Agenda
Curriculum and Instruction Committee
Heins Education Building
Assembly Room, Basement
106 Gordon Street, Sanford, NC 27330
Wednesday, October 21, 2026
3:30pm

1. Call to Order-Cindy Ortiz
2. Approval of 10/21/2026 Agenda-Cindy Ortiz
3. Approval of 5/13/2026 Minutes-Cindy Ortiz
4. CKLA Implementation Update-Dr. Natalie Kelly
5. New ELA Standards Update-Dr. Natalie Kelly
6. School Improvement Plans Overview-Dr. Natalie Kelly
   a. School Improvement Plans
7. Adjourn-Cindy Ortiz

The next Curriculum and Instruction Committee meeting is scheduled for December 2, 2026, 4pm, Assembly Room, Basement, Heins Education Building.

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Lee County Board of Education
Curriculum and Instruction Committee
Assembly Room, Basement
Heins Education Building
May 13, 2026
3:30pm

Present: Eric Davidson, Marcus Mason, Susan Britt, Dr. Chris Dossenbach, Dr. Lisa Duffey, Dr. Natalie Kelly, Dr. David Blackmon, Patricia Coldren, Dillon Crockett, Leslie Cottrell, Robin Valdivia, Andrea Cummings, Dr. Kate Hylton, Christian Chaney, Shannon McGuire, Dr. Kisha Timberlake, Chris Fairley Jordan Edwards, Amanda Holmes, five representatives from LifeWise Academy

1. Committee Chairman Eric Davidson called the meeting to order.

2. Approval of 5/13/2026 Agenda – The 5/13/2026, agenda was approved.

3. Approval of 3/11/2026 Minutes-The 3/11/2026, minutes were approved.

4. LifeWise Academy-LifeWise is a non-profit organization that offers Bible-based religious education to public school students during school hours through the use of "released time" laws. The program operates off campus and allows students to participate on a weekly basis with parent or guardian permission. LifeWise is operated entirely by volunteers and functions independently, with no cost to the school district. The program is permitted under a 1952 Supreme Court ruling that allows public school students to be released from school for religious instruction conducted off school property.

   After considering all relevant factors and logistical concerns, Administration recommended against pursuing a partnership with Lifeway Academy. Following discussion, the committee voted to table the matter.

5. 2026 LCS Summer Programs-2026 LCS Summer Programs-The 2026 LCS Summer Programs was shared with the committee.

6. Amplify/Core Knowledge Language Arts (CKLA)-elementary ELA curriculum-

In September 2024, an Elementary ELA Curriculum Review & Advisory Group of 21 teachers and administrators representing all eight elementary schools was convened to evaluate and select an elementary ELA curriculum for the 2025–2026 school year. This review was necessary because the district's current ELA program had reached the end of its adoption cycle.

The committee was tasked with determining whether to renew the existing program or transition to a different research-based curriculum. As part of this process, the team reviewed multiple high-quality instructional materials to ensure alignment with current literacy research and instructional best practices.

The Elementary ELA CRAG (Curriculum Review and Advisory Group) completed a comprehensive evaluation of the top three selected curriculum programs using a detailed rubric process. As part of this evaluation, the committee analyzed text complexity by comparing the Lexile levels of each program's reading materials to the proficiency ranges associated with North Carolina End-of-Grade (EOG) assessments.

In addition to committee review, a Parent Open House was held in March 2025 to provide families the opportunity to examine the curriculum options and share feedback. Parent input was considered alongside rubric scores and teacher/administrator evaluations.

Based on both quantitative rubric results and qualitative feedback, Core Knowledge Language Arts (CKLA) emerged as the strongest option. Both the committee and participating parents expressed the most positive feedback toward CKLA.

The committee identified several key advantages of CKLA:

- Greater instructional rigor compared to the previously used program
- Strong alignment with higher Lexile expectations reflected in North Carolina EOG proficiency levels

- A structured, knowledge-based approach to literacy development
- Emphasis on print-based instructional materials (readers and workbooks), rather than reliance on a student digital platform

While CKLA was selected as the preferred curriculum, the committee determined that immediate implementation would not allow sufficient time for successful rollout. Due to the program's increased rigor and instructional shifts, the decision was made to delay implementation by one year.

During the 2025–2026 school year, the district conducted monthly CKLA rollout and professional development sessions to prepare principals and teachers for effective implementation. This intentional planning year ensured that staff would be equipped to deliver this rigorous curriculum with fidelity in the 2026-2027 school year.

On May 12, 2026, the Lee County Board of Education unanimously approved the contract in the amount of $877,978.56.

7. 2026-2027 Alternative Schools' Modified Accountability System Options-

The 2026-2027 Alternative Schools Accountability Model in North Carolina aims to provide enhanced accountability insights for eligible alternative schools, supplementing but not replacing ESSA requirements. Governed by State Board policy ACCT-038, the model allows schools approved as alternative settings or developmental day centers to participate using one of three options: traditional performance grading (Option A), a modified model comparing year-over-year performance (Option B), or a custom accountability proposal (Option C). Option B, selected by Floyd L. Knight Children's Center and Bragg Street Academy, evaluates student persistence, achievement, and growth using three years of data. Schools receive designations of Progressing, Maintaining, or Declining based on performance changes, with local and state board approvals required annually for participation.

It was consensus of the committee to approve the Alternative School Progress Model, Option B, from the North Carolina Department of Public Instruction for Bragg Street Academy and Floyd L. Knight, The Children's Center for the 2026-2027 school year. The alternative schools' modified accountability

system option will be placed on the June 9, 2026, BOE agenda under Consent Agenda.

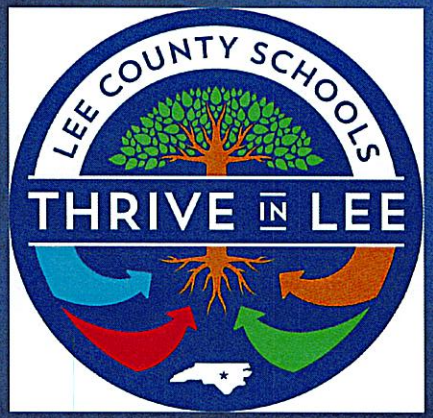
8. Beginning Teacher Support Plan- The Beginning Teacher Support Plan outlines the services and support that are provided to the beginning teachers in our district. It is required by the state to include specific components which are found within the elements of our plan. Once it is board approved, it will go to our NCDPI regional beginning teacher representative who will approve it at the state level.

It was consensus of the committee to approve the 2026-2028 Beginning Teacher Support Plan. The plan will be placed on the June 9, 2026, BOE agenda under Consent Agenda.

This was the final Curriculum and Instruction Committee meeting for the 2025-2026 school year.

There being no further business, the meeting was adjourned at 4pm.

Introduction to the New K-12 English Language Arts Standard Course of Study



North Carolina Department of PUBLIC INSTRUCTION

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Standards vs. Curriculum



Standards

ELA Standard

Course of Study



Curriculum

Texts

Lessons

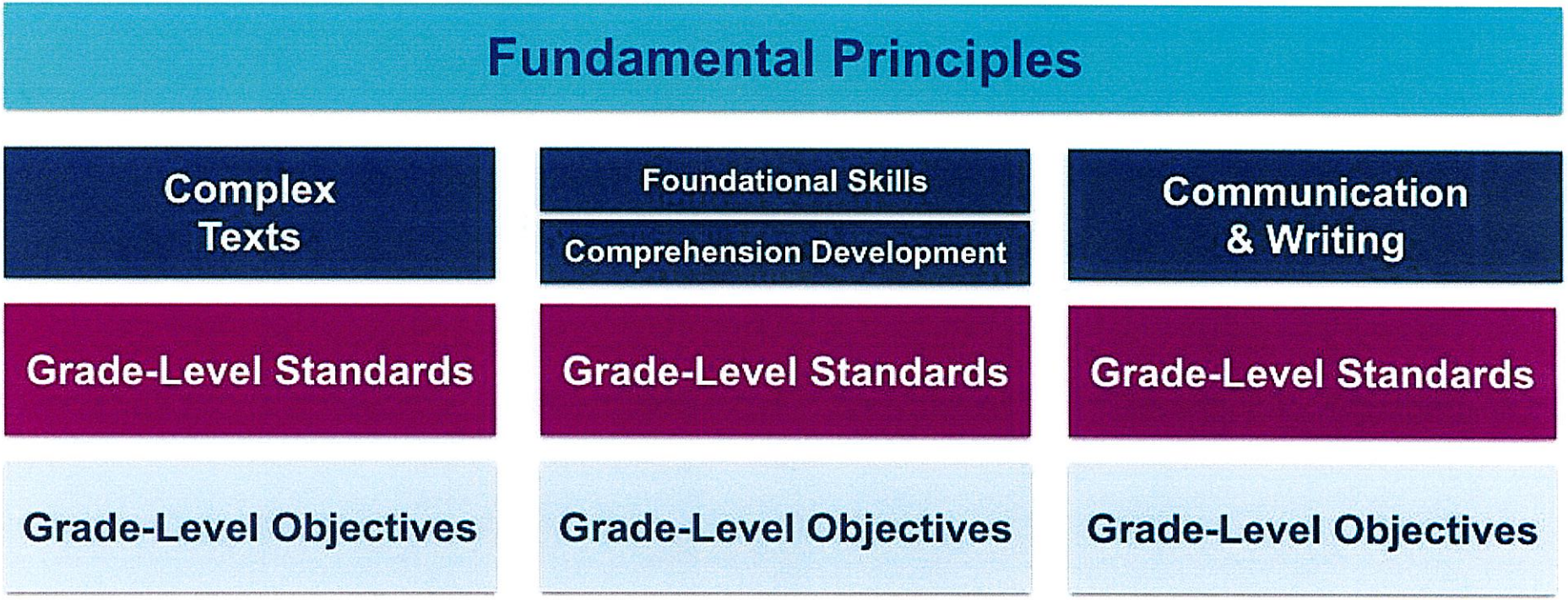
Activities & Tasks

Classroom

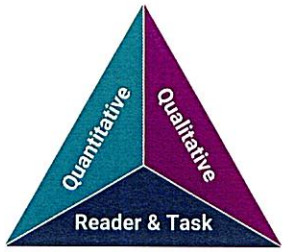
Assessments

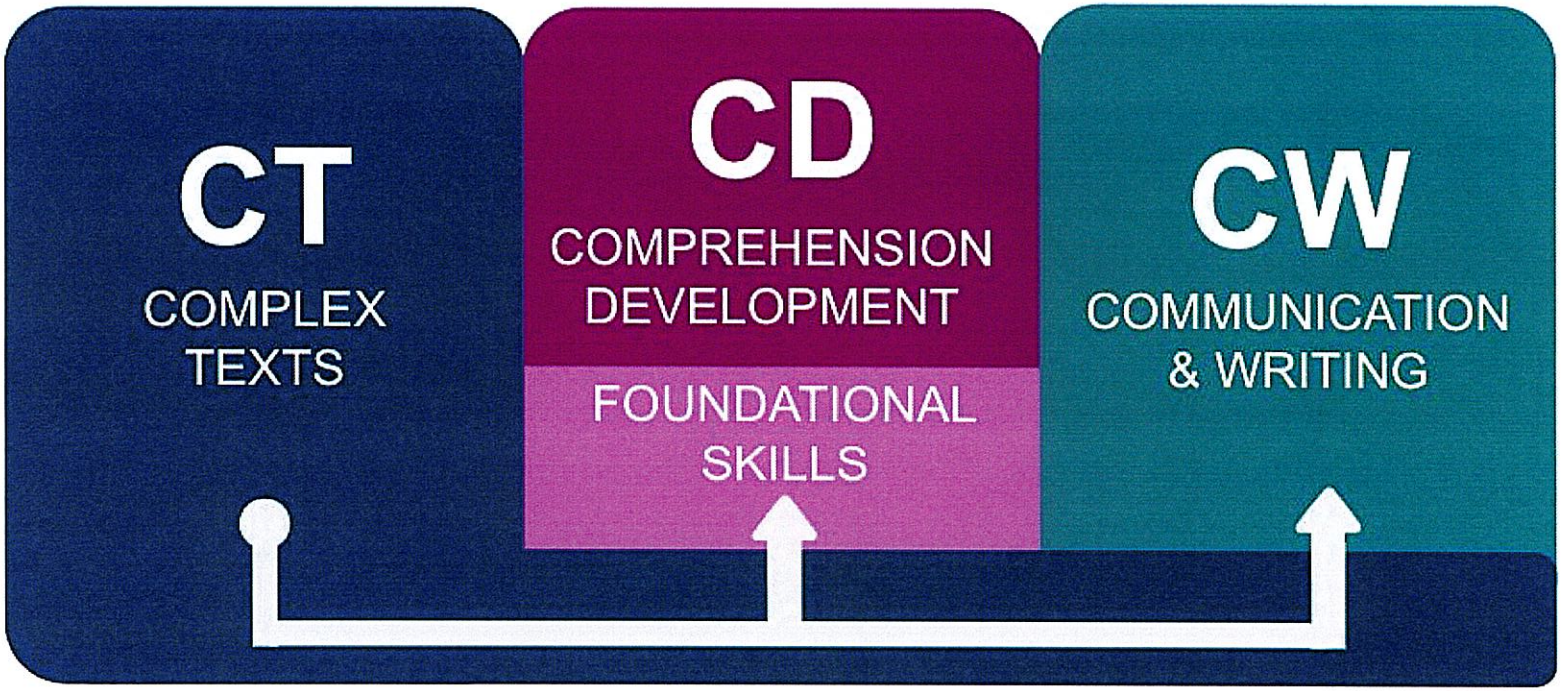
Major Changes

Major Changes: **Structure**

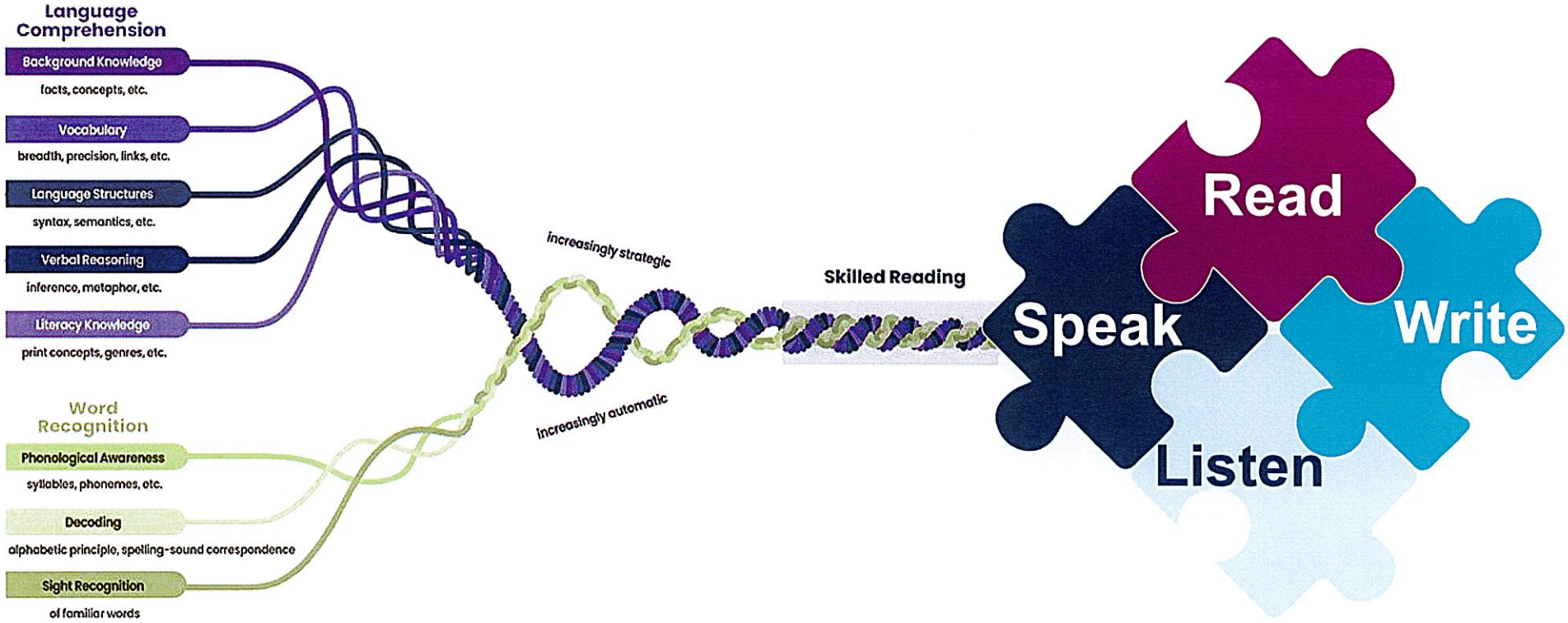


Principle #1
Text at the Center





Principle #2
Integrated Model of Literacy & Spiraling



Principle #3
Variety of Texts



Genre
Historical Fiction, Non-Fiction, Poetry, etc.



Modes
Images, Text, Audio, Gestures, Video, etc.



Format
Print, Non-Print, Static, or Dynamic



Length
Entire Texts, Passages, etc.

Summary of Major Changes

2017 SCOS	2026
Singular Standards	**Standards & Objectives**
Four Strands with **Three Substrands**, Anchors, & Clusters	**Three Strands** with **One Substrand**

Summary of Major Changes

2017 SCOS	2026
Foundational Skills Span K-5, Oral Language **integrated** into Speaking & Listening	**Foundational Skills Span K-12**, Explicit Standards and Objectives for Oral Language in K-2
Language Structures & Vocabulary in **Separate Strand**	Language Structures & Vocabulary **Integrated Across Strands**

Summary of Major Changes

2017 SCOS	2026
Grammar & Conventions in **Language Continua**	Grammar & Conventions **listed explicitly as objectives**
Writing Types: Opinion/Argument, Informational & Explanatory, Narrative	**Writing & Speaking Types:** Opinion/Persuasive; Informational & Explanatory/Expository; Poetry, Descriptive, & Narrative

Tentative Installation Timeline 26-27 SY

May 2027

Regional Professional Development

PD provided in-person in all 8 regions. PD will include foundational skills PD for secondary.

Summer 2027

Begin Resource Development for 27-28

PD concludes and planning for initial implementation begins..

Resources To Support Installation

Unpacking Documents
Glossary
Crosswalk
Vertical Progression
Parent /Caregiver Guide

Questions?



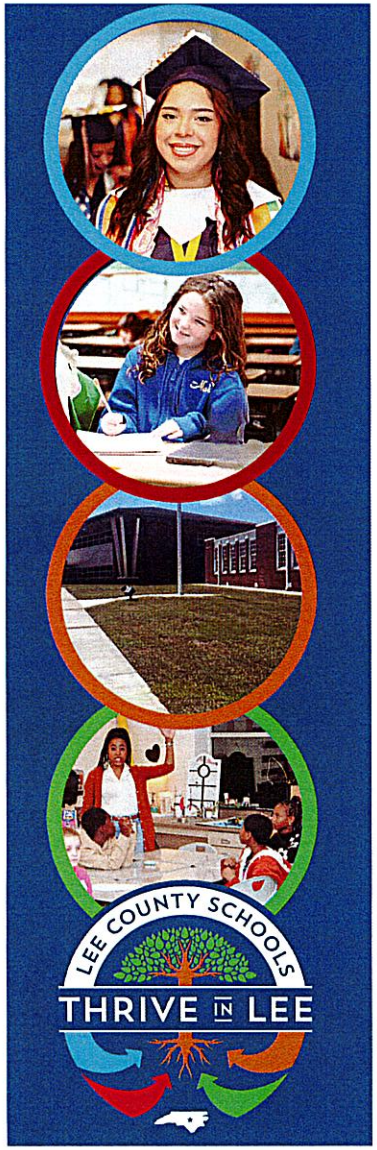
LEE COUNTY SCHOOLS

School Improvement Plans Overview

10/21/26

LEE COUNTY SCHOOLS

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Lee County Schools District Plan

"Thrive In Lee" Strategic Plan 2025-2030

School Improvement Plan Process

- Starts In July
- Needs Assessment: Analyzing Data, Identifying Trends, Discovering Opportunities for Improvement
- Goal Development with Action Steps and Metrics

Elementary & Secondary

ENGLISH LANGUAGE ARTS	
EOG Reading G3-8	50
EOG Reading G3	51
EOG Reading G4	51
EOG Reading G5	54
EOG Reading G6	48
EOG Reading G7	47
EOG Reading G8	49
EOC English II G9-12	44

MATHEMATICS	
EOG Mathematics G3-8	58
EOG Mathematics G3	66
EOG Mathematics G4	61
EOG Mathematics G5	68
EOG Mathematics G6	55
EOG Mathematics G7	50
EOG Mathematics G8	46
NC Math 1 G9-12	26
NC Math 3 G9-12	62

Focus Areas

- Strengthen achievement and growth in 4th Grade Reading and Mathematics
- Targeted support for the 2nd-to-3rd Grade transition especially in Reading
- Academic achievement in middle school
- Strengthen achievement and growth in 8th Grade Mathematics with a focus on Math 1
- Accelerate high school growth, with a targeted focus on English II

Goals

- Increase Achievement and Growth
- Increase Teacher Retention
- Increase Parent Engagement
- Decrease Discipline Referrals and Absences

Elementary
&
Secondary

Actions and Strategies

- PLCs and Planning
- Data Driven Instructional Practices
- MTSS with Interventions
- Subgroup Data Analysis & Next Steps
- Professional Development
- Parent Square Communication
- Behavior Matrix and Systems
- Culture Building Practices
- Curriculum and Instructional Practice Support
- Common Assessments and Walkthroughs
- ACT / WorkKeys Boosters and Boot Camps

Elementary & Secondary

ELEMENTARY STRATEGIES

FOCUSED INSTRUCTIONAL WALKTHROUGHS*
with district and school administrators to monitor instructional practices, identify trends, and provide actionable feedback.

STRATEGIC CURRICULUM SPECIALIST SUPPORT
aligned to identified school, grade-level, and content-area needs.

TARGETED PLC SUPPORT & FACILITATION
focused on standards, student work, common assessment data, instructional response, and intervention.

EVAAS & STUDENT DATA ANALYSIS*
to identify growth trends, priority standards, student groups, and opportunities for support.

PROGRESS MONITORING
to regularly evaluate impact and adjust district and school-level supports based on emerging needs.

SECONDARY STRATEGIES

FOCUSED INSTRUCTIONAL WALKTHROUGHS*
with district and school administrators to monitor instructional practices, identify trends, and provide actionable feedback.

STRATEGIC CURRICULUM SPECIALIST SUPPORT
aligned to identified school, grade-level, and content-area needs.

CURRICULUM & PROGRAM EVALUATION*
to assess implementation, effectiveness, alignment, and opportunities for improvement.

INSTRUCTIONAL BLOCK ANALYSIS
to examine the effective use of instructional time, course structures, student engagement, and opportunities for targeted support.

EVAAS & STUDENT DATA ANALYSIS*
to identify growth trends, course and teacher patterns, student groups, and opportunities for support.

PROGRESS MONITORING
to regularly evaluate impact and adjust district and school-level supports based on emerging needs.

Thriving In Lee!



Questions?


CoA

6A



School Improvement Plans

Lee County School District Plan

Broadway Elementary School

BT Bullock Elementary School

Deep River Elementary School

Greenwood Elementary School

J. Glenn Edwards Elementary School

JR Ingram, Jr. Elementary School

Tramway Elementary School

WB Wicker Elementary School

East Lee Middle School

SanLee Middle School

West Lee Middle School

Lee County High School

Lee Early College

Southern Lee High School

Bragg Street Academy

FLK, The Children's Center

Warren Williams Preschool

Lee County Schools Strategic Plan - Overview

#	Goals	Baseline Data	Target Data	Performance Indicators	Action Steps / Strategies
1	**Student Growth, Achievement, and Future-Focused Pathways** 1A: By 2030, LCS will achieve a 10% increase in overall student achievement. 1B: By 2030, 100% of student subgroups will meet or exceed growth.	1A: 3-12 Performance 48.0% 1A: 3-12 Growth 71.5% 1A: Schools met/exceeded 66.0% 1A: K-2 Performance 70.0% 1A: K-2 Growth 82.9% 1B: Subgroups 74.1%	- 10% increase in student achievement by 2030 - 100% of student subgroups meeting or exceeding growth by 2030	EOG / EOC EVAAS Dibels A04 NCStar Indicator	- Equip school leaders with data analysis training & districtwide protocols - Implement a standardized district walkthrough form - Provide literacy training for reading proficiency by grade 3 - Develop schoolwide tiered intervention plans - Expand access to advanced courses, CTE, fine arts, & extracurriculars - Conduct regular instructional program evaluations - Create a graduation roadmap with grade-level milestones - Enhance support for Multilingual Learners - Develop a comprehensive professional development plan
2	**Comprehensive Student Well-being, Safety, & Resilience** 2A: Increase favorable parent/caregiver safety reports (baseline 2025) 2B: Increase student	2A: Survey- Safe and supportive schools 61% 2B: Attendance 93.2%	- Increase % of parents reporting favorable and safe services - Increase daily attendance to 95% by 2030	Attendance Rates Surveys / TWC Survey E02 NCStar Indicator	- Train staff in culturally respectful teaching practices - Implement behavior and mental health support frameworks - Establish student/parent advisory committee - Promote district success stories through media - Ensure access to mental health professionals - Provide resources for a positive climate and attendance - Prioritize safety through drills, prevention, and audits - Communicate safety policies with families - Enhance consistent safety communication protocols

	daily attendance to 95% by 2030				
3	**Operational Efficiency and Long-Term Sustainability** 3A: Maintain facilities to support 95% optimal usage by 2030	3A: Preventative maintenance 3A: Estimated cost vs building value	- Maintain facilities at 95% optimal usage by 2030	Functional Capacity Predicted Student Growth Labor Market Rates D04 NCStar Indicator	- Research labor market rates and certifications - Evaluate the feasibility of custodial contracting - Communicate clearly on facility planning and growth - Develop a scalable infrastructure and technology plan - Adopt automation tools for operations - Conduct facilities audit for space planning - Optimize procurement and contract processes - Partner for enrollment forecasting - Obtain funding via Capital Improvement Projects
4	**Strengthen Human Capital Pipeline and Retain Quality Educators** 4A: 10% increase in retention survey by 2030 4B: Increase teacher retention to 86% and stay below the state average	4A: TWC Retention 82.5% 4B: Teacher Retention (state) 83.9%	- 10% increase in teacher working conditions retention survey - Increase teacher retention to 86% and stay below the state average	Retention Rates TWC Survey C04 NCStar Indicator	- Expand university partnerships - Modernize recruitment tools and strategy - Conduct annual satisfaction surveys - Strengthen new teacher supports - Implement morale and wellness strategies - Explore childcare, housing, and alternative scheduling - Offer professional growth and leadership pathways - Conduct and analyze exit interviews - Advocate for master's and salary supplement funding - Create targeted incentive structures

Our Direction

Lee County

Date of Report: 10/13/2026

Vision:

Lee County Schools, in partnership with the community, will provide a safe, supportive, and engaging environment that fosters each student's academic, personal, and social growth. We are committed to providing innovative learning opportunities that prepare students for success in college, careers, and life. We will drive student achievement and continuous improvement by attracting and supporting top educators through a positive, collaborative work culture. Our success will be measured by student growth, future readiness, and our students' positive
contributions to society.

