

Comprehensive Progress Report

Mission:

The mission of Mallard Creek is to equip scholars with 21st Century skills through engaging, rigorous, and personalized learning experiences. This year our theme is "Rebuilding our Impact" because we are determined to focus energy on resetting norms, expectations to counteract the negative impacts that our children have encountered because of the pandemic.

Vision:

The Vision of Mallard Creek Elementary School is to use academic achievement to inspire and empower students and families to become productive leaders in our community and globally competitive society.

Goals:

Math Goal: By June 2022, as measured by our performance score 40% of K-2 students will demonstrate expected growth as measured by MAP data. The remaining 60% of our students will show an increase in their RIT scores as measured by MAP data by the end of the year. 3-5 will increase by 6%, 35.2% GLP to 41.% and from 19.6% CCR to 25% in math All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

ELA Goal: By June 2022, as measured by our performance score 40% of K-2 students will demonstrate expected growth as measured by MAP data. The remaining 60% of our students will show an increase in their RIT scores as measured by MAP data by the end of the year. 3-5 will increase by 6% from 46% GLP to 52% and from 30.6% CCR to 36% in ELA. All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

Science Goal: By June 2022 as measured by our performance score our 5th graders will increase their overall Science proficiency by 6% from 41.3% GLP to 47% and from 31.5% CCR to 36% in science. These results will be measured by the NC End-of-grade READY Science assessment. All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

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 20.3% in SY2021-22 to 35.2% in SY2022-23 and 50% in SY2023-24.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 63% on the Fall 2021 Panorama Screener (in Grades 3-5) to 68% in SY2022-23 and 73% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) *Schools can focus on one, two or all three of the domains based on their individual school data. The percent of students reporting a positive self-perception of their self-engagement will increase from 68% on the Fall 2021 Panorama Screener (in Grades 3-5) to 72% in SY2022-23 and 78% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) *Schools can focus on one, two or all three of the domains based on their individual school data.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 24% in SY2021-22 to 19% in SY2022-23 and 14% in SY2023-24. (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 proving 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>		<p>As a school, we are making progress towards having fully implemented a well organized and cohesive system for the MTSS framework. Over the last two years, we have continued to provide teachers with support on using the various interventions that the district has established on the standard treatment protocol. Also, teachers have been held accountable for inputting their progress monitoring data. Many of our teachers have been trained how to use Orton Gillingham as a literacy intervention.</p> <p>Although, we have been moving in a positive direction with increasing our staff's understanding of the MTSS framework, we still have work to do. This year, we will continue to provide teachers with PD on using the interventions, progress monitoring tools and using the new platform Branching Minds. The MTSS leadership team has been restructured and we will put systems in place to check for fidelity of interventions and progress monitoring on a more consistent basis.</p>	Limited Development 08/17/2022		
<i>How it will look when fully met:</i>		In order to determine the our school has fully implemented the MTSS framework with fidelity, the following will be true. All staff members will be able to understand the tier process and how to implement interventions and progress monitoring within each tier. Our staff will be able to properly identify and determine the appropriate level of support for scholars. PLC teams will meet regularly to discuss data and progress of scholars who have tier plans. There will be a reduction of 5% in the numbers of scholars who need support at the supplemental and intensive levels for academics. There will be a reduction of 5% in the number of scholars who need supplemental support and intensive level support for SEL (behavior and attendance).		Shalinda Williams. (DOE 8.15.16)	06/09/2023
<i>Actions</i>			0 of 4 (0%)		
	8/18/22	Established an effective MTSS Leadership Team who will support the MTSS framework and staff.		Melissia Artis	01/23/2023

Notes: The members of the MTSS Leadership have been identified and will understand their roles as it relates to the team.

8/18/22 Teachers will be able to properly implement and use of the Standard Treatment Protocol and Data Decision Rules will determine which level of tier support their scholars need.

Melissia Artis

01/24/2023

Notes: Teachers will receive training on the STP and the data decision rules. Teachers will be able to properly determine which interventions best work for their scholars on tier plans,

8/18/22 The MTSS Facilitator along with the Dean of Students will conduct school-wide professional development for staff to include training on the new MTSS platform (Branching Minds), interventions and progress monitoring tools.

Melissia Artis and
Stephanie Druschel

01/24/2023

Notes:

8/18/22 Strategic scheduling and staffing that supports a tiered instructional system through the 2022-2023 school year.

