

Comprehensive Progress Report

Mission:

"A place where success is expected, practiced, shared and rewarded."

Declaration de mission: "Un endroit où le succès est attendu, pratiqué, partagé et récompensé."

Declaration de la misión: "Un lugar donde el éxito es esperado, practicado, compartido y recompensado."

Carver Elementary School Vision

It all starts here:

We

Vision:

Collaborate,

Communicate,

Create, and think

Critically to

Change the future.

Goals:

Based on the overall Math-3 Grade level proficiency data for the 2021-22 school year, All 3rd graders will show growth and overall proficiency will increase from 25.42% to 40 % proficiency by 2025. (2.01)

Based on the overall Reading-3 grade level proficiency data for the 2021-22 school year, all students will show growth in reading and overall proficiency will increase from 32.69% to 60% proficiency by 2025. (2.01)

Based on the overall Math-4 grade level proficiency data for the 2021-22 school year, 4th-grade students will show growth and overall proficiency will increase from 47.62% to 70% proficiency by 2025. (2.01)

Based on the overall Reading-4 grade level proficiency data for the 2021-22 school year, 4th-grade students will show growth in reading, and overall proficiency will increase from 33.33% to 60% proficiency by 2025. (2.01)



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---------------------|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| | A1.06 | ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | <p>Teachers use data to drive instruction. Whole group instruction is used to introduce the topic, model lessons, provide strategies and utilize higher thinking level skills. Scaffolding of skills are evident by the use of thinking maps, choice boards, and small group instruction.</p> <p>Small groups are created using data from formative assessments, STAR, NC Check-Ins, Freckle, and teacher assessments that address the needs of the students.</p> <p>Independent work allows students to apply what they have learned giving the teacher the opportunity to check for understanding using a variety of methods. Common ways that teachers assess student progress is by using rubrics, exit tickets, and teacher-made assessments.</p> <p>Computer-based Instruction such as Imagine Learning (K-2, 3-4 ESL) and Freckle and additional online learning platforms is seen in all grade levels. Teachers are intentionally looking at the standards and assigning online resources that correlate with the curriculum.</p> | Limited Development 09/20/2019 | | |

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| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | <p>Small groups will be formed based on needs. These groups could be heterogeneous or homogeneous. These groups are also fluid based on needs and/ or skills performance.</p> <p>Small groups will also be student-directed with the teacher serving as the facilitator. Examples may include but are not limited to Turn and Talk, Think-Pair-Share, and other Learning Communities (as permitted through Covid restrictions).</p> <p>One-to-one conferencing will be based on teacher observation and data collected on current skill performance. Skills will be intentionally assigned to computer-based programs such as Freckle to enrich instruction. Targeted evidence-based strategies will be intentionally implemented and tracked to further small-group instruction.</p> | | | Linda Brown-Rouse | 12/18/2023 |
| Actions | | | 4 of 5 (80%) | | |
| 9/16/21 | Each grade level will be assigned a minimum of 1 tutor to remediate students in small groups. Third and fourth will have an assigned tutor to collaborate and team teach in one content area. Kindergarten/First will provide 2 tutors to work with small groups in the lower grades as well. | | Complete 06/07/2022 | Karla Smith | 06/01/2022 |
| <p><i>Notes:</i> After reviewing the MClass (K-3), STAR Math (1st-4th) and STAR Reading (3rd-4th) data for the 2021-2022 school year, we were pleased report that students that received assistance from small group instructor from one or more of our tutors showed tremendous growth. The growth (from BOY to EOY) ranged in MClass an averaged around 100pts per student. Evidence of this growth is sited in our 2022 folder.</p> <p>Third and 4th grade students reaped the benefits for having tutors and special area teachers (3rd only) to work with them in the areas of reading and math. Teachers collaborated with support staff to provide interventions based on STAR and NC Check in Data.</p> <p>Below is the Composite Proficiency Percentages for each grade level for teachers that scored 50% or higher:</p> <p>Growth Proficiency EOY</p> | | | | | |

STAR MATH

Biggins 53%

Holland 50%

K Sumner 55%

Powell 58%

STAR READING

Graham 50%

Powell 58%

MClass

Holloman 50%

Mooring 50%

Sargent 67%

Biggins 74%

McCarty 70%

Outlaw 50%

Wiggins 57%

But let 50%

K. Sumner 53%

Walker 61%

Daly (Fryar) 50%

Morgan 67%

Powell (RTA) 80%

Our leadership team, teachers and tutors all agree that the systematic focus of phonemic instruction, based on data and student need was key to the school-wide growth that we saw.