Values:

Accountability and Growth

We are committed to ongoing academic, personal, and professional growth by setting high standards for teaching, learning, and leadership, with all stakeholders taking responsibility for our individual and collective efforts to ensure positive outcomes for every student.

Safety and Security

We foster a safe, supportive environment that promotes the physical and mental well-being of all members of our school community.

Integrity and Respect

We respect every individual's dignity and value through positive words and actions, responsible decisions, and fostering trust by acting transparently and consistently, inspiring our school community to do what is right, even in tough situations.

Resilience and Grit

We cultivate the strength, enduring enthusiasm, and perseverance to overcome challenges, stay disciplined, adapt to change, and remain focused on long-term goals, seeing setbacks as opportunities for growth and thriving in any environment.

Mission:

Lee County Schools will provide a safe and supportive environment where all students are held to high standards and equipped to reach their full potential and thrive in their future endeavors.

Goals:

- 1A: By 2030, LCS will achieve a 10% increase in overall student achievement based on the performance composite and growth for K-12.

  1B: By 2030, 100% of LCS student subgroups will meet or exceed growth.

Performance Measure(s)

Performance Indicator: 1A: 3-12 Growth		
Data Source: EOC/EOG Growth	Baseline Year: 2024-25	Baseline: 71.5%
Target Date: 2030	Target: 81.5%	Actual:

Performance Indicator: 1A: 3-12 Performance		
Data Source: EOG / EOC Proficiency	Baseline Year: 2024-25	Baseline: 48%
Target Date: 2030	Target: 58%	Actual:

Performance Indicator: 1A: K-2 Growth		
Data Source: mClass / Dibels	Baseline Year: 2024-25	Baseline: 82.9%
Target Date: 2030	Target: 92.9%	Actual:

Performance Indicator: 1A: K-2 Performance		
Data Source: mClass / Dibels	Baseline Year: 2024-25	Baseline: 70%
Target Date: 2030	Target: 80%	Actual:

Performance Indicator: 1A: Schools met/exceed		
Data Source: EVAAS Growth	Baseline Year: 2024-25	Baseline: 66%
Target Date: 2030	Target: 76%	Actual:

Performance Indicator: 1B: Subgroups		
Data Source: EVAAS Subgroup	Baseline Year: 2024-2025	Baseline: 74.1%
Target Date: 2030	Target: 100%	Actual:

- 2A: By 2030, LCS will increase the percentage of parents or caregivers reporting that school services are favorable and safe.
  2B: By 2030, LCS will increase the student daily attendance rate to 95%.

Performance Measure(s)

Performance Indicator: 2A: Survey-Safe and supportive schools		
Data Source: Surveys	Baseline Year: 2024-25	Baseline: 61%
Target Date: 2030	Target:	Actual:

Performance Indicator: 2B: Attendance		
Data Source: NCSIS Attendance	Baseline Year: 2024-25	Baseline: 93.1%
Target Date: 2030	Target: 95%	Actual:

- 3A: By 2030, LCS will maintain its facilities to support 95% optimal usage, ensuring efficient resource management and long-term sustainability.

Performance Measure(s)

Performance Indicator: 3A: Estimated cost vs building value		
Data Source: Cost & Value	Baseline Year: 2024-2025	Baseline:
Target Date: 2030	Target: 95%	Actual:

Performance Indicator: 3A: Preventative maintenance		
Data Source: Preventative Maintenance	Baseline Year: 2024-25	Baseline:
Target Date: 2030	Target: 95%	Actual:

- 4A: By 2030, LCS will have a 10% increase on the retention component of the biannual teacher working conditions survey.
  4B: By 2030, LCS will increase teacher retention to 86% and remain below the state average through establishing human capital pathways and improving staff engagement.

Performance Measure(s)

Performance Indicator: 4A: TWC Retention		
Data Source: TWC Survey	Baseline Year: 2024-25	Baseline: 82.5%
Target Date: 2030	Target: 92.5	Actual:

Performance Indicator: 4B: Teacher Retention (state)		
Data Source: Teacher Retention Rate	Baseline Year: 2024-25	Baseline: 83.9%
Target Date: 2024-2025	Target: 86%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

- 2025-2026 Performance Grade Overview and Next Steps
- 2024-25 School Performance Grade Overview and Needs Assessment
- LCS Strategic Plan 2025-2030

Student Outcome Data:

- https://accountability-dashboards.net/
- NC School Report Card
- School Accountability Reporting

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

https://drive.google.com/file/d/16I4f32zexTY5CtMZ-XG84HaiuC1-mhbn/view?usp=sharing

Selected Indicators:

Practice 1A: Prioritize improvement and communicate its urgency

A04 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (5642)

Practice 2A: Recruit, develop, retain, and sustain talent

C04 The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement.(5167)

Practice 3C: Remove barriers and provide opportunities

D04 The district regularly reallocates resources to support school, staff, and instructional improvement.(5630)

Practice 4B: Solicit and act upon stakeholder input

E02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan.(5847)

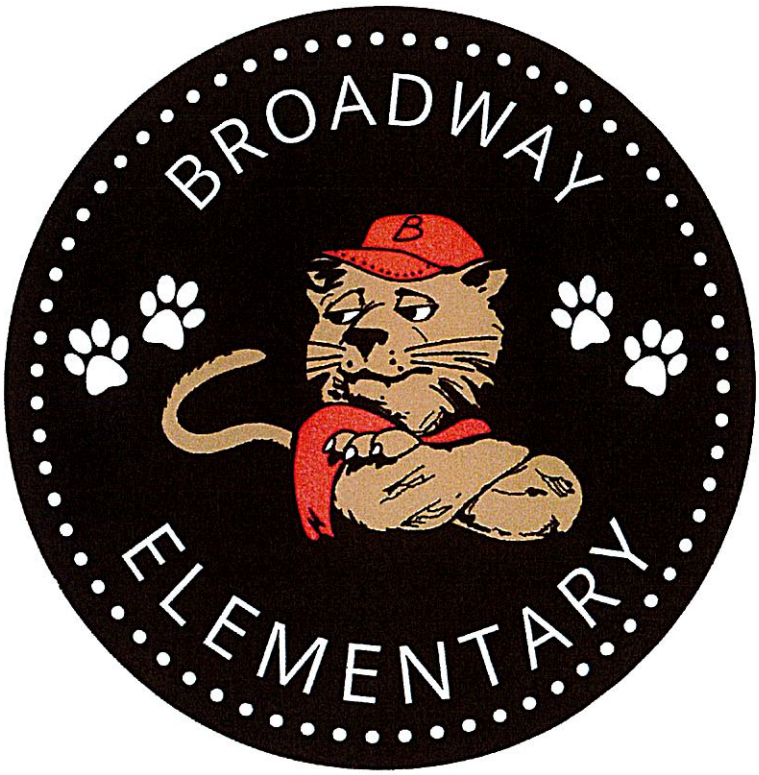
School Improvement Plan - Overview 2026-2027

School: Broadway Elementary					
Goal	Target/ Actual Data (2024-2025)	Target/ Actual Data (2025-2026)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
By May 21, 2027, Broadway Elementary School will exceed growth with a target greater than 2.0 in Reading, Mathematics and Science. By May 21, 2027, Broadway Elementary will increase overall achievement proficiency on EOG tests to at least a minimum of 55%.	1.0/ 1.35 50% 39.3% Reading - 30.6% Math- 48% Science - 39.5%	2.0/ 3.63 50%/ 52.4% Reading- 44.9% Math- 55.1% Science- 69.1%	• NC Check-In assessment data • PLC agendas, minutes, and data-analysis documentation • Teacher lesson plans and instructional planning documents • Student work samples in CKLA, writing, mathematics, and science • Formal and informal classroom observation data • Peer and mentor observation feedback • Intervention progress-monitoring data, including UFLI and mCLASS • Common grade-level formative and summative assessment data • EOG/EVAAS Projection Data • Student growth/proficiency data by subgroup	Meet weekly in grade-level teams for instructional planning and focused Professional Learning Communities (PLCs). PLCs will include standards and curriculum alignment, analysis of student data and work samples, instructional planning, intervention, and professional learning. Provide ongoing professional development and support for effective implementation of curriculum and intervention programs to strengthen core instruction and address identified student needs. Use student performance data from NC Check-Ins, common assessments, mCLASS, intervention progress monitoring, student work, and other formative assessments to identify student needs, adjust instruction, and plan targeted intervention and enrichment. Collaborate with teachers, instructional support staff, and District Central Office staff to model, share, and implement effective instructional practices that improve student engagement, achievement, and growth. Provide dedicated full-day grade-level planning sessions throughout the school year for teachers to analyze data, and align instruction to standards.	Student Growth, Achievement, and Future-Focused Pathways

By May 21, 2027, Broadway Elementary School will achieve at least 97% teacher retention rate.	**92%/** 95%	**97%/** 99.6%	• Teacher Working Condition Survey • Weekly staff communication and newsletters • Beginning Teacher support session agendas and participation records • Committee meeting agendas and minutes • Staff climate and feedback surveys • Staff recognition and morale-building activities • Staff participation in school committees, PLCs, and collaborative decision-making opportunities • Annual teacher retention data	Recognize one certified and one classified staff member each month through staff nominations or voting and acknowledge their contributions during staff meetings. Implement staff appreciation and morale-building activities throughout the school year, with support from the Sunshine Committee, to promote a positive, supportive, and connected school culture. Include grade-level teams and staff members in school decision-making processes, when appropriate, to promote staff voice, shared ownership, and collaboration. Gather staff feedback through surveys and informal check-ins regarding school climate, professional needs, challenges, and suggestions for improvement, and use feedback to guide school-based decisions when appropriate. Provide opportunities for staff to share effective instructional practices, resources, and successes through PLCs, staff meetings, and weekly staff communication to strengthen collaboration and a culture of continuous improvement.	Strengthen Human Capital Pipeline and Retain Quality Educators

By May 21, 2027, Broadway Elementary will increase parent & family involvement by offering a minimum of 10 events and enroll 90% of our families with Parent Square and Infinite Campus Parent Portal.	**10 events/** 11 events	**10 events/** 13 events	• Parent conference participation and report card documentation • Curriculum Night, Title I, STEM, and EOG preparation event agendas and attendance records • Parent and family surveys • Photographs and documentation from family engagement events • Number and type of family engagement opportunities offered throughout the school year • ParentSquare and Infinite Campus Parent Portal enrollment and engagement reports • Parent and family event sign-in sheets • School website and social media communication records	Maintain regular communication with families through ParentSquare, the school website, social media, newsletters, and other school communication methods to share important information, upcoming events, academic resources, and student successes. Gather parent and family feedback through surveys, conferences, Title I meetings, and school events to identify needs, strengthen communication, and improve family engagement opportunities. Reapply for and maintain Purple Star School designation while continuing to provide resources, communication, and support for military-connected students and families. Provide family and community-building events throughout the year, including activities such as a Talent Show, Bingo Night, DEAR Breakfast, and at least two Family Nights at local restaurants, while also encouraging family involvement through incentives for volunteering at the PTO Thrift Store. Monitor family enrollment and participation in ParentSquare and the Infinite Campus Parent Portal and provide support to families who need assistance accessing or using these communication tools. Host academic family engagement opportunities, including Curriculum Night, STEM activities, and EOG preparation sessions, to provide families with strategies and resources that support student learning in literacy, mathematics, science, and grade-level academic expectations.	Comprehensive Student Well-being, Safety, & Resilience

Broadway Elementary School
Comprehensive Needs Assessment
2026-2027



School Profile

	2022-2023	2023-2024	2024-2025	2025-2026
Student Enrollment	465	503	498	500
Students with Disabilities	74	20 (K-3); 24 (4-5) 6 (SC) ;25 (Speech)=75	30 (K-3); 23 (4-5) 8 (SC); 28 (Speech)=89	29 (K-3); 23 (4-5) 12 (SC); (Speech)=89
Students Identified AIG	25	46 (includes 3rd)	46 (21 in 3rd, 14 in 4th, 10 in 5th)	52 (17 in 3rd, 21 in 4th and 14 in 5th)
Students Identified ELL	98	145	130	90 (K-6; 1st-20; 2nd-20; 3rd-15; 4th-20; 5th-9) and 15 are being monitored
Students Exited ELL	8	7	15	13 (4 qualify for MMT)
Economically Disadvantaged	81%	61.1%	58.6%	58.4%
Student Absenteeism Rate	29%	30.7%	26.7%	20.2%
Promotion Rate	100%	99%	98%	98%
Retention Rate	0%	1%	2%	2%
# of Incidents	Total=245; 5th-70; 4th-96; 3rd- 14, 2nd-27; 1st-15; K-24	Total= 335; 5th-146; 4th-29; 3rd- 43, 2nd-24; 1st-24; K-70	Total=215; 5th-28; 4th-58; 3rd-25; 2nd-23; 1st-23; K-63	Total=277; 5th-48; 4th-38; 3rd-39; 2nd-11; 1st-56; K-85
Out of School Suspension Assignments	10 (9 students, 18 days)	24 (12 students, 66 days)	24 (16 students, 81 days)	30 (16 students, 67.25 days)
In-School Suspensions Assignments	82 (42 students, 83 days)	168 (65 students; 246 days)	72 (46 students; 135.6 days)	85 (40 students; 155.6 days)
Bus Suspension		34 (23 students; 70 days)	18 (17 students; 60 days)	33 (22 students; 105 days)
Ethnicity				
-African American	74 (15%)	83 (16.5%)	77 (15.5%)	77 (15.4%)
-American Indian	2 (0.4%)	3 (0.6%)	3(0.60%)	2 (0.004%)
-Hispanic	189 (39.1%)	242 (48.1%)	212 (42.6%)	200 (40.0%)
-Multi-Racial	21 (4%)	20 (4%)	28 (5.6%)	37 (7.4%)
-White	178 (37%)	155 (30.8%)	178 (35.7%)	184 (36.8%)
TOTAL	**465**	**503**	**498**	**500**

Staff Profile

	2023-2024	2024-2025	2025-2026
Number of Assistant Principals	1	1	1
Number of Certified Staff	42	45	47
Number of Support Staff	1 Guidance 1 Social Worker 1 Nurse (shared with LEC) 2 Literacy Coaches	1 Guidance 1 Social Worker (shared with Wicker) 1 Nurse (shared with LEC)	1 Guidance 1 Social Worker (shared with Wicker) 1 Nurse (shared with LEC) 1 Literacy Coach
Number of Classified Staff	22	23	23
Teacher Attendance	94.6%	95.4%	95%
Teacher Turnover Rate	Certified 8/42 Classified 5/22 13/64=20%	Certified 2/45 Classified 2/22 4/68=5%	Certified 1/47 Classified 0/22 1/69= 1.4%

Final Achievement Results

Achievement					Growth Index					Growth Conversion				
21-22	22-23	23-24	24-25	25-26	21-22	22-23	23-24	24-25	25-26	21-22	22-23	23-24	24-25	25-26
42.3	38.7	36.5	43.8	53.3	2.91	-6.58	-2.11	1.35	3.63	87.2	55.7	69.4	83.3	89.0

Overall Exceed/Met/Not Met					Overall Performance Score					School Performance Grade				
21-22	22-23	23-24	24-25	25-26	21-22	22-23	23-24	24-25	25-26	21-22	22-23	23-24	24-25	25-26
Exceed	Not Met	Not Met	Met	Exceed	51	42	43	52	60	D	D	D	D	C

** The final grade is based on a 15-point scale: A: 85–100 B: 70–84 C: 55–69 D: 40–54 F: less than 40.

School Performance Grade

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	**53.3**	**89.0**	**60**	**C**
	AMIN				**Insuff**
	ASIA				**Insuff**
	BLCK	**43.1**	**82.5**	**51**	**D**
	HISP	**48.4**	**87.3**	**56**	**C**
	MULT				**Insuff**
	WHTE	**62.3**	**83.7**	**67**	**C**
	EDS	**49.3**	**86.1**	**57**	**C**
	ELS	**42.4**	**87.2**	**51**	**D**
	SWD	**18.8**	**79.4**	**31**	**F**
Reading 3-8		**44.3**	**82.7**	**52**	**D**
Math 3-8		**54.8**	**89.0**	**62**	**C**

Alternative School Model

Option	Rating

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	230			36	104	<10	77	127	61	38	230	148	51	
#Scores	440			78	198	*	143	240	106	60	230	148	98	
Index	3.63			1.02	2.93	*	1.48	2.45	2.88	-0.11	1.11	3.60	1.25	
Status	**Exceed**			**Met**	**Exceed**		**Met**	**Exceed**	**Exceed**	**Met**	**Met**	**Exceed**	**Met**	

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	**49.6** 460	* <10	* <10	**43.1** 72	**43.7** 206	38.5 26	**62.3** 154	**46.1** 258	**31.4** 118	**18.8** 80
Science 5&8	**68.2** 66	* <10	* <10	42.9 14	72.4 29	* <10	78.9 19	**71.1** 38	50.0 12	40.0 10
EL Progress	**67.3** 52	* <10	* <10	* <10	**67.3** 52	* <10	* <10	66.7 27	**67.3** 52	20.0 10
Reading 3-8	**44.3** 230									
Math 3-8	**54.8** 230									

Reporting

Reporting Overview

	Den	Pct
All Career and College Ready	536	**26.5**
All Grade Level Proficient	536	**52.4**
ACT		
WorkKeys		
ACT/WorkKeys		
Math Course Rigor		
EL Progress	91	**62.6**
4 Year Cohort Graduation Rate		
5 Year Graduation Rate		

Reporting Detail (REPSUM)

Career and College Ready (Levels 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	**26.5** 536	**22.3** 273	**30.8** 263	* <10	* <10	**22.1** 86	**23.9** 243	**20.0** 30	**33.7** 175	**22.6** 301	**31.5** 235	**8.5** 117	**31.5** 419	**7.8** 90	**30.3** 446	**55.1** 118	**18.4** 418	**27.3** 11	* <10	**26.3** 19
Grade 3-8	**26.5** 536	**22.3** 273	**30.8** 263	* <10	* <10	**22.1** 86	**23.9** 243	**20.0** 30	**33.7** 175	**22.6** 301	**31.5** 235	**8.5** 117	**31.5** 419	**7.8** 90	**30.3** 446	**55.1** 118	**18.4** 418	**27.3** 11	* <10	**26.3** 19
Grade 3	**18.1** 166	**18.5** 92	**17.6** 74	* <10	* <10	**14.3** 14	**10.3** 78	**14.3** 14	**31.0** 58	**11.0** 100	**28.8** 66	**7.7** 52	**22.8** 114	**5.9** 34	**21.2** 132	**41.2** 34	**12.1** 132	* <10	* <10	* <10
Grade 4	**24.1** 166	**22.0** 82	**26.2** 84	* <10	* <10	**36.7** 30	**18.1** 72	* <10	**23.3** 60	**19.0** 84	**29.3** 82	**7.9** 38	**28.9** 128	**<5** 26	**27.9** 140	**40.5** 42	**18.5** 124	* <10	* <10	* <10
Grade 5	**35.3** 204	**26.3** 99	**43.8** 105	* <10	* <10	**14.3** 42	**39.8** 93	**16.7** 12	**47.4** 57	**35.0** 117	**35.6** 87	**11.1** 27	**39.0** 177	**13.3** 30	**39.1** 174	**81.0** 42	**23.5** 162	* <10	* <10	* <10
Reading Grade 3-8	**20.5** 234	**17.5** 120	**23.7** 114	* <10	* <10	**22.2** 36	**16.0** 106	**23.1** 13	**25.6** 78	**15.3** 131	**27.2** 103	**5.6** 54	**25.0** 180	**<5** 40	**24.2** 194	**38.5** 52	**15.4** 182	* <10	* <10	* <10
Reading Grade 3	**10.8** 83	**8.7** 46	**13.5** 37	* <10	* <10	* <10	**5.1** 39	* <10	**20.7** 29	**<5** 50	**24.2** 33	**<5** 26	**14.0** 57	**<5** 17	**13.6** 66	**23.5** 17	**7.6** 66	* <10	* <10	* <10
Reading Grade 4	**22.9** 83	**24.4** 41	**21.4** 42	* <10	* <10	**40.0** 15	**13.9** 36	* <10	**23.3** 30	**16.7** 42	**29.3** 41	**5.3** 19	**28.1** 64	**<5** 13	**27.1** 70	**33.3** 21	**19.4** 62	* <10	* <10	* <10
Reading Grade 5	**29.4** 68	**21.2** 33	**37.1** 35	* <10	* <10	**14.3** 14	**32.3** 31	* <10	**36.8** 19	**30.8** 39	**27.6** 29	* <10	**32.2** 59	**10.0** 10	**32.8** 58	**64.3** 14	**20.4** 54	* <10	* <10	* <10
Math Grade 3-8	**27.4** 234	**24.2** 120	**30.7** 114	* <10	* <10	**25.0** 36	**23.6** 106	**15.4** 13	**35.9** 78	**24.4** 131	**31.1** 103	**11.1** 54	**32.2** 180	**10.0** 40	**30.9** 194	**61.5** 52	**17.6** 182	* <10	* <10	* <10
Math Grade 3	**25.3** 83	**28.3** 46	**21.6** 37	* <10	* <10	* <10	**15.4** 39	* <10	**41.4** 29	**20.0** 50	**33.3** 33	**11.5** 26	**31.6** 57	**11.8** 17	**28.8** 66	**58.8** 17	**16.7** 66	* <10	* <10	* <10
Math Grade 4	**25.3** 83	**19.5** 41	**31.0** 42	* <10	* <10	**33.3** 15	**22.2** 36	* <10	**23.3** 30	**21.4** 42	**29.3** 41	**10.5** 19	**29.7** 64	**7.7** 13	**28.6** 70	**47.6** 21	**17.7** 62	* <10	* <10	* <10
Math Grade 5	**32.4** 68	**24.2** 33	**40.0** 35	* <10	* <10	**14.3** 14	**35.5** 31	* <10	**47.4** 19	**33.3** 39	**31.0** 29	* <10	**35.6** 59	**10.0** 10	**36.2** 58	**85.7** 14	**18.5** 54	* <10	* <10	* <10
Science Grade 5&8	**44.1** 68	**33.3** 33	**54.3** 35	* <10	* <10	**14.3** 14	**51.6** 31	* <10	**57.9** 19	**41.0** 39	**48.3** 29	* <10	**49.2** 59	**20.0** 10	**48.3** 58	**92.9** 14	**31.5** 54	* <10	* <10	* <10
Science Grade 5	**44.1** 68	**33.3** 33	**54.3** 35	* <10	* <10	**14.3** 14	**51.6** 31	* <10	**57.9** 19	**41.0** 39	**48.3** 29	* <10	**49.2** 59	**20.0** 10	**48.3** 58	**92.9** 14	**31.5** 54	* <10	* <10	* <10

Grade Level Proficient (Levels 3, 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	**52.4** 536	**51.6** 273	**53.2** 263	* <10	* <10	**43.0** 86	**48.1** 243	**43.3** 30	**64.6** 175	**50.2** 301	**55.3** 235	**23.9** 117	**60.4** 419	**21.1** 90	**58.7** 446	**79.7** 118	**44.7** 418	**54.5** 11	* <10	**63.2** 19
Grade 3-8	**52.4** 536	**51.6** 273	**53.2** 263	* <10	* <10	**43.0** 86	**48.1** 243	**43.3** 30	**64.6** 175	**50.2** 301	**55.3** 235	**23.9** 117	**60.4** 419	**21.1** 90	**58.7** 446	**79.7** 118	**44.7** 418	**54.5** 11	* <10	**63.2** 19
Grade 3	**42.8** 166	**45.7** 92	**39.2** 74	* <10	* <10	**42.9** 14	**25.6** 78	**28.6** 14	**69.0** 58	**35.0** 100	**54.5** 66	**17.3** 52	**54.4** 114	**14.7** 34	**50.0** 132	**73.5** 34	**34.8** 132	* <10	* <10	* <10
Grade 4	**52.4** 166	**52.4** 82	**52.4** 84	* <10	* <10	**53.3** 30	**45.8** 72	* <10	**58.3** 60	**54.8** 84	**50.0** 82	**31.6** 38	**58.6** 128	**15.4** 26	**59.3** 140	**69.0** 42	**46.8** 124	* <10	* <10	* <10
Grade 5	**60.3** 204	**56.6** 99	**63.8** 105	* <10	* <10	**35.7** 42	**68.8** 93	**50.0** 12	**66.7** 57	**59.8** 117	**60.9** 87	**25.9** 27	**65.5** 177	**33.3** 30	**64.9** 174	**>95** 42	**51.2** 162	* <10	* <10	* <10
Reading Grade 3-8	**44.9** 234	**43.3** 120	**46.5** 114	* <10	* <10	**38.9** 36	**40.6** 106	**38.5** 13	**55.1** 78	**41.2** 131	**49.5** 103	**24.1** 54	**51.1** 180	**15.0** 40	**51.0** 194	**71.2** 52	**37.4** 182	* <10	* <10	* <10
Reading Grade 3	**38.6** 83	**41.3** 46	**35.1** 37	* <10	* <10	* <10	**20.5** 39	* <10	**65.5** 29	**30.0** 50	**51.5** 33	**19.2** 26	**47.4** 57	**11.8** 17	**45.5** 66	**70.6** 17	**30.3** 66	* <10	* <10	* <10
Reading Grade 4	**49.4** 83	**48.8** 41	**50.0** 42	* <10	* <10	**60.0** 15	**47.2** 36	* <10	**46.7** 30	**52.4** 42	**46.3** 41	**36.8** 19	**53.1** 64	**7.7** 13	**57.1** 70	**57.1** 21	**46.8** 62	* <10	* <10	* <10
Reading Grade 5	**47.1** 68	**39.4** 33	**54.3** 35	* <10	* <10	**21.4** 14	**58.1** 31	* <10	**52.6** 19	**43.6** 39	**51.7** 29	* <10	**52.5** 59	**30.0** 10	**50.0** 58	**92.9** 14	**35.2** 54	* <10	* <10	* <10

