# Pender County Schools

BOARD PACK

for

## Special Called Board Meeting

Monday, December 1, 2025

10:00 AM (EST)

Held at:

Dr. Katherine Herring Resource Center

798 Us Highway 117 S, Burgaw, NC 28425

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# AGENDA

## SPECIAL CALLED BOARD MEETING

| | |
|---|---|
| **Name:** | Pender County Schools |
| **Date:** | Monday, December 1, 2025 |
| **Time:** | 10:00 AM to 11:00 AM (EST) |
| **Location:** | Dr. Katherine Herring Resource Center, 798 Us Highway 117 S, Burgaw, NC 28425 |
| **Board Members:** | Beth Burns (Chair), Don Hall, Jason Spivey, Jennifer Hansen, Tom Reeves |
| **Attendees:** | Bob Fankboner, Craig Lawson, Dr. Brad Breedlove, Dr. Brandy Sawyer, Kevin Taylor, Lisa Nowlin, Loren Macon, Michael Taylor, Dr. Joel Grim |

## 1. Determine Quorum / Call To Order

## 2. Adoption of Agenda

## 3. J.H. Lea Mascot Selection

### 3.1 Mascot Selection

Dr. Joel Grim

**For Decision**

Request approval for mascot selection for the JH LEA elementary and middle school

Supporting Documents:

| | | |
|---|---|---|
| 3.1.a | Executive Summary for Mascot Dec 1, 2025.docx | 4 |

## 4. School Improvement Plans

### 4.1 School Improvement Plans Adoption

Dr. Brandy Sawyer

**For Decision**

Supporting Documents:

| | | |
|---|---|---|
| 4.1.a | CFPE School Improvement Plan 25-26.pdf | 6 |
| 4.1.b | Penderlea School Improvement Plan 25-26.pdf | 22 |
| 4.1.c | PHS School Improvement Plan 25-26.pdf | 30 |

## 5. Adjournment

### 5.1

**Next meeting:** Regular Board Meeting - Dec 9, 2025, 5:00 PM

# Pender County Board of Education

## *Executive Summary*

## Action Agenda

| | |
|---|---|
| **SUBJECT:** | Mascot Selection for J.H. LEA Elementary and Middle School |
| **STAFF LIAISON:** | Dr. Joel Grim |
| **COMMITTEE REVIEW:** | None |
| **SUMMARY POINTS:** | 1102 responses for each school with the following results:<br><br>JH LEA Elementary<br><br>Pelicans: 39.7%<br>Jellyfish: 34.1%<br>Seahorses: 26.1%<br><br>JH LEA Middle School<br><br>Marlins: 43.1%<br>Barracuda: 31.9%<br>Whale Sharks: 25% |
| **FISCAL IMPLICATIONS:** | Covered by bond for JH LEA for decorating schools. |

**RECOMMENDATION:** Recommend approval of one mascot for each JH LEA School

12/1/2025

**C. F. Pope Elementary**

**11/25/2025**

# Comprehensive Progress Report

**Mission:**

Our mission is to provide all students with a rigorous and rich educational experience in a safe and respectful environment that fosters lifelong learning.

The staff, families, and community are dedicated to the intellectual, social, and physical development of students. Through positive relationships, professionalism, and collaboration, we will build and sustain a community that focuses on the growth and proficiency of all students through diversified experiences.

**Vision:**

**Goals:**

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

! = Past Due Objectives KEY = Key Indicator

| Core Function: | NC SBE Goal 1: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Eliminate opportunity gaps by 2027** | | | |
| **G1.01** | **School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)** | **Implementation Status** | **Assigned To** | **Target Date** |

| | | | | | |
|---|---|---|---|---|---|
| ***Initial Assessment:*** | • Initial Positive Behavior Intervention Supports (PBIS) implementation begins with the School Counselor providing teachers with lesson plans to be explicitly taught for the first ten days of school.<br>• Monthly and quarterly celebrations are planned to celebrate students who meet behavior expectations. Students must have less than 3 minor incidents and no office referrals to be eligible to attend the monthly or quarterly celebration. Students are given a fair opportunity to start over each month.<br>• Teachers have classroom-based incentives for meeting PBIS expectations weekly.<br>• Students can earn Panther Points through our Thrillshare communications tool. Students have an opportunity to redeem their points earned every two weeks at the Panther Post (school store).<br>• Panther Support is a school practice that provides social-emotional and behavioral support for students who struggle to meet school-wide or classroom PBIS expectations.<br>• Infinite Campus Behavior Office is used to document minor and major behaviors. | | Limited Development<br>10/16/2024 | | |
| | Priority Score: 2 | Opportunity Score: 1 | Index Score: 2 | | |