The following are the homeroom's that had 50% of more students proficient on the EOG:

Math-4 EOG

Lane 48%. 18/25 students

Powell 50%. 16/25 students

Graham/Scott (Scott) *48% 25/52 students

9/16/21 Carver will collaborate with Community Supporting Schools and our own Success Coach, Wendy Hooks. She will solicit regular volunteers for a minimum of 30 min per week to work with select third and fourth graders in reading. We will utilise the Accelerated Reader program, weekly reading logs, and classroom libraries as well as the media center books to increase reading comprehension.

Complete 06/07/2022

Karla Smith

06/01/2022

Notes: Mrs Hooks with Communities In School, along with her team of volunteers, worked diligently with our 3rd and 4th graders daily. They would read with students on their instructional level and discuss the text for comprehension. Later the students would take an Accelerated Reader test on the book to see how well they understood the text. If a school scored three 100's in a row, they would receive a pin and would "level up" to the next reader level. Not only did students receive individualized motivation and encouragement, but each homeroom was also challenged to read and test on as many books as they could successfully. Homerooms with the most growth and or most books successfully textured on received incentives too. You could truly feel the energy from the students and all involved with this initiative.

The impact of this challenge not only promoted a love for reading, but was reflected in our proficiency rates in our MClass and STAR Reading Scores:

MCLASS

| | |
|----------|-----|
| Atwood-3 | 42% |
| Daly-3 | 50% |
| Goff-3 | 48% |
| Morgan-3 | 67% |

STAR Reading

| | |
|----------|-----|
| Atwood-3 | 47% |
| Goff-3 | 35% |
| Morgan-3 | 39% |
| Graham-4 | 50% |
| Lane-4 | 38% |
| Powell-4 | 58% |
| Scott-4 | 46% |

It is also important to note that the impact of this reading focus was also reflected in our EOG Reading scores. The following a the percent of students that were proficient for the EOG.

| | |
|----------|-----|
| Atwood-3 | 35% |
| Goff-3 | 35% |
| Morgan-3 | 35% |
| Graham-4 | 31% |
| Lane-4 | 37% |
| Powell-4 | 38% |

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| 9/16/21 | Teachers and administration will collaborate with Tiffany George from Department of Public Instruction. She will attend weekly PLC meetings, SIT meetings, conduct classroom walk throughs. She will also model lessons and help analysing data. | Complete 06/07/2022 | Tiffany George | 06/01/2022 |
| <p><i>Notes:</i> Mrs. George assisted in completing collaborative walk throughs with administration and providing detailed feedback for teachers. she also attend SIT meetings and PLC meeting and gave extra layers of support and resources. Finally she met with admin team weekly debriefing on challenges and successes from the week.</p> | | | | |
| 9/27/19 | Starting in mid-September, all grade levels will begin an Acceleration Block in which students work in small groups where specific skills/standards are addressed to ensure student success. | Complete 06/07/2022 | Karla Smith | 06/03/2022 |
| <p><i>Notes:</i> Throughout the school, classrooms participated in Acceleration block in which each student received differentiated instruction in various content areas. Staff used MClass, STAR, BOG, NC Check In and other formative assessments to adjust instruction.</p> <p>From STAR Reading (Grades 3-4), our End of year data indicates the following :</p> <p>At/Above Benchmark 31.8%</p> <p>On Watch 20.1%</p> <p>Intervention19.7%</p> <p>Urgent Intervention28.4%</p> <p>This means that 51.9% of our 3r-4 grade students are performing where they need to be.</p> <p>When looking at our STAR Math data (Grades 1-4), we see the following in our data</p> <p>At/Above Benchmark 42.8%</p> <p>On Watch 22.6%</p> <p>Intervention 15.4%</p> <p>Urgent Intervention 19.2%</p> <p>65.4% of our 1st-4th graders have reached the indicated goals in STAR Math.</p> <p>Our school is pleased with this data and we strongly feel that allowing for this intentional time to focus on specific skills have positively impacted student learning.</p> | | | | |

