

## Comprehensive Progress Report

### Mission:

Our mission is to prepare each student to be a successful, educated, responsible member of society by assuring quality instruction in a safe and nurturing environment.

Our mission is to provide all students with a challenging and relevant education. This begins by increasing early identification of students who are in need of additional supports and services.

### Vision:

We, the students, parents, educators, and community, are committed to academic excellence and service to others.

### Goals:

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 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).

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).

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

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 15.9% in October 2021 to 50.0%, by October 2024.

The percentage of Black 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024

The percentage of Hispanic 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The administrative team made adjustments to the master schedule with regards to grade level planning. During the past two years, grade level planning took place on "A" day. Administrators, special education teachers, and other support staff were not able to attend the entirety of meetings due to two grade levels planning at the same time. For the 2021-2022 school year grade levels will be assigned one 90 minute planning block on one of two planing days. This will allow pertinent staff to participate in grade level planning without the conflict of time created by the old planning schedule.</p> <p>Grade levels have been required to submit a grade level planning agenda, and minutes from their meetings in a digital format. Adjustments to the planning protocol will be introduced to grade levels this school year.</p>	Limited Development 08/13/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>-K-3 Grade levels will follow district mandate curriculum initiatives.</li> <li>-Grades 4,5 will follow district created unit plans using established transitional curriculum provided by district. ELA Curriculum adoption is slated for the 2020-2021 school year.</li> <li>-Grade levels will follow grade level planning protocol in addition to submitting a planning agenda and meeting minutes. Artifacts and documentation will be maintained digitally within google drive.</li> <li>-Student Data collected from Core, Supplemental and Intensive assessments (formal and informal) will drive planning.</li> <li>-Evidence of full implementation will be evident through planned weekly walkthroughs and formal/informal observation.</li> </ul>	<b>Objective Met 11/07/19</b>	<b>Lane Price</b>	<b>06/21/2024</b>
<i>Actions</i>					
	10/7/20	Provide 4th and 5th Grade teachers with professional development support in relation to enhancing the curriculum to meet the needs of students who are displaying mastery of state standards.	Complete 05/28/2021	Racine Kilpatrick	06/01/2021

<i>Notes:</i> Assess teacher needs through feedback and observation.				
8/13/19	Planning template with protocols will be maintained which aligns long term and short term pacing and grade level plans with North Carolina Teaching Standards.	Complete 01/05/2022	Lane Price	05/01/2022
<i>Notes:</i> Racine Kilpatrick, Academic Facilitator will be responsible for distributing to grade levels and being the point of contact for grade level clarification.				
9/8/21	Implement professional development created by the North Carolina Department of Public Instruction. "Language Essentials for Teachers of Reading and Spelling (LETRS) is a flexible literacy professional learning solution for preK–5 educators. LETRS provides teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student" -Sopris International This will support our teachers as we work to address the needs of our students in the realm of language development/fluency.	Complete 05/12/2022	Lane Price	06/12/2022
<i>Notes:</i> 9/1/21 Professional Development Sessions will occur monthly and based at McKee Road Elementary. Teachers will complete Units 1-4 during the 2021-2022 school year. 1/6/22 Planning support schedule created to have full days. Teachers worked on self-paced course. 5/12/22 Attendance to Synchronous LETRS Sessions  Unit 1 100% Unit 2 100% Unit 3 86%  Asynchronous Assignment Completion Unit 1 93% Unit 2 90% Unit 3 73% Unit 4 40%				
<b>Implementation:</b>		11/07/2019		
<b>Evidence</b>	11/7/2019			
<b>Experience</b>	11/7/2019			