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| ***How it will look when fully met:*** | • When fully implemented, Positive Behavior Intervention and Supports (PBIS) at our school will operate as a consistent, school-wide system that promotes proactive teaching, recognition, and reinforcement of positive behaviors.<br>At the start of each school year, the School Counselor will provide teachers with clearly structured PBIS lesson plans to be explicitly taught during the first ten days of school. These lessons ensure all students receive direct instruction on school-wide expectations in every area of the building.<br><br>Throughout the year, students are celebrated for meeting behavior expectations through monthly and quarterly celebrations. To participate, students must have fewer than three minor incidents and no major office referrals within that period, with each month offering a fresh opportunity to start over. Teachers will also maintain weekly classroom incentives to reinforce PBIS expectations at the classroom level.<br><br>Students can earn Panther Points through the Thrillshare communications system, recognizing positive behaviors in real time. Every two weeks, students may redeem their accumulated points at the Panther Post (school store), reinforcing motivation and accountability.<br><br>For students needing additional support, Panther Support will function as a structured intervention providing targeted social-emotional and behavioral assistance to help students meet school-wide and classroom expectations.<br><br>All minor and major behaviors will be consistently documented using the Infinite Campus Behavior Office, ensuring accurate data collection to support decision-making and intervention planning.<br><br>When fully met, these components will work together to create a predictable, positive, and data-driven PBIS framework that supports all students and fosters a school culture grounded in consistency, celebration, and continuous improvement. | | **Katie** **2025)** | |

| Actions | | 1 of 4 (25%) | | |
|---|---|---|---|---|
| 10/21/24 | First ten-day PBIS lesson plans that are aligned to the school's behavior matrix are provided to the teacher to explicitly teach each day of school for the first ten days | Complete 09/08/2025 | Katie Self (elected 2025) | 09/08/2025 |
| *Notes:* | | | | |
| 10/23/24 | The PBIS Committee will meet monthly to discuss implementation successes and adjustments needed to impact positive student outcomes. | | Katie Self (elected 2025) | 06/01/2026 |
| *Notes:* | Agenda and notes should be uploaded to the PLC folder each month. | | | |
| 11/24/24 | Continuously track student behavior and the effectiveness of behavior support. | | Monica Ruffin | 06/01/2026 |
| *Notes:* | | | | |
| 11/24/24 | Celebrate positive behavior across the school and share success stories with students and staff. | | Katie Self (elected 2025) | 06/01/2026 |
| *Notes:* | | | | |
| ***Implementation:*** | | 11/14/2025 | | |
| ***Evidence*** | 11/14/2025 | | | |
| ***Experience*** | 9/8/25<br>Explicit lesson plans outlining school-wide behavior expectations were provided to teachers to be taught. Additionally, students received PBIS lessons daily for the first 10-days as a replacement class for their Media and Guidance Specials class. | | | |
| ***Sustainability*** | 11/14/2025<br>Students should continue to be recognized and rewarded for meeting behavior expectations monthly and quarterly. Daily reminders of expectations should be embedded in core instructions and transitions for every class. | | | |

| | | G1.02 | 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:*** | • A master schedule that maximizes core instruction for Reading, Math, Science, Social Studies, Intervention, and Enrichment is established and followed by all staff.<br>• Instructional assistants have an individual schedule that provides classroom support to all Kindergarten- 2nd Grade classes.<br>• The school's schedule has two 30-minute blocks of time, Reading and Math, that is provided for teachers to provided academic support based on students who are tier 1, tier 2, or tier 3. During intervention and enrichment blocks supplemental (tier 2) and intensive (tier 3) are provided with interventions based on the goals that have been established for them individually. Teachers provide supplemental interventions, and interventionists serve intensive interventions. Tier 1 students are provided with instructional support and resources that reinforce standards taught during core to further provoke their thinking and critical thinking skills. Students who are excelling above grade level and are not identified as AIG, receive nurturing support through the AIG Instructional Coach.<br>• The MTSS Coordinator meets with grade levels and the instructional team monthly. | Limited Development<br>10/21/2024 | | |

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| | Priority Score: 3 | Opportunity Score: 1 | Index Score: 3 | | |
| ***How it will look when fully met:*** | • Based on data points established by the district, students will be identified to receive supplemental or intensive support through the MTSS process<br>• Tier 2 students will receive instruction that allows them to transition back to Tier 1. After 8 weeks, if the student is making little to no growth, another round of supplemental may take place, or the student will be referred to intensive support in the identified area.<br>• Tier 3 students receive instruction that is aligned with their intensive goal that allowing them to transition to Tier 2. After 8 weeks, if the student is making little to no growth, another round of intensive may take place or the student is referred to the EC Department by the MTSS Coordinator and instructional team.<br>• 80% of our students are identified as tier 1 | | **Shauna Pirozzolo (elected 2025)** | **06/01/2027** |
| ***Actions*** | | **1 of 4 (25%)** | | |
| 10/24/24 | Students who were on a supplemental or intensive plan during the 24-25 school year and continued into 2025 on a plan will be evaluated based on interventions provided and goal attainment to determine if another round of supplemental, recommendation to intensive, or transition back to core is necessary. | Complete 09/09/2025 | Shauna Pirozzolo (elected 2025) | 09/09/2025 |
| *Notes:* | | | | |
| 10/23/24 | MTSS Coordinator will meet with the teachers and the instructional team a minimum of once per month to review student data and progress monitoring. Designated MTSS meetings with teachers are on the second Tuesday of each month. | | Shauna Pirozzolo (elected 2025) | 06/01/2026 |
| *Notes:* | | | | |
| 11/24/24 | Use several data points to assess and identify the needs of students, including mCLASS, NC-Check-ins, STAR Reading, STAR Math, District Benchmarks, curriculum assessments, and previous standardized test scores. | | Brittany Moore | 06/01/2026 |
| *Notes:* | | | | |
| 11/25/24 | The school sends home individual score reports for district and state assessments to inform parents of the child's progress and academic performance. (mCLASS, NC Check-ins, BOG3, RtA, STAR Reading and Math, and 3-5 District Benchmarks) | | Monica Ruffin | 06/01/2026 |
| *Notes:* | | | | |