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| 9/15/22 | Confirm or collect evidence of grade-level small group plans in PLC notes. | | TBD | 10/18/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/07/2022 | | |
| Evidence | 6/7/2022 The data from the 2021-2022 shows the growth that students have made because of the intentionality of the instructions and supports that we in place. We will continue strive as a school to promote student growth. | | | |
| Experience | 6/7/2022 The collaboration of systems, structures and teams have proven to positively impact our student growth this year. | | | |
| Sustainability | 6/7/2022 We will continue meet regularly during PLCs, utilize tutors and other support staff to work with students in small groups and rely upon support from our community as well as NCDPI resources. | | | |

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| 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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| Initial Assessment: | <p>Title I teachers collaborate to meet the academic needs of children experiencing difficulty. Students receive interventions through a variety of strategies, program interventions and services. Students are progress monitored frequently by classroom teachers based on data results and recommended intervention time frames. Services provided to students include, Reading Specialists, EC Resource teachers, ESL teachers, tutors, small groups, individualized instruction, hands-on instructional materials, manipulatives, methods and strategies (HMH Reading, Literacy Centers, Thinking Maps, 3-D mCLASS intervention lesson activities, and audio books). Computer instruction is used to integrate the use of technology to promote interactive literacy and math engagement. Students have the opportunity to engage in activities by accessing online programs (Freckle, AR Reading, Nearpod and digital e-books). MTSS is utilized as a support system to help teachers target strategies to address difficult problems in both academics and behavior .</p> | Limited Development 04/24/2018 | | |
| How it will look when fully met: | <p>Students who experience difficult challenges will be provided the targeted support needed to overcome the challenge as facilitated by a team of trained and qualified school staff. Ongoing targeted support will provide students and staff with the resources needed for continued success once the challenge has been identified with the appropriate intervention put in place.</p> <p>2022</p> <p>In addressing the core, we as a leadership team are monitoring our outcomes as well as clarifying our school-wide expectations among staff and students. In addition, we defined our MTSS Team:</p> <p>MTSS Team</p> <p>*Members are representative and inclusive of all teaching and learning personnel including all grade levels, student services, special areas and administration (Cross disciplinary representation).</p> <p>*Problem Solving Team will meet regularly to review concerns and</p> | Objective Met 10/13/22 | Linda Brown-Rouse | 10/20/2023 |

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| | <p>provide recommendations to the team weekly.</p> <p>*Data analysis team will convene to review information:</p> <p>Universal screeners BOY</p> <p>Progress monitoring tools</p> <p>MOY</p> <p>EOY</p> <p>Diverse groups</p> <p>To address the core among staff:</p> <p>*Ongoing reflection of practices are held during PLCs</p> <p>* Mentors and instructional coaches provide support to new and those who requested additional support</p> <p>*Monthly Super Core Meetings (ELA/Math)</p> <p>*Weekly Grade Level Planning</p> <p>*BOY/MOY/EOY Data Digs in order to drive instruction/create next steps for interventions</p> | | | |
| Actions | | | | |
| 9/16/21 | CES Data Analysis Team will be formed and meet weekly to collect, analyze data and report this information to the appropriate stakeholders. | Complete 06/07/2022 | Linda Brown-Rouse | 06/01/2022 |
| | <p><i>Notes:</i> The team creates/modifies supplemental /intensive individual plans in the areas of academic and or behavior. These intentional plans address specific needs of the individual student.</p> <p>Also the team determines which staff will implement the intervention plan.</p> | | | |
| 4/24/18 | Implement MTSS to its full potential to include academics and behaviors. Students will advance through Tiers as needed based on their progress in other Tiers. MTSS problem solving team will meet weekly to discuss individual at risk students. | Complete 06/07/2022 | Linda Brown-Rouse | 06/03/2022 |

Notes: The team meets regularly to discuss students and their needs. After attending the FAM-S Meeting, the leadership team as well as the data based problem solving team discussed the need to meet over the summer/attend professional development to strengthen our implementation of MTSS.

