

## Comprehensive Progress Report

### Mission:

District: The mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

Reid Park: Reid Park Academy understands that every scholar is unique and that every scholar is capable of meeting high academic expectations when provided with meaningful relationships and data driven and targeted instruction during the school day.

“Local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year.”

District: Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potentials.

### Vision:

Reid Park: Reid Park Academy will prepare scholars for rigorous coursework in high school and beyond and meet high academic growth by having a laser focus on the social and emotional needs of our scholars and supporting their unique learning needs with high quality instruction.

### Goals:

Reading Goals: 1) 40% of students in grades 3-5 will be proficient in reading as measured by the North Carolina EOG. (A 2.04, A 4.01, B 3.03) 2) 80% of students in grades K-2 will show 1.5 years of growth as measured by the mClass reading assessment. (A 2.04, A 4.01, B 3.03)

Math Goals: 45% of students in grades 3-5 will be proficient in math as measured by the North Carolina EOG. (A 2.04, A 4.01, B 3.03)

Science Goal: By June 2022, Reid Park Academy will meet or exceed science growth by 10% from 47% to 57% as measured by NC End-of-Grade testing. (A4.01; A2.04)

Culture and Climate Goal: Reid Park Academy will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.(A4.06) By June 2022, Reid Park Academy will use restorative practices to reduce the number of out of school suspensions from 38 to 25. (A4.06) Reid Park will continue to increase parental involvement and family engagement to promote student achievement with 60% of parent participation. (E1.06) Teachers will be provided with duty free lunch. (A2.04) Teachers will be have duty free instructional planning. (A4.06)

Social and Emotional Health: Provide a duty-free lunch period for every teacher on a daily basis. (B2.01) Use RULER strategies to increase the emotional intelligence of students and staff. (B2.01) 60% of students will respond favorably to self efficacy and growth mindset questions on the Panorama Survey. (A 4.06)

Academic Growth/High Academic Achievement: Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Exceptional Children's Goal: Increase exceptional children's overall performance from by 5.2% from 4.8% to 10%. (A4.01; A2.04; B3.03)

! = 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>		Teachers have protected time for unpacking units of instructions. The time allowed wasn't used with fidelity. These designated times will have lead content specialist to facilitate the use of time to ensure unpacking of the standard, modeling, and the use of data to create action plans for next steps.	Limited Development 08/08/2022			
<i>How it will look when fully met:</i>		When fully met PLC's will include standards-based objectives and their criteria for mastery. Include pre-/post-tests to assess student mastery of standards-based objectives. Include specific learning activities aligned to objectives. Develop materials for standards-aligned learning activities and share with colleagues as well as ensure materials are well organized and easily accessible by all teachers.		Dana Taylor	06/15/2024	
<b>Actions</b>			<b>0 of 3 (0%)</b>			
	8/8/22	Curriculum implementation (Goal 1- 3rd Grade ELA) - teachers will implement all components of math and reading curriculum with fidelity.		Dana Taylor	06/15/2024	
		<i>Notes:</i> Admin meetings Check-ins (weekly) Observations Walkthroughs Differentiated Professional Development				
	8/8/22	PLC Systems and Processes (Goal 1-3rd Grade ELA)- PLC will be facilitated by literacy and math specialist and lead with a detailed agenda. The actions that teachers will unpack the key components of the module, all block/skill block differentiate the core, and pull and organize resources for upcoming lessons. Also, aligning the actions to intervention time.		Dana Taylor	06/15/2024	
		<i>Notes:</i>				

8/8/22	Data analysis and action planning systems and processes (Goal #1-3rd Grade ELA)- Data analysis and planning has been embedded in the PLC Matrix for teachers to review and discuss data and next steps according to the students misconceptions. Teachers will provide exemplars prior to analyzing student work. The analysis between the student misconception and the exemplar to drive the reteaching of standard objectives.		Dana Taylor	06/15/2024
<i>Notes:</i>				

**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
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<i>Initial Assessment:</i>	Processes are in place for students to be identified in the multi-tiered systems with the use of multiple data points (MAP and Dibels). Intervention blocks have not been implemented with fidelity to increase student performance aligned to school goals and the use of standard treatment protocol. Teachers are not analyzing data to determine the specific area of need to differentiate the needed instruction for targeted area of need.	Limited Development 08/08/2022		
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<i>How it will look when fully met:</i>	When fully met each teacher is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. Intervention will address all tiered instruction with resources from provided curriculum high quality instruction and research based materials. Teachers knowingly adjusting strategies based on student needs according to tiers of instruction.		LaDonna Ardrey	06/15/2024
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**Actions 0 of 4 (0%)**

8/8/22	Strategic Staffing that supports a tiered instructional system (Goal #1-3rd Grade ELA)- Title I funding used for a Title I math facilitator which allows the literacy facilitator to focus on reading goals.		Samantha Mazzone	06/15/2024
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*Notes:* A Title I tutor was hired to provide additional interventions.