* The master schedule has a dedicated block of time for each grade level to support scholars in the supplemental and intensive tiers.

* Our IAs schedules will allow for them to be a part of the WIN time to support scholars in the various tiers.

Melissia Artis,
Jeanette Estell, and
Kerry Irving

01/24/2023

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Monitoring instruction in school

	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
<i>Initial Assessment:</i>			<p>The principal conducts regular classroom visits to ensure a high level of visibility as a partner, support, and coach. This aids in sustaining a positive, trusting relationship with all staff and scholars. The administrative team is visible in classrooms and PLCs to collaborate with teachers to effectively prepare for instruction, and assessments as well as analyze scholar work/data. The instructional team educated staff on the purpose of walkthroughs and the rationale for calibration walkthroughs. The instructional team understands the impact of the coaching that focuses on the use of high-quality text, student engagement, text evidence, reasoning, and teacher interaction.</p>	<p>Limited Development 08/13/2022</p>		

<p>How it will look when fully met:</p>	<p>The principal is highly visible and regularly present in classrooms and PLCs.</p> <p>Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs using the district's core action resources.</p> <p>The instructional team will support small groups to assist the teachers in narrowing learning gaps</p> <p>The principal will lead the instructional team in fostering strong collaborative practices and processes that will promote student engagement</p> <p>The principal engages in a regular coaching cycle with staff; communication and feedback are transparent, honest, and rooted in best practices.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>11/18/2022</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/13/22</p>	<p>The principal will establish and maintain a process and structure for the entire instructional team to provide immediate feedback and conduct coaching conversations in order to monitor and improve student growth and achievement. Feedback and coaching sessions will be documented in the school's electronic database.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>09/09/2022</p>
<p><i>Notes:</i></p>				
<p>8/13/22</p>	<p>Use of Core Action walkthrough resources to support the coaching process.</p>		<p>Shalinda Williams</p>	<p>09/12/2022</p>
<p><i>Notes:</i></p>				
<p>8/13/22</p>	<p>Implementing data-based, differentiated professional development to strengthen staff's impact as it relates to teaching and learning. The goal is to build capacity and develop highly effective teachers.</p>		<p>Andrea Bryant DOE (8.31.20)</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>8/13/22</p>	<p>Provide teachers with regular opportunities to visit model classrooms to strengthen their overall teaching practices.</p>		<p>Andrea Bryant DOE (8.31.20)</p>	<p>01/16/2023</p>
<p><i>Notes:</i></p>				

<p>How it will look when fully met:</p>	<p>Staff will consistently utilize ParentSquare to keep the communication fluid with families.</p> <p>Parent attendance will increase in school events and they will be better equipped with the essential tools to support their children's holistic growth and success. We are seeking to have 10% of our total parent population present at Principal Chats and 20% present at literacy/math and curriculum nights. Parents will understand current school safety practices, MTSS framework, grading policy, local/state assessments, and receive needed resources to support them in effectively navigating elementary school.</p> <p>Positive and respectful relationships among stakeholders.</p> <p>Surveys will be administered at the end of each quarter to collect data on our customer service delivery and the results will progressively show more favorable outcomes.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>05/05/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/13/22</p>	<p>Implement literacy family nights for scholars to showcase their completed products for EL Modules 1 and 2. Math will be incorporated to provide make-and-take activities to teach parents how to support their children academically at home.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>02/09/2023</p>
<p><i>Notes:</i></p>				
<p>8/13/22</p>	<p>The principal will implement three principal chats this year to educate parents on school safety practices, instructional programs, MTSS, Panorama Surveys, and other topics generated by parents.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>03/29/2023</p>
<p><i>Notes:</i></p>				
<p>8/13/22</p>	<p>MCES Parent University will take place twice this year with an event during the first semester and second semester. The first-semester event will involve a panel discussion with guests from local agencies that can offer resources in behavioral health and academics. The second-semester topics will be determined based on data and need.</p>		<p>Robyn Harris</p>	<p>04/28/2023</p>
<p><i>Notes:</i> Both our school counselors, psychologist, and social workers will collaborate to facilitate and execute these parent events.</p>				
<p>8/13/22</p>	<p>Implement quarterly Parent Surveys to track our customer service efforts.</p>		<p>Shalinda Williams. (DOE 8.15.16)</p>	<p>06/02/2023</p>
<p><i>Notes:</i></p>				