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|---|---|---|---|---|
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 11/24/2024<br>MTSS PLC Agenda and Documentation:<br>https://docs.google.com/document/d/1AhtFrRMrkgix0Jhe_DcW2FFyjm3no6R9AXzsanCo8Xs/edit?usp=sharing | | | |
| ***Experience*** | 11/24/2024<br>Administration, the instructional team, and MTSS Coordinator collaborated with teachers and specialists to ensure that students are placed in the appropriate tier based on data. | | | |
| ***Sustainability*** | 11/24/2024<br>MTSS Meetings will continue to be held on the 2nd Tuesday of each month to review and analyze student data based on interventions and progress monitoring. | | | |

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| **Core Function:** | **NC SBE Goal 2:** | | | |
| **Effective Practice:** | **Improve school and district performance by 2027** | | | |
| **G2.01** | **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** |
| ***Initial Assessment:*** | The school utilizes several means of communication to establish and ensure two-way communication regarding learning is taking place from school to home including the following:<br><br>Weekly communication messages that include important dates, school events, processes, and procedures are sent to parents via a phone call and email. The weekly messages are also posted on the school's website and social media platforms.<br><br>Students who are identified as tier 2 and tier 3 and are receiving/guardians supplemental and intensive, parents receive notification of the support being provided by the school.<br><br>mCLASS home connect letters are sent home with applicable students at benchmark, BOY, MOY, and EOY.<br><br>At the beginning of each module for Wit and Wisdom and Eureka Math Squared family letters are sent home.<br><br>Teachers and staff use email Rooms/Thrillshare to communicate with families. | Limited Development<br>10/16/2024 | | |

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| | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| ***How it will look when fully met:*** | • Parents are consistently informed about the school's goals, expectations, and curriculum.<br>• Parents gain a deeper understanding of the curriculum and feel equipped to support their child's learning at home.<br>• Parents have the necessary tools to assist their children with learning outside of school.<br>• Increased parent involvement in the school community and a stronger partnership between home and school.<br>• Parents are well-informed about their child's progress and are able to address any academic concerns early.<br>• Stronger relationships between the school and families, leading to better student outcomes.<br>• Parents understand how their involvement directly impacts their child's success and are motivated to support learning at home.<br>• The school continuously improves its engagement with families and ensures that their needs are being met.<br>• Parents feel valued and encouraged to stay engaged in their child's education. | | **Amy Borders (elected 2025)** | **06/01/2027** |
| ***Actions*** | | **1 of 6 (17%)** | | |
| 11/23/24 | C.F. Pope Elementary will add progress report pick-up and student-led conferences to the Annual Title 1 Night event. | Complete 09/25/2024 | Holly Greenoe (elected 2024) | 09/25/2025 |
| *Notes:* | | | | |
| 11/23/24 | The school will host a "Day in the Classroom" event that allows K-5 parents/guardians to join a Arts and Letters and/or Eureka Math Squared lesson to learn alongside their student(s). | | Holly Greenoe (elected 2025) | 02/20/2026 |
| *Notes:* | | | | |
| 11/23/24 | C.F. Pope Elementary will host a Duke Energy Science Night that invites parents/guardians to engage in a variety of hands-on Science experiments aligned to the North Carolina Standard Course of Study for each grade level. | | Holly Greenoe (elected 2025) | 04/30/2026 |
| *Notes:* | | | | |
| 11/23/24 | C.F. Pope Elementary will have a K-4 transition night that informs parents of strategies, skills, and standards that their child(ren) will be introduced to next school year and practices they can work on over the Summer to prevent a loss in academic knowledge. | | Monica Ruffin | 05/30/2026 |
| *Notes:* | | | | |

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| 11/25/24 | Weekly messages are sent home each Sunday to inform the families of announcements, important dates, processes, expectations, support, and events the school has in place or upcoming. | | Am (elected 2025) | |
| *Notes:* | | | | |
| 11/25/24 | The school sends home individual score reports for district and state assessments to inform parents of the child's progress and academic performance. (mCLASS, NC Check-ins, BOG3, RtA, STAR Reading and Math, and 3-5 District Benchmarks) | | Monica Ruffin | 06/01/2026 |
| *Notes:* | | | | |
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 6/26/2025 | | | |
| ***Experience*** | 6/26/2025 | | | |
| ***Sustainability*** | 6/26/2025 | | | |

| | | G2.02 | Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|---|
| *Initial Assessment:* | | | • Teachers are provided with core curriculums from the district level for Reading, Math, Science, and Social Studies<br>• During intervention and enrichment block, students are pulled for their ML, EC, and intervention services | Limited Development 10/23/2024 | | |
| | | | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | |
| ***How it will look when fully met:*** | | | When the objective of aligning units of instruction and activities with AIG goals, ELL student progress, IEP goals, and objectives for all students is fully met, the classroom will demonstrate several key characteristics that reflect a cohesive, inclusive, and responsive learning environment. | | **Brittany Moore** | **06/01/2027** |
| ***Actions*** | | | | **0 of 3 (0%)** | | |
| | 11/24/24 | | ELL students will receive scaffolded support in the form of visual aids, bilingual resources, and peer collaborations. | | Brittany Moore | 06/01/2026 |
| | *Notes:* | | | | | |