9/16/22 Department and Teams will utilize the PLC Agenda template created by the Administrative team which is based on the Plan- Do- Study- Act framework.

Complete 10/01/2022

Linda Brown-Rouse

10/01/2022

Notes: Weekly updates from representatives are shared as evidence to indicate fidelity to the PDSA.

| | 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 |
|--|----------|---|---|-----------------------------------|----------------------------------|-------------|
| Initial Assessment: | | | During the 2017-2018 school year, Carver tutored during learning sessions (tutors for remediation). Staff continued working in PLCs and focused on best practices for instruction. The nurse, guidance counselor, and the social worker were involved in the process. Teachers and support staff work on interventions in weekly MTSS sessions. For the 2018-2019 school year, Carver will continue utilizing the following resources to increase effectiveness in regards to this indicator: Weekly food bag with the social worker and administrative support will be provided through networking with all entities to provide resources needed. Google forms for each department will be used to collect data on students to discuss in PLCs and MTSS. We will continue building relationship with teachers and students through PLC discussions to offer tips and support. We will use guidance lessons to teach relationship skills to students. We will utilize resources within PBIS and MTSS to support teachers and students. Evidences uploaded to file name: Key Indicator A4.06 | Limited Development 03/19/2016 | | |
| | | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| How it will look when fully met: | | | By June 2020, all staff members will utilize established resources to be attentive to students' emotional states, to guide students in managing their emotions, and arrange for supports and interventions when necessary. Students will be referred to the PBIS Team and there will be an emphasis on students with intensive needs, when necessary. These students will be discussed during weekly PLC meetings. | | Linda Brown-Rouse | 10/20/2023 |
| Actions | | | | 4 of 5 (80%) | | |
| | 6/8/16 | PLC Notebooks will house documentation of team interventions. These notebooks will keep minutes and data of discussions and team solutions. | | Complete 04/07/2017 | Grade Level Chairs and MTSS Team | 06/08/2017 |
| <i>Notes:</i> Documentation in PLC notebooks should reflect the discussions about student emotional support and resources used to improve the situation. | | | | | | |
| | 6/8/16 | Continue school-wide support efforts such as Backpack Buddies and Coats for Kids. | | Complete 04/07/2017 | Administration and Social Worker | 06/08/2017 |
| <i>Notes:</i> Contact community supports in an effort to keep initiatives going for the 2016-2017 school year. | | | | | | |
| | 10/23/19 | Students who qualify will be assigned to a social emotional learning (SEL) group with a behavior specialist, Mrs. Erika Stevens. | | Complete 05/12/2020 | Antoinette Ward | 06/03/2020 |

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| <i>Notes:</i> | | | | | |
| | 6/8/16 | The School Improvement Team will be trained in Tier 1 and Tier 2 implementation to ensure that the framework is carried out with fidelity. | Complete 06/04/2021 | MTSS and and Grade Level Chairs | 06/04/2021 |
| <i>Notes:</i> | | | | | |
| | 9/16/22 | For the 2022-23 school year, Carver has created an area called the Chill-Out Room. Teachers are to complete a form to turn into the Chill-Out director, Mrs. Whitfield, as part of our restorative practice for behavior interventions. Data will be collected and tracked to identify student needs. | | Linda Brown-Rouse | 10/18/2023 |
| <i>Notes:</i> *Created Location *Assigned Personnel *Criteria Sheet *Referral Sheet *Staff Training | | | | | |
| Implementation: | | | 06/13/2021 | | |
| Evidence | | 6/13/2021 MTSS team members attended year-long training on the various aspects of MTSS and tiered interventions. Several members attended additional training provided by the district and attended PLCS and staff meetings to ensure continuity throughout the school. We will that this intentional training will help use to be prepared to identify students in need of tier 2 and tier 3 interventions. | | | |
| Experience | | 6/13/2021 MTSS team members attended professional development offered by the district. These team members shared the information that they learned at their assigned PLCs meeting to further inform the staff. This ongoing communication occurred throughout the year. | | | |
| Sustainability | | 6/13/2021 Mrs. Heatley, MTSS member created a PPT of common terms and information regarding the MTSS framework. This training helped clear up misconceptions and helped the staff to become more knowledgable with the various facets of MTSS. | | | |
| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To |
| | | | | | Target Date |