<i>Sustainability</i>	11/7/2019			
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<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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<i>Initial Assessment:</i>		<p>Continue to implement MTSS processes and procedures.</p> <p>-Provided teachers with professional development led by our community MTSS support lead. Topics included:</p> <ol style="list-style-type: none"> <li>1. The use of MAP data to drive instruction and help create small group learning opportunities.</li> <li>2. Professional Development session to train staff on the use of the Branching Minds platform.</li> <li>3. Provide individual teachers with support to enter data into the platform.</li> <li>4. Assignment of grade levels to one of three administrators.</li> </ol>	Limited Development 06/14/2019		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Grade 3-5 students that have not scored above the 25 percentile on MAP at BOY, MOY, EOY will be have an active supplemental plan.</p> <p>Grade 4-5 students that score below the 25 percentile in MAP Reading, Math, and Science.</p> <p>The MTSS team will triangulate data (MAP, IReady, EL Assessments, quarterly district assessment data.) and work with grade levels to ensure that every student in need of support will receive Instructional support in a timely manner.</p> <p>90% of student in grade K-5 will demonstrate mastery of state standards in reading comprehension and fluency based upon formal and informal data.</p> <p>90% of students in grade K-5 will demonstrate master of state standards in math based upon formal and informal data.</p>			<b>Lane Price</b>	<b>06/21/2024</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
8/13/19	<p>-Provide clarification for classroom teachers regarding procedures and processes for selecting students to be placed on supplemental plans. (0-25 percentile based upon MAP data will qualify students for an intensive plan, 26-40 percentile will qualify students for a individual or group supplemental plan.)</p>			Lane Price	06/15/2024
<p><i>Notes:</i> Student MTSS updates will take place during grade level data/MTSS meetings with assigned administrator/support staff member.</p> <p>MTSS Leadership Team will meet 3 times per year to review screener data (BOY, MOY, EOY).</p> <p>Grade Level Team will meet a at least 1 hour per month to discuss supplemental plans with administrative support.</p> <p>Student support team will meet bi-weekly to discuss intensive intervention plans.</p>					

9/8/20	Meet with teachers that have students on supplemental and/or intensive plans no less than once a month to ensure that intervention strategies and progress monitoring are being implemented and documented within ECATS.		Lane Price	06/15/2024
<p><i>Notes:</i> See Master Calendar for prescribed dates:</p> <p><a href="https://docs.google.com/spreadsheets/d/1a4RFKUqJEnKOprDcTot5zssnkibTIsP25JCby58HtFM/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1a4RFKUqJEnKOprDcTot5zssnkibTIsP25JCby58HtFM/edit?usp=sharing</a></p>				
5/6/21	Multi-tiered Systems of Support (MTSS) will be further refined to address supplemental support in small group settings instead of maintaining individualized plans when practical and appropriate. Intensive intervention plans will continue to be provided individually based upon specific needs.	Complete 05/12/2022	Lane Price	06/15/2024
<p><i>Notes:</i> This goal has been largely met as a comprehensive plan exist to identify and support students in need of academic support.</p> <p>This will continue as we implement the Branching Minds platform for monitoring student academic performance.</p>				
9/8/21	Implement Mastery Connect platform to monitor student performance with the intent of implementing interventions as early as the first quarter for students that are not responding to Core instruction. We will begin interventions for students that have carry over intervention plans from 2022-2023 the second week of school. Progress will be monitored by the MTSS administrative team and individual teachers as outlined in our MTSS school plan.	Complete 05/12/2022	Racine Kilpatrick	06/15/2024
<p><i>Notes:</i> Core Instruction and interventions are part of our overall instructional plan under MTSS. Intervention plans are written for small groups of students or individuals based upon need and intensity of the intervention.</p> <p>All supplemental plans will be reviewed prior to beginning of year universal screenings.</p>				
<b>Implementation:</b>		09/08/2020		
<b>Evidence</b>	9/8/2020 9/8/2020- Please see our current data tracker in google drive as well as our master schedule that denotes faculty meeting times set aside for specifically discussing the MTSS process related to Core, Supplemental and Intensive interventions.			