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| 11/24/24 | Students with IEPs will receive personalized supports such as additional time for assignments, access to assistive technology, or modified assignments. The activities will be adjusted to accommodate learning preferences, with clear, manageable steps for tasks, and the use of visual or hands-on materials to support learning. | | Suz (2024) | |
| *Notes:* | | | | |
| 11/24/24 | Teachers will use a variety of assessment tools, both formative and summative, to track student progress. | | Brittany Moore | 06/01/2026 |
| *Notes:* | | | | |
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 6/26/2025 | | | |
| ***Experience*** | 6/26/2025 | | | |
| ***Sustainability*** | 6/26/2025 | | | |

| Core Function: | NC SBE Goal 3: | | | |
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| **Effective Practice:** | **Increase Educator preparedness to meet the needs of every student by 2027** | | | |
| **G3.01** | **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** | **Target Date** |
| ***Initial Assessment:*** | • PLCs with teachers are facilitated by administration, instructional coach, NCDPI literacy coach, or the BT coach once a week.<br>• As a school I&E has shifted to three days of whole group instruction based on the highest need for all students and two days are dedicated to provided small group and student interventions<br>• A Reading(ELA) data wall is up in the PLC room and teachers move students based on progress monitoring data on a monthly basis<br>• A virtual Math wall is accessible for all teachers and teachers move students based on progress monitoring data on a monthly basis<br>• 1st-5th grade students are flexibly group to define skills and instruction for targeted support during I&E | Limited Development 10/23/2024 | | |
| | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| ***How it will look when fully met:*** | C.F. Pope Elementary will create a continuous, data-driven feedback loop that ensures decisions about school improvement and professional development are informed by current, actionable data. This will help improve student outcomes, refine teaching practices, and ensure that resources for professional development are being used effectively to support the school's strategic goals.<br>• C.F. Pope Elementary exceeds growth and has a school grade of a 'C' or higher<br>• C.F. Pope Elementary School is not designated low-performing<br>• C.F. Pope Elementary does not have TSI designations for underperforming subgroups | | **Brittany Moore** | **06/01/2027** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 10/23/24 | Use progress monitoring data points for each student to track growth, digression, and achievement for Reading and Math K-5 through monthly data analysis facilitated by NCDPI Early Literacy interventionist, instructional coach, and school administration. | | Brittany Moore | 06/01/2026 |

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| *Notes:* | | | | |
| 10/23/24 | Weekly PLCs are facilitated by administration, instructional coach, and/or Beginning Teacher coach | | Brittany Moore | 06/01/2026 |
| *Notes:* | | | | |
| 11/24/24 | Develop or select professional development programs that specifically address the gaps identified in data reviews. | | Brittany Moore | 06/01/2026 |
| *Notes:* | | | | |
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 6/26/2025 | | | |
| ***Experience*** | 6/26/2025 | | | |
| ***Sustainability*** | 6/26/2025 | | | |
| **G3.02** | **The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | • Staff development is provided during PLCs or after school<br>• Staff is encouraged to seek and attend professional development that aligns with their individual professional development goals<br>• Funding is available for professional development outside of the school and district if warranted<br>• Quarterly planning is available for all grade levels three times a year | Limited Development 10/23/2024 | | |
| | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | |
| ***How it will look when fully met:*** | School leaders ensure that professional development is continuous, tailored to staff needs, embedded in everyday teaching practice, and aligned with the school's and district's overall goals. This approach will support staff in developing the skills and knowledge necessary to improve student outcomes and foster a culture of professional growth throughout the school community | | **Monica Ruffin** | **06/01/2027** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 10/27/24 | To ensure that professional development is truly job-embedded, provide opportunities during work hours, such as during planning periods, team meetings, or designated PD days | | Brittany Moore | 06/01/2026 |
| *Notes:* | | | | |
| 11/24/24 | Ensure that all professional development is aligned with the school's or district's instructional priorities. | | Michelle Insco (elected 2025) | 06/01/2026 |