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| <p>Initial Assessment:</p> | <p>Staff coordinate transition activities and provide support to families by communicating information through flyers, newsletters and the Carver website. Information is provided to families to understand the importance of transitioning from Pre-K to Kindergarten, a different grade, middle school, new school or summer transition. Head Start and local private preschool students are invited to an orientation each spring for students transitioning to kindergarten in the fall. Parents, students and staff are welcomed in kindergarten classrooms. Kindergarten registration also provides opportunities to interact with parents regarding transitioning. At the start of the school year, Kindergarten attendance is staggered during the first week of school to assist students and parents in transitioning to the kindergarten classroom. Carver has one NC Pre-K classroom. This class interacts with age appropriate events and programs throughout the year. Families are encouraged to visit the Parent Resource Center to check out materials and encouraged to attend parent engagement workshops. The self contained EC teachers coordinate with the principal and EC teacher of the new school to schedule a visit for the student and his/her parents. Transition meetings are held for those students with special plans such as IEPs and 504s.</p> | <p>Limited Development 09/05/2017</p> | | |
|-----------------------------------|---|---|--|--|

| | Priority Score: 2 | Opportunity Score: 3 | Index Score: 6 | | |
|---|---|---|---------------------|--------------------|-------------------|
| How it will look when fully met: | <p>Our 4th grade students and parents are invited to visit Mount Olive Middle School and have the opportunity to meet administration and the 4th grade teachers. They will take a tour of the school and learn about activities at the school like clubs and sports. Students will be informed about the expectations while in Middle School.</p> <p>During our transition to school during the pandemic, the school implemented grade level induction meetings to assist families in the transition back to school. Families signed up times to meet with homeroom teachers as they shared a PowerPoint of explicit information regarding school procedures and protocols.</p> <p>2022</p> <p>*EOY Parent/Teacher Conference with PreK students in preparation for Kindergarten</p> <p>*Appointments made by parents to meet with the Data Manager for Kindergarten Registration</p> <p>* Vertical alignments meetings will occur during Early Dismissal day as well as EOY to discuss student transitions</p> | | | Karla Smith | 06/05/2023 |
| Actions | | | 2 of 3 (67%) | | |
| 10/28/18 | In order to create a smooth transition for our rising 5th grade students, students and parents will be invited to an Open House event at the Middle School to tour the campus, meet administration and the teachers and learn about life in the Middle School. | | Complete 06/07/2022 | Karla Smith | 06/03/2022 |
| Notes: | | Mrs. Smith reached out to the principal of Mt Olive Middle to assist with our 4th grade students' transition to middle school. A night was created for students and parents to tour the school and meet the staff face to face. | | | |

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|--|--|---------------------|-------------|------------|
| 6/13/21 | Grade level inductions will be provided to assist families transitioning from virtual learning to face to face and also those returning face to face. | Complete 06/07/2022 | Robin Casey | 06/03/2022 |
| <i>Notes:</i> Carver participated in school-wide induction meetings during the workdays before the start of school. This was a time for staff to schedule intentional meetings with parents to discuss standards, expectations and procedures. | | | | |
| 9/16/22 | Use of School-Wide Google Classroom for teachers to collaborate and share effective practices across grade levels. | | Robin Casey | 06/05/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/07/2022 | | |
| Evidence | 6/7/2022 Both families and staff alike have expressed the positive impact that the induction meeting have had, such a better communication and a smoother transition of the school year. In addition, the transition meeting with 5th grade went so well that there has been some discussion about having a vertical transition meeting here at Carver among each grade level. | | | |
| Experience | 6/7/2022 Since the pandemic, Carver has continued to implement the use of Classroom Induction meetings to strengthen our school to home connections. | | | |
| Sustainability | 6/7/2022 Staff members have enjoyed the beginning of year inductions so much that there was some discussion about adding a second semester induction in January. | | | |