Math Grade 3-8	55.1 234	56.7 120	53.5 114	* <10	* <10	47.2 36	48.1 106	38.5 13	70.5 78	52.7 131	58.3 103	22.2 54	65.0 180	22.5 40	61.9 194	82.7 52	47.3 182	* <10	* <10	* <10
Math Grade 3	47.0 83	50.0 46	43.2 37	* <10	* <10	* <10	30.8 39	* <10	72.4 29	40.0 50	57.6 33	15.4 26	61.4 57	17.6 17	54.5 66	76.5 17	39.4 66	* <10	* <10	* <10
Math Grade 4	55.4 83	56.1 41	54.8 42	* <10	* <10	46.7 15	44.4 36	* <10	70.0 30	57.1 42	53.7 41	26.3 19	64.1 64	23.1 13	61.4 70	81.0 21	46.8 62	* <10	* <10	* <10
Math Grade 5	64.7 66	66.7 33	62.9 35	* <10	* <10	42.9 14	74.2 31	* <10	68.4 19	64.1 39	65.5 29	* <10	69.5 59	30.0 10	70.7 58	92.9 14	57.4 54	* <10	* <10	* <10
Science Grade 5&8	69.1 66	63.6 33	74.3 35	* <10	* <10	42.9 14	74.2 31	* <10	78.9 19	71.8 39	65.5 29	* <10	74.6 59	40.0 10	74.1 58	>95 14	61.1 54	* <10	* <10	* <10
Science Grade 5	69.1 66	63.6 33	74.3 35	* <10	* <10	42.9 14	74.2 31	* <10	78.9 19	71.8 39	65.5 29	* <10	74.6 59	40.0 10	74.1 58	>95 14	61.1 54	* <10	* <10	* <10

EL Progress

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
Total EL Progress	62.6 91	70.2 47	54.5 44	* <10	* <10	* <10	62.6 91	* <10	* <10	60.4 48	65.1 43	62.6 91	* <10	27.8 18	71.2 73	* <10	60.0 85	* <10	* <10	* <10
Exiting EL Status	14.3 91	14.9 47	13.6 44	* <10	* <10	* <10	14.3 91	* <10	* <10	12.5 48	16.3 43	14.3 91	* <10	5.6 18	16.4 73	* <10	14.1 85	* <10	* <10	* <10
Meeting Annual Progress	48.4 91	55.3 47	40.9 44	* <10	* <10	* <10	48.4 91	* <10	* <10	47.9 48	48.8 43	48.4 91	* <10	22.2 18	54.8 73	* <10	45.9 85	* <10	* <10	* <10

ACT

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

WorkKeys

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

ACT/WorkKeys Assessments

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Math Course Rigor

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Cohort Graduation Rate

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Achievement Level Drilldown (REPLEV)

	Not Proficient	Level 3	Level 4	Level 5	CCR	GLP
All Subjects	47.6	25.9	20.3	6.2	26.5	52.4
Grade 3-8	47.6	25.9	20.3	6.2	26.5	52.4
Grade 3	57.2	24.7	13.9	<5	18.1	42.8
Grade 4	47.6	28.3	18.1	6.0	24.1	52.4
Grade 5	39.7	25.0	27.5	7.8	35.3	60.3
Reading	55.1	24.4	15.4	5.1	20.5	44.9
Reading Grade 3	61.4	27.7	6.0	<5	10.8	38.6
Reading Grade 4	50.6	26.5	18.1	<5	22.9	49.4
Reading Grade 5	52.9	17.6	23.5	5.9	29.4	47.1
Math	44.9	27.8	22.6	<5	27.4	55.1
Math Grade 3	53.0	21.7	21.7	<5	25.3	47.0
Math Grade 4	44.6	30.1	18.1	7.2	25.3	55.4
Math Grade 5	35.3	32.4	29.4	<5	32.4	64.7
Science 5&8	30.9	25.0	29.4	14.7	44.1	69.1
Science Grade 5	30.9	25.0	29.4	14.7	44.1	69.1

Overall Achievement and Growth

Broadway Elementary made significant academic gains for a second year in a row after the 2025–2026 school year. Overall achievement increased from 43.8% to approximately 53%, continuing the upward trend from the previous year. Broadway earned an EVAAS growth index of 3.63, exceeding expected growth for the first time in five years. All seven growth subgroups met or exceeded expected growth, with three exceeding growth.

The school performance score increased from 52 to 60, moving Broadway from a D to a C school grade. The low performing label was removed from our school. This is an important accomplishment and reflects the work that has been done through focused PLCs, intervention, collaborative planning, use of student data, and stronger alignment of instruction to standards.

The focus moving forward is to maintain exceeded growth while increasing the number of students who are proficient. Regular analysis of NC Check-Ins, common assessments, mCLASS, student work, and intervention data will continue to guide instruction and identify students who need additional support or enrichment.

Math and Reading Performance

Reading showed improvement across all tested grade levels. Third-grade ELA proficiency reached 39%, fourth grade reached 49%, and fifth grade reached 47%. This is a noticeable improvement from the previous year, when Reading proficiency ranged from approximately 27% to 38% across grades 3–5.

Even with these gains, Reading remains our greatest academic area of need. Continued emphasis will be placed on reading stamina, comprehension, vocabulary, written response, and strong foundational skills. These needs were also identified by the School Improvement Team during its review of the end-of-year data.

Mathematics continues to show positive results overall. Fourth-grade Math reached 55% proficiency and fifth grade reached 65%. Third-grade Math was 47%, making it an area that will need closer monitoring this year. Teachers will continue to use common assessments and student work to identify specific standards that need reteaching and to provide targeted small-group support during intervention.

Science Performance

Science was one of Broadway's strongest areas of improvement. Fifth-grade Science proficiency increased to 69.1%, compared with 39.5% the previous year.

This is especially significant because Science was identified as a major area for improvement in last year's needs assessment. At that time, the school increased its focus on standards-based Science instruction, academic vocabulary, STEM experiences, Discovery Education, collaborative planning, and support from district staff. There were additions of two veteran teachers who brought a lot of knowledge and new ideas to prepare our students with the Science curriculum.

The goal this year is to maintain those gains rather than shift attention away from Science. Teachers will continue to build Science knowledge across K–5, provide hands-on learning opportunities, reinforce academic vocabulary, and integrate reading and writing within Science instruction

Early Literacy (K–3)

Early literacy data show strong progress overall, particularly in first and second grades. End-of-year DIBELS results were approximately 70% in Kindergarten, 83% in first grade, 82% in second grade, and 49% in third grade. The district five-year comparison shows first and second grade performing above the district average, while Kindergarten is close to the district average. Third grade remains the area that needs the most attention.

The K–2 results suggest that the increased focus on phonemic awareness, phonics, decoding, and early literacy intervention is having a positive impact. The third-grade results, however, reinforce the need to support students as they move from foundational reading skills into more complex comprehension, vocabulary, fluency, and written response.

Teachers will continue to use mCLASS/DIBELS, UFLI, Heggerty/Kilpatrick, Letterland, CKLA/Caminos, student work, and other progress-monitoring tools to identify skill gaps and adjust small-group instruction and intervention.

Staff Retention

Staff stability and school culture continue to be major strengths at Broadway. The 2025–2026 staffing data show only one certified staff member reflected in turnover and no classified staff turnover.

The 2026 Teacher Working Conditions Survey supports this positive picture. 100% of respondents agreed that Broadway is a good place to work and learn, that there is an atmosphere of trust and mutual respect, and that they are proud to work at Broadway. In addition, 97.56% reported feeling comfortable raising issues and concerns. School leadership results were also strong, including 100% agreement that leadership sets clear expectations for instruction and communicates a clear vision.

The survey also gives us areas to keep working on. Non-instructional time, differentiated professional development, routine paperwork, and having enough instructional time to meet all students' needs were among the lower-rated working-condition areas. These results will be considered when planning meetings, professional development, collaborative planning, and staff responsibilities.

Overall Strengths

- Broadway exceeded expected growth with an EVAAS growth index of 3.63, with all seven growth subgroups meeting or exceeding growth.
- The school moved from a D to a C and increased its overall performance score to 60.
- Reading improved across all tested grade levels.
- Fourth- and fifth-grade Mathematics showed strong proficiency, with fifth grade reaching 65%.
- Fifth-grade Science increased to 69.1%, reversing the previous downward trend.
- K–2 early literacy results show strong progress, particularly in first and second grades.
- Staff retention and school culture remain strong, supported by very positive Teacher Working Conditions results.
- Staff report strong trust in leadership, clear expectations, and opportunities to use data to guide instruction.
- Family engagement remains strong, with 13 events held during 2025–2026, exceeding the minimum goal of 10.
- Student absenteeism decreased from 26.7% to 20.2%, showing progress in student attendance

Areas for Improvement

- Continue increasing overall proficiency while maintaining exceeded growth.
- Reading remains the lowest-performing tested subject and will continue to be a schoolwide instructional focus.
- Strengthen third-grade outcomes, particularly in early literacy/reading and Mathematics.
- Continue building reading stamina, comprehension, vocabulary, and written response across content areas.
- Monitor student performance by subgroup and provide timely intervention for students who are growing but have not yet reached proficiency.
- Continue strengthening PAWS expectations, SEL supports, and consistent behavior expectations. School discipline incidents increased from 215 to 277, and the TWC survey continues to identify bullying and disorder in unstructured areas as concerns.
- Continue reducing student absenteeism even though the rate improved during 2025–2026.
- Address staff feedback related to planning/non-instructional time and provide professional development that is responsive to individual teacher needs.
- Maintain the gains made in Science and Mathematics while avoiding a loss of focus as Reading receives additional attention.

Goals for Improving School Performance

1. Strengthen Student Achievement Through Targeted Instruction and Intervention

Broadway will continue to use student data to identify learning needs and provide targeted instruction, intervention, and enrichment. NC Check-Ins, mCLASS/DIBELS, common assessments, student work, and intervention progress monitoring will be reviewed regularly during PLCs and grade-level planning. GAME Time will continue to provide dedicated time for small-group instruction, with groups adjusted as students demonstrate progress.

Particular attention will be given to Reading across grades 3–5, third-grade Math instructional strategies, and students who are making growth but have not yet reached proficiency. Intervention resources and tutoring support will be used based on identified student needs rather than as a one-size-fits-all approach.

2. Strengthen Tier I Instruction and Academic Rigor

Weekly PLCs and collaborative planning will remain central to improving instruction. Teachers will continue to unpack standards, analyze student work, review assessment data, plan common instruction and assessments, and share practices that are working within and across grade levels.

Professional development will be connected to identified needs, including Science of Reading practices, reading comprehension and writing, Mathematics instruction, Science standards, intervention, student engagement, and classroom management. Peer observations, mentoring, district support, and dedicated planning days will provide additional opportunities for teachers to learn from one another and strengthen instruction.

26-27 Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs.

(Elementary Curriculum Resources 2026-2027)

Program/Resource	Cost/School	School	District
CKLA & Caminos	$0		X
LetterLand (K-2nd)	$0		X
StoryWorks (2nd-5th)			X
Heggerty/Kilpatrick	$0		X
UFLI	$0		X
Accelerated Reader/STAR (1st-5th)	$6,600	X	
SchoolNet	$0		X
Handwriting: Universal (3rd) Letterland (K)	$0		X
Phonics Kits (K-1st)	$0	X	
Savvas Envision Math	$0		X
99 Math	$0		X

Funding/Budget

Funding Source	Amount	Uses
24-25 Title I Budget 25-26 Title I Budget 26-27 Title I Budget Family engagement	$277,188.68 (2024-2025) $285,504.34 (2025-2026) $252,000.00 (2026-2027)	Literacy Specialist, technology needs, tutors, supplemental material costs, professional development
	$3,113.96 (2024-2025) $3,597.16 (2025-2026) $3,000.00 (2026-2027)	Parent family nights, Books or resources for each child to take home
State Instructional Supplies	$8,487 (2025-2026) $8,377.60 (2026-2027)	Classroom supplies
Local Instructional Supplies	$6,642 (2025-2026) $4,428 (2026-2027)	Classroom supplies

Additional Resources:

Title 1 Budget

Data Playbook from CO

TWC Survey results

Behavior Data

Common Assessment Data 2025-2026

Elementary Data for 2026-2027

Broadway Elementary Data

Set or review SIP goals for 2025-2026

District Data 2025-2026

School Improvement Plan - Overview

School: BTB

Goal	Baseline Data (2024-25)	Target Data (2025-2026)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
By June 2027, BTB students will score 58% overall in Reading grades 3-5, 66.7% on End of Grade Math, and 85% met or exceeded benchmark on K-2 Dibels.	**See chart below**	**See chart below**	**EOG Dibels**	• Professional learning will be provided to support the effective implementation of the new CKLA curriculum and the consistent use of evidence-based instructional practices aligned with the Science of Reading. ○ Additional PD can be planned on an as-needed basis • Professional learning will be provided to strengthen teachers' capacity to effectively support multilingual learners and students with disabilities through differentiated instruction, inclusive practices, and the implementation of appropriate accommodations. ○ The EC team hopes to present about referrals at a staff meeting ○ Autism PD specific to behaviors and inclusion as well as academics (Sutphin and Norton) on 11/2 ○ PD from Crystal J. on oral language for MLLs (10/5) • Teachers will be provided opportunities to observe colleagues demonstrating high-leverage instructional practices aligned with identified areas of need. These observations will be supported by reflection and follow-up	1

				coaching to promote the transfer of effective practices into classroom instruction. ○ How to determine who observes whom and for what ■ Required for BT 1s and 2s - utilize mentors/pineapple partners 26-27 School Year BT Assignments ■ Create a menu based on what individuals know are their strengths and are comfortable modeling ■ Individuals request lessons/areas they want to observe ■ Kate creates a Google Form for requests and willingness ■ PLCFs encourage ○ Plan for coverage - possible sub for a day to utilize throughout the day (multiple grade-levels), utilize recess planning, TAs in K, 1, mentors may be willing to cover mentees • Professional Learning Communities (PLCs) will consistently utilize school-based data spreadsheets and Branching Minds to identify students who require additional intervention, targeted support, or enrichment and to inform instructional planning. • Professional Learning Communities (PLCs) will consistently analyze performance data for multilingual learners (MLs) and students with disabilities (SWDs) to identify trends, monitor progress, and make data-informed instructional adjustments that address the unique learning needs of these student populations and increase achievement/growth measures. • Advanced teachers, in collaboration with their grade-level teams, will analyze student performance data from the 2025–2026 school year to strategically develop teacher	

				schedules, instructional groups, and intervention plans that maximize student success from the beginning of the school year. This cycle of data analysis and instructional planning will continue following each major assessment window. • PLCs will use common mathematics assessments and ongoing formative assessment data to monitor student progress, make timely instructional adjustments, and strengthen the implementation and fidelity of mathematics interventions. • Professional Learning Communities (PLCs) will consistently utilize school-based data spreadsheets and Branching Minds to identify students who require additional intervention, targeted support, or enrichment and to inform instructional planning. • Common instructional strategies will be implemented consistently across grades K–5, including **RACE** for writing, **UPS** for reading and mathematics, and the intentional use of graphic organizers to support student learning and promote instructional consistency. • Teachers from K-5 will form a vertical science team to meet monthly. The team will discuss key standards and topics to address, the use of Science of Engineering practices, and how to provide structured science instruction laterally. • The Exceptional Children (EC) team will conduct one-on-one meetings with teachers prior to the beginning of the school year to review students' Individualized Education Programs (IEPs), discuss accommodations and modifications, and share instructional strategies that have been effective in supporting each student's success.	
By June 2027, B.T. Bullock	**614 referral incidents**	**10% reduction in referrals**	**Educator Handbook Referrals**	• Strengthen the implementation of the House System by establishing consistent structures, routines, and traditions that foster student belonging, leadership, and positive school culture throughout the year. The House Leadership	**2**

Elementary will strengthen a student culture of accountability and belonging by implementing consistent behavior expectations and increasing meaningful positive connections through the House System, resulting in a 10% reduction in office discipline referrals (59.6 fewer referrals) as				Team will meet regularly to review participation and House data, monitor implementation, and plan engaging experiences aligned to a year-long House calendar. To deepen daily implementation, Houses will be intentionally embedded into Morning Meetings, classroom routines, and Buddy Classroom partnerships that promote mentorship, accountability, and meaningful connections across grade levels. • Strengthen the school's culture of positive recognition by establishing consistent expectations for the implementation of the House Point System across all classrooms and school settings. Staff will receive clear guidance on House Point expectations and application use. Positive student behaviors will be recognized through a comprehensive recognition system that includes monthly House MVPs, individual and House celebrations, school store, Positive Office Referrals, and schoolwide recognition opportunities that celebrate both consistent demonstration of House values and individual student growth. • Strengthen and refine existing schoolwide behavior systems by reviewing and reinforcing the behavior matrix, clarifying schoolwide non-negotiables, and common behavior response protocols. Provide beginning-of-year professional learning, ongoing coaching, and regular staff check-ins to ensure consistent implementation across classrooms and common areas. Strengthen family partnerships by establishing clear and consistent parent communication expectations across all tiers of behavioral support. • The school counselor and administrative team will meet with teachers before the start of the school year to review student behavior support plans, ensuring that appropriate strategies, accommodations, and proactive supports are in place. Ongoing collaboration will include six-week progress monitoring meetings to review student data, evaluate	

measured through the Educator's Handbook and increasing favorable responses on the B.T. Bullock Staff Culture Survey.				interventions, and revise behavior support plans to meet students' evolving needs." • Strengthen Tier I and Tier II behavior supports by developing a B.T. Bullock Behavior Toolkit that equips teachers with practical, evidence-based resources to proactively address student behaviors in the classroom. In addition, ISS will be enhanced through the implementation of evidence-based behavior lessons, restorative reflection, and structured transition plans that support student accountability, skill development, and successful reintegration into the classroom	
By June 2027, B.T. Bullock Elementary will strengthen a staff culture of growth, celebration, and belonging by increasing favorable responses on the B.T. Bullock Staff	**2026 TWC Results** **https://adincsurvey.azurewebsites.net/#/nctwcs/2026_NCTWCS**	**Increase of 5%**	**Staff Survey**	• Strengthen a culture of staff recognition and celebration by implementing intentional systems that acknowledge excellence, foster collaboration, and reinforce the values of B.T. Bullock. The administrative team will develop a schedule of instructional walkthroughs to ensure regular contact with every teacher, providing timely, strengths-based feedback and recognition of effective instructional practices. Staff accomplishments will also be celebrated through monthly recognition, Staff Shout Outs, and the rotating House Trophy to recognize individual and team contributions while promoting a positive, collaborative school culture. • Strengthen staff wellness, collaboration, and belonging by creating and implementing a yearlong "Play Hard" calendar that intentionally builds opportunities for connection, celebration, and appreciation throughout the school year.	**4**

Culture Survey related to trust, well-being, collaboration, recognition, and belonging by 5 percentage points.					

	Baseline		Target
	24-25	25-26	26-27
Dibels			
K	86	79	80
1	86	96	90
2	68	82	90
3	53	72	80
	73.2	**82**	**85**
ELA			
3	31	56	56
4	56.8	42	66
5	50	57	52

	45.9	**52.6**	**58**
Math			
3	45.3	67	67
4	61.7	51	72
5	50	58	61
	52.3	**60.8**	**66.6**
Science			
5	60.7	72	65

Needs Assessment

School: B.T. Bullock Elementary

School Profile			
	2023-2024	**2024-2025**	**2025-26**
Student Enrollment	515	523	536
Students with Disabilities	78	93	84
Students identified AIG	48	74	101
Students identified EL	125	118	126
Students Eligible for F & R Lunch	n/a	77%	52%?
Homeless students	24	19	21
Attendance Rate	94%	93%	94%
Promotion Rate	98%		98%
Retention Rate	2%	2%	2%
Dropout Rate	N/A	N/A	N/A
Out of school Suspensions	29	49	44
In-School Suspensions	80	99	157
Bus Suspensions	26	11	19
Ethnic Make-Up of Students			
• American Indian	1	0	
• Asian	3	1	2
• Black	102	107	95
• Hispanic	209	213	200
• Multi-Racial	24	23	22
• White	176	179	175

	2024-2025
Number of Assistant Principals	1
Number of Classroom Teachers	39
Number of Support Staff	3 [receptionist, bookkeeper, data manager]
Number of Classified Staff	12 [TA/custodial]
Teacher Attendance	7 teachers with 10+ absences Average certified, 5.6 days absent Average classified, 10 days absent
Teacher Turnover Rate	11% [1 transfer, 2 resignations, 1 retirement]

School Performance

Subject (PP)	EOG 23-24	EOG 24-25	Cohort previous year	NCCI A	NCCI B	NCCI C	EOG 25-26	SIT Goal	plus/minus SIT
Reading 3	42.7	31		12	17	36.4	56	50.0	6
Reading 4	51.6	56.8	31	13	23	27	42	41.0	1
Reading 5	40.4	50	57	32	34	38	57	66.8	-10
Math 3	64.4	45.3		23	53	59.2	67	55.3	12
Math 4	60.2	61.7	45	24	30	39.8	51	55.3	-4
Math 5	56.2	50	62	54	47	44.3	58	71.7	-14
Science 5	60.7	62.5		60	63	70.2	72	72.5	-1
Average		51		31	38	45.0	57.6		

*** Data has not been adjusted to eliminate ESL students not counted in proficiency, calculated at the school level**

Subject Area Subgroup Performance

[Insert 25-26 when it becomes available]

School Performance Grade

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	53.8	75.2	58	C
	AMIN				Insuff
	ASIA				Insuff
	BLCK	36.6	78.1	45	D
	HISP	55.2	80.7	60	C
	MULT				Insuff
	WHTE	57.7	67.7	60	C
	EDS	38.2	74.0	45	D
	ELS	46.2	80.9	53	D
	SWD	17.5	66.4	27	F
Reading 3-8		47.3	71.6	52	D
Math 3-8		53.3	81.9	59	C

Alternative School Model

Option	Rating

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	268			56	103	<10	94	123	58	33	268	168	63	
#Scores	513			101	192	*	185	236	106	58	268	168	122	
Index	-0.96			-0.38	0.30	*	-2.45	-1.20	0.36	-2.72	-1.67	0.79	-1.69	
Status	Met			Met	Met		Not Met	Met	Met	Not Met	Met	Met	Met	

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	50.3 523	* <10	* <10	36.6 112	51.0 192	67.9 28	54.5 189	36.0 247	35.3 102	17.5 50
Science 5&8	65.9 88	* <10	* <10	46.2 13	57.6 33	* <10	75.8 33	51.2 41	57.9 19	38.5 13
EL Progress	72.1 43	* <10	* <10	* <10	72.1 43	* <10	* <10	89.5 19	72.1 43	* <10
Reading 3-8	47.3 262									
Math 3-8	53.3 261									

2026 ELL student proficiency (excluding newcomers, 24-25 Reading EOG)

3rd- 6/20 (30%)
4th- 2/8 (25%)
5th- 2/14 (14%)

K-3 Dibels Performance

School	K-ELA	1st-ELA	2nd-ELA	3rd-ELA
24-25 EOY	86%	86%	68%	53%
25-26 EOY	79%	96%	82%	72%

Parent Survey Results

*92 responses, approximately 20% of the student population represented.

