TLAC strategies, and Caring Schools. Consequently, student attendance increases while discipline referrals and suspensions decrease.</li> <li>• utilization of discipline data, attendance data, and student and teacher survey data to monitor full implementation.</li> <li>• tracking attendance to show increase in student attendance.</li> <li>• students engagement is at high levels as measured by classroom participation.</li> <li>• Student and family participation in school-wide extracurricular events is at high levels.</li> </ul>		LaTresha Wilson (04/28/21)	06/08/2022	
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/30/19	Implement FLY (Social Emotional) Student Support Group.		Latoya Wright (08/19/2021)	01/24/2022	

*Notes:* •FLY which stands for Forming Leading Youth, supported students in Kindergarten -5th grade with coping strategies to manage their behaviors.

•The group will met weekly and students completed feedback forms to monitor their weekly behaviors. Students were rewarded for having 4 out 5 great days for the week.

Emotion Regulation-How well students regulate their emotions. Increase by 15%

Challenging Feelings- How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions. Increase by 15%

Self Efficacy-How much students believe they can succeed in achieving academic outcomes. Increase 15%

9/30/19 Implement components of Caring Schools Curriculum.

Sweet Flake  
(08/19/21)

01/24/2022

*Notes:* \*Teachers received a Caring Schools outline to follow which was added to our school calendar.

\*Teachers utilized morning meetings/class chats to engage students in conversations about emotions.

\*Teachers will notify student support staff to arrange support for any students and/or families in crisis.

\*We will check in with students in 4-6 weeks to check on their progress.

9/4/20 Student ratings will improve as measured by the panorama SEL assessment.

Sweet Flake  
(08/19/21)

01/24/2022

*Notes:* Panorama Survey will be completed by Oct.

We will increase the percentage points in the following Panorama areas:

Emotion Regulation-How well students regulate their emotions. From 44% to 64%

Challenging Feelings- How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions. From 50% to 70%

Self Efficacy-How much students believe they can succeed in achieving academic outcomes. From 53% to 63%

<b>Implementation:</b>		05/21/2021		
<b>Evidence</b>	5/19/2021 100% teacher participation for Panorama surveys for students by teachers and K-2, 90% response rate from students in grades 3-5 for completing their self-reported perception data in Panorama.			
<b>Experience</b>	5/19/2021 Training teachers to utilize supports and lesson plans that encouraged student emotional needs, communication, and where to go for support.			
<b>Sustainability</b>	5/19/2021 Continued professional development for teachers on best practices for support referrals, parent contact, and implementation of social-emotional strategies with students daily.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</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>			<p>Paw Creek Elementary school will implement the:</p> <ul style="list-style-type: none"> <li>• There is a coaching caseload in place, which provides teachers with support by a member of the administrative team.</li> <li>• Teachers meet regularly to examine data, discuss feedback data from the Get Better Faster trajectory.</li> <li>• School based ILT walks virtually or in person every 4-6 weeks to observe and provide feedback to teams and teachers. This feedback is used to analyze overall school strengths and gaps.</li> <li>• Teachers receive weekly mini-observations as well as formal observations where the administration provides overall as well as bite-sized feedback to improve instructional practices across the school with an emphasis on providing feedback.</li> <li>• The principal and leadership team supports the planning structure using the IPA approach to planning and instruction.</li> <li>• The principal and leadership team work with teachers in planning sessions and coaching meetings to effectively unpack and internalize EL &amp; Envisions curriculum.</li> </ul>	Limited Development 09/16/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When this goal is met the following things will be in place: <ul style="list-style-type: none"> <li>Teachers will receive a minimum of 10 mini/formal observations each year where they will receive actionable feedback as tracked in our school based observation system.</li> <li>Teacher practice will improve virtually or in person as demonstrated on the teacher evaluation rubric as well as movement on the Get Better Faster trajectory.</li> <li>Teacher internalization and planning guides will show development of ideas and depth.</li> <li>The core actions for literacy (high quality texts, analytical thinking, all students engaged) and mathematics (mathematical shifts, instructional practices, and mathematical practices) will be observable.</li> </ul>			<b>Danielle Belton (04/28/21)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
2/18/20	Administrative team and ILT will meet to walk classroom and calibrate around CMS look for's as well as standards based instruction.			Danielle Belton (08/19/21)	01/24/2022
	<i>Notes:</i> -Admin team will meet weekly to debrief around districts walk through form -Coaches will define actionable bite sized next steps for those on case load -Coaches will model, co-teach, and observe -School based ILT will meet to visit classrooms across the school to identify strengths and gaps which will be shared with the school community. -We will use the districts core actions to help drive our work.				
2/18/20	Administrative team and ILT will work to coach and support classroom teachers through weekly feedback, observation meetings, modeling, and planning.			Danielle Belton (08/19/21)	01/24/2022
	<i>Notes:</i>				
<b>Implementation:</b>			05/21/2021		
<b>Evidence</b>	5/12/2021 100% of EOY Evaluations, PDP and Summatives have been completed for all staff members.				