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| *Notes:* | | | | |
| 11/24/24 | Pair new or less experienced teachers with veteran teachers who can offer guidance, support, and mentoring. | | Tara O'Brien Byrnes (elected 2025) | 06/01/2026 |
| *Notes:* | Mentoring relationships foster growth through shared expertise and provide a safe space for reflection and learning. | | | |
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 6/26/2025 | | | |
| ***Experience*** | 6/26/2025 | | | |
| ***Sustainability*** | 6/26/2025 | | | |

| Core Function: | CSI and/or ATSI School Indicators | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Provide supports (personnel, programmatic, financial, etc.) for instructional priorities** | | | |
| **CSI-ATSI.02** | **The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | • Underperforming students based on the TSI designation have been identified based on mCLASS and EOG data<br>• Intervention and enrichment times for Reading and Math provided students with the instruction that is needed for them to reflect growth and work towards proficiency in identified areas | Limited Development 10/23/2024 | | |
| | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| ***How it will look when fully met:*** | When the objective is fully met, the school will have a clear, cohesive plan for how its financial, human, and time resources are allocated to support the instructional priorities. There will be evidence of alignment between what the school values as important—such as meeting the needs of AIG students, supporting ELL progress, or ensuring that students with IEPs achieve their goals—and how resources are distributed to support those goals. Staff, students, and families will all feel that resources are being used effectively to support academic success, and there will be ongoing reflection and adjustment to ensure continued alignment with the school's instructional priorities. | | **Brittany Moore** | **05/31/2027** |
| ***Actions*** | | **2 of 4 (50%)** | | |
| 11/23/24 | Use allotted Title 1 funds to hire an additional teacher for class size reduction in fifth grade, our lowest-performing cohort. | Complete 08/26/2024 | Brittany Moore | 08/26/2024 |
| *Notes:* | | | | |
| 11/23/24 | Administration, ML, EC, and intensive interventionists work together to cultivate a master schedule that includes a minimum of 30 minutes for a Reading and Math intervention and enrichment block each day. | Complete 08/01/2025 | Brittany Moore | 08/01/2025 |
| *Notes:* | | | | |
| 11/23/24 | Use Title 1 funds to create an after-school program called Panther Power Hour for 3rd-5th grade students to receive tutoring and enrichment in Reading, Math, and 5th grade Science two days a week for 1 hr 30 mins each day. | | Monica Ruffin | 01/06/2026 |
| *Notes:* | | | | |
| 11/23/24 | Administration and the instructional leadership team tier teachers, providing coaching cycles specific to teachers identified as tier 1, tier 2, or tier 3 in order to meet the needs of all students. | | Brittany Moore | 06/01/2026 |

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|---|---|---|---|---|
| *Notes:* | The principal, assistant principal, instructional coach, NCDP K-3 Literacy Coach, and MTSS Coordinator meet every Monday at 7:40 a.m. | | | |
| ***Implementation:*** | | 06/26/2025 | | |
| ***Evidence*** | 11/23/2024<br>Intervention and Enrichment (I & E)<br>Grade Level ELA I & E Math I & E<br>Kindergarten 9:45-10:15 12:50-1:20<br>First Grade 9:45-10:15 12:50-1:20<br>Second Grade 8:15-8:45 11:35-12:05<br>Third Grade 12:55-1:25 1:25-1:55<br>Fourth Grade 10:25- 10:55 10:55-11:25<br>Fifth Grade 10:40-11:10 2:05-2:35 | | | |
| ***Experience*** | 11/23/2024<br>Admin, EC teachers, intensive interventionist, and the ML teacher reviewed teacher feedback from a survey sent at the end of the year 2023-2024 regarding scheduling pros and cons. Using the instructional minutes provided by the district fore each core subject and grade, we worked together to determine how we could maximize an intervention and enrichment block that would meet the needs of all students for Reading and Math. | | | |
| ***Sustainability*** | 11/23/2024<br>It will be necessary for admin and the instructional leadership to monitor I&E times to ensure instruction for each student is being maximized and reflects consistent growth and an increase in students transitioning from tier 3 to tier 2, tier 2 to tier 1, and tier 1 to above the grade-level core. | | | |

**Penderlea Elementary** 11/25/2025

# Comprehensive Progress Report

**Mission:**

Our mission at Penderlea is for our students to have a safe and rigorous learning environment where students are engaged, supported, and encouraged to take ownership of their educational outcomes. Students will listen, read, write, and speak daily in all content areas.

**Vision:** Provide rigorous expectations for the school community including students, educators, and families. Our focus will be to increase overall proficiency, provide a supportive climate, and establish a culture of excellence.

**Goals:**

Academic Goal: Increase student proficiency in 3-8 ELA EOG of 5% (40% to 45%) Increase student proficiency in 3-8 Math EOG of 6% (45% to 51%) Increase student proficiency in 5 and 8 Science EOG of 8% (49% to 57%)

Culture and Climate Goal: Increase every indicator on the TWC survey in the Retention section to 55% or higher on the positive.

Health and Safety: Increase attendance rates from 92% to 95% for students and from 89% to 95% by fostering a supportive and engaging school environment that strengthens relationships between students, staff, and their families.

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

By May of this academic year, at least 85% of Exceptional Children and Multi-Language students will meet or exceed their projected growth on the End-of-Grade assessments, supported by targeted instruction and personalized learning plans.