		Agree	Somewhat Agree	Disagree
2025	School-wide communication is easy to find/sift through.	**67.6**	**23.5**	**8.8**
2026	School-wide communication is easy to find/sift through.	**87**	**12**	**1**
2025	Do you find the weekly Principal's Message sent via text blast to be helpful?	**89.2**	**9.8**	**1**
2026	Do you find the weekly Principal's Message sent via text blast to be helpful?	**93**	**4**	**3**
2025	The weekly teacher newsletter is helpful.	**74.3**	**21.8**	**4**
2026	The weekly teacher newsletter is helpful.	**75**	**22**	**3**
2025	I feel that I receive consistent communication from the teacher about my child's performance.	**69.6**	**22.5**	**7.8**
2026	I feel that I receive consistent communication from the teacher about my child's performance.	**83**	**13**	**4**
2025	When I contact the teacher, I receive a timely response.	**93.1**	**-**	**6.9**
2026	When I contact the teacher, I receive a timely response.	**98**	**-**	**2**

2025	I am greeted warmly when I call or visit the school.	**87.3**	**9.8**	**2.9**
2026	I am greeted warmly when I call or visit the school.	**96**	**4**	**-**
2025	I feel comfortable at BT Bullock and enjoy attending school events.	**90**	**9**	**1**
2026	I feel comfortable at BT Bullock and enjoy attending school events.	**93**	**7**	**-**

Anecdotal comments from parents:

- Attentiveness at front carline (not talking, helping students)

Behavior and Teacher Perception Data

Student Conduct	2026 TWC	Qualitative Data From Internal Surveys
Students* follow the rules for student conduct.	73.68	
Teachers* routinely enforce the rules for student conduct.	81.58	
School leadership* supports teachers' efforts to maintain discipline in the classroom	76.32	
School leadership* routinely enforces rules for student conduct.	68.42	
This school uses positive behavioral interventions and supports.	86.84	

Race	Risk Ratio	Incidents/ Enrolled	Enrolled	Students	Cost (days)	Incidents
B	2.35 (-1.28)	2.48	92	34	54.2 (+5.2)	228 (+59)
W	1 (-.07)	1.32	175	41	54.2 (+3.56)	231 (+89)
H	0.39 (+.9)	0.69	201	35	22.29 (+12.54)	139 (+69)
M	1.74 (+.65)	2.23	22	7	5.86 (-10.07)	49 (+30)

Gender	Risk Ratio	Incidents/ Enrolled	Enrolled	Students	Cost (days)	Incidents
M	4.25 (+1)	2	250	86	105.78 (+4.47)	500 (+205)
F	0.24 (-.7)	0.47	242	32	25.82 (+11.56)	114 (+29)
7 Students = 229 Major Referrals = 38%						
5 Students = 78 Minor Referrals = 25%						

Offense	%	Students	Incidents
Rule 3: Assault/Injury/Threatening Acts to Others	29 (-4)	64 (-4)	174 (+54)
Rule 8: Insulting/Abusive/Discourteous Words & Acts	18 (+8)	48 (+22)	108 (+73)
Rule 1: Non-Compliance with the Directions of School Personnel	17 (+3)	42 (+10)	100 (+47)
Rule 18: Disruptive Behavior	13 (+1)	38 (+7)	79 (+36)
Rule 13: Fighting Behaviors	5 (-3)	27 (-4)	29 (+1)
Rule 9: School Disruption	5 (-1)	19 (+8)	29 (+7)
Rule 23: Bus Misconduct	5 (-2)	24 (+17)	29 (+2)

Teacher working conditions survey- 2026 [Summary document]

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement in the three goal areas grounded in the LCS strategic plan:

- Improved Student Growth and Achievement
- Comprehensive Student Well-Being and Safety
- Retaining Quality Educators

Identify and analyze root causes

BT Bullock showed very solid academic performance in the 25-26 school year. Based on unofficial EOG data collected, overall school achievement likely increased by 7-8 points with notable improvements in 3rd grade performance. **The rising 5th grade cohort continues to be very 'weak' in overall performance,** although despite the rise in curriculum rigor and standards, grew by 9% in overall Reading proficiency and 6% in Math as a cohort. Although the cohort does have academic gaps that require intense attention, behavior is a noted barrier. This was

seen in discipline data, observation, and in the Teacher Working Conditions (TWC) school-wide. Addressing this will be instrumental in improving outcomes for these students.

The school's performance on state DIBELS assessments was outstanding- first in the district overall K-3. Grades 2 and 3, saw significant increases in performance - due to emphasis on fluency, the work of the interventionist on these grade levels, grade level teachers working diligently during plcs and planning to address gaps and share ideas. **Maintaining this level of performance** will be challenging but crucial.

Moving to a **three day planning structure** with an emphasis on high-quality planning and data analysis surely contributed to these academic improvements. However, teachers reported feeling like planning time was inadequate and there was not time to complete their work. Continuing to discuss with the school improvement team (SIT) how to find balance between these two will be very important.

The school has a significant number of beginning teachers (BTs) as well. Student performance in some areas (i.e. Common assessments K-5), comments on the TWC, as well as administration observation continue to make instructional coaching a top priority. **Professional development** needs to be differentiated based on teacher need and targeted based on BTB student performance data. Based on teacher reported needs and areas of weak performance, multilingual learners (MLs) and students with disabilities (SWDs) will be focus populations.

Overall, 89% of staff said that BTB was a great place to work and learn. School culture is strong. There were some tweaks that emerged in TWC results and follow up 'focus groups'; **consistent staff recognition and staff wellness efforts.**

In student conduct, there were many improvements in this area overall from years prior- including teachers' perceptions of most students following the rules and school leadership supporting behavior efforts. The behavior committee formed in 25-26 year did amazing work improving structures. Our assistant principal also created a Tier 2 behavior intervention system that was significantly better than prior structures. The results of the TWC demonstrated this improvement. **Student disrespect and disruption,** areas of need based on TWC and general observations/end of year follow up conversations, will be the priority moving forward.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs. Ex. Study Island

Program/Resource	Cost/School	School	District
Letterland (K-2)	$0		X
Heggerty (K-2)	$0		X
UFLI (K-2)	$0		X
StoryWorks (2-5)	$0		X

Accelerated Reader (1-5)	4200	X	
CKLA (K-5th)	$0		X
EnVision Math (K-5th)	$0		X
Dibels(K-3)	$0		X
Envision (K-5)	$0		X
Discovery Education (5th only)	2205	x	
99 Math	$0		X

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	**Amount**	**Uses: Be Specific**
Title 1	196, 710	Funding one interventionist, two tutors, teacher leadership roles, AR grades 1-4, Materials, Parent Engagement, PBIS App
State	7794	Classroom supplies, Office Supplies
Local	4410	Classroom supplies, Office Supplies

School Improvement Plan - Overview

School:Deep River Elementary					
Goal	**Baseline Data (2024-2025)**	**Target Data (2025-2026)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
Increase student achievement in English Language Arts on the End of Grade, Math End of Grade, Science End of Grade, mClass scores at or above grade level, and English Language Learners' progress by May 2027.	**1- 45%** **2- 69%** **3- 79%** **4- 30%**	**1- 54%** **2- 72%** **3- 80%** **4- 40%**	1- Student achievement in End of Grade English Language Arts will be at or above 54% proficiency for grades 3-5 by May 2027. 2- Student achievement on End of Grade Math will be at or above 72% proficiency for grades 3-5 by May 2027. 3- Student achievement in End of Grade Science will be at or above 80% proficiency for grade 5 by May 2027. 4- To increase the performance indicator for the SWD subgroup to	1- Conduct regular PLC meetings focused on analyzing formative, benchmark, mClass/DIBELS, EOG, and subgroup data to identify student strengths, instructional gaps, and next steps. 2- Provide standards-aligned, research-based Tier 1 instruction in all classrooms with consistent implementation of district-adopted curricula and instructional resources. 3- Utilize common formative assessments and district benchmarks to monitor student mastery of grade-level standards and adjust instruction accordingly. 4- Provide targeted small-group instruction and interventions through the MTSS process for students who are not demonstrating expected growth or proficiency. 5- Monitor the progress of SWD and English Learners regularly and collaborate among general education, EC, EL, intervention, and support staff to address identified learning needs.	Student Growth, Achievement and Future-Focused Pathways

	5- 69%	**5- 70%**	40% by May 2027. 5- Student achievement in DIBELS will be at or above 70% for grades K-2 by May 2024.	6- Provide professional learning, coaching, and collaborative planning opportunities based on student achievement data and identified instructional needs. 7- Conduct administrative walkthroughs and classroom observations to monitor instructional practices, student engagement, curriculum implementation, and alignment to standards. 8- Review schoolwide achievement and subgroup data quarterly through the School Improvement Team and adjust strategies and interventions as necessary.	69
To increase parent and community involvement and participation by 10% by May 2027.	**50%**	**57%**	Percentage of Deep River families and community partners who participate in school-sponsored events, parent conferences, volunteer opportunities, family engagement activities, PTO activities, and other school-community events during the2026-2027 school year.	1- Provide multiple family engagement opportunities throughout the school year, including curriculum nights, student showcases, family events, parent conferences, PTO activities, and school celebrations. 2- Utilize ParentSquare, the school website, social media, newsletters, and other communication platforms to consistently communicate school events and opportunities for involvement. 3- Partner with PTO to increase family participation and provide opportunities for parents to actively contribute to the school community. 4- Develop and strengthen	Comprehensive Student Well-being, Safety, and Resilience

				partnerships with local businesses, churches, community organizations, and other stakeholders to provide resources and support for students and families. 5- Provide volunteer opportunities that allow parents, families, and community members to participate meaningfully in school activities. 6- Track participation at school-sponsored events through sign-in sheets, ParentSquare data, volunteer records, conference participation, and other attendance measures. 7- Survey families periodically to identify barriers to participation, preferred communication methods, and types of activities families would like the school to offer. 8- Review parent and community participation data quarterly and adjust communication and engagement strategies to reach families who have historically participated at lower rates.	
Recruit and retain highly qualified teachers and reduce the teacher turnover rate to be less than the state (13%).	**9.8%**	**12%**	NC Teacher Attrition Rate: Percentage of certified teachers who leave employment at Deep River Elementary from one school year to the next.	1- Develop a comprehensive onboarding and mentoring process for beginning teachers and staff members who are new to Deep River. 2- Assign mentors and/or support partners to beginning teachers and new staff to provide ongoing instructional, procedural, and	Strengthen Human Capital Pipeline and Retain Quality Teachers.

				professional support. 3- Conduct regular staff check-ins and climate surveys to identify staff needs, concerns, and opportunities to improve working conditions. 4- Provide meaningful professional development, leadership opportunities, and pathways for teachers to grow professionally within the school. 5- Maintain collaborative PLC structures that provide teachers with opportunities to plan together, analyze data, share instructional practices, and problem-solve as teams. 6- Implement staff recognition and appreciation efforts throughout the year to celebrate accomplishments and contributions to the Deep River community. 7- Promote a positive school culture centered on relationships, collaboration, shared responsibility, high expectations, and staff well-being. 8- Conduct stay interviews and/or end-of-year retention conversations to identify factors influencing teachers' decisions to remain at Deep River. 9- Collaborate with Lee County Schools Human Resources to recruit qualified candidates early and fill vacancies with appropriately licensed and highly qualified educators. 10- Review staffing and retention	

				data throughout the year and use staff feedback to develop strategies for improving teacher satisfaction and retention.	72

Needs Assessment Template School: Deep River Elementary

School Profile				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Student Enrollment	494	559	532	574
Students with Disabilities	56	59	69	72
Students identified AIG	47	58	61	89
Students identified EL	140	179	179	176
Students Eligible for F & R Lunch	359 (77%)	61%	91%	48%
Attendance Rate	92%	93%	92%	94%
Promotion Rate	99.5%	100%	99.8%	100%
Retention Rate	.5%	0%	0.2%	0%
Dropout Rate	0	0	0	0
Suspensions	39 OSS	39 OSS	70 OSS	84 OSS
In-School Suspensions	10	44	54	63
Bus Suspensions	132	139	71	52
Ethnic Make-Up of Students				
• American Indian	0	0	1/532 (.19%)	3/574 (1%)
• Asian	0	3/559 (.05%)	7/532 (1.31%)	12/574 (2%)
• Black	91/494 (18%)	92/559 (16%)	83/532 (15.6%)	90/574 (16%)
• Hispanic	234/494 (47%)	255/559 (46%)	242/532 (45.5%)	272/574 (47%)
• Multi-Racial	22/494 (4%)	37/559 (7%)	37/532 (7%)	41/574 (7%)
• White	147/494 (30%)	172/559 (31%)	162/532 (30.5%)	156/574 (27%)

	2022-23	2023-24	2024-2025	2025-2026
Number of Assistant Principals	1	1	1	1
Number of Classroom Teachers	28	29	30	29
Number of Support Staff	12	14	17	15
Number of Classified Staff	17	20	24	23
Teacher Attendance (47 staff)	6% (538 days missed)	(53 staff) 5% (471 days missed	(44 staff) 8% (617 days)	(44 staff) 6% (536 days missed)
Teacher Turnover Rate	10%	9%	16%	22%

Performance for 3 Years

Year	Achievement	Growth Index	Conversion	Overall Growth	Overall Score	SPG
2023-24	62.2	3.26	88.1	Exceed	67	C
2024-25	60.2	1.65	84.1	Met	65	C
2025-26	60.1	2.05	85.1	Exceed	65	C

Final Achievement & Growth by Subgroups

2025-26	All	Black	Hispanic	White	EDS	EL	SWD
	60.1 2.05 Exceed	46.5 -0.43 Met	51.9 2.32 Exceed	79.4 1.20 Met	51.1 0.68 Met	49.8 3.03 Exceed	17.1 -4.26 Not Met
Reading	49	35.6	36.6	76.5	36.7	23	12.2
Math	68.8	53.3	62.8	84.7	60.5	56.3	19.5
Science	62.4	60	55.6	74.2	58.5	36.8	8.3

2024-25	All	Black	Hispanic	White	EDS	EL	SWD
	60.2 1.65 Met	47.5 0.19 Met	52.9 0.37 Met	731. 1.09 Met	53.0 1.17 Met	47.3 0.22 Met	NA -1.73 Met
Reading	48.2	37.2	33.1	66.7	39.7	54.4	19.4
Math	69.3	60.5	62.9	75.0	62.2	58.1	32.3
Science	77.1	53.3	64.9	86.2	73.3	57.1	NA

2023-24	All	Black	Hispanic	White	EDS	EL	SWD
	62.2 3.26 Exceeded	45.8 1.01 Met	57.4 2.82 Exceeded	70.2 0.65 Met	59.7 2.45 Exceeded	45.6 1.58 Met	16.4 1.24 Met
Reading	48.4	36.7	34.8	60.9	42.3	15.4	5.9
Math	72.7	55.1	67.5	79.1	67.7	53.8	28.1
Science	82.0	77.8	70.3	85.7	76.4	47.4	40.0

Data Analysis

<u>Improved Academic Performance:</u>

1) Identify and analyze root causes-daily instruction must relate to standards, vertical understanding of skills taught, literacy focus in all subject areas, opportunities to observe/mentor/coach each other, walkthrough feedback, weekly data discussions on common assessments
2) Goal revision and additions-Standards focused lessons, peer observations quarterly, feedback from administration bi-weekly based on walk throughs, weekly data discussions on common assessment performance including administration
3) Action steps (what, how, why)-Unpack standards in planning, use NC-SCOS in planning, literacy documented in plans, peer observations quarterly, walkthrough form for administration and share feedback, shared Google sheet with common assessment for each grade level

Recruiting and retaining highly qualified teachers:

1) Identify and analyze root causes-lack of candidates? Create a school environment that fosters a value for teacher leadership, appreciates their hard work, supports their professional growth.
2) Goal revision and additions-Continue to interview and select teachers who are highly qualified and share similar beliefs about how students can learn? Continue to find ways to celebrate successes, help growth and strengthen our teachers.
3) Action steps (what, how, why)-Interview and hire teachers who are motivated, engaging, and knowledgeable; Shout outs when staff do something good, support for those struggling through mentors, coaching, peer observations.

Increasing Parent and Community Engagement:

1) Identify and analyze root causes-language barriers, lack of ideas for ways parents can help at home.
2) Goal revision and additions-To communicate with parents often and in their home language in ways they can support their child at home and plan for opportunities for parents to be involved and informed.
3) Action steps (what, how, why)-continue to use Parent Square to translate, have meetings downtown to alleviate transportation when possible, schedule virtual meetings, Curriculum nights more often; to get parents involved in their child's education and help the child and parents understand the importance of school.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs. Ex. Study Island

Program/Resource	Cost/School	School	District
Letterland (K-2)		X	X
Heggerty (K-2)		X	X
SchoolNet (3-5)			X
StoryWorks (2-5)			X
Accelerated Reader (1-5)		X	X
Wonders (1st-5th)			X
Envision Math (K-5th)			X
mClass (K-3)			X
Core Knowledge Language Arts (CKLA)			X
ULFI (K-2)		X	X

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	**Amount**	**Uses: Be Specific**
Title 1	$ 280,007.61	Technology (laptops for students and staff, interactive panels), instructional supplies, programs (supplemental for fact practice), books (to build classroom libraries for more independent reading), equipment, tutors, literacy specialists
Local 061 Funds	$5013.00	Classroom and school supplies
State 061 Funds	$6,406.00	Instructional materials and school supplies

Greenwood School Improvement Plan - Overview (26-27)

School: Greenwood Elementary

Goal	Baseline Data (2025-2026)	Target Data (2026-2027)	Performance Indicator(s) (How it will be measured)	Action Steps	Align to LCS Strategic Plan
By May 2027, Greenwood Elementary School will increase student proficiency in English Language Arts and Mathematics by at least 4 percentage points, as measured by state assessments, local assessments, and progress-monitoring data, through intentional core instruction, targeted interventions, and data-driven instructional practices.	Achievement: 3rd Math: 84 % Reading: 57% 4th Math: 78% Reading 64% 5th Math 72% Reading:61% Science: 80% Growth in proficiency from 24-25 school year: (24-25) 3rd Math 57% (+27%) Reading 31% (+26%) 4th Math 64% (+14%) Reading 40% (+24%)	Achievement 3rd Math 88% Reading 61% 4th Math 82% Reading 68% 5th Math 76% Reading 65% Science 84%	EOG Reading Proficiency EOG Mathematics Proficiency EVAAS Growth Data mCLASS/DIBELS Data Check-Ins and Common Assessments	• Analyze student data during PLC meetings. • Conduct monthly grade-level data meetings. • Utilize targeted intervention groups based on formative assessments. • Monitor individual student progress through intervention plans. • Provide teacher-to-student conferences focused on goal setting. • Conduct regular classroom walkthroughs to support instructional practices. • Strengthen Tier I instruction through coaching and professional development.	Goal 1A and 1B

Sub Goal: By May 2027, Greenwood Elementary School will improve the academic performance and growth of students with disabilities in English Language Arts and Mathematics through targeted, data-driven instruction, supporting progress toward exiting ATSI identification.	5th Math 49% (+23%) Reading 42% (+19%) Science 76% (+4%)				
By May 2027, Greenwood Elementary School will improve student attendance by increasing the schoolwide average daily attendance rate and reducing the total number of student	Data from last year 25-26 school year: **Absences:** S1 Unexcused 697.53 Excused 615.59 S2	**Absences:** S1 Unexcused 523.15 Excused 461.69 S2 Unexcused 696.40 Excused 476.81	Average Daily Attendance Percentage of Students Chronically Absent Number of Student Tardies	• Hold monthly MTSS meetings to review attendance and tardy data. • Identify students with attendance concerns early and implement interventions. • Communicate regularly with families regarding attendance expectations.	Goal 2B

tardies by at least 25% from the 2025–2026 baseline, through intentional attendance supports, monthly MTSS attendance reviews, and consistent family communication.	Unexcused 928.53 Excused 635.75 Total Unexcused 1626.06 Excused 1251.34 **Tardies:** S1 597 S2 895 Total - 1492	Total Unexcused 1219.55 Excused 938.51 **Tardies:** S1 448 S2 671 Total - 1119	Attendance Improvement Plans	• Recognize students and classrooms demonstrating positive attendance habits. • Develop individualized attendance plans as needed. • Collaborate with the school social worker and counselor to address barriers to attendance.	
By May 2027, Greenwood Elementary School will increase family participation in school-level decision-making by increasing parent representation from 2 to at least 4 parents on the School Improvement Team (SIT) and from 2 to at least 4 parents participating in PTO, while encouraging additional family involvement in other school-level committees	SIT Parent members - 2 parent members PTO - 2 parent members	Goal at the least double each number. SIT 4 PTO 4	Number of Parent Representatives Serving on SIT Parent Participation in PTO Meetings Attendance at School Committee Meetings Family Feedback Surveys	• Recruit parent representatives through newsletters, ParentSquare, and school events. • Publicize SIT and PTO meeting dates well in advance. • Offer flexible participation opportunities, including virtual attendance when feasible. • Recognize and celebrate family involvement. • Collect parent feedback regarding barriers to participation and implement solutions. • Share meeting highlights and decisions with families to encourage continued	Goal 2A

and leadership opportunities.				engagement.	

Greenwood Elementary School
2025-2026 Needs Assessment

School Profile			
	23-24	**24-25**	**25-26**
Student Enrollment	586	570	597
Students with Disabilities	81 (13.8%)	86	103EC/504:41
Students identified AIG	73(12.4)	98	103
Students identified EL	86(14.6%)	86	98
Students Eligible for F & R Lunch	100%	100%	100%
Attendance Rate	93%	94%	93%
Promotion Rate	98.9%	99%	97.6%
Retention Rate	1.1%	1.04%	2.4%
Dropout Rate	-	-	-
Suspensions	22	23	44
In-School Suspensions	96	55	30
Partial In-School Suspensions	53	57	47
Bus Suspensions	38	49	36
Ethnic Make-Up of Students			
• **American Indian**	2	2	2
• **Asian**	0	1	1
• **Black**	67	62	65
• **Hispanic**	235	216	221
• **Multi-Racial**	43	40	44
• **White**	238	249	262

	23-24	**24-25**	**25-26**
Number of Assistant Principals	1	1	1
Number of Classroom Teachers	29	31	31
Number of Support Staff	16	17	19
Number of Classified Staff	18	18	21
Teacher Attendance	86.3%	91.1%	89.62%
Teacher Turnover Rate	1%	10% (core certified teachers)	.03%

Achievement			**Growth Index**			**Growth Conversion**			**Overall Exceed/Met/Not Met**		
2018-19	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**
59.9	62.1	68.6	-0.39	5.31	-3.54	78	92.1	62.3	Met	Exceed	Not Met

Overall Score (Performance)			**SPG**			**Participation Goals**			**Long Term Goals**		
2018-19	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**	**2018-19**	**2021-22**	**2022-23**
64	68	67	C	C	C	19/19	16/16	16/16	4/15	2/13	0/13

Achievement			Growth Index			Growth Conversion			Overall Exceed/Met/Not Met		
2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
67.0	66.1	73.7	-0.33	-2.14	-0.59	78.3	69.3	77.0	Met	Not Met	Met

Overall Score (Performance)			SPG			Participation Goals			Long Term Goals		
2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
69	67	74	C	C	B	18/18	18/18	18/18	2/15	0/15	0/15

School Performance Grade

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	**73.7**	**77.0**	**74**	**B**
	AMIN				**Insuff**
	ASIA				**Insuff**
	BLCK				**Insuff**
	HISP	**71.1**	**80.8**	**73**	**B**
	MULT				**Insuff**
	WHTE	**80.7**	**77.9**	**80**	**B**
	EDS	**70.5**	**81.2**	**73**	**B**
	ELS	**62.0**	**77.4**	**65**	**C**
	SWD	**33.3**	**72.2**	**41**	**D**
Reading 3-8		**63.3**	**76.1**	**66**	**C**
Math 3-8		**80.6**	**78.5**	**80**	**B**

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	289			23	116	<10	125	159	49	39	289	209	75	
#Scores	593			59	230	*	259	327	93	86	289	209	154	
Index	-0.59			-0.82	0.33	*	-0.41	0.51	-0.52	-1.56	-0.78	-0.29	0.14	
Status	Met			Met	Met		Met	Met	Met	Met	Met	Met	Met	

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	**72.0** 578	* <10	* <10	53.6 56	**70.6** 228	63.9 36	**78.3** 254	**68.2** 324	**62.0** 92	**33.3** 84
Science 5&8	**83.2** 107	* <10	* <10	85.7 14	**73.7** 38	* <10	**93.5** 46	**83.1** 59	38.5 13	44.4 18
EL Progress	57.1 28	* <10	* <10	* <10	57.1 28	* <10	* <10	71.4 14	57.1 28	* <10
Reading 3-8	**63.3** 289									
Math 3-8	**80.6** 289									

Reporting Detail (REPSUM)

Career and College Ready (Levels 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	**37.6** 728	**35.0** 363	**40.3** 365	* <10	* <10	**21.6** 74	**36.9** 298	**40.0** 45	**42.0** 307	**30.9** 401	**45.9** 327	**11.0** 73	**40.6** 655	**10.7** 112	**42.5** 616	**73.5** 181	**25.8** 547	**28.6** 14	* <10	**33.3** 18
Grade 3-8	**37.6** 728	**35.0** 363	**40.3** 365	* <10	* <10	**21.6** 74	**36.9** 298	**40.0** 45	**42.0** 307	**30.9** 401	**45.9** 327	**11.0** 73	**40.6** 655	**10.7** 112	**42.5** 616	**73.5** 181	**25.8** 547	**28.6** 14	* <10	**33.3** 18
Grade 3	**31.0** 174	**29.5** 88	**32.6** 86	* <10	* <10	**20.0** 10	**25.0** 84	* <10	**38.2** 68	**23.9** 92	**39.0** 82	**17.9** 28	**33.6** 146	**<5** 22	**35.5** 152	**56.3** 48	**21.4** 126	* <10	* <10	* <10
Grade 4	**38.5** 218	**32.7** 110	**44.4** 108	* <10	* <10	**13.6** 22	**45.5** 88	**30.0** 10	**38.8** 98	**27.0** 126	**54.3** 92	**25.0** 12	**39.3** 206	**5.6** 36	**45.1** 182	**87.0** 46	**25.6** 172	**40.0** 10	* <10	* <10
Grade 5	**40.5** 336	**39.4** 165	**41.5** 171	* <10	* <10	**26.2** 42	**38.9** 126	**40.7** 27	**46.1** 141	**37.2** 183	**44.4** 153	**<5** 33	**44.9** 303	**18.5** 54	**44.7** 282	**75.9** 87	**28.1** 249	* <10	* <10	* <10
Reading Grade 3-8	**30.5** 308	**28.6** 154	**32.5** 154	* <10	* <10	**6.7** 30	**28.9** 128	**27.8** 18	**38.5** 130	**23.5** 170	**39.1** 138	**9.7** 31	**32.9** 277	**6.4** 47	**34.9** 261	**63.2** 76	**19.8** 232	* <10	* <10	* <10
Reading Grade 3	**18.4** 87	**20.5** 44	**16.3** 43	* <10	* <10	* <10	**14.3** 42	* <10	**23.5** 34	**17.4** 46	**19.5** 41	**14.3** 14	**19.2** 73	**<5** 11	**21.1** 76	**37.5** 24	**11.1** 63	* <10	* <10	* <10
Reading Grade 4	**35.8** 109	**29.1** 55	**42.6** 54	* <10	* <10	**9.1** 11	**38.6** 44	* <10	**38.8** 49	**23.8** 63	**52.2** 46	* <10	**36.9** 103	**5.6** 18	**41.8** 91	**82.6** 23	**23.3** 86	* <10	* <10	* <10
Reading Grade 5	**34.8** 112	**34.5** 55	**35.1** 57	* <10	* <10	**7.1** 14	**33.3** 42	* <10	**48.9** 47	**27.9** 61	**43.1** 51	**<5** 11	**38.6** 101	**11.1** 18	**39.4** 94	**69.0** 29	**22.9** 83	* <10	* <10	* <10
Math Grade 3-8	**41.9** 308	**36.4** 154	**47.4** 154	* <10	* <10	**30.0** 30	**42.2** 128	**44.4** 18	**43.8** 130	**34.1** 170	**51.4** 138	**16.1** 31	**44.8** 277	**10.6** 47	**47.5** 261	**85.5** 76	**27.6** 232	* <10	* <10	* <10
Math Grade 3	**43.7** 87	**38.6** 44	**48.8** 43	* <10	* <10	* <10	**35.7** 42	* <10	**52.9** 34	**30.4** 46	**58.5** 41	**21.4** 14	**47.9** 73	**<5** 11	**50.0** 76	**75.0** 24	**31.7** 63	* <10	* <10	* <10
Math Grade 4	**41.3** 109	**36.4** 55	**46.3** 54	* <10	* <10	**18.2** 11	**52.3** 44	* <10	**38.8** 49	**30.2** 63	**56.5** 46	* <10	**41.7** 103	**5.6** 18	**48.4** 91	**91.3** 23	**27.9** 86	* <10	* <10	* <10
Math Grade 5	**41.1** 112	**34.5** 55	**47.4** 57	* <10	* <10	**35.7** 14	**38.1** 42	* <10	**42.6** 47	**41.0** 61	**41.2** 51	**<5** 11	**45.5** 101	**22.2** 18	**44.7** 94	**89.7** 29	**24.1** 83	* <10	* <10	* <10
Science Grade 5&8	**45.5** 112	**49.1** 55	**42.1** 57	* <10	* <10	**35.7** 14	**45.2** 42	* <10	**46.8** 47	**42.6** 61	**49.0** 51	**<5** 11	**50.5** 101	**22.2** 18	**50.0** 94	**69.0** 29	**37.3** 83	* <10	* <10	* <10
Science Grade 5	**45.5** 112	**49.1** 55	**42.1** 57	* <10	* <10	**35.7** 14	**45.2** 42	* <10	**46.8** 47	**42.6** 61	**49.0** 51	**<5** 11	**50.5** 101	**22.2** 18	**50.0** 94	**69.0** 29	**37.3** 83	* <10	* <10	* <10