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| Core Function: | | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Currently, all school improvement teams in WCPS are assigned an LEA support liaison who provides feedback both in in-person meetings and through the feedback function within the NC Star platform. Our support team member is Youlanda Wynn for the 2022-2023 school year, and we have used her feedback consistently to guide our SIP practices. | Full Implementation 10/13/2022 | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
|----------------------------|-----|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | | <p>Instructional programs continue to be strengthened to better meet individual student needs. Differentiated small group instruction are provided by “Highly Effective” classroom teachers as well as Reading Specialists providing supplemental services. Teachers are utilizing a variety of resources, materials, manipulatives and computer programs (Classworks, Accelerated Reading) that are researched-based from sources such as the National Institute for Literacy (3-D mCLASS, Harcourt Brace, 4 Blocks, Daily Five, Literacy Centers, Open Court and Guided Reading). Computer instruction is instrumental in providing literacy and math lessons through the use of white boards, document cameras, activotes, laptops, and Smart tables. Technology capabilities allow students to connect globally and interact with books through e-books and other online programs and research. Teachers are providing instruction to coordinate and support classroom instruction, align instruction with the NC Standard Course of Study and coordinate with grade level expectations, lesson plans and core content areas consistent with school improvement strategies and the State’s proficient level of achievement as determined on the State’s academic assessments. Students are progressed monitored throughout the year to assist students in reaching targeted benchmarks and high expectations</p> <p>The School-wide Title I program consists of small group pullout and/or inclusion instruction in reading and math by Reading Specialists and tutors. Instruction is supplemental to the regular classroom’s English Language Arts and Math curriculum. Instruction is aligned to the Common Core State Standards and NC Essential Skills in preparing students to be College and Career Ready. Lessons are designed specifically to meet individual student needs. Collaboration and networking between classroom teachers, Reading Specialists, EC Resource and ESL teachers is essential in the coordination of reading and math lessons to meet lesson objectives, and enhance skills. Instruction and strategies support quality reading research by incorporating the five major components of the reading process: phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> | Limited Development 04/24/2018 | | |

Teacher recommendation for students to receive services is based on a variety of factors; teacher observation, parent input, along with cross checking data (Multiple Criteria Student Ranking, 3-D mCLASS, Classworks, STAR Enterprise Assessments). Resource teachers, (EL, Exceptional Children), also collaborate in providing information regarding student needs for additional intervention services. A student's current intervention(s) and amount of service time are additional factors taken into account in providing services.

Documentation can be found in each grade level PLC Notebook, Title 1 documents uploaded in the Google Drive shared folder for carver, data collected on student performance, and LT meeting agendas and minutes located in indistar.

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| How it will look when fully met: | School Improvement Team Meetings will be held twice per month and will encompass our plans for meeting the needs of all students so that growth is shown at all achievement levels. Best practices will be discussed at these meetings and monitoring of data will occur in grade level PLC meetings. Tutors will be assigned to co-teach in the 4th grade to help increase proficiency in both reading and math. Tutors will also be placed in grades K-2 based on the needs of the students. The Parent Resource Center will be used by many of our parents who need resources to help their child at home. | | Robin Casey | 06/12/2023 |
| Actions | | 2 of 5 (40%) | | |
| 10/28/18 | We will use Title I resources to fund tutor positions in order to accelerate students in reading and math in 4th grade. | Complete 05/12/2020 | Antoinette Ward | 06/03/2020 |
| <i>Notes:</i> | | | | |
| 10/28/18 | Parent engagement facilitators will promote the use of the Parent Resource Center. Parents will be reminded at all Parent Workshops and Curriculum Nights that this resource is available. | Complete 05/12/2020 | Faith Sutton | 06/12/2020 |
| <i>Notes:</i> | | | | |
| 9/16/22 | Implementation of weekly Learning Walks by the Administration Team. Purpose: 1. Supports whole-school improvement and provides evidence for school and district school improvement initiatives. 2. Compare instructional practices and implementation of curriculum resources. 3. Facilitate PLC discussion, enhance PLC collaboration, enhance implementation of curriculum and promote self-reflection. | | Karla Smith | 06/05/2023 |
| <i>Notes:</i> | | | | |
| 9/26/22 | Lead by Mrs.Smith, the SI/MTSS representative will share Academic, Behavioral, Attendance and Social Emotional findings that impact student learning. Data and documentation will be shared. | | Karla Smith | 06/05/2023 |
| <i>Notes:</i> | | | | |