<b>Experience</b>	5/12/2021 100% of EOY Evaluations, PDP and Summatives have been completed for all staff members.			
<b>Sustainability</b>	5/12/2021 We will continue to conduct mini observations as well as regular observations, PDP's and Summative evaluations and meet with staff to provide ongoing feedback.			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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	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

**Initial Assessment:**

Paw Creek Elementary school will implement the following:

- Weekly grade level communication around literacy, math, & STEM in electronic communication to parents.
- Curriculum Night to share instructional goals and grade level areas of focus.
- Grade level content nights (I.e. literacy, math) to share strategies that parents can use at home with students.
- Parent Professional Development lead by Student Support Services Team: Attendance strategies, Social Emotional Support, etc.
- A variety of hands on parent nights to explore content and build with their students (Science Night, The Cardboard Challenge, Math Night, etc). -Presentations may be modified to accommodate virtual environments, with the same objectives and content goals for learning.
- Connected messages to communicate school events.
- Individual counseling/check-ins with chronically absent students.
- Parent survey data will be utilized to monitor the effectiveness of parent communication throughout the year.

Limited Development  
09/16/2019

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	When this goal is met the following things will be in place: <ul style="list-style-type: none"> <li>• Increased parent participation as measured by event tallies.</li> <li>• Survey data that shows parent satisfaction with school events, communication, and academic awareness.</li> <li>• Increased student attendance as measured by attendance data, and CANVAS login participation .</li> <li>• Increased parent communication as evidence by weekly teacher and staff contact for every student in each class and participation in school-wide events .</li> <li>• Survey data that shows parent satisfaction with school events, communication, and academic awareness and support .</li> </ul>			<b>LaTresha Wilson (04/28/21)</b>	<b>06/08/2022</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
2/18/20	Various parent surveys will be given to parents to receive feedback towards improvement.			Latoya Larmond (08/19/21)	01/24/2022
	<i>Notes:</i> Teachers notify student support staff to arrange support for any students and/or families in crisis. Surveys will be analyzed to refine the program.				
9/4/20	There will be increased student and family engagement.			Shea Heyward (08/19/21)	01/24/2022
	<i>Notes:</i> Digital Documents and tools for Spanish Speaking parents will be made available for families on school-wide communications.  Teachers are utilizing and will continue to utilize items/supplies for instruction materials that parents already have at home or that can be provided by the school to use instead of having families purchase more supplies.  Teachers are utilizing and will continue to utilize grant/donations collection platforms for additional learning materials or supports for families (classroom central, Donorschoose).  We send out a newsletter weekly, per grade level, that include academic points.				



9/4/20	Our chronic absenteeism data will decrease.		Shea Heyward (08/19/21)	01/24/2022
<p><i>Notes:</i> Teachers will continue to notify Student Support Services staff to arrange support for any students and/or families in crisis.</p> <p>Student Support Services will make community referrals for learning centers or community campuses for students who do not have a quiet place to learn at home in Charlotte.</p>				
<b>Implementation:</b>		05/28/2021		
<b>Evidence</b>	5/21/2021			
<b>Experience</b>	5/21/2021			
<b>Sustainability</b>	5/21/2021			