Grade Level Proficient (Levels 3, 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	70.7 728	71.6 363	69.9 365	* <10	* <10	56.8 74	65.8 298	64.4 45	79.8 307	68.6 401	73.4 327	31.5 73	75.1 655	32.1 112	77.8 616	94.5 181	62.9 547	42.9 14	* <10	55.6 18
Grade 3-8	70.7 728	71.6 363	69.9 365	* <10	* <10	56.8 74	65.8 298	64.4 45	79.8 307	68.6 401	73.4 327	31.5 73	75.1 655	32.1 112	77.8 616	94.5 181	62.9 547	42.9 14	* <10	55.6 18
Grade 3	70.1 174	69.3 88	70.9 86	* <10	* <10	70.0 10	60.7 84	* <10	77.9 68	68.5 92	72.0 82	57.1 28	72.6 146	45.5 22	73.7 152	89.6 48	62.7 126	* <10	* <10	* <10
Grade 4	70.2 218	69.1 110	71.3 108	* <10	* <10	31.8 22	77.3 88	60.0 10	73.5 98	63.5 126	79.3 92	50.0 12	71.4 206	22.2 36	79.7 182	>95 46	62.8 172	60.0 10	* <10	* <10
Grade 5	71.4 336	74.5 165	68.4 171	* <10	* <10	66.7 42	61.1 126	55.6 27	85.1 141	72.1 183	70.6 153	<5 33	78.9 303	33.3 54	78.7 282	>95 87	63.1 249	* <10	* <10	* <10
Reading Grade 3-8	60.7 368	63.6 154	57.8 154	* <10	* <10	36.7 30	57.8 128	50.0 18	70.8 130	57.6 170	64.5 138	25.8 31	64.6 277	23.4 47	67.4 261	88.2 76	51.7 232	* <10	* <10	* <10
Reading Grade 3	56.3 87	56.8 44	55.8 43	* <10	* <10	* <10	45.2 42	* <10	64.7 34	56.5 46	56.1 41	35.7 14	60.3 73	36.4 11	59.2 76	83.3 24	46.0 63	* <10	* <10	* <10
Reading Grade 4	63.3 109	65.5 55	61.1 54	* <10	* <10	9.1 11	72.7 44	* <10	69.4 49	54.0 63	76.1 46	* <10	64.1 103	16.7 18	72.5 91	>95 23	54.7 86	* <10	* <10	* <10
Reading Grade 5	61.6 112	67.3 55	56.1 57	* <10	* <10	50.0 14	54.8 42	* <10	76.6 47	62.3 61	60.8 51	<5 11	68.3 101	22.2 18	69.1 94	86.2 29	53.0 83	* <10	* <10	* <10
Math Grade 3-8	77.3 368	76.6 154	77.9 154	* <10	* <10	63.3 30	73.4 128	77.8 18	83.8 130	74.7 170	80.4 138	45.2 31	80.9 277	36.2 47	84.7 261	>95 76	70.3 232	* <10	* <10	* <10
Math Grade 3	83.9 87	81.8 44	86.0 43	* <10	* <10	* <10	76.2 42	* <10	91.2 34	80.4 46	87.8 41	78.6 14	84.9 73	54.5 11	88.2 76	>95 24	79.4 63	* <10	* <10	* <10
Math Grade 4	77.1 109	72.7 55	81.5 54	* <10	* <10	54.5 11	81.8 44	* <10	77.6 49	73.0 63	82.6 46	* <10	78.6 103	27.8 18	86.8 91	>95 23	70.9 86	* <10	* <10	* <10
Math Grade 5	72.3 112	76.4 55	68.4 57	* <10	* <10	64.3 14	61.9 42	* <10	85.1 47	72.1 61	72.5 51	<5 11	80.2 101	33.3 18	79.8 94	>95 29	62.7 83	* <10	* <10	* <10
Science Grade 5&8	80.4 112	80.0 55	80.7 57	* <10	* <10	85.7 14	66.7 42	* <10	93.6 47	82.0 61	78.4 51	9.1 11	88.1 101	44.4 18	87.2 94	>95 29	73.5 83	* <10	* <10	* <10
Science Grade 5	80.4 112	80.0 55	80.7 57	* <10	* <10	85.7 14	66.7 42	* <10	93.6 47	82.0 61	78.4 51	9.1 11	88.1 101	44.4 18	87.2 94	>95 29	73.5 83	* <10	* <10	* <10

EL Progress

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
Total EL Progress	60.0 55	40.9 22	72.7 33	* <10	* <10	* <10	61.1 54	* <10	* <10	61.3 31	58.3 24	60.0 55	* <10	36.4 11	65.9 44	* <10	59.3 54	* <10	* <10	* <10
Exiting EL Status	16.4 55	13.6 22	18.2 33	* <10	* <10	* <10	16.7 54	* <10	* <10	12.9 31	20.8 24	16.4 55	* <10	9.1 11	18.2 44	* <10	16.7 54	* <10	* <10	* <10
Meeting Annual Progress	43.6 55	27.3 22	54.5 33	* <10	* <10	* <10	44.4 54	* <10	* <10	48.4 31	37.5 24	43.6 55	* <10	27.3 11	47.7 44	* <10	42.6 54	* <10	* <10	* <10

Achievement Level Drilldown (REPLEV)

	Not Proficient	Level 3	Level 4	Level 5	CCR	GLP
All Subjects	29.3	33.1	27.7	9.9	37.6	70.7
Grade 3-8	29.3	33.1	27.7	9.9	37.6	70.7
Grade 3	29.9	39.1	23.6	7.5	31.0	70.1
Grade 4	29.8	31.7	26.6	11.9	38.5	70.2
Grade 5	28.6	31.0	30.7	9.8	40.5	71.4
Reading	39.3	30.2	23.1	7.5	30.5	60.7
Reading Grade 3	43.7	37.9	12.6	5.7	18.4	56.3
Reading Grade 4	36.7	27.5	26.6	9.2	35.8	63.3
Reading Grade 5	38.4	26.8	27.7	7.1	34.8	61.6
Math	22.7	35.4	31.5	10.4	41.9	77.3
Math Grade 3	16.1	40.2	34.5	9.2	43.7	83.9
Math Grade 4	22.9	35.8	26.6	14.7	41.3	77.1
Math Grade 5	27.7	31.3	33.9	7.1	41.1	72.3
Science 5&8	19.6	34.8	30.4	15.2	45.5	80.4
Science Grade 5	19.6	34.8	30.4	15.2	45.5	80.4

Title 1 Fund Utilization and Interventionist Support System

Greenwood Elementary will continue to strategically allocate a significant portion of its Title I funds toward highly qualified instructional interventionists who provide targeted support based on identified student needs. This year, Greenwood will further strengthen this approach by increasing collaboration and alignment across our instructional support team. Interventionists will use current student data to identify areas of greatest need, provide intentional and targeted interventions, monitor student progress, and collaborate with grade-level teams to determine next steps and ensure instructional strategies are responsive and impactful. In addition, Greenwood is utilizing an Advanced Teacher to provide academic support and instructional guidance to K-5 teachers. Although the Advanced Teacher position is not funded through Title I, the role directly supports and strengthens the work of the intervention team by helping teachers analyze and respond to student data, strengthen implementation of the CKLA curriculum, provide co-teaching and instructional support as needed, and collaborate with grade-level teams to address identified areas of need. This coordinated approach allows Greenwood to maximize all available instructional resources, ensuring that teachers receive the support and guidance they need while students receive timely, targeted instruction and intervention aligned to their individual needs.

Greenwood Elementary – Core Instruction Goals

Focus Area	2025–2026 Goals (Last Year)	2026–2027 Goals
Strengthening Core Instruction	Strengthen instruction in priority areas (3rd Grade ELA, 5th Grade Math, 5th Grade Science) while maintaining a school-wide focus on core instruction through targeted and intentional support.	Strengthen Tier I core instruction school-wide through intentional, standards-aligned instruction and the effective use of current student data to identify instructional needs. Particular attention will be given to strengthening ELA and Mathematics instruction while ensuring core instruction is responsive to student performance across all grade levels and content areas.
Classroom Observation & Feedback	Continue structured observations with an emphasis on monitoring intervention strategies and data-informed instruction in priority content areas.	Increase the impact of walkthroughs and classroom observations by using evidence from instruction, student work, and assessment data to provide timely, actionable feedback. Observations will focus on instructional rigor, student engagement, differentiation, CKLA implementation, and the alignment between identified student needs and classroom instruction.
Maximizing Instructional Schedules	Strategically align observation, intervention, and planning schedules to maximize impact while protecting instructional time and ensuring timely feedback.	Maximize instructional time and support structures by strategically coordinating classroom instruction, intervention blocks, collaborative planning, coaching, and data meetings. Scheduling will prioritize uninterrupted core instruction while ensuring teachers and students have timely access to additional academic support.
Professional Collaboration & Instructional Support	Deepen a culture of professional collaboration, with administrators, teachers, and interventionists sharing strategies through PLCs, grade-level planning, and data dives.	Strengthen collaborative instructional support through an integrated team approach. The Advanced Teacher will provide K-5 academic support, coaching, CKLA guidance, co-teaching support, and collaboration with teachers based on identified needs. Interventionists will work alongside grade-level teams to connect data, intervention, and core instruction, creating a more cohesive system of instructional support.

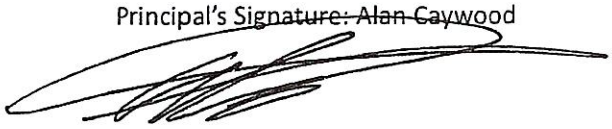
PLC & Data-Driven Instruction	Strengthen PLCs as true instructional engines focused on data analysis, intervention strategies, and actionable next steps that directly impact student outcomes.	Develop PLCs as consistent data-driven instructional teams that analyze current student performance, identify specific learning needs, determine instructional responses, and monitor the impact of those responses. PLCs will use common assessments, Check-Ins, mCLASS/DIBELS, classroom data, and other available measures to determine next steps and adjust instruction.
Curriculum Implementation & Teacher Support	Strengthen instructional practices through collaboration, walkthroughs, professional development, and targeted support in priority content areas.	Strengthen implementation and teacher capacity with core curriculum, with a particular focus on CKLA. The Advanced Teacher and instructional support team will provide guidance, modeling, co-support, and collaborative planning to help teachers effectively implement curriculum expectations, respond to student data, and differentiate instruction based on identified needs.
Intervention & Student Support	Monitor intervention strategies and data-informed instruction in identified priority content areas.	Strengthen the connection between Tier I instruction and targeted intervention by using current student data to identify students requiring additional support, monitor progress, and adjust interventions. Interventionists will collaborate with teachers and the Advanced Teacher to ensure intervention data informs classroom instruction and that students' needs are addressed through a coordinated support system.
Continuous Improvement & Staff Feedback	Use survey results to refine PLCs, address perceptions, and identify instructional needs related to differentiation, classroom management, and technology integration.	Use staff feedback, student data, and instructional evidence to identify areas for continued growth. Feedback will be used to refine professional learning, coaching, PLC structures, and instructional support so that resources are directed toward the areas of greatest need and have a measurable impact on teaching and learning.

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	**Amount**	**Uses: Be Specific**
Title I	$295,079.00	Interventionists, Technology, Curriculum Resources
State Funds	$9,725.55	Curriculum Resources, Supplies, Technology
Local Funds	$5,193.00	Curriculum Resources, Supplies, Technology

Principal's Signature: ~~Alan Caywood~~ Date: 8/26/2026



Assistant Principal's Signature: Stephanie Reed Date: 8/26/2026

Stephanie Reed

School Improvement Plan - Overview

School: J. GLENN EDWARDS					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
During the 2026–2027 school year, JGE will implement schoolwide resilience training and targeted student supports with the goal of reducing major discipline referrals by 25%, while strengthening students' self regulation, problem solving skills, and positive responses to challenges.	**Baseline:** 200 Major referral write ups	**Goal:** 150 Major Referrals	Educators Handbook, Major Referral Write Ups	**Action Steps:** 1. Zones of Regulation 2. Resilience Training 3. Calm Down Corners 4. Reset Walks 5. Bus Rewards 6. Reflection Lessons/Activities in ISS (Lenny Learning) 7. Structured Royal Reset Procedures 8. Schoolwide Behavior Incentive 9. MTSS Behavior Intervention Plans	Comprehensive Well Being Student and Resilience 1a: LCS Will increase the percentage of parents or caregivers reporting that school services are favorable and safe
By the end of the 2026–2027 school year, reading proficiency scores for students in grades K–5 will increase by 5% compared to the 2025–2026 school year.	**EOG Baseline:** 47.8% **MCLASS K-2 Baseline:** 68%	**3-5 Goal:** 52.8% **K-2 Goal:** 73%	**EOG's** **MCLASS**	1. Strengthen the implementation of MTSS processes and services to ensure students receive targeted, data-driven interventions designed to address individual needs and close existing achievement gaps. (Branching Minds) 2. Implement CKLA with fidelity: CKLA provides rigorous instruction with	Student Growth, Achievement and Future Focused Pathways 1A. LCS will achieve a 10% increase in overall student achievement based on the

				intentional opportunities for writing, higher order thinking, rich vocabulary development, and exposure to complex, grade level texts for all students. CKLA instruction is reaching all strands of the reading rope. Continues LETRS training. 4. EL's curriculum is aligned to CKLA, this will support our EL's that are pulled out during skilled group time as well as build background knowledge. 5. Conduct Common Formative Assessments to monitor progress 6. Student accountability; Student goal tracking process for every child 7. Dibels Progress Monitoring	performance composite and growth for K-12. 1B. 100% of LCS Subgroups will meet or exceed growth
By the end of the 2026–2027 school year, math proficiency scores on the EOG for students in grades 3–5 will increase by 5% compared to the 2025–2026 school year.	**EOG Baseline:** 61.8%	**3-5 Goal:** 66.8%	**EOG's**	1. Increase the daily use of DOK 2 and DOK 3 questions and tasks to strengthen reasoning/Clipboard Math. 2. Implement MTSS interventions with fidelity, using newly available intervention resources consistently and monitoring student progress to determine effectiveness and adjust support as needed. 3. Increase rigor through hands on, conceptual mathematics instruction by	Student Growth, Achievement and Future Focused Pathways 1A. LCS will achieve a 10% increase in overall student achievement based on the performance composite and growth for K-12. 1B. 100% of LCS

				intentionally incorporating the CRA. Students will use manipulatives and visual representations to build a deeper understanding of the mathematical "why" behind the "how." 4. Provide intentional enrichment for high-performing and AIG students Enrichment opportunities will remain aligned to grade level standards while extending students' thinking through increased depth, complexity, problem solving, and application. 5. Staff members are participating in Math Foundations Training	Subgroups will meet or exceed growth

J. Glenn Edwards
2026-2027

J. Glenn Edwards • 2026-2027 Needs Assessment

School Profile						
	18-19	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**
Student Enrollment	737	512	552	550	620	630
Students with Disabilities	78	64	73	80	95	114
Students identified AIG	36	23	36	25 %	20%	70
Students identified EL	197	118	123	135	140	130
Students Eligible for F&R Lunch	79%	58.9%	74.23	70%	85.9%	
Attendance Rate	100%	100%	100%	93%	97%	96%
Promotion Rate	-	511	548	550	619	634
Retention Rate	-	1	4	2	1	3
Dropout Rate	0	0	0	0	0	0
Suspensions	98	64	34	101	114	43
In-School Suspensions	200	115	144	122	76	21
Bus Suspensions	-	31	9	12	116 days	106
Ethnic Make-Up of Students						
• **American Indian**	1	1	1	-	-	1
• **Asian**	3%	6%	5%	-	5%	6
• **Black**	158	105	100	18%	22%	111
• **Hispanic**	378	212	232	46%	45%	291
• **Multi Racial**	34	35	36	5%	5%	32
• **White**	163	145	161	30%	26%	178

Staffing				
	22-23	**23-24**	**24-25**	**25-26**
Number of Assistant Principals	1	1	1	1
Number of Certified Teachers	28	33	40	41
Number of Support Staff	11	10	10	11
Number of Classified Staff	22	25	25	27
Teacher Attendance Chronic Absences (10+)	53%	45%	40%	35%
Teacher Turnover Rate	16.2 %	8%	15%	25%

School Performance Grade

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	57.3	80.1	62	C
	AMIN				Insuff
	ASIA				Insuff
	BLCK	51.7	81.1	58	C
	HISP	53.2	76.6	58	C
	MULT				Insuff
	WHTE	62.2	77.4	65	C
	EDS	49.8	79.7	56	C
	ELS	53.8	78.1	59	C
	SWD	18.6	59.2	27	F
Reading 3-8		47.8	77.3	54	D
Math 3-8		61.5	79.2	65	C

Alternative School Model

Option	Rating

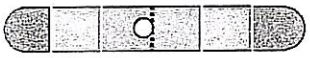
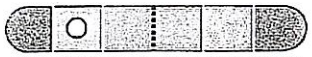
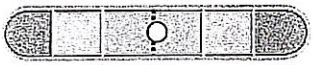
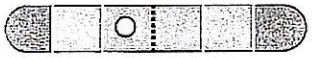
EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	300			58	138	17	78	140	82	49	300	203	76	
#Scores	583			120	263	25	153	275	148	77	300	203	142	
Index	0.04			0.46	-0.68	-0.43	-0.52	-0.06	-0.37	-4.44	-0.54	-0.15	0.91	
Status	Met			Met	Met	Met	Met	Met	Met	Not Met	Met	Met	Met	

Achievement Level Drilldown (REPLEV)

	Not Proficient	Level 3	Level 4	Level 5	CCR	GLP
All Subjects	44.4	24.5	23.0	8.1	31.1	55.6
Grade 3-8	44.4	24.5	23.0	8.1	31.1	55.6
Grade 3	48.0	25.5	19.0	7.5	26.5	52.0
Grade 4	49.6	22.0	22.8	5.6	28.4	50.4
Grade 5	36.7	26.2	26.2	10.9	37.1	63.3
Reading	52.5	22.6	17.2	7.6	24.8	47.5
Reading Grade 3	57.0	24.0	14.0	5.0	19.0	43.0
Reading Grade 4	52.8	20.8	19.2	7.2	26.4	47.2
Reading Grade 5	47.2	23.6	18.0	11.2	29.2	52.8
Math	39.5	26.8	26.4	7.3	33.8	60.5
Math Grade 3	39.0	27.0	24.0	10.0	34.0	61.0
Math Grade 4	46.4	23.2	26.4	<5	30.4	53.6
Math Grade 5	30.3	31.5	29.2	9.0	38.2	69.7
Science 5&8	32.6	23.6	31.5	12.4	43.8	67.4
Science Grade 5	32.6	23.6	31.5	12.4	43.8	67.4

EOG Math - Gain	2026	4	Meets Expected Growth	
		5	Meets Expected Growth	
		Across Grades	Meets Expected Growth	
EOG Reading - Gain	2026	3	Meets Expected Growth	
		4	Meets Expected Growth	
		5	Meets Expected Growth	
		Across Grades	Meets Expected Growth	
EOG Science - Predictive	2026	5	Exceeds Expected Growth	

Math Growth Summary:

- Students in the low and middle performing groups showed growth within the negative range but technically met expected growth.
- The higher performing group did not meet the same level of growth, indicating a need to provide greater challenge and rigor for these students.
- Instruction has been more heavily focused on supporting lower-performing students, with less emphasis on pushing higher performing students.

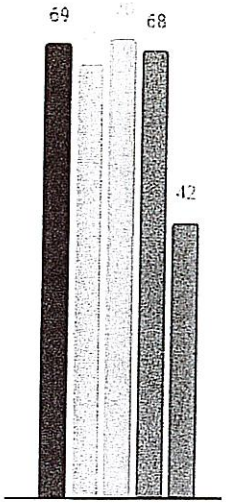
- Moving forward, we need to increase opportunities for DOK 2 and DOK 3 questioning, problem-solving, and rigorous tasks to ensure students are consistently challenged.
- Expand extension opportunities through AIG to provide additional enrichment and increased rigor for higher performing students.
- Strong emphasis on word problem practice.
- The lowest performing students demonstrated the greatest growth.
- EC students were not pulled from the classroom during core math instruction, allowing them to receive consistent grade-level math instruction.
- 5th grade math students met expected growth.
- Overall, math students met expected growth.
- Continued focus should include maintaining strong support for struggling learners while increasing rigor and enrichment opportunities for students who are already demonstrating proficiency.

Reading Growth Summary:

Action Steps:

- Continue implementation of CKLA to strengthen foundational reading skills, oral language, and writing skills.
- These foundational skills will support students across all performance levels.
  Ensure EC students receive instruction from certified teachers.
- Use skilled, targeted groups during intervention time to address specific student needs.
- ESL plans have been revised to align more closely with CKLA, creating greater consistency between language support services and core reading instruction.
- Students across all performance levels met expected growth.
- The highest-performing group demonstrated the lowest amount of growth, indicating a need for additional opportunities to challenge and extend their learning.
- The previous reading program did not provide enough rigor or depth for all students, particularly higher performing students.
- Increase opportunities for students to engage with more rigorous texts, analyze passages, and respond to higher level questions.

Kinder MCLASS, 5-year Trend



SIT Reflection on Proficiency Trend: Kinder MCLASS

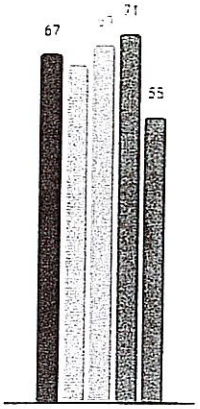
Reflection:

- Strategic implementation of Letterland has supported the development of foundational literacy skills.
- Skilled grouping and targeted intervention have helped address specific student needs.
- Beginning interventions earlier in the school year has provided students with additional time and opportunities to make progress.
- Consistent progress monitoring, implemented with fidelity, has helped guide instructional decisions and ensure interventions are responsive to student needs.

Action Steps:

- Continue implementing Letterland with fidelity to strengthen foundational literacy skills.
- Provide enrichment and extension opportunities for students in the blue group to promote continued growth and challenge.
- Provide targeted, strategic interventions for students in the red and yellow groups based on identified skill needs.

1st MCLASS, 5-year Trend



SIT Reflection on Proficiency Trend: 1st MCLASS

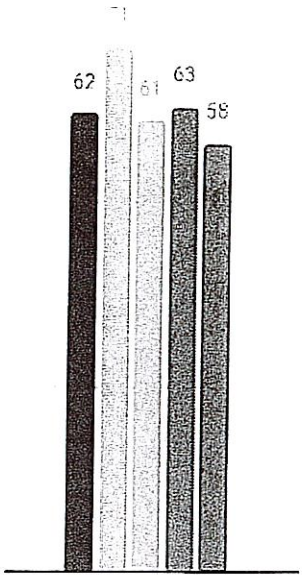
Reflection:

- Strategic implementation of Letterland has supported the development of foundational literacy skills.
- Skilled grouping and targeted interventions have allowed instruction to be more responsive to individual student needs.
- Beginning interventions earlier in the school year has provided students with additional time to address skill gaps and make progress.
- Progress monitoring has been implemented with fidelity to ensure instructional decisions are data driven and responsive to student growth.

Action Steps:

- Continue implementing Letterland with fidelity to strengthen foundational literacy skills.
- Provide enrichment and extension opportunities for students in the blue group to ensure they continue to be challenged and grow.
- Implement cross grade level skilled groups, allowing students to move between classrooms to receive targeted instruction based on their specific needs.