! = Past Due Objectives KEY = Key Indicator

| Core Function: | NC SBE Goal 1: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Eliminate opportunity gaps by 2027** | | | |
| **G1.01** | **School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | Utilizing new district behavior continuum and continuing implementation of PBIS. | Limited Development 10/28/2024 | | |
| ***How it will look when fully met:*** | Increase student and staff attendance to 95% and maintain it over the next three years. | | **Stephen Harris** | **06/01/2027** |
| ***Actions*** | | **0 of 5 (0%)** | | |
| 10/28/24 | Implementation of PBIS | | Chazmin Fennell | 06/01/2027 |
| *Notes:* | | | | |
| 10/30/24 | Send positive postcards to students homes to recognize positive behavior. | | Kristin Farrior | 06/01/2027 |
| *Notes:* | | | | |
| 10/30/24 | PBIS morning celebrations to encourage students to be at school and on time. | | Chazmine Fennell | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Classroom-Based Attendance Incentives: “Spell ATTENDANCE” program where classes earn rewards (extra recess, game day, popcorn party) for reaching daily attendance benchmarks. | | Stacie Thompson | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Social Worker Role Expansion: Improved communication and follow-up planned with the addition of a new school social worker.<br>Chronic Absenteeism Support: Early identification, follow-up phone calls, family meetings, and use of attendance contracts. | | Lydia Pullen | 06/01/2027 |
| *Notes:* | | | | |

| | | G1.02 | 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 |
|---|---|---|---|---|---|---|
| *Initial Assessment:* | | | Currently Penderlea is focused on Teir 1 instruction and working towards revamping our Teir 2 and 3 instruction. | Limited Development 10/28/2024 | | |
| ***How it will look when fully met:*** | | | Penderlea wants to increase<br><br>Increase student proficiency in ELA by 5% per year.<br><br>Increase student proficiency in Math by 6% per year.<br><br>Increase student proficiency in Science by 8% per year. | | **Stefanie Milam** | **06/01/2027** |
| ***Actions*** | | | | **0 of 7 (0%)** | | |
| 10/29/24 | | | Continual implementation of productive PLCs with district provided instructional coach. | | Jennifer Buttery | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Work with district to provide Middle School teachers with extra supports from district level instructional coaches. | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Observations, instructional walkthroughs, and district instructional rounds with timely feedback | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Create and maintain flexible grouping during I&E time across all grade levels. | | Jennifer Buttery | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Schoolwide focus on content vocabulary | | Lisa Gurganus | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Provide consistent and targeted intercession Teaching and Learning. | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | | | |
| 10/29/24 | | | Hiring and retaining of a math and reading interventionist. | | Stephen Harris | 09/01/2027 |
| *Notes:* | | | | | | |

| Core Function: | NC SBE Goal 2: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Improve school and district performance by 2027** | | | |
| **G2.01** | **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** |
| ***Initial Assessment:*** | Penderlea is working directly with families to supporting academic growth in all aspects of student success. | Limited Development 10/28/2024 | | |
| ***How it will look when fully met:*** | Increase student proficiency in 3-8 ELA EOG to 53% by 2028<br><br>Increase student proficiency in 3-8 Math EOG to 63% by 2028<br><br>Increase student proficiency in 5 and 8 Science EOG to 68% by 2028 | | **Stephen Harris** | **06/01/2027** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 11/7/25 | Advance Teaching Roles | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Multi Layered Tutoring<br>Intersession Tutoring: Academic intersession is currently offered for grades 3–8 to provide targeted support in reading and math.<br>Math and Reading tutor hired through title 1 and TSI tutor hired through TSI funds.<br>Teachers tutoring during planning | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Instructional Assistant & Specials Support: Restructuring IA schedules to provide optimal support. IAs provide targeted instructional support during WIN time. Specials Teachers integrating writing time for students. Media specialist is collaborating with teachers across school to support classroom literacy instruction. | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | |

| | | G2.02 | Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|---|
| *Initial Assessment:* | | | At Penderlea, we are working to support the needs of all students with needs. | Limited Development 10/29/2024 | | |
| ***How it will look when fully met:*** | | | By the end of this academic year, at least 85% of Exceptional Children and Multi-Language students will meet or exceed their projected growth on the End-of-Grade assessments, supported by targeted instruction and personalized learning plans. | | **Jennie Treto** | **06/01/2027** |
| ***Actions*** | | | | **0 of 5 (0%)** | | |
| | 10/29/24 | | Continue to utilize Communities In Schools to supporting academics of new ML students. | | Jennie Treto | 06/01/2027 |
| | *Notes:* | | | | | |
| | 10/29/24 | | EC and ML Professional Supports during staff meetings | | Stefanie Milam | 06/01/2027 |
| | *Notes:* | | | | | |
| | 10/29/24 | | ML Teacher provides targeted support with ML Mondays weekly emails. | | Jennie Treto | 06/01/2027 |
| | *Notes:* | | | | | |
| | 10/29/24 | | ML teacher working with core teachers on Elevation Strategies during PLCs once a quarter. | | Jennie Treto | 06/01/2027 |
| | *Notes:* | | | | | |
| | 10/29/24 | | ML and EC teachers co-teaching General Education teachers to support student students during core instruction. | | Stefanie Milam | 06/01/2027 |
| | *Notes:* | | | | | |