<p><b><i>Experience</i></b></p>	<p>9/8/2020 7/12/20- We continued to monitor student progress with regards to intervention processes although students and staff worked within a remote setting. The MTSS Administrative team maintained our School wide data tracker that will be updated and continued in the fall of 2020. The onset of remote learning severely hampered our ability to meet student needs given the inability to provide face to face intervention as well as the lack of valid data that could be used to support decision making related to the MTSS process.</p>			
<p><b><i>Sustainability</i></b></p>	<p>9/8/2020 9/8/2020- We are excited that the district will use ECATS this fall of 2020 to document intervention processes. In addition, the district adoption of Iready and the continuation of AimsWeb are also welcomed. The school MTSS team met the week of September 4 to prioritize our case load. We will work to provide teachers with virtual case files in the coming weeks and have a plan for beginning existing intervention plans on 9/21/20.</p>			

	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
<b>Initial Assessment:</b>			McKee Road Elementary currently implements a student support model that implements components of PBIS as well as 'The Seven Habits of Highly Effective People.' Specifically, teachers and administrators seek opportunities to recognize the hard work and positive behavior of students through multiple venues. Students are recognized daily during school news broadcast for consistent positive behavior, academic or behavioral improvement, etc. In addition, two students per class are recognized bi-monthly for demonstrating one of seven habits from Stephen Covey's work. Students and parents were invited to a special breakfast as part of our recognition program last year. Slight adjustments are being made to this component of our program for the 2019-2020 school year.	Limited Development 08/14/2019		
<b>How it will look when fully met:</b>			<p>-Classroom teachers will host morning meetings throughout the school year to highlight appropriate behavior, build a family environment within the classroom, and provide opportunities for conflict resolution using appropriate skills.</p> <p>-Students will possess the necessary skills needed to appropriately engage others in a productive and civil manner.</p> <p>-Student disciplinary infractions will further reduce, supporting our efforts to maximize instructional time.</p>	<b>Objective Met 06/27/22</b>	<b>Lane Price</b>	<b>06/21/2024</b>
<b>Actions</b>						
	9/8/20	Ensure that teachers implement the Caring Schools curriculum and complete the Panorama Universal screener in grade K-5 to support the well being of students in a remote learning environment.		Complete 01/05/2021	Michelle Bitter	12/18/2020
<i>Notes:</i> Caring Schools curricular resources arrived at school on 9/3/2020. Distribution to teachers begins 9/8/2020.						
	8/14/19	Provide small group counseling sessions focused on building appropriate social skills, child bereavement, academic/organizational support. School Counselors, administration, school nurse, psychologist, and parents will collaborate to identify students for this support.		Complete 11/06/2020	Ericka Ficker	05/28/2021
<i>Notes:</i> We will continue to seek ways to meet student needs as our inability to meet face to face severely hampered our efforts during the spring.						



10/16/19	Teachers will build "morning meeting" (social/emotional Support) into their daily schedules to build and enhance classroom community. Students will engage the teacher and peers in conversations that build trust and relationships within the classroom setting.	Complete 10/30/2020	Ericka Ficker	05/28/2021
<i>Notes:</i> This has been incorporated into the master schedule that was created by teacher representatives and the administrative team in April of 2020. We will work to implement both a SEL screener and curriculum this fall.				
8/14/19	School Guidance Counselors will conduct monthly guidance lessons in each individual classroom using Second Step and the 7 Habits of Highly Effective People resources.	Complete 05/12/2022	Ericka Ficker and Melissa Miller	05/01/2022
<i>Notes:</i> 5/12/22 This action has been scheduled and implemented by our school counselors during the 2021-2022 school year.				
9/8/21	The Master schedule reflects SEL time that is set aside to implement the Caring School Curriculum. In addition, our counselors will be teaching monthly lessons to each class that are centered around Covey's Seven Habits of Highly Effective People. We will monitor Panorama student survey results and district created survey results to monitor plan success.	Complete 05/12/2022	Lane Price	05/01/2022
<i>Notes:</i> The 7 habits lessons will continue to take place once a month as during the 2020-2021 school year.				
10/16/19	Conduct student data reviews for students that have documented behavior plans in order to identify links between counseling sessions (small, individual, classroom) and it's impact on overall individual student behavior.  Administration will review student incident reports as a data point for this activity.	Complete 06/10/2022	Lane Price	05/28/2022
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The administrative team conducted an average of six documented informal walkthroughs during the school year leading up to the onset of remote learning, providing teachers with specific feedback related to standards alignment between lesson plans and observed instructional practices. Teachers received an email immediately following the walkthrough with details and feedback from the informal observation. Administrators conducted formal observations as required throughout the school year and provided pertinent feedback regarding formal observations.