2nd MCLASS, 5-year Trend



EDW- 2

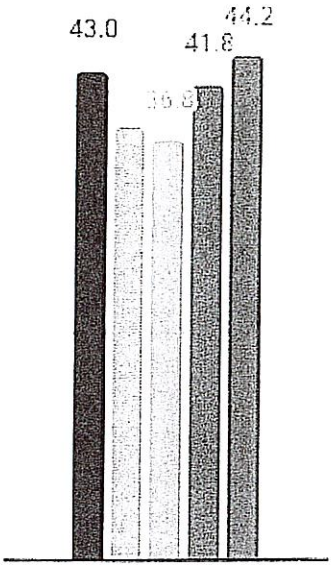
SIT Reflection on Proficiency Trend: 2nd MCLASS

Student growth reflects the positive impact of strategic and consistent Letterland instruction, targeted skill based small groups and interventions, and the implementation of interventions earlier in the school year. Progress monitoring with fidelity allowed teachers to identify student needs, adjust instruction, and provide timely support based on individual student data.

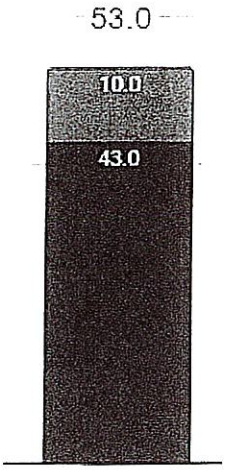
Action Steps

- Continue implementing Letterland with fidelity, ensuring consistent, explicit, and systematic foundational literacy instruction.
- Provide intentional enrichment and extension opportunities for students performing in the blue/high performing range to ensure they continue to be appropriately challenged and demonstrate growth.
- Continue targeted interventions for students performing in the red and yellow ranges, using progress monitoring data to identify specific skill gaps, adjust instruction, and measure the effectiveness of interventions.
- Maintain early intervention practices so students receive additional support as soon as a need is identified rather than waiting for gaps to widen.

Proficiency: Grade 3 ELA, 5-year Trend



JG Edwards (EOG ELA)



JG Edwards (EOG VS MCLASS)

SIT Reflection on Proficiency Trend: Grade 3 ELA

- 10% of Student passed MCLASS but did not pass the EOG
- 3rd grade proficiency increased this year by 5% gain
- 3rd Grade reading is slowly trending upward

Subgroup Proficiency: Grade 3 ELA, 2025-2026

	All	Black	White	EC	AIG	ELS	HIS	EDS
Ach. Level	43%	37.5%	61%	9%	75%	10%	37.5%	35.4

SIT Reflection on Subgroup Proficiency, Grade 3 ELA:

Overall Performance:

- Subgroup data reveals significant achievement gaps. AIG students demonstrated the highest proficiency at 75%, followed by White students at 61%. In comparison, proficiency was 37.5% for Black students, 37.5% for Hispanic students, 35.4% for economically disadvantaged students, 10% for English learners, and 9% for students with disabilities/EC. The particularly low performance of EC and EL students indicates a critical need for targeted, differentiated literacy support and consistent progress monitoring.

Strengths:

- Grade 3 ELA data shows positive improvement in overall proficiency, increasing to 44.2% in 2025–2026, approximately a 5 percentage point gain from the previous year. This represents encouraging progress and suggests that current instructional efforts are beginning to positively impact student achievement.

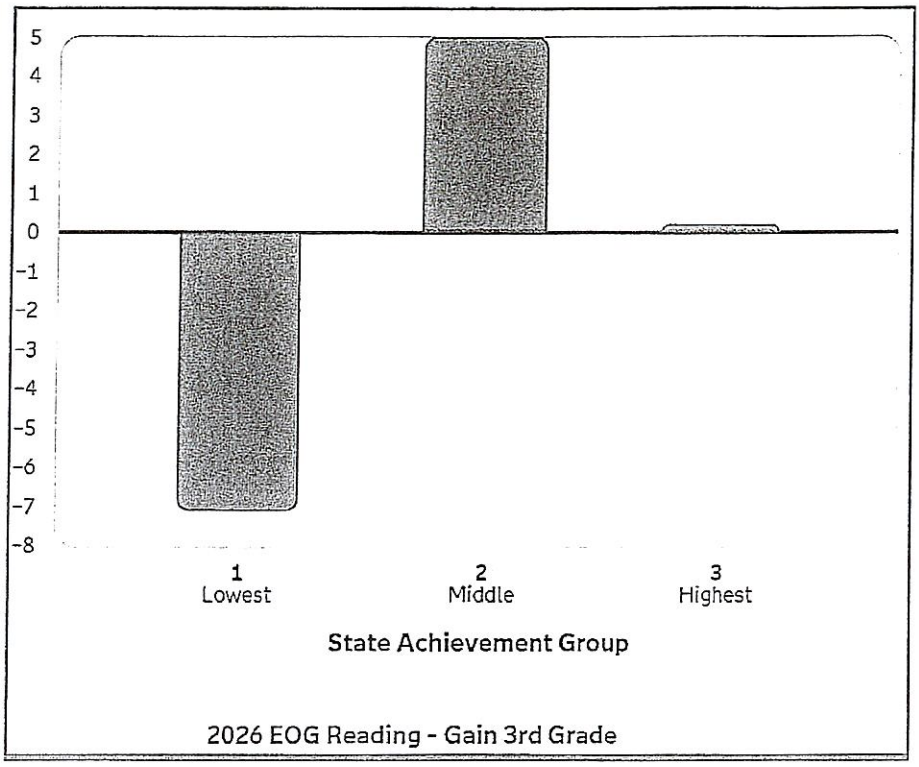
Opportunities for Improvement:

- With more than half of third grade students still below proficiency, Grade 3 literacy remains an important area of need.
- A comparison of mCLASS and EOG performance identifies an additional concern. While 53% of students demonstrated proficiency on mCLASS, only 43% demonstrated proficiency on the EOG. This indicates a need to focus on the alignment between foundational reading performance, grade level comprehension, and students' ability to independently apply literacy skills to rigorous EOG

Next Steps:

Implement CKLA to fidelity. Continue strengthening core Grade 3 ELA instruction while prioritizing targeted intervention for students who are not yet proficient. Key areas of focus include closing subgroup achievement gaps, strengthening support for EC and EL learners, increasing students' ability to transfer foundational reading skills into comprehension and written response, and closely analyzing the students who demonstrate mCLASS proficiency but do not demonstrate EOG proficiency. Continued implementation of rigorous, standards-aligned instruction, strategic intervention, frequent formative assessment, and collaborative data analysis will be essential to accelerating Grade 3 literacy achievement.

Growth: Grade 3 ELA



State Achievement Group

2026 EOG Reading - Gain 3rd Grade

Base Test and Subject

State Achievement Group

Difference in Achievement	1 Lowest	2 Middle	3 Highest
Average	-7.1	5.0	0.2
Standard Error	3.1	2.8	3.0
Student Count	47	27	19
Percentage of Students	50.5%	29.0%	20.4%

SIT Reflection on Growth, Grade 3 ELA

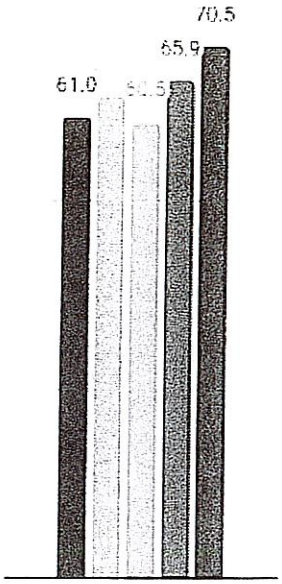
Reflection:

The lowest performing students in the grade level did not meet growth expectations. Our middle achievement group made the highest gains due to core instruction. Our highest students made growth.

Action Steps:

- CKLA instruction is reaching all strands of the reading rope.
- EL's curriculum is aligned to CKLA, this will support our EL's that are pulled out during skilled group time as well as build background knowledge
- Skilled group time will be a chance to meet and continue to grow the middle kids.
- AIG is pulling during skilled group time to push the highest kids. The highest of the highs are being seen by the specialist more frequently (15 out of the 20 school days of the month).
- Having a certified EC teacher working with some of our lowest children.

Proficiency: Grade 3 Math, 5-Year Trend



SIT Reflection on Proficiency: Grade 3 Math

- Spent more time focusing on reading
- Heavy reading focus, math has been thrown to the back burner
- Will be helpful to have county support moving forward this school year
- Last 2 years we had same curriculum
- Spend more time in the unpacking documents with standards (not just what but how)

Subgroup Proficiency: Grade 3 Math, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	His	EDS
0-59%		50%	57%	27%		60%		52%
60-80%							66%	
80-100%					83%			

SIT Reflection Subgroup Proficiency: Grade 3 Math
Strengths:

- AIG students are performing well and
- We are making strong gains with out ELS-which is the highest population at JGE

Opportunities for Improvement:

- More PLC with Math District Support teaching the standards as a team
- CRA representation
- Hands on using the manipulatives!
- Math Foundations mini PLC/training

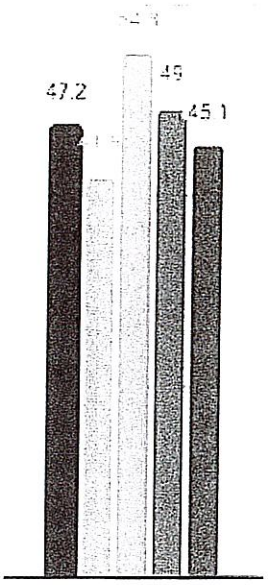
Intervention Strategies:

- Utilize the intervention and get children in the MTSS Process for math.

Next step Intervention Strategies:

JGE will prioritize strengthening core Grade 3 mathematics instruction, increasing teacher support and collaboration around math, and utilizing available district support. PLCs and professional learning should include deeper unpacking of mathematical standards, with an emphasis not only on what students are expected to know, but how they develop and demonstrate conceptual understanding. Targeted support for underperforming subgroups, consistent formative assessment, and intentional analysis of student work will be critical to increasing proficiency from the current 61% and closing achievement gaps.

Proficiency: Grade 4, ELA 5-Year Trend





(Cohort ELA data: 3rd, 4th) (Dark blue is current year)

SIT Reflection on Proficiency Trend: Grade 4 ELA

- Cohort increased achievement by 10% in reading since 3rd grade.

Subgroup Proficiency: Grade 4 Reading, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	EDS	HIS
%	47%	40.7%	60.7%	21%	67.7%	12%	35.7	40.7

SIT Reflection on Subgroup Proficiency: Grade 4 ELA

Strengths

- White subgroup and AIG is the highest achievement in this grade level.

Areas for Growth

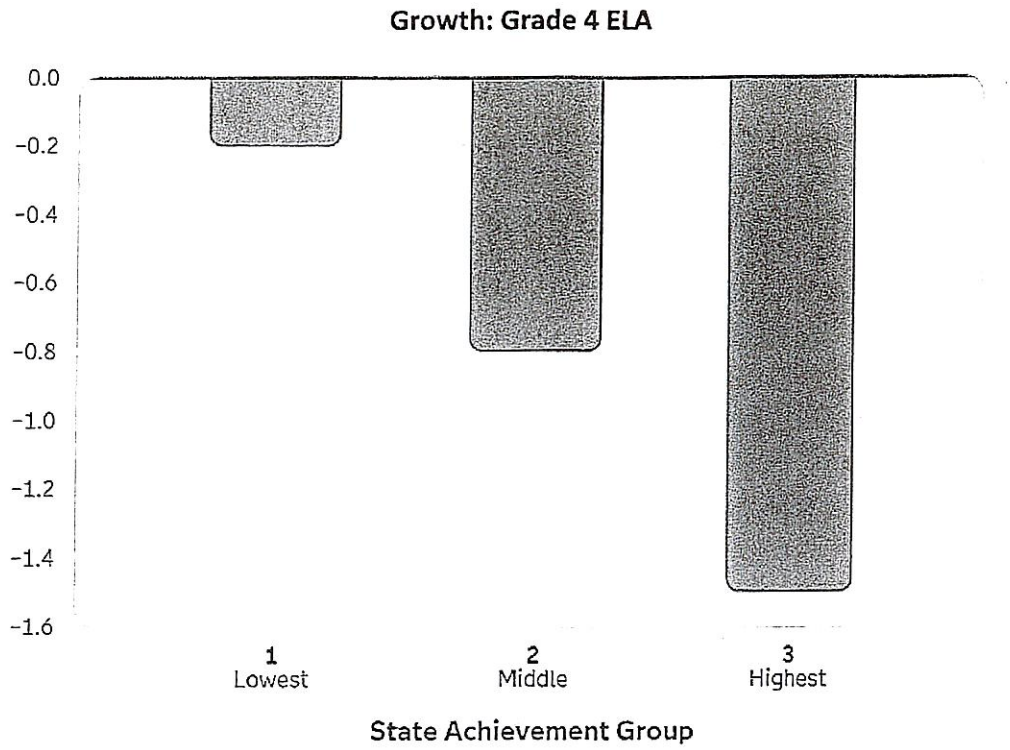
- The data shows a 47% overall proficiency rate, with substantial differences in performance across student subgroups. AIG students demonstrate the strongest proficiency at 67.7%, followed by White

students at 60.7%. In comparison, Black and Hispanic students are both near 40.7%, indicating an achievement gap that warrants continued attention.

- The greatest areas of need are among EC students (21%) and ELS students (12%). These results suggest a need to examine whether students in these groups are receiving sufficient access to grade-level text, explicit vocabulary and comprehension instruction, appropriate scaffolds, and targeted intervention without reducing the rigor of instruction

Strategies:

- Know the students: Identify individual skill gaps, not just subgroup performance.
- Targeted small groups: Provide daily instruction based on specific reading needs.
  Maintain grade-level rigor: Scaffold complex texts rather than lowering expectations.
- Strengthen vocabulary & comprehension: Explicitly teach vocabulary, inference, main idea, and text evidence.
- Increase reading & writing: Students should read, discuss, and write about text every day.
- Support EC & ELS intentionally: Use vocabulary previews, visuals, modeling, sentence frames, and appropriate accommodations.
- Monitor frequently: Review progress every 2–3 weeks and adjust instruction when students aren't responding.
- PLC ownership: Regularly ask, "What are we doing differently for these students this year to produce a different outcome?"



State Achievement Group

2026 EOG Reading - Gain 4th Grade

Base Test and Subject

State Achievement Group

Difference in Achievement	1 Lowest	2 Middle	3 Highest
Average	-0.2	-0.8	-1.5
Standard Error	2.4	1.8	3.4
Student Count	48	41	25
Percentage of Students	42.1%	36.0%	21.9%

- ☐ Moderate evidence that the group exceeded the expected growth
- ☐ Evidence that the group met the expected growth
- ☐ Moderate evidence that the group did not meet the expected growth
- ☐ Not enough students to generate a growth measure

SIT Reflection on Growth: Grade 4 ELA

Growth Reflection:

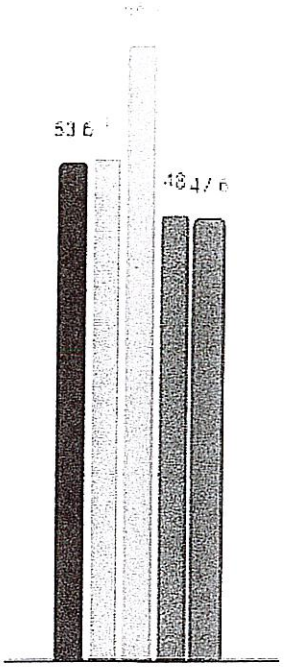
- Students across all three performance groups met expected growth, demonstrating positive instructional impact across varying levels of achievement.

- While our highest performing students met growth, they demonstrated the least amount of growth among the three groups, identifying an opportunity to strengthen enrichment and extension for advanced learners.
- Our previous Wonders curriculum provided limited opportunities for higher level questioning, complex texts, and exposure to increasingly rigorous Lexile levels, which may have contributed to slower growth among our highest performing students.

Action Steps

- Continue targeted small group instruction and intervention for low and middle-performing students to address specific skill gaps while maintaining access to rigorous, grade level content.
- Strengthen collaboration among classroom, EC, and ESL teachers to ensure instruction, accommodations, scaffolds, and interventions are intentionally connected to students' individual needs.
- Provide dedicated practice with complex passages and text-dependent questions to strengthen comprehension, stamina, written responses, and students' ability to independently demonstrate understanding.
- Increase the rigor of whole group Tier 1 instruction, incorporating higher-order questioning, rich academic vocabulary, complex texts, writing opportunities, and meaningful student discourse.
- Intentionally extend learning for high performing students through deeper questioning, more complex texts, and tasks requiring analysis, synthesis, and evidence based responses.

Proficiency: Grade 4 Math, 4-Year Trend





(Cohort in math: 3rd Grade, 4th Grade) (Dark blue is this year)

SIT Reflection on Proficiency Trend: Grade 4 Math

- Cohort declined in achievement by 10% since 3rd grade
- Huge jump in standards- from 3rd to 4th

Subgroup Proficiency: Math Grade 4, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	EDS	Hisp
%	53%	51%	57%	26%	82%	40%	50%	49%

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SIT Reflection on Subgroup Proficiency: Grade 4 Math

Overall proficiency is 53%, but the subgroup data shows important differences in student outcomes.

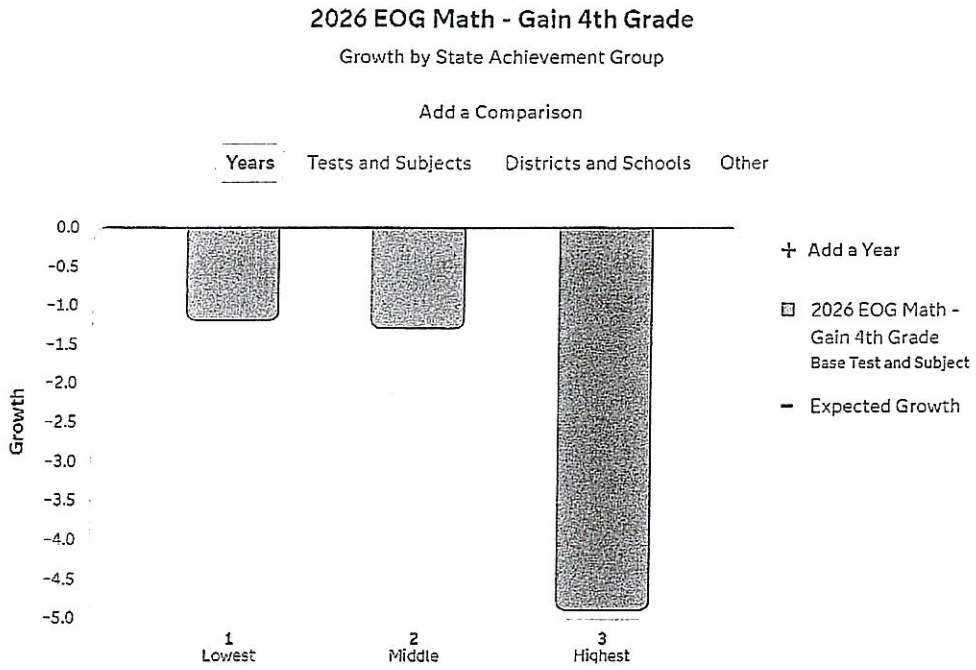
- AIG students are performing strongly at 82% proficiency.
- White (57%), Black (51%), EDS (50%), and Hispanic (49%) students are relatively close to the overall rate.
- ELS students (40%) show a greater need for targeted language and literacy support.

- EC students (26%) demonstrate the greatest area of need and should be a priority for targeted instruction and progress monitoring.
- Moving forward, we should focus on closing subgroup gaps while maintaining high expectations and grade level rigor for all students.

Opportunities for Improvement:

- Increase PLC Opportunities: Provide additional PLC time with Steve focused on practicing the standards as a team, developing a deeper understanding of the content, and rehearsing instructional strategies before implementing them with students.
- Strengthen CRA Representation: Increase the use of the (CRA) approach to ensure students have opportunities to build conceptual understanding before moving to abstract mathematical thinking.
- Math Foundations Mini-PLCs/Training: Provide targeted mini PLCs or professional learning focused on foundational math skills, instructional strategies, and content knowledge.
- Visualize Before Solving: Encourage students to visualize and make sense of a problem before beginning the mathematical process. Move away from strategies that encourage students to mindlessly highlight key words and instead focus on understanding the context and relationships within the problem.
- Increase Student Engagement in Math: Reignite student engagement through meaningful, hands on, collaborative, and problem-based mathematical experiences.
- Explore Alternatives to KWA: Consider additional problem-solving strategies that promote conceptual understanding, reasoning, and student discourse beyond the current KWA approach.

Growth: Grade 4 Math



2026 EOG Math - Gain 4th Grade

Base Test and Subject

Difference in Achievement	State Achievement Group 1 Lowest	2 Middle	3 Highest
Average	-1.2	-1.3	-4.9
Standard Error	1.7	1.5	2.1
Student Count	46	42	26
Percentage of Students	40.4%	36.8%	22.8%

SIT Reflection Grade 4 Math:

Growth Reflection:

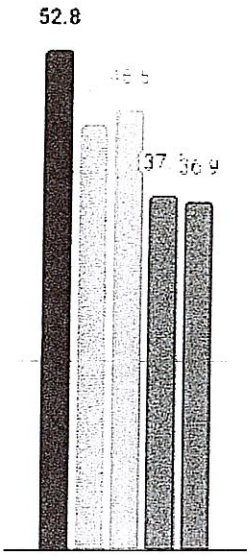
- Our highest performing students experienced the greatest decline in growth, indicating a need for increased rigor, enrichment, and opportunities to extend learning beyond basic mastery of grade level standards.
- Our low- and middle performing students met expected growth, demonstrating positive progress and the effectiveness of targeted instructional supports.

- Small group instruction was particularly effective for our low- and middle-performing students and should remain a consistent component of Tier 1 mathematics instruction.
- Geometry and fractions emerged as the greatest areas of challenge, identifying a need for additional instructional emphasis, conceptual development, and spiral review in these standards.

Action Steps

- Intentionally target high-performing students through differentiated instruction and standards-aligned AIG enrichment and extensions that provide greater depth, complexity, and application.
- Increase the daily use of DOK 2 and DOK 3 questioning and tasks to strengthen reasoning, problem-solving, and mathematical thinking beyond what is embedded within the core Envision curriculum.
- Stay the course with our lower-performing students by continuing the small-group structures, scaffolds, and instructional practices that resulted in positive growth.
- Implement MTSS interventions with fidelity, using newly available intervention resources consistently and monitoring student progress to determine effectiveness and adjust support as needed.

Proficiency: Grade 5 ELA, 5-Year Trend





(Cohort data from 3rd,4th, 5th) (Dark blue is this year)

SIT Reflection on Grade 5 ELA

Subgroup Proficiency: Grade 5 ELA, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	HIS	EDS	Mil
%	52%	61.9%	63%	-	<95	-	36.1 %	47.5 %	70%

SIT Reflection on Subgroup Proficiency: Grade 5 ELA

Strengths

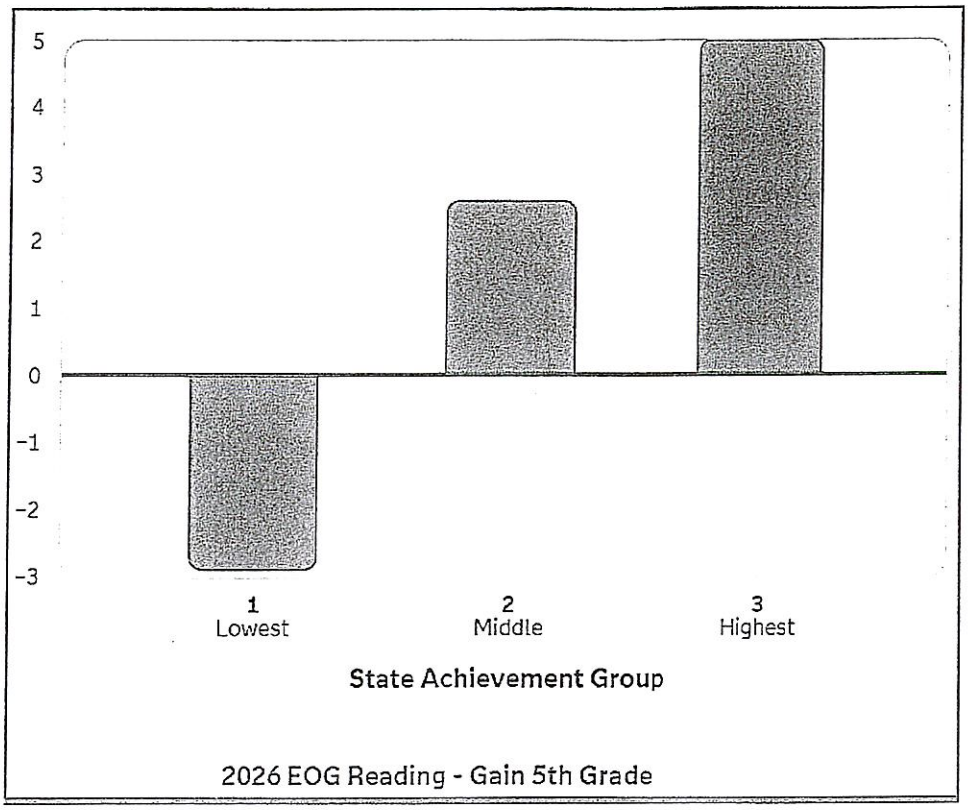
- Overall proficiency is 52%, with several subgroups performing above the schoolwide rate.
- AIG students demonstrate very strong performance at >95%.
- Military connected students (70%) show strong proficiency. (First ever Military Subgroup!)

- White students (63%) and Black students (61.9%) both outperform the overall proficiency rate.
- The relatively small gap between Black and White students is a positive indicator of more equitable outcomes between these two groups

Opportunities for Improvement:

- Hispanic students (36.1%) show the greatest identified area of need.
- Economically Disadvantaged Students (47.5%) are performing below the overall rate and need continued targeted support. (Most population at JGE)
- Continue strengthening grade level rigorous instruction, vocabulary, comprehension, and evidence based written responses.
- Examine individual student data within lower performing subgroups to identify specific skill gaps and targeted small-group needs.
- EC and ELS data are not reported here, so those students should still be monitored individually rather than assuming performance from the subgroup table.