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| 9/26/22 | The PST (Problem Solving Team) will generate strategies to assist findings shared at SI/MTSS. Follow up information/data will be brought to the team as the implementation progresses. | | Linda Brown-Rouse | 06/05/2023 |
| Notes: | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | |
|---|---|-------|---|-----------------------------------|-------------------------------|
| Effective Practice: | | | Quality of professional development | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To |
| Initial Assessment: | | | Carver Elementary will meet regularly to analyze data from district wide assessments as well as classroom assessments. Small groups and classroom instruction will be driven by the data. School wide staff development will be planned according to the data as well as budget needs and instructional materials purchased by the school. Principal and test coordinator will attend required district trainings where data will be disaggregated and professional development will be provided. | Limited Development 09/16/2021 | |
| | | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | |
| How it will look when fully met: | | | We will use PLC minutes as well as Staff Meeting agendas, SIT agendas, and meetings including test data discussions. Quarterly small groups will change in structure according to data results from testing. District benchmark testing and EOY test will show growth in the areas of reading and math because of data-driven instruction. | | Karla Smith 06/01/2024 |
| Actions | | | | 3 of 4 (75%) | |
| 9/16/21 | Susan Edwards will facilitate Professional Development with K-2 teachers in the area of phonics and phonemic awareness. We chose this area according to our data from the 2020-2021 test data and staff needs assessment. | | | Complete 10/05/2021 | Karla Smith 02/01/2022 |

| | | | | |
|------------------------|--|---------------------|-------------|------------|
| | <p><i>Notes:</i> Staff in Grades K-2 participated in staff development in the area of Phonemic Awareness. This training was such a success that instructional assistants as well as tutors were trained in order to have complete implementation in those grade levels.</p> <p>Staff members have shared how valuable this training has been to them in order to impact student success.</p> | | | |
| 9/16/21 | Select teachers will attend monthly Supercore meetings district wide. They will bring back the information they learn to their grade level teams during their PLC. | Complete 06/07/2022 | Robin Casey | 06/01/2022 |
| | <i>Notes:</i> | | | |
| 9/16/21 | Grade Level PLC teams will meet with Administration for quarterly Data Digs. We will share data, analyze data and plan as a team using the data. We will record our plan in our PLC minutes. | Complete 06/07/2022 | Karla Smith | 06/01/2022 |
| | <i>Notes:</i> Data Digs are the heartbeat of what we do at Carver. The data collect from these meetings gives our school a pulse on what is working and what is not. Instruction is adjusted and resources are gathered to support the next steps that need to be implemented for student success and growth. | | | |
| 9/16/22 | Prek-4th Grade Teachers will attend LETRS Training with the district on Early Dismissal days. The LETRS Ambassadors will provide additional support to teachers during PLCs and upon request. | | Robin Casey | 06/05/2024 |
| | <i>Notes:</i> | | | |
| Implementation: | | 06/07/2022 | | |
| Evidence | <p>6/7/2022</p> <p>The data for the 2021-2022 school in STAR, MClass, and EOG show growth across all grade levels and sub-groups at Carver. We attribute most of this success to the systems and teams that we have in place that are constantly and consistently reviewing data.</p> | | | |
| Experience | <p>6/7/2022</p> <p>The Leader Team as well as all stakeholders have ongoing conversations of professional development and other procedures that should be in place to target student success.</p> | | | |
| Sustainability | <p>6/7/2022</p> <p>PLCs, MTSS, Data-Based/Analysis Teams, Data Digs, and the like will continue to look closely at school data to find ways to promote student success and growth in all areas (academic/behavioral/social-emotional)</p> | | | |