This process will begin this fall using a similar document that adds and SEL component to the walkthrough.

Limited Development  
08/14/2019

<p><b>How it will look when fully met:</b></p>	<p>The principal has blocked out two days each week for the entirety of the school year to observe classroom instruction, students, and provide relevant and knowledgeable feedback regarding curriculum and instruction. In addition, the master schedule has been adjust to ensure that administration and support staff can attend every grade level planning session without the conflict of attending two grade levels in a 90 minute planning block.</p> <p>Student data tracking tools will be used to monitor our progress with meeting the needs of subgroups.</p> <p>Lesson plans will be submitted digitally and will be monitored to ensure that instruction aligns with district created YAAG's.</p> <p>100% of classrooms will provide students with standards aligned rigorous and meaningful instruction.</p>		<p>Lane Price</p>	<p>06/21/2024</p>
<p><b>Actions</b></p>		<p><b>6 of 7 (86%)</b></p>		
<p>8/14/19</p>	<p>Administrators will provide teachers informal feedback weekly as part of the evaluation cycle.</p>	<p>Complete 10/21/2019</p>	<p>Lane Price</p>	<p>09/05/2019</p>
<p><i>Notes:</i></p>				
<p>9/8/21</p>	<p>The administrative team will align our walkthrough focus to align with our MTSS initiatives and how we support and monitor student performance for specified sub-groups within our student body. Student Performance data (MAP, Quarterly Assessments, Benchmark Assessments, mClass, EOG) will be reviewed for subgroups to evaluate effectiveness of instruction.</p>	<p>Complete 05/02/2022</p>	<p>Lane Price</p>	<p>12/01/2021</p>
<p><i>Notes:</i> 5/12/22 Administrators have taken on the task of completing both intervention fidelity checks and Student Intervention Observations as required by MTSS district guidelines.</p>				
<p>9/21/21</p>	<p>Implement weekly walkthroughs as previously scheduled to target EL Curriculum Implementation and MTSS Intervention Fidelity.</p>	<p>Complete 05/02/2022</p>	<p>Lane Price</p>	<p>05/01/2022</p>
<p><i>Notes:</i> Walkthrough duties will be shared between the Principal and Assistant Principal through the entirety of the 2021-2022 school year.</p>				

8/14/19	<p>Academic Facilitator will provide coaching support to teachers as requested or identified. Support will be ongoing and long term in nature to ensure that teachers are properly supported.</p> <p>We identified and targeted teachers for coaching support in the early winter. The onset of remote learning hampered our abilities to support teachers as we would like and therefore this action remains relevant.</p>	Complete 01/05/2021	Lane Price	05/01/2022
<i>Notes:</i>				
8/14/19	<p>Administrators and Academic Facilitator will provide teachers with timely feedback regarding both formal and informal observations/walkthroughs. Feedback will be provided in digital format with opportunity to follow up with face to face conversation when appropriate and/or requested by teacher or administrator.</p>	Complete 05/05/2021	Lane Price	05/01/2022
<i>Notes:</i> Ongoing Action				
10/16/19	<p>Administration will use collected informal walkthrough data to guide next steps for coaching, instructional planning, and professional development.</p> <p>Our professional development focus will continue to be focused on the implementation of the EL curriculum and MTSS intervention implementation.</p>	Complete 05/02/2022	Lane Price	05/28/2022
<i>Notes:</i> Administration will begin monitoring the use of LETRS resources and strategies during PLC planning.				
5/12/22	<p>Administration will develop a schedule for conducting weekly walkthroughs for literacy instruction in support of increased student mastery in literacy.</p>		Lane Price	08/19/2022
<i>Notes:</i>				