Growth: 5th Grade ELA



Lowest Middle Highest

State Achievement Group

2026 EOG Reading - Gain 5th Grade

Base Test and Subject

State Achievement Group

Difference in Achievement	1 Lowest	2 Middle	3 Highest
Average	-2.9	2.6	5.0
Standard Error	1.7	1.6	3.4
Student Count	34	30	22
Percentage of Students	39.5%	34.9%	25.6%

- ☐ Moderate evidence that the group exceeded the expected growth
- ☐ Evidence that the group met the expected growth
- ☐ Moderate evidence that the group did not meet the expected growth
- ☐ Not enough students to generate a growth measure

SIT Reflection Grade 5th ELA

Grade 5 demonstrated strong overall student growth, with particularly notable progress among our "Highs" and AIG students. This growth reflects intentional efforts to provide appropriate rigor, enrichment, and opportunities that continue to challenge students who are already performing at high levels.

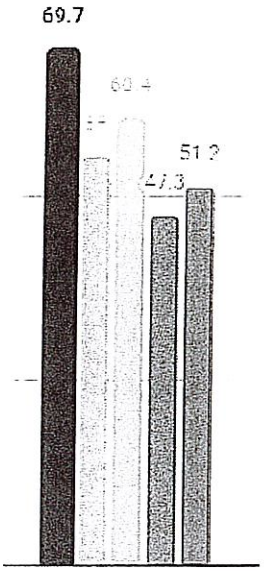
Our middle performing students also met expected growth, highlighting the strength and consistency of Tier 1 instruction across Grade 5 classrooms. Teachers are effectively meeting students where they are while maintaining high expectations, delivering rigorous grade level instruction, and providing intentional opportunities for all learners to grow.

These results demonstrate the powerful impact of strong Tier 1 instruction, purposeful differentiation, and high expectations for every student. Grade 5 truly moved the needle by ensuring that growth occurred across multiple levels of student performance

Action Steps:

- Strengthen the implementation of MTSS processes and services to ensure students receive targeted, data driven interventions designed to address individual needs and close existing achievement gaps.
- Implement CKLA with fidelity as our new core literacy curriculum. CKLA provides rigorous, standards-aligned instruction with intentional opportunities for writing, higher-order thinking, rich vocabulary development, and exposure to complex, grade level texts for all students. Consistent implementation will strengthen Tier 1 literacy instruction while increasing access to rigorous learning experiences for every student.

Proficiency: Grade 5 Math, 4-Year Trend





(Cohort data in math, 3rd, 4th, 5th)

SIT Reflection on Proficiency Trend: Grade 5 Math

- Two math teachers
- Did not teach key words-transitioned from previous practices used-more visuals!
- Taught visualizing- made sure students understood what they were "reading" in word problems

Subgroup Proficiency: Math Grade 5, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	His	EDS	Mil
%	69.7%	66.7%	70%	20 %	90%	--	69%	60%	70%

SIT Reflection on Subgroup Proficiency: Grade 5 Math

Strengths: JGE had a significant increase from the previous year's 51.2% proficiency and is the highest level of Grade 5 Math proficiency shown across the four-year trend. The substantial increase suggests that instructional practices implemented during the year had a positive impact on student outcomes.

5th Grade data also provides encouraging evidence of student growth over time. This group of students demonstrated approximately 60.5% proficiency in Grade 3, 54.3% in Grade 4, and 69.7% in Grade 5, showing a notable acceleration in mathematics achievement during their fifth-grade year.

Subgroup data shows several areas of strength. AIG students achieved 90% proficiency, while White and military-connected students reached 70%, Hispanic students 69%, Black students 66.7%, and economically disadvantaged students 60%. However, EC students demonstrated only 20% proficiency, revealing a substantial achievement gap and a critical area for targeted improvement.

Grade 5 utilized two math teachers, and instruction emphasized helping students visualize and understand what they were reading in mathematical word problems rather than relying primarily on teaching key words. This focus supported deeper comprehension and mathematical reasoning.

Opportunities for Improvement:

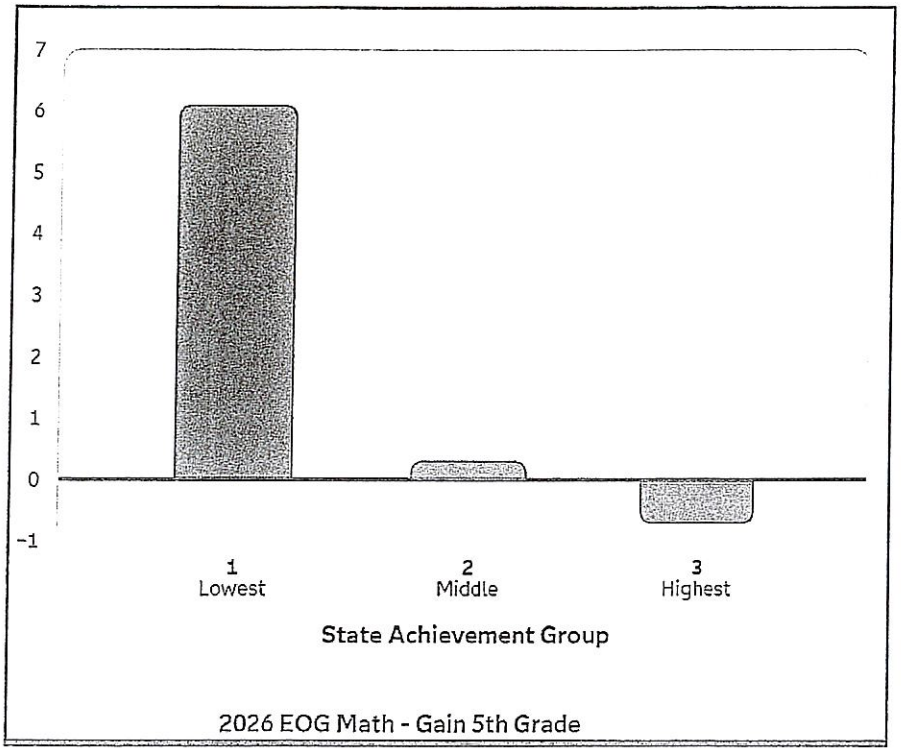
- More PLC with steve-Practicing teaching the standards as a team
- CRA representation Hands on using the manipulatives!
- Math Foundations mini PLC/training

Intervention Strategies:

- Apply what Dee learned in Math Foundations, continue sharing with staff

Next Step Interventions Strategies: JGE should work to sustain the instructional practices that contributed to the increase from 51.2% to 69.7%, while placing greater emphasis on closing subgroup achievement gaps, particularly for EC students. Continued focus on conceptual understanding, mathematical reasoning, visualization of word problems, differentiated core instruction, targeted intervention, and frequent progress monitoring will be important. Grade 5's significant improvement also provides an opportunity to identify effective instructional practices that could be replicated across other grade levels to strengthen mathematics achievement schoolwide.

Growth: 5th Grade Math



2026 EOG Math - Gain 5th Grade

Base Test and Subject

State Achievement Group

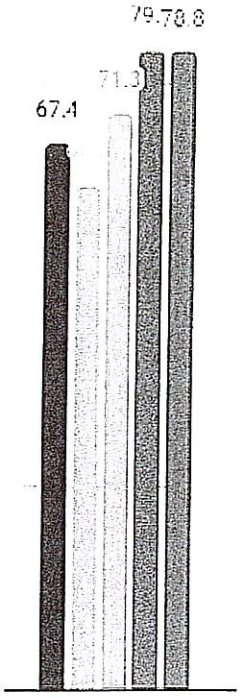
Difference in Achievement	1 Lowest	2 Middle	3 Highest
Average	6.1	0.3	-0.7
Standard Error	3.4	1.4	2.1
Student Count	25	39	22
Percentage of Students	29.1%	45.3%	25.6%

SIT Reflection Grade 5 Math

Action Steps:

- Increase rigor through hands-on, conceptual mathematics instruction by intentionally incorporating the CRA model. Students will use manipulatives and visual representations to build a deeper understanding of the mathematical "why" behind the "how." Students will also be held accountable for connecting their concrete learning experiences to representations and ultimately to abstract mathematical concepts.
- Provide intentional enrichment for high-performing and AIG students through collaboration with the AIG teacher. Enrichment opportunities will remain aligned to grade-level standards while extending students' thinking through increased depth, complexity, problem-solving, and application.
- Maintain and build upon the positive growth demonstrated by our lowest performing Grade 5 students through highly engaging, rigorous Tier 1 instruction paired with targeted supports. Instruction will continue to provide appropriate scaffolds while maintaining high expectations and access to grade-level content for all students.

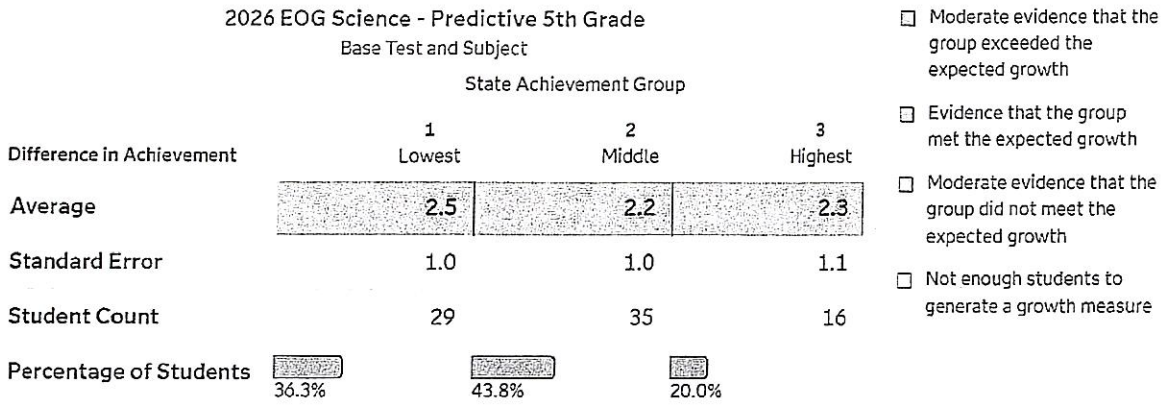
Growth: 5th Grade Science



Growth by State Achievement Groups Data Analysis-EVAAS

Subgroup Proficiency: Science Grade 5, 2025-2026

Ach. Level	All	Black	White	EC	AIG	ELS	His	EDS	Mil
%	67.4%	66.7%	77%	10 %	>95%	--	58%	65%	80



Grade 5 Science Needs Assessment Reflection

Strengths: Grade 5 Science data demonstrates positive growth in student achievement, with proficiency increasing from approximately 62% to 67.4% in the 2025–2026 school year. This represents a gain of approximately 5 percentage points and indicates that instructional efforts are moving student performance in the right direction. While continued improvement is needed, the increase is an important area of strength to build upon.

Subgroup data shows varying levels of achievement. AIG students demonstrated greater than 95% proficiency, followed by military connected students at 80%, White students at 77%, Black students at 66.7%, economically disadvantaged students at 65%, and Hispanic students at 58%. The greatest area of concern is EC students at 10% proficiency, indicating a significant achievement gap that requires intentional instructional support.

The overall increase suggests that current science instructional practices are having a positive impact. Moving forward, JGE should continue strengthening standards aligned science instruction, hands on learning, academic vocabulary, scientific reasoning, and integration of literacy skills within science. PLCs should also analyze standards-level data to identify areas of strength and standards requiring additional instructional attention.

JGE Data Analysis Reflection and Process

Parent Survey Results:

- Survey Date: June 5, 2026
- Survey Link: Parent Survey Data
- Note: Continue ongoing communication, particularly regarding academics. Provide communication more in advance

Parent Engagement Purpose:

- Ensure parents feel welcomed and involved in the educational process.
- Recognize parents as key stakeholders in their child's education.
- Understand diverse parent perspectives.

Parent Engagement Insights:

- Enhance parent communication and involvement.
- Focus communication on both academic performance and behavior.
- Provide parents with opportunities to learn more about student progress through JGE events.

Parent Engagement Efforts:

- Connected parents through Parent Square and Infinite Campus.
- Surveyed parents for feedback.
- More opportunities for parent engagement
- Conduct an end of year parent survey to assess progress.
- Communication remains a critical area, particularly regarding academic progress and individualized updates. Increased efforts needed to keep parents fully informed.
- Send out Monthly Schedule in advance for parents

Minor Write Ups: Top 5 Reasons! (202 total)

Offenses

⬇ CSV ✕

Offense	%	Students	Cost/Incident	Cost/days	↓ Incidents
Rule 1: Non-Compliance with the Directions of School Personnel	21	27	0.00	0.07	42
Rule 9: School Disruption	19	34	0.00	0.06	39
Rule 8: Insulting/Abusive/Discourteous Words & Acts	18	30	0.00	0.12	37
Rule 18: Disruptive Behavior	18	30	0.00	0.07	36
Rule 3: Assault/Injury/Threatening Acts to Others	7	11	0.01	0.13	14

SIT Reflection:

Major Write Ups: Top 5 Reasons! (149 Total)

Rule 8: Insulting/Abusive/Discourteous Words & Acts	32	31	0.37	17.65	48
Rule 23: Bus Misconduct	21	24	0	0	31
Rule 3: Assault/Injury/Threatening Acts to Others	13	11	0.44	0.04	19
Rule 18: Disruptive Behavior	11	14	0.19	2.80	16
Rule 13: Fighting Behaviors	11	16	1.16	16.55	16
Rule 1: Non-Compliance with the Directions of School Personnel	9	11	0.46	6.02	13

SIT Reflection:

- #1 Minor offense: non-compliance with directions
- #2 Major offense: Insulting/abuse/discourteous acts
- 2024-25
  - major: 241
  - minor: 330 minor
- 25-26
  - major: 149
  - minor: 202
- Majors decreased by 108
- Minors decreased by 128

Action Steps:

1. Zones of Regulation/Resilience
2. Calm Down Corners
3. Reset Walks
4. Bus Rewards

5. Reflection Lessons/Activities in ISS
6. Lenny Learning

JGE Define the Problem: 25-26 Root Cause Analysis

Subject	Year	Grade	Growth Index	Effect Size	Growth Measure	Standard Error	Standard Deviation	Growth Measure Distribution
EOG Math - Gain	2026	4	-1.44	-0.141	-1.7	1.1	11.8	37
		5	1.60	0.172	1.9	1.2	11.1	68
		Across Grades	-0.15	-0.007	-0.1	0.8	--	50
EOG Reading - Gain	2026	3	-1.52	-0.149	-2.3	1.5	15.6	26
		4	0.09	0.008	0.1	1.2	12.6	52
		5	0.74	0.080	1.0	1.3	12.2	64
		Across Grades	-0.54	-0.022	-0.4	0.8	--	47
EOG Science - Predictive	2026	5	3.45	0.348	2.2	0.6	6.2	83

Define the problem	Why is that? →	Why is that?	Why is that? →	Why is that? →
Student Attendance	Aversion (school related anxiety)	Disengagement (struggle to form relationship with peers and staff)	Gaps in their learning	Missing instruction
Lack of of SEL instruction	Not a focus	Consistency	Language wasn't the same across the school	
Lack of Rigor	Wonders curriculum	Online	Missing pieces of the curriculum	
Consistency	Lack among grade levels	Different expectations across grades	Different expectations across grade level	
Differentiated instruction	Time restraints Lack of the know how	Students who need interventions are missing due to other pull out schedules	Students need other services	

Subject	Grade	2023	2024	2025	2026
EOG Math - Gain	4				
	5				
	Across Grades				
EOG Reading - Gain	3				
	4				
	5				
	Across Grades				
EOG Science - Predictive	5				

Four Year Trend Reflection:

The four year trend shows meaningful improvement and greater consistency, particularly in Reading.

Strengths: Reading demonstrates the strongest positive trajectory. Grades 4 and 5 both met growth in 2025 and 2026, and Reading Across Grades met growth in 2026, reflecting improvement from earlier years. Grade 5 Reading has been especially consistent, meeting growth for three consecutive years. Science also remains a consistent strength, with strong predictive indicators across all four years.

Area for Growth: Math continues to be the greatest opportunity for growth. While Grade 5 improved in 2026 and Math Across Grades also improved, Grade 4 remains below expected growth. This suggests a need for continued focus on rigorous Tier 1 math instruction, targeted small groups, use of manipulatives, and frequent monitoring of student response.

SCHOOL PERFORMANCE SCORE

J Glenn Edwards Elementary · 2025–26 · range 2021–22 through 2025–26

All Students	C	62	1-year upward trend
Black	C	58	3-year upward trend 5-year high
Hispanic/Latino of any race	C	58	2-year downward trend
White	C	65	1-year upward trend
Economically disadvantaged	C	56	No change from prior year
English Learners	C	59	3-year upward trend 5-year high
Students with disabilities	F	27	1-year upward trend

Each score's letter grade follows the cut scores: 85 (A), 70 (B), 55 (C) and 40 (D). Not shown no reported 2025 26 score: American Indian or Alaska Native, Asian, Two or more races. Scores for groups with fewer than 30 students are not reported.

The above data shows final scores with both Growth (80) and achievements

SIT Reflection:

The subgroup data shows several encouraging signs of growth, while also highlighting a clear need to continue closing achievement gaps across student groups.

Overall, JGE earned a School Performance Score of 62 (C) with a one year upward trend. Particularly encouraging is the sustained progress among our Black students and English Learners. Both groups demonstrate a three year upward trend and reached a five year high. This suggests that some of the instructional supports and interventions being implemented are positively impacting historically underserved populations. Our White student subgroup currently has the highest performance score at 65 and also demonstrated improvement from the previous year.

Area of Growth:

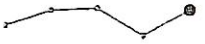
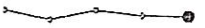
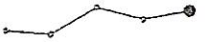
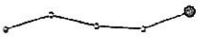
- Economically disadvantaged students remained stable at 56, indicating an area where we need to examine how we can accelerate growth rather than simply maintain performance.
- Hispanic students scored 58 and show a two year downward trend, making this an important subgroup for deeper data analysis to identify specific standards, grade levels, and instructional areas contributing to the decline.
- The most significant area of concern is our Students with Disabilities subgroup,. Although this subgroup demonstrated a one-year upward trend, a substantial achievement gap remains.

Overall reflection: Several subgroups are moving in the right direction, which gives us practices to identify, celebrate, and replicate. Our next step should be to move beyond the overall subgroup scores and determine where the gaps originate, by grade level, subject, standard, and individual student. This will allow us to intentionally target instruction and intervention while continuing the practices that are producing sustained growth for Black students and English Learners.

ACADEMIC ACHIEVEMENT COMPONENTS

J Glenn Edwards Elementary · 2025–26 · range 2021–22 through 2025–26

Academic Achievement

All Students		55	1-year upward trend
Black		52	3-year upward trend 5-year high
Hispanic/Latino of any race		50	2-year downward trend
White		62	1-year upward trend
Economically disadvantaged		48	2-year downward trend
English Learners		49	1-year upward trend
Students with disabilities		19	1-year upward trend 5-year high

Not shown — no reported 2025–26 score: American Indian or Alaska Native, Asian, Two or more races.

The above data shows final achievement scores per subgroup.

Math

▾ Collapse

Student Group	Growth Measure	Standard Error	Growth Index	Growth Indicator
▾ Academically or Intellectually Gifted			-0.31	Meets Expected Growth
▾ End of Grade			-0.31	Meets Expected Growth
4th Grade	-1.4	2.3	-0.62	Meets Expected Growth
5th Grade	0.6	2.5	0.26	Meets Expected Growth
▾ Black (not Hispanic)			-0.75	Meets Expected Growth
▾ End of Grade			-0.75	Meets Expected Growth
4th Grade	-5.1	2.6	-1.93	Meets Expected Growth
5th Grade	2.7	2.5	1.07	Meets Expected Growth
▾ Economically Disadvantaged Students			1.21	Meets Expected Growth
▾ End of Grade			1.21	Meets Expected Growth
4th Grade	-1.1	1.7	-0.63	Meets Expected Growth
5th Grade	4.4	1.7	2.61	Exceeds Expected Growth
▾ English Learners			1.84	Meets Expected Growth
▾ End of Grade			1.84	Meets Expected Growth
4th Grade	1.8	1.9	0.91	Meets Expected Growth
5th Grade	6.1	2.9	2.07	Exceeds Expected Growth
▾ Hispanic			0.67	Meets Expected Growth
▾ End of Grade			0.67	Meets Expected Growth
4th Grade	0.2	1.6	0.12	Meets Expected Growth
5th Grade	1.8	1.9	0.96	Meets Expected Growth
▾ Students with Disabilities			-0.23	Meets Expected Growth
▾ End of Grade			-0.23	Meets Expected Growth
4th Grade	1.5	2.9	0.52	Meets Expected Growth
5th Grade	-4.2	3.5	-1.19	Meets Expected Growth
▾ Two or More Races			-0.25	Meets Expected Growth
▾ End of Grade			-0.25	Meets Expected Growth
4th Grade	-1.1	4.3	-0.25	Meets Expected Growth
▾ White (not Hispanic)			-0.72	Meets Expected Growth
▾ End of Grade			-0.72	Meets Expected Growth
4th Grade	-3.6	2.5	-1.42	Meets Expected Growth
5th Grade	1.2	2.2	0.54	Meets Expected Growth

Reading

▾ Collapse

Student Group	Growth Measure	Standard Error	Growth Index	Growth Indicator
▾ Academically or Intellectually Gifted			0.96	Meets Expected Growth
▾ End of Grade			0.96	Meets Expected Growth
3rd Grade	-0.7	2.7	-0.27	Meets Expected Growth
4th Grade	2.4	2.5	0.99	Meets Expected Growth
5th Grade	3.5	2.7	1.31	Meets Expected Growth
▾ Black (not Hispanic)			1.01	Meets Expected Growth
▾ End of Grade			1.01	Meets Expected Growth
3rd Grade	-6.2	3.8	-1.64	Meets Expected Growth
4th Grade	4.0	2.8	1.4	Meets Expected Growth
5th Grade	5.8	2.7	2.1	Exceeds Expected Growth
▾ Economically Disadvantaged Students			-1.4	Meets Expected Growth
▾ End of Grade			-1.4	Meets Expected Growth
3rd Grade	-2.6	2.2	-1.21	Meets Expected Growth
4th Grade	-1.9	1.8	-1.05	Meets Expected Growth
5th Grade	-0.1	1.9	-0.04	Meets Expected Growth
▾ English Learners			-1.96	Meets Expected Growth
▾ End of Grade			-1.96	Meets Expected Growth
3rd Grade	-7.1	2.8	-2.53	Does Not Meet Expected Growth
4th Grade	-0.7	2.1	-0.31	Meets Expected Growth
5th Grade	-0.7	3.2	-0.23	Meets Expected Growth
▾ Hispanic			-1.76	Meets Expected Growth
▾ End of Grade			-1.76	Meets Expected Growth
3rd Grade	-4.6	2.2	-2.07	Does Not Meet Expected Growth
4th Grade	-0.8	1.7	-0.48	Meets Expected Growth
5th Grade	-0.7	2.0	-0.32	Meets Expected Growth
▾ Students with Disabilities			-5.37	Does Not Meet Expected Growth
▾ End of Grade			-5.37	Does Not Meet Expected Growth
3rd Grade	-21.0	3.3	-6.29	Does Not Meet Expected Growth
4th Grade	-4.9	3.1	-1.57	Meets Expected Growth
5th Grade	0.6	3.8	0.15	Meets Expected Growth
▾ Two or More Races			-0.37	Meets Expected Growth
▾ End of Grade			-0.37	Meets Expected Growth
3rd Grade	0.3	4.9	0.06	Meets Expected Growth
4th Grade	-3.0	4.7	-0.63	Meets Expected Growth

▾ Students with Disabilities			-5.37	Does Not Meet Expected Growth
▾ End of Grade			-5.37	Does Not Meet Expected Growth
3rd Grade	-21.0	3.3	-6.29	Does Not Meet Expected Growth
4th Grade	-4.9	3.1	-1.57	Meets Expected Growth
5th Grade	0.6	3.8	0.15	Meets Expected Growth
▾ Two or More Races			-0.37	Meets Expected Growth
▾ End of Grade			-0.37	Meets Expected Growth
3rd Grade	0.3	4.9	0.06	Meets Expected Growth
4th Grade	-3.0	4.7	-0.63	Meets Expected Growth
▾ White (not Hispanic)			-0.71	Meets Expected Growth
▾ End of Grade			-0.71	Meets Expected Growth
3rd Grade	3.3	3.0	1.11	Meets Expected Growth
4th Grade	-3.2	2.8	-1.14	Meets Expected Growth
5th Grade	-3.5	2.4	-1.46	Meets Expected Growth

5th Graders: Data tracking from 3-5:

Subject	Year	Grade 3 Growth Indicator	Grade 4 Growth Indicator	Grade 5 Growth Indicator
EOG Math - Gain	2025	--		--
	2026	--	--	
EOG Reading - Gain	2024		--	--
	2025	--		--
	2026	--	--	
EOG Science - Predictive	2026	--	--	

Growth Data Summary

The data shows a positive pattern of growth across Reading, with each tested grade meeting growth in consecutive years:

- Grade 3 Reading met growth in 2024.
- Grade 4 Reading met growth in 2025.
- Grade 5 Reading met growth in 2026.

The cohort continued to meet growth expectations as students progressed from Grade 3 through Grade 5, which is a significant strength.

In Math, Grade 4 did not meet expected growth in 2025, while Grade 5 improved in 2026, indicating positive movement for the cohort.

Science remains a strength, with Grade 5 showing a strong predictive growth indicator in 2026.

The data reflects sustained reading growth across the 3rd–5th grade progression, improvement in math, and strong performance in science. The next priority is building greater consistency in math growth while maintaining the successful practices contributing to reading growth.