8/8/22	Strategic scheduling (Goal #1- 3rd Grade ELA)- Developed master schedule to embed a forty minute intervention block to address the multiple tiers of students being served. The block is staggered throughout the day so that all available staff can go into a grade level.		Dana Taylor	06/15/2024
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<i>Notes:</i>						
	8/8/22	Establish an effective MTSS Leadership Team (Goal #1- 3rd Grade ELA) A solid MTSS team has been established and scheduled to meet monthly that addresses content and behavior. Review data with Branching Minds and ensure plans are implemented with fidelity, plans are aligned with the standard treatment protocol and data decision rules, progress monitored, and adjust as necessary.		Dana Taylor		06/15/2024
<i>Notes:</i>						
	8/8/22	Identify 3rd-5th grade CCR students (Goal #1- 3rd grade ELA)- The use of the TD teacher and RAM Time (intervention) to leverage CCR students and grade level students to hold and push students to CCR.		LaDonna Ardrey		06/15/2024
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			School has a designated SEL block and teachers have been trained on the Caring School curriculum. Panorama is given in the fall and the spring to gather students emotional well being to gather data. Teachers aren't utilizing Panorama data, classroom data, and topic lessons. An explicit teach, model, practice, framework hasn't been utilized to address self management. Two years of no counselor to lead the work around SEL has been a deficit to the full implementation of effective practices of SEL.	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>			When fully met Panorama is being used to drive the implementation of SEL. Guidance lessons will be completed consistently school wide with fidelity. There will be evidence of teachers implementing the caring schools curriculum, topic lessons, and practicing of the lessons taught. Students will respond favorably towards self efficacy, self management, and engagement in the school as measured by the Panorama survey.		<b>Samantha Mazzone</b>	<b>06/15/2024</b>
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	8/9/22	Implementation of SEL curriculum (Guardrail 3 a, b, and c) Caring schools training will be provided to all staff. Culture walks will take place bi-weekly to monitor the fidelity of implementation of the curriculum. Feedback and coaching will be provided to teachers that are struggling with the implementation.		Patti Thompson DOE 04.20.2021		06/15/2024
<i>Notes:</i>						

8/9/22	Equitable service delivery models for all students (Guardrail #3 a, b, and c) Guidance counselor will deliver differentiated guidance lessons on self management, self efficacy, and other topics based on panorama and discipline data.		Rachel Philippe	06/15/2024
<i>Notes:</i>				
8/9/22	Systems and processes to track the effectiveness of tiered interventions for Behavior and Social-Emotional Needs (Guardrail #3 a, b, and c) MTSS team will meet monthly to analyze Kickboard behavior and Branching Mind data for the purpose of implementing and adjusting plans.		Patti Thompson DOE 04.20.2021	06/15/2024
<i>Notes:</i>				
8/9/22	Attendance plan (per board policy) - (Guardrail #3 a, b, and c) An attendance plan will be created that identifies high risk students and support resources needed. Student attendance data will be discussed at bi-weekly student services meetings for the purpose of monitoring students, ensuring attendance records are accurate, creating attendance plans, and scheduling meetings with parents.		Quenesha Pinkney	06/15/2024
<i>Notes:</i>				

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>		The school has developed a walkthrough schedule and teachers receive written feedback within 24 hours. Feedback was given with the A (Affirm) I (Impact) and C (Challenge) protocol. A process was in place to track and discuss individual, PLC, and school wide next steps but wasn't followed with fidelity. Professional development needs to be differentiated based on walkthrough observations.	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>		When fully met the principal will provide honest and supportive feedback that will help staff see where their performance falls short and where it is already strong. Principal will spend 40% or more of their time observing teaching within the classroom.		Samantha Mazzone	06/15/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/9/22	Walkthrough and observation systems and processes (Goal #4-EVASS) ILT will conduct daily walkthroughs that will follow a detailed schedule aligned with feedback expectations around AIC. ILT will track AIC feedback and discussed at weekly admin meetings for the purpose of determining differentiated professional development.		Samantha Mazzone	06/15/2024
<i>Notes:</i>					
	8/9/22	Recruitment and Retention (Goal #4- EVAAS) Principal will ensure teachers have opportunities to provide feedback and create plans to address schools next steps providing great ownership over school systems.		Samantha Mazzone	06/15/2024
<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>		School sends home regular communication through Thursday Folders, Class Dojo, Kickboard, newsletters, and Connect Ed's. Communication includes information about upcoming school events, curriculum, and ways parents can support their students in the home. Parents do not always keep school informed of changes in demographics (address and phone numbers) to allow the school to reach them with important information regarding their scholar. School hosts parent engagement events however only a quarter of the school community attends. Less than 25% of parents attend parent teacher conferences. Stakeholder events (SIT) are attended by less than 2% of our parents.	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>		When fully met at least 50% parents will attend sessions offered by the school to receive advise on how to collaborate with their student and staff to increase the success of their child with effective best practices. Parents will receive multiple opportunities to attend face to face sessions on how to implement best practices at home and the review of instructional practices in the classroom to have an alignment of classroom and home. Teachers will send home weekly communication to allow parents to see what their child is learning in the classroom.		LaDonna Ardrey	06/15/2024
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	8/9/22	Equitable systems and processes to increase parent and community engagement (Goal #1 and Guardrail #3c) The school will implement RAM University which will meet quarterly to allow stakeholders to attend sessions in which parents will receive strategies on how to help their child with homework, literacy, math, attendance, life skills, etc. to help increase the success of their student. Survey will be given at the beginning of the year to gauge parents input on those sessions.		LaDonna Ardrey	06/15/2024
<i>Notes:</i>					

8/9/22	School events that engage parents/guardians in their child's learning (Goal #1 and Guardrail #3c) School will host quarterly parent/teacher conferences and times will be open throughout the day to accommodate home and work schedules. School will also have two big curriculum events to support families in the Fall and Spring.		LaDonna Ardrey	06/15/2024
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