

Comprehensive Progress Report

Mission:

Governors' Village STEM Academy will foster a positive, collaborative, and supportive school culture for all students to graduate from high school, college or career ready. Each student will maximize his or her growth potential in all core academic areas, as well as social and emotional responsibility and maturity. The mission of Governors' Village STEM Academy is to maximize academic achievement for every student.

Innovative Trailblazers, Pioneers of the Impossible

Vision:

Provide all students the best education available anywhere, preparing every child to lead a rich and productive life.

Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 9.2% in SY2021-22 to 29.6% in SY 2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.7% in SY2021-22 to 16.4% in SY 2022-23 and 28% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2022-23 and SY 2023-24.

The percent of students reporting a positive self-perception of their self-efficacy will increase from 54% on the Fall 2021 Panorama Screener (in Grades 3-5) to 68% in SY2022-23 and 73% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percent of students reporting a positive self-perception of engagement will increase from 31% on the Fall 2021 Panorama Screener (in Grades 6-8) to 39% in SY2022-23 and 44% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 21% in SY 2021-22 to 16% in SY 2022-23 and 11% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		A multi-tiered system of support on classroom instruction will be visible through both implementation of the DDI model/corrective teaching as well as through the MTSS process. A clear MTSS process and scheduled meetings with our MTSS facilitator along with MCLs and administrators occur weekly. During these meetings, teachers will work to seek to identify the root cause for learning deficits and then provide corrective teaching. MTSS Facilitator will support teachers with interventions, support PLCs, and provide individual coaching. When one intervention is unsuccessful, the MTSS team will work on identifying a new intervention. Consistent documentation of differentiated instruction will be visible within lesson plans and teachers will collect the necessary data to move through the MTSS process. Classroom teachers will work in collaboration with facilitators to provide instruction through the inclusion model. EC and EL teachers will collaborate with grade level teachers to discuss upcoming areas of study, areas for praise or areas of concern.	Limited Development 09/09/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>			Objective Met 06/11/21	Charles Copeland (admin)	06/09/2023
<i>Actions</i>					
	9/9/20	Consistently develop, analyze and implement student IEPs and comprehensive master schedules that meet all student needs.	Complete 06/10/2022	Alejandra Garcia (admin)	06/09/2023

Notes: Semester 1- Focus on student attendance has shown to support EC attendance for many students in all grades. EC student attendance is improving since September. Hired new EC teacher and shifted staff grade levels to meet the needs of K-8.
 Semester 2- Focus on implementation of updated EC schedules based on student needs and recent IEP and student enrollment changes.
 Semester 2- For April 1 headcount we have 30 meetings- many initial referral meetings.

9/9/20 Strengthen our MTSS Instructional Framework and Team on both campuses that have structures in place to support weekly meetings. Establish norms and expectations for meetings that include all stakeholders (teacher, counselor, EC/ESL/TD, psychologists, and parents). In meetings, analyze student data to identify students in need of supplemental or intensive interventions. Establish common language and communication processes with teachers and parents (i.e. weekly set meetings) to communicate about student need, beginning at Core and continuing throughout the MTSS framework.

Complete 06/10/2022

Alejandra Garcia
(admin)

06/09/2023

Notes: Semester 1- Successfully established MTSS process on each campus. Continuing to define supports and progress monitoring during hybrid/in person/remote. Utilizing IA supports in grades K-5 in small group instruction.
 Semester 2 Focus- Support grade level leaders with coaching teachers on how to respond to challenging students and/ or parents. Update accountability practices to support teachers and students.

9/22/21 Support MTSS Facilitator position and support/lead to focus on developing a systemic framework for MTSS support K-8 and to co-lead and co-facilitate weekly MTSS meetings.

Complete 06/02/2022

Alejandra Garcia
(admin)

06/09/2023

Notes: August update- Hired MTSS position 8/20/21
 Sept/Oct- Provides coaching support to grade level and content leads around instructional needs of progress monitoring and MTSS resources and tools.
 Dec - Implemented Lower and Upper School "MTSS Team" meetings that include admin
 Semester 2 Focus- Solidify growth plans to support each instructional leader to monitor progress with a focus on student outcomes
 Semester 2 Focus- Support Student Action Team and collaborate to reduce absenteeism and support quality work submission

Implementation:

06/11/2021

Evidence

6/11/2021

Experience	6/11/2021			
Sustainability	6/11/2021			