| Core Function: | NC SBE Goal 3: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Increase Educator preparedness to meet the needs of every student by 2027** | | | |
| **G3.01** | **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** | **Target Date** |
| ***Initial Assessment:*** | Penderlea is working to provide teachers with the needed to support student growth. | Limited Development 10/28/2024 | | |
| ***How it will look when fully met:*** | Increase agreement with the statement, "There is an atmosphere of trust and mutual respect in this school," from 43% to 80% by 2028 | | **Stephen Harris** | **06/01/2027** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 11/7/25 | Book Study: All SIT members are participating in a monthly study of The Speed of Trust by Stephen M.R. Covey, focused on building relational trust across teams. | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Staff Investment Committee: Launched to focus on celebrating and supporting staff through the year.<br>Culture & Morale Support Initiatives: Birthday banners over staff doors, meals provided for late nights, grade-level snack rotations for staff meetings, etc. | | Ashley Umphress | 06/01/2027 |
| *Notes:* | | | | |
| 11/7/25 | Onboarding Support: Penderlea hosted our first Onboarding meeting on first optional Teacher Workday. Assigned Nest Navigator mentoring program for beginning teachers and staff new to the building. | | Stephen Harris | 06/01/2027 |
| *Notes:* | | | | |

| | | G3.02 | The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|---|
| ***Initial Assessment:*** | | | At Penderlea, we are currently providing district level PD, PD within the school, and collaborative planning. | Limited Development 10/29/2024 | | |
| ***How it will look when fully met:*** | | | Increase every indicator on the TWC survey in the Retention section to 55% or higher on the positive. | | **Jennie Treto** | **06/01/2027** |
| ***Actions*** | | | | **0 of 5 (0%)** | | |
| | | 10/29/24 | Create and maintain in-house instructional rounds | | Stephen Harris | 06/01/2026 |
| | | *Notes:* | We would like all teachers to go through walk throughs of other classrooms to get perspectives and reflections on their own teaching practice. | | | |
| | | 10/29/24 | Gather anonymous Feedback to School Leadership | | Stephen Harris | 06/01/2027 |
| | | *Notes:* | School leadership would like to gather feedback on how they can continually improve and support teachers in their professional journey. | | | |
| | | 10/29/24 | Continue of Curriculum Implementation | | Jennifer Buttery | 06/01/2027 |
| | | *Notes:* | | | | |
| | | 10/30/24 | Maintaining staff shout outs for positive impacts on students and school in weekly update. | | Stephen Harris | 06/01/2027 |
| | | *Notes:* | | | | |
| | | 10/30/24 | Teacher of the month celebrations to recognize teachers who are going above and beyond. | | Stephen Harris | 06/01/2027 |
| | | *Notes:* | | | | |

| Core Function: | CSI and/or ATSI School Indicators | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Provide supports (personnel, programmatic, financial, etc.) for instructional priorities** | | | |
| **CSI-ATSI.02** | **The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | At Penderlea, we are working to support the needs of all students with needs. | Limited Development 11/21/2024 | | |
| ***How it will look when fully met:*** | By the end of this academic year, at least 85% of Exceptional Children students will meet or exceed their projected growth on the End-of-Grade assessments, supported by targeted instruction and personalized learning plans. | | **Jennie Treto** | **06/01/2027** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 11/7/25 | Use of TSI resources to fund teachers tutoring | | Ashley Goodlett | 06/01/2026 |
| *Notes:* | | | | |
| 11/7/25 | Strategic Master Scheduling: Core instructional blocks, WIN time, and intervention/enrichment periods are intentionally scheduled to maximize instructional time and support tiered instruction.<br>SWARM Time: Common I/E for Middle School<br>Common I/E time for grade spans | | Stephen Harris | 06/01/2026 |
| *Notes:* | | | | |
| 6/30/25 | We will use district provided resources to hire a EC tutor to help support EC students. | | Stefanie Milam | 06/01/2027 |
| *Notes:* | | | | |

**Pender High**

**11/25/2025**

# Comprehensive Progress Report

**Mission:** Provide students with relevant, differentiated instruction and opportunities for service learning.

**Vision:** All PHS stakeholders will provide an inclusive and engaging environment for students to become active participants in life after high school.

**Goals:**

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

! = Past Due Objectives KEY = Key Indicator

| Core Function: | NC SBE Goal 1: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Eliminate opportunity gaps by 2027** | | | |
| **G1.01** | **School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | PCS has adopted a new behavior/consequence continuum. PHS has contributed to the development of the continuum and is using this new continuum with fidelity. | Limited Development 10/29/2024 | | |
| ***How it will look when fully met:*** | 1. A clear climate of purpose and order<br>2. <5% of students are in hallways during any instructional time.<br>3. Teachers will utilize classroom behavior plans.<br>3. Discipline referrals will be reduced by 50% | | **Nicholas Paquette** | **06/01/2026** |
| ***Actions*** | | **0 of 2 (0%)** | | |
| 10/29/24 | Conduct a shelter-in-place drill by the end of November 2025. | | Willie Themes | 11/30/2025 |
| *Notes:* | | | | |
| 10/29/24 | Review of Infinite Campus Behavioral Management process. | | Willie Themes | 05/01/2026 |
| *Notes:* | We will hold a specific session in opening of schools meeting, link the continuum into the PHS Master Reference Hub, and follow up quarterly to provide additional support. | | | |
| **G1.02** | **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** |
| ***Initial Assessment:*** | We currently focusing on internalizing the Instructional Framework to strengthen core instruction. | Limited Development 10/30/2024 | | |
| ***How it will look when fully met:*** | 85% of our students will receive the academic support needed through core instruction. | | **Avery Ellington** | **05/22/2026** |
| ***Actions*** | | **0 of 4 (0%)** | | |
| 10/30/24 | PCS Instructional Rounds Visits | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | Pender High School will host instructional rounds with the intent to integrate feedback to strengthen the instructional core across all areas. | | | |