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>		<p>McKee maintains a comprehensive communication plan for parents and community members.</p> <p>We have worked to expand the use of our school Facebook page to support communication with parents.</p> <p>We have also adopted ClassTag as a school to reduce the number of different platforms that are used by teachers.</p> <p>Given the adoption of the new EL curriculum, our goal will be to properly communicate adjustments to instructional practices based upon the new curriculum. This will be supported during our winter curriculum night. Date and Time:TDB</p>	Limited Development 08/14/2019		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>Parents will have an understanding of what their children are engaged in on a day to day basis during literacy instruction. The job of properly communicating when, how, and what is taught will be a joint venture between grade level teachers, administration and support staff.</p> <p>Artifacts will include teacher news letters, parent survey data, parent feedback from teachers (required communication logs).</p> <p>Pertinent student performance data (Progress reports, supplemental plan documentation, benchmark assessment data).</p>	<b>Objective Met 09/08/21</b>	<b>Michelle Bitter</b>	<b>06/21/2024</b>
<b>Actions</b>					
	8/14/19	Ensure that teachers provide parents and families with relevant information related to the EL curriculum. This will be attained through updated teacher web pages, newsletters, etc. This will be conducted on a weekly basis.	Complete 01/05/2021	Racine Kilpatrick	12/18/2020
Notes: EL will be a central topic for teachers at our 9/10/2020 curriculum Night.					

10/16/19	Maintain and distribute School Newsletter (Mini-News) to parents with school news.	Complete 05/28/2021	Lane Price	05/28/2021
	<i>Notes:</i> The mini-news is a PTA/School publication that is created by PTA staff and supported by Administraitve staff.			
9/8/21	Host a pre-Open House event for new Providence Spring Elementary Families in August to provide students and parents with introductions to administration and PTA officers. This will also include tours of the school.	Complete 08/09/2021	Lane Price	08/05/2021
	<i>Notes:</i> This event was implemented successfully to help PSE families feel welcome to our school. Due to Covid concerns, the open house event was hosted as a K-2 and 3-5 event, each lasting one hour in length.			
9/8/21	Conduct a Kindergarten Parent Virtual Meeting to replace our annual "BooHoo" breakfast that we host each year for Kindergarten parents.	Complete 09/03/2021	Lane Price	09/03/2021
	<i>Notes:</i> This event was successful from the standpoint that parent feedback was positive. Approximately 30 parents participated in the event.			
9/21/21	Parents of students that are receiving academic interventions will be kept abreast of their child's performance through written documentation and the opportunity to meet with teachers and staff to discuss specific needs and progress.	Complete 05/02/2022	Lane Price	05/01/2022
	<i>Notes:</i> Parent report delivery will be based upon time frame of interventions supplemental/intensive and the time of year implemented.			
10/16/19	Provide Parents with a McKee Road Weekly Connect Ed message that details important school information.	Complete 05/28/2021	Lane Price	05/01/2022
	<i>Notes:</i> Sunday @ 5:30 pm			
10/7/20	Host monthly Principal Coffee events for parents to meet with administration in an informal setting.	Complete 05/28/2021	Lane Price	05/01/2022
	<i>Notes:</i>			
1/7/22	Teachers will begin planning and inviting parents to MTSS review meetings beginning in February of 2022.	Complete 05/12/2022	Lane Price	05/22/2022
	<i>Notes:</i> 1/7/22 Meetings will occur as intervention runs it's course and requires data review by staff and parents. 5/12/22 This action step has been completed.			
9/23/21	Administration will continue to provide families with weekly school updates via Blackboard Connect Ed. In addition, parents will also have the opportunity to meet with administration virtually via Zoom in an open meeting format.	Complete 05/12/2022	Lane Price	06/30/2023

Notes:

<b>Implementation:</b>		09/08/2021		
<b>Evidence</b>	9/8/2021 9/8/2021- Connect Ed Scripts, Agenda for the Open House, Postings on our school webpage advertising the event.			
<b>Experience</b>	9/8/2021 9/8/2021- Administrators received positive feedback from parents as some were apprehensive about their children attending McKee Road.			
<b>Sustainability</b>	9/8/2021 9/8/2021- We will continue to be responsive to former PSE families and make sure to include them in our targeted discussions to have former PSE parents take on leadership roles within our school PTA.			