| | | | | |
|---|---|---|---|---|
| 10/30/24 | PCS Instructional Coaches to meet with teachers to provide resources and support. | | La | |
| *Notes:* | | | | |
| 10/30/24 | Participate in cross curricular Professional Learning Communities to reflect, internalize, operationalize strengthen of academic core. | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | | | | |
| 10/30/24 | Utilize PlanBook to refine and monitor lesson plans aligned to standards. | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | | | | |

| **Core Function:** | **NC SBE Goal 2:** | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Improve school and district performance by 2027** | | | |
| **G2.01** | **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** |
| ***Initial Assessment:*** | Teachers utilize Rooms and parent phone calls to connect with families. Our team utilizes Thrillshare and weekly parent newsletter to connect weekly school-wide updates with families. | Limited Development 10/30/2024 | | |
| ***How it will look when fully met:*** | 100% of teachers will have active Apptegy Rooms.<br><br>>75% of families will be connected to PHS Apptegy Rooms. | | **Maggie Evans** | **05/23/2026** |
| ***Actions*** | | **0 of 4 (0%)** | | |
| 10/30/24 | Develop and implement an Order of the Patriot award for students displaying improvements, positive character, and/or excellence. | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | All paid staff will send 2 positive notes home via postal mail to selected students. Once each semester, the school will host an Order of the Patriot celebration with parents to be in attendance. | | | |
| 10/30/24 | Review data for parent newsletter views to track engagement. | | Maggie Evans | 05/23/2026 |
| *Notes:* | | | | |
| 10/30/24 | Launch Juntos programming as an opportunity to connect school with family. | | Nicholas Paquette | 05/23/2026 |

| | | | |
|---|---|---|---|
| *Notes:* MOU with Juntos established. Mr. High and Mrs. Welborn leading the charge. Currently 33 families actively participating on Thursday evening resource/connection sessions. | | | |
| 10/30/24 Host a feeder pattern event opportunity to engage current, former, and future students and parents with Pender High School. | | Nicholas Paquette | 10/25/2026 |
| *Notes:* Will attempt at Football game. All feeder pattern students will attend free of charge with adult supervision. School names will be featured during half time. | | | |
| **G2.02** | **Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | Our EC and ML Teachers will follow the master schedule and the NC Standard Course of Study. | Limited Development 10/30/2024 | | |
| ***How it will look when fully met:*** | Students will receive service time and accommodations that match written IEP and/or ML plans. | | **Mandy Harrell** | **05/23/2026** |
| ***Actions*** | | **0 of 2 (0%)** | | |
| 10/30/24 Ensure Master Schedule supports targeted Lab and coteaching support provided by ML and EC teachers. | | | Rhonda Williams | 05/23/2026 |
| *Notes:* | | | | |
| 10/30/24 Consistent support provided by BT coach, Instructional Coaches, and administrative team. | | | Kendra Bradshaw | 05/23/2026 |
| *Notes:* | | | | |

| Core Function: | NC SBE Goal 3: | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Increase Educator preparedness to meet the needs of every student by 2027** | | | |
| **G3.01** | **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** | **Target Date** |
| ***Initial Assessment:*** | Student Support Services team fully staffed. | Limited Development 10/30/2024 | | |
| ***How it will look when fully met:*** | Student Support Team meets monthly to review behavior, attendance, and academic data. Data will be used to celebrate and make adjustments to school level policy. | | **Nicholas Paquette** | **05/23/2026** |
| ***Actions*** | | **0 of 3 (0%)** | | |
| 10/30/24 | Review attendance data at each month to ensure consequence continuum is being followed. | | Jennifer Clifton | 05/23/2026 |
| *Notes:* | | | | |
| 10/30/24 | Review school behavior data to identify trends and adjust supports using data driven decision making. | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | | | | |
| 10/30/24 | Provide cross curricular Professional Learning Community to review observation data trends to celebrate and support area of needed improvement. | | Nicholas Paquette | 05/23/2026 |
| *Notes:* | | | | |
| **G3.02** | **The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | PHS faculty will utilize the district provided resources aligned to the PCS Instructional Framework where applicable. | Limited Development 10/30/2024 | | |
| ***How it will look when fully met:*** | All faculty will attend and participate in opening faculty meeting and PLC. | | **Nicholas Paquette** | **05/23/2026** |
| ***Actions*** | | **0 of 1 (0%)** | | |
| 10/30/24 | Provide differentiated professional development to strengthen our instructional practice and efficacy. | | Nicholas Paquette | 05/24/2026 |
| *Notes:* | | | | |