School Improvement Plan - Overview

School: J.R. Ingram Elementary School					
Goal	Baseline Data (2025-2026)	Target Data (2026-2027)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
For the 26-27 school year, all students will benefit from a fully licensed classroom teacher through maintaining a lower than the state average teacher attrition rate of 5%.	2.33%	Less than 5%	Teacher Attrition Rate	Continue to engage staff in the hiring process by including teacher representatives on interview teams to promote collaboration, shared ownership, and strong team alignment from the start. Conduct frequent instructional walkthroughs—at least five per week by each administrator—using the district walkthrough form. Provide timely, supportive feedback to strengthen instructional practices and teacher growth. Streamline school committees to ensure they are purposeful and efficient, reducing teacher workload and allowing staff to focus on instruction and student success.	Goal 4: Strengthen Human Capital Pipeline and Retain Quality Educators

				Align all things with our Eagle Pillars. Streamline processes and procedures with a SOP handbook. Communicate regularly with expectations/reminders through weekly newsletters. Implement a new response system for dysregulated or disruptive students.	
In the 26-27 school year, J.R. Ingram Elementary School will increase grade level proficiency in reading of at least 60% proficient, math to 68% proficient and science to 68% proficient as measured by the EOG and mClass Reading proficiency will be at least 80% in K-2.	Reading:56% Math:64% Science: 63% mClass:68%	Reading:60% Math:68% Science: 68% mClass:80%	EOGs mClass	Utilize Title I funds to support teachers with dedicated planning time prior to the start of official workdays, ensuring early alignment on instructional strategies and data-driven goals at the start of the school year. Distribute and implement district planning and pacing guides across all grade levels to maintain consistent, high-quality, and evidence-based instruction across the school. Establish weekly Professional Learning Community (PLC) meetings led by Advanced Teachers in	Goal 1 : Student Growth, Achievement, and Future-Focused Pathways

				Literacy and Math to continuously analyze student data, share best practices, and deliver ongoing, targeted professional development. Establish grade-level planning meetings that include the Advanced Teacher role at least every other week in grades 3–5 to analyze common walkthrough trends, support math pacing guides and unpacking documents, and share best instructional practices. Establish the Advanced Teacher role in Grades 2–5 Math and Grade 5 Science to improve instruction and student growth through classroom walkthroughs, lesson modeling, and targeted push-in and pull-out student intervention.	
In the 26-27 school year, J.R. Ingram, Jr. Elementary School will increase parental involvement and support that	TWC Survey=95% & 88% 267 Newsletter Views 111 parents attending	TWC Survey=95% & 90% 270 Newsletter Views 122 parents	Teacher Working Conditions Survey Newsletter Views RSVP &	Maintain consistent, two-way communication with families using tools like Infinite Campus (gradebook), Parent Square and monthly Smore newsletters to share academic goals and home learning tips.	Goal 2: Comprehensive Student Well-being, Safety, & Resilience

contributes to the success of all students so that Staff assessment of parents' knowledge of what is happening in our school will increase to 95% on the 2025-26 Teacher Working Conditions Survey and we will raise parental involvement participation rates by 10%.	Thanksgiving Dinner 127 Families attended Fall Title 1 Night Duke Energy Stem Night: 305 people (139 students/ 166 others)	attending Thanksgivin g Dinner 139 Families attending Fall Title 1 Night Duke Energy Stem Night: 335 people	Attendance to Thanksgiving Dinner Passports from Fall Title 1 Night Sign In from Duke Energy Stem Night	Distribute mClass Beginning-of-Year (BOY) reports and progress updates promptly with actionable home learning tips, while encouraging families to regularly monitor real-time grades and assignments through the Parent Portal (Campus Parent / Infinite Campus). Host accessible family engagement events, including Curriculum Night, parent-teacher conferences, Duke Energy Science Night, and Cultural Night, to build strong home-school connections. Recognize student academic growth, positive behavior, and attendance through quarterly and end-of-year award ceremonies that invite and celebrate family participation.	

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Date updated					9/30/25	10/2/2025	8/26/26
Student Enrollment	701	410	408	408	459	444	415
Students with Disabilities (Dec~federal count)	77	54		56	55	67	84
Students with Disabilities (April~State count)	77	56		60	na	67	84
Students identified AIG	32	28		20	48		61
Students identified EL	67	38		40	56	49	58
Students Eligible for F & R Lunch	69.40%	39.1% (not all forms completed)		67.40%	57.74% CEP	59.59% CEP	tbd
Attendance Rate	94%	91%		92%	93%		
Promotion Rate	99.42%	99.32%		99.76%	98%		
Retention Rate	0.58%	0.68%		0.24%	2%		
Dropout Rate	0%	0%		0%	0%	0%	0%
Suspensions	75	54 days 24 assignments		68.16 days 30 assignments	47.69 days/25 assignments	64.68 days/37 OSS Assignments	as of 9/21/26 ~14.4 days/13 OSS Assignments
In-School Suspensions	216	70.15 days 74 assignments		100 days 85 assignments	103.13 days/53 assignments	134 days/64 ISS Assignments	as of 9/21/26~0 days/0 ISS assignments
Bus Suspensions		33.45 days 27 assignments		84 days 43 assignments	28 days/12 assignments	78 Days/21 bus suspension Assignments	as of 9/21/26~2 days/ 1 Bus suspension assignment
Number of Referrals to the Counselor	210	260		175	40	20	TBD
Number of Threats handled by the Counselor	25	26		14 Harm Suicide 8	4 Death Threats/ 3 Suicide	2 Suspect Suicide Threats which turned out not to be a threat 2 Threat Assessments.	TBD
Ethnic Make-Up of Students							
American Indian	0.10%	0%		0.30%	0.002%	0.002%	1.00%
Asian	1%	0.50%		0.30%	0.004%	1.300%	0.01%
Black	29.90%	20.70%		21.30%	23%	23.40%	24%
Hispanic	24.70%	28.50%		28.40%	30%	29.00%	32%
Multi-Racial	6%	7.40%		8.80%	8%	8.00%	8.00%

White	38.30%	42.90%		40.90%	39%	38.00%	35%
						99.702%	100.01%
	2018-2019	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Number of Assistant Principals			1		1	1	1
Number of Classroom Teachers			20		23	24	22
Number of Support Staff			EC-3 AIG-1 ESL-1 Counselors-1 Specialists-5 Literacy Specialists-2 Intervention ist-1 Speech-1		EC-2 AIG-1 ESL-1 Counselors-1 Specialists-5 Literacy Specialists-2 Interventionis t- 3 Speech-1	EC-2.5 AIG-1 ESL-1 Counselors-1 Specialists-5 Interventionist-3 Speech-1	EC-3 AIG-1 ESL-1 Counselors-1 Specialists-4.5 Interventionist- 3 Speech-1
Number of Classified Staff			TAs-10 Positions Custodial-3 Positions Office Staff-3 Positions		TAs-8 Positions Custodial-3 Positions Office Staff-3 Positions	TAs-4 full time Positions; 2 half time positions; 6 vacant positions Custodial-3 Positions Office Staff-3 Positions	TAs-6 full time Positions; Custodial-3 Positions Office Staff-3 Positions; 5 vacant TA positions
Teacher Attendance			334 teacher absences		as of 10/1/24 113 absences	as of 10/1/25 : Sick Days: 34; Annual Leave: 6 days; Personal leave 1 day; Comp Time 1 day; Professional Leave 9 days	TBD
Teacher Turnover Rate			20% for all certified	20% for all certified	4.35%	2.33%	TBD
					95.65%		

FINAL ACHIEVEMENT RESULTS

	Achievement	Growth Index	Growth Conversions	Overall	Overall Score	SPG	Participation Goals	Long Term Goals
2018-2019	58.1	-0.94	75.3	Met	62	C	18/18	2/15
2021-2022				Met		D	13/13	1/11
2022-2023	55.5	-0.25	78.7	Met	60	C	14/14	0/12
2023-2024	55.5	-0.03	79.8	Met	60	C		
2024-2025		0.58	81.4	Met		C	13/13	0/10
2025-2026	61.7			Met	65	C	17/17	1/15

FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

18-19	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	46	38.5	74.1	Met	-1.17	37.6	43.2
Hispanic	C	64	60.1	80.4	Met	0.19	60.1	
2 or more	C	67	66.7				66.7	
White	B	71	69.7	77.6	Met	-0.47	68.6	75.4
ED	C	55	49	78.5	Met	-0.3	48.8	50.7
EL	C	60	54.3	83.7	Met	1.5	54.3	
SWD	F	35	23.3	81.5	Met	,60	23.3	

21-22	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	41	32.6	74.6	Met	-1.07	32.6	
Hispanic	D	46	40	70.4	Met	-1.91	40	
2 or more	-	-	-	-	-	-	-	-
White	C	67	63.3	80.5	Met	0.21	61.1	74.3
ED	D	47	41.2	71.9	Met	-1.61	40.1	45.7
EL	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-

22-23	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	49	42.9	74.2	Met	-1.15	42.9	
Hispanic	C	58	51.9	80.7	Met	0.29	51.9	
2 or more	-	-	-	-	-	-	-	-
White	C	66	62.7	80.3	Met	0.12	62.7	
ED	D	54	47.2	81	Met	0.41	45.2	61.1
EL	-	-	-	-	-	-	-	-
SWD	F	36	26.6	75	Met	-0.99	26.6	

23-24	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	48	41	76.7	Met	-0.65	41	
Hispanic	C	61	55	82.5	Met	1.01	55	
2 or more	-	-	-	-	-	-	-	-
White	C	68	65.9	77.9	Met	-0.41	65.9	
ED	D	52	45.3	77.6	Met	-0.47	44.7	50
EL	-	-	-	-	-	-	-	-
SWD	D	40	31.1	78	Met	-0.39	31.1	

24-25	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	49	41.2	82.5	Met	1.01	41.2	
Hispanic	C	62	56.8	83.5	Met	1.4	56.8	
2 or more	-	-	-	-	Met	1.23	46.4	
White	C	59	55.1	73	Met	-1.39	57.1	
ED	D	53	46.2	78.8	Met	-0.24	47	
EL	-	-	-	-	Met	1.25	54	-
SWD	-	-	-	-	Met	-0.67	22.2	-

25-26	Letter Grade	Performance Grade	Achievement Score	Growth Score	Growth Status	Growth Index	Academic Assessment	Science
Black	D	53	47.1	74.1	Met	-1.18		
Hispanic	C	67	63.3	83.8	Met	1.53		
2 or more	-	-	-	-	-	-		
White	B	70	67.8	79.6	Met	-0.08		
ED	C	59	59	78.8	Met	-0.23		
EL	C	58	58	86	EXCEED	2.4		
SWD	F	22	21.7	-	Met	1.1		

Letter Grade	18-19	21-22	22-23	23-24	24-25	25-26
Black	D	D	D	D	D	D
Hispanic	C		C	C	C	C
2 or more	C	-	-	-	-	-
White	B		C	C	C	B
EDS	C		D	D	D	C
ELS	C	-	-	-	-	C
SWD	F	-	F	D	-	F

Performance Grade	18-19	21-22	22-23	23-24	24-25	25-26
Black	46	41	49	48	49	53
Hispanic	64	46	58	61	62	67
2 or more	67	-	-	-	-	-
White	71	67	66	68	69	70
ED	55	47	54	52	53	59
EL	60	-	-	-	-	58
SWD	35	-	36	40	-	22

Achievement Score	18-19	21-22	22-23	23-24	24-25	25-26
Black	38.5	32.6	42.9	41	41.2	47.1
Hispanic	60.1	40	51.9	55	56.8	63.3
2 or more	66.7	-	-	-	-	-
White	69.7	63.3	62.7	65.9	59	67.8
ED	49	41.2	47.2	45.3	46.2	59
EL	54.3	-	-	-	-	58
SWD	23.3	-	26.6	31.1	-	21.7

Growth Score	18-19	21-22	22-23	23-24	24-25	25-26
Black	74.1	74.6	74.2	76.7	82.5	
Hispanic	80.4	70.4	80.7	82.5	83.5	83.8
2 or more		-	-	-	-	-
White	77.6	80.5	80.3	77.9	73	79.6
ED	78.5	71.9	81	77.6	78.8	78.8
EL	83.7	-	-	-	-	86
SWD	81.5	-	75	78	-	-

Growth Status	18-19	21-22	22-23	23-24	24-25	25-26
Black	Met	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met	Met
2 or more		-	-	-	Met	
White	Met	Met	Met	Met	Met	Met
ED	Met	Met	Met	Met	Met	Met
EL	Met	-	-	-	Met	EXCEED
SWD	Met	-	Met	Met	Met	Met

Growth Index	18-19	21-22	22-23	23-24	24-25	25-26
Black	-1.17	-1.07	-1.15	-0.65	1.01	
Hispanic	0.19	-1.91	0.29	1.01	1.4	1.53
2 or more		-	-	-	1.23	-
White	-0.47	0.21	0.12	-0.41	-0.08	-0.08
ED	-0.3	-1.61	0.41	-0.47	-0.24	-0.23
EL	1.5	-	-	-	1.25	2.4
SWD	,60	-	-0.99	-0.39		1.1

Teacher Working Conditions Survey	
	2022
	2024
	2026

Retention:

Based on the TWC survey all areas in Retention were greater than 70% agreement. The lowest being #5.

I wouldn't want to work in any other school at 70.37%. The greatest agreement is 92.59% for the following: 1. Overall, my school is a good place to work and learn, 3.I feel comfortable raising issues and concerns that are important to me and 8. I am an important part of this school. The three sections that were also ranked in the 2022 TWC were Numbers 1,2 and 3, and they increased in 2024. Number 3 had the largest increase from 62.5% in 2022 to 92.59% in 2024.

School Leadership:

School leadership is a new set of statements for the 2024 TWC survey. Three of the statements had 100% agreement from staff and they are the following: 1. Leadership Sets clear expectations for instruction, 4. Leadership encourages teachers to use new knowledge and skills obtained through professional development, and 11. Leadership effectively manages daily operations at the school. The lowest agreement was 88.89% for number 9 Makes decisions based on the best interests of their students. and number 10 Looks out for the wellbeing of the faculty members.

Teacher Leadership:

Teacher Leadership is also a new set of statements for the 2024 TWC survey. This section is divided into two sections: Teacher Leadership and Leadership Opportunities.

Out of the six statements for teacher leadership all are above 92% agreement with two statements at 100% agreement. 100% of our staff agree that Teacher leaders Communicate this school's vision to students and Use data to organize, plan, and set goals.

For the leadership opportunities section for numbers seven through 15, all but one area is above 70% agreement. The lowest area was that staff have the opportunity to participate in the hiring process. The greatest agreement is 100% for teacher leaders have the opportunity to Analyze data, Develop goals and strategies through the School Improvement Plan, and Select instructional materials and resources.

Managing Student Conduct:

For the 2024 TWC survey results for Managing Student Conduct all but one element was above 70%. The element below was 1. students follow the rules for student conduct, at 66.67%. The rest were 77.78 % to 88.89% in agreement. There was a decrease in agreement for 1. students follow the rules for student conduct and 2. Teachers' routinely enforce the rules for student conduct.

The Student Conduct Issues section was new for the 2024 TWC Survey. There were two areas that had over 70% agreement that were issues at JR Ingram. These are Bullying and Student Disrespect of Teachers. The next highest were Disorder in classrooms and tardiness.

Safety & Wellbeing

Over 92.5% of staff indicated that safety issues were addressed quickly and staff are knowledgeable of what to do in an emergency. Only one statement appeared on the 2022 and 2024 survey and for this question we saw a 4% decrease of the agreement that School staff are aware of the content in their emergency operations plan, from 100% in 2022 to 96.4% in 2024.

Based on the TWC Survey 66.67% of staff feel that Students arrive at school with their basic needs met (e.g. school supplies, clean clothes, food, sleep) and 75.07% of staff agree that This school provides adequate services to help students with social, emotional, and mental health needs.

Parent Survey		Completed Surveys
	23-24 Fall	71
	23-24 EOY	3
	24-25 BOY	4
	25-26 BOY	na
	25-26 EOY	16

Facilities & Resources

Based on the 2024 TWC survey for this new set of statements, at least 70% of all staff believe the physical environment is sufficient for quality instruction. Building comfort was the lowest at 74.07%. Building security and reliable internet access were the highest at 92.59%.

Community Support & InvolvementL

Based on the 2024 TWC survey, only 66.67% of staff agree that Parents/guardians support teachers, contributing to their success with students. which is a 20% decrease from 2022. . Element 2 and 5 are slight decreases from the 2022 TWC survey. While element 3 is an almost 20% increase.

Professional Learning & Support

For the 2024 TWC all areas of this decreased from the 2022 TWC survey. Therefore we looked into the Analysis report for the following:

Professional Learning Opportunities: :

Based on the TWC survey the following areas were noted as the top 5 areas JRI staff felt were needed for PD.

Instructional Strategies 48.15%
Literacy Strategies 44.4%
Classroom management 37.04%
Special populations (e.g., Students with Disabilities, Academically and Intellectually Gifted Students, etc.) 33.33%
Student assessments 29.63%

The TWC survey also indicated that 29.63% of the staff disagreed and 3.7% strongly disagreed that Professional development is differentiated to meet the individual needs of teachers* and 11.11% didn't know.

In order to provide targeted PD we will implement the following PD plan/schedule

Here is how each target area will be addressed:
Instructional Strategies: Anita Archer Video and PD, Classroom Instruction that Works: Marzano's 9 Highly Effective Strategies
Literacy Strategies: Weekly LETRS/SOR PD mini lesson, UFLI, SOR Amplify podcasts and reflections
Classroom management : Sessions on BOY workdays and as needed with individual teachers. Classroom management plan handout/one pager for staff to reference.
Special populations (e.g., Students with Disabilities, Academically and Intellectually Gifted Students, etc.) Sessions on BOY workdays and at PLCs
Student assessments: PLCs, SuccessMaker, ongoing throughout the year.

At the beginning of the year during work days, we will have a menu board of PD for staff to choose from. This will allow for differentiation at different levels.

Each month during the fourth week PLC we will have PD. PD will be tailored when possible for each grade level.

To receive CEU credits: attendance must be recorded, agendas provided, and time recorded.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs.
Ex. Study Island

23-24

Program/Resource	Cost/School	School	District
iReady			X
iReady Flight Fluency			X
AR			X
mClass			X
Generation Genius			X
Afterschool Tutorial	varies	X	
Letterland			X
UFLI			X
Wonders			X
Heggerty			X
Ready Math			X
SchoolNet			X
StoryWorks		X	
IXL		X	
Relfex/Frax			X

26-27

Program/Resource	Cost/School	School	District
mClass			X
Letterland			X
UFLI			X
CKLA			X
Heggerty			X
SchoolNet			X
StoryWorks			X
Savvas Math			X

24-25

Program/Resource	Cost/School	School	District
AR			X
mClass			X
Letterland			X
UFLI			X
Wonders			X
Heggerty			X
SchoolNet			X
StoryWorks			X
SuccessMaker			X
Savvas Math			X

25-26

Program/Resource	Cost/School	School	District
AR			X
mClass			X
Letterland			X
UFLI			X
Wonders			X
Heggerty			X
SchoolNet			X
StoryWorks			X
Savvas Math			X
Discovery Education		X	

26-27

Program/Resource	Cost/School	School	District
mClass			X
Letterland			X
UFLI			X
CKLA			X
Heggerty			X
SchoolNet			X
StoryWorks	X		X
Savvas Math			X

Funding/Budget

What funding sources are available and how are they utilized?

26-27

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific	
Title 1	$3,000.00	Parental Involvment	Subs to cover 1/2 day for report card conferences, Snacks for title 1 nights, expsnses with Duke Energy Kit Night
Title 1	$159,457.81	Personel (Interventionist)	2 Interventionists
Title 1	$25,620.70	Personel	Tutors
Title 1	$6,127.91	Instructional Supplies and Materials	Remedial & Suppl K-12, Math Manipulatives
Title 1	$18,000.00	Instructional Technology	Laptops, Interactive boards
Title 1	$1,500.00	Computer Software	TBD
Title 1	$1,715.20	Subs	Contracted Instructional Substitutes
Title 1 Total	$212,421.62		
State	$6,797	Classroom Consumable Supplies, Laminating Film, Copy Paper, Instructional Supplies	
Local	$3,987	Classroom Consumable Supplies, Instructional Supplies, EOG prep materials	
	$10,784		
TOTAL:	$223,205.26		

25-25

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific	
Title 1	$2,699.14	Parent Involvement	Subs to cover 1/2 day for report card conferences, Snacks for title 1 nights, expsnses with Duke Energy Kit Night
Title 1	$136,352.64	Personel (Interventionist)	2 Interventionists
Title 1	$44,581.98	Personel	Tutors
Title 1	$1,450.00	Personnel	Workshop/Summ
Title 1	$11,756.22	Instructional Supplies and Materials	
Title 1	$14,515.44	Instructional Technology	
Title 1	$8,500.00	Computer Software	Discovery Ed
Title 1 Total	$219,855		
State	$9,684	Classroom Consumable Supplies, Laminating Film, Copy Paper, Instructional Supplies	
Local	$7,578	Classroom Consumable Supplies, Instructional Supplies, EOG prep materials	
Total:	$237,117		

24-25

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific	
Title 1	$2,290.07	Parent Involvement	Subs to cover 1/2 day for report card conferences
Title 1	$162,343.24	Personel (Interventionist)	2 Interventionists
Title 1	$5,682.79	Remedial & Suppl K-12 - Supplies and Materials	
Title 1		Computer Software	
Title 1	$26,774.22	Remedial & Suppl K-12 - Computer Equipment - Inventoried	Chromebooks, Interactive Panels
State	$8,993	Classroom Consumable Supplies, Laminating Film, Copy Paper, Instructional Supplies	
Local	$7,038	Classroom Consumable Supplies, Instructional Supplies, EOG prep materials	
	$213,121.32		

23-24

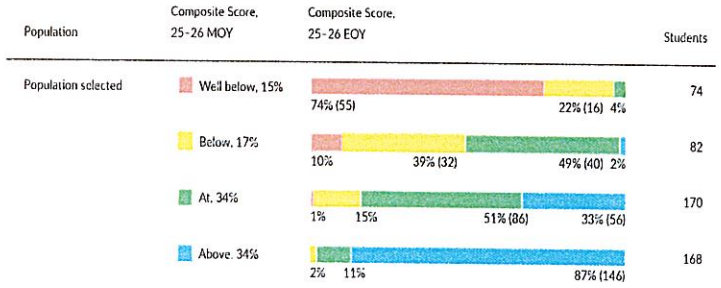
Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
Title 1	$2,123.00	Parental Involvement
Title 1	$155,660.76	Personel (Interventionist) K Teacher 2 Tutors
Title 1	$15,546.59	Remedial & Suppl K-12 - Supplies and Materials
Title 1	$600.00	Computer Software
Title 1	$46,758.73	Remedial & Suppl K-12 - Computer Equipment - Inventoried (10 interactive panels)
State	$8,993	Classroom Consumable Supplies, Laminating Film, Copy Paper, Instructional Supplies
Local	$7,038	Classroom Consumable Supplies, Instructional Supplies, EOG prep materials
	$236,720.08	

School Improvement Plan - Overview 2026-27

School: Tramway Elementary					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
Goal 1: By May 2027, at least 80% of Tramway students will meet or exceed expected individual academic growth goals. In addition, at least 80% of K–5 students will meet or exceed EOY DIBELS benchmark, and grades 1–5 will reach at least 75% proficiency on Common Formative Assessments, NC Check-Ins, and EOGs.	**See tables below**	**80% Meet or exceed the benchmark in DIBELS**	**Data Checks** Q1: DIBELS BOY baseline, DIBELS progress-monitoring response, CFAs Q2: Check In A data, DIBELS progress-monitoring response, CFAs Q3: DIBELS MOY, DIBELS progress-monitoring response, Check In B, CFAs Q4: Check In C, DIBELS EOY, EOG outcome	Small group interventions based on individual student needs Focus on strong core instruction & flexibility with reteaching and "changing course" when needed Student-created and tracked goals, taking ownership of their progress (grades 1-2 using data tracking for mclass and math CFA, grades 3-5 utilizing data tracking notebooks for MClass, Check Ins & STAR) Corrections made independently or with support from the teacher on tests and classwork Use PLC and data-team conversations to identify trends, determine instructional responses, and monitor whether those responses are producing growth. Frequent opportunities to write	1A: By 2030, LCS will achieve a 10% increase in overall student achievement. 1B: By 2030, 100% of student subgroups will meet or exceed growth.

				Strong metacognition skills incorporated into daily instruction	
Goal 2: By May 2027, Tramway will reduce documented student behavior incidents occurring in unstructured settings—including hallways, cafeteria, bathrooms, recess, dismissal, and buses—by at least 20% from the confirmed 2025–26 baseline (169 to 135 or less).	169 educators handbook referrals	135 or fewer educator handbook referrals	Data Checks: 1.) Educators handbook referral data 2.) Social/Emotional screener	Quarterly assemblies for Top Tigershark expectations, by grade level or class School-wide consistent acknowledgment of Top Tigershark behaviors RESET, Tag In, Buddy Classroom Big Shark & Little Shark Leadership roles for students	2A: Increase favorable parent/caregiver safety reports (baseline 2025) 2B: Increase student daily attendance to 95% by 2030
Goal 3: By May 2027, positive staff perception of sufficient non-instructional time will increase from the 2026 TWC baseline of 48.89% to at least 65%, as measured by a school survey using the same item.	48.89%	65%	Staff surveys including questions from TWC	PLP on Tuesdays & Wednesdays (earlier in the week to have sufficient time to prep for the next week) Mornings, afternoons, and lunch are duty-free for teachers TA clerical help	4A: 10% increase in retention survey by 2030 4B: Increase teacher retention to 86% to stay below the state average

Goal 1 Baseline Data:



3OG 2025-26	13							
Check In A		25	39	54	50	54	74	73
Check In B		23	47	49	83	60	72	79
Check In C		48	48	56	83	62	70	85
EOG 2025-26		68.8	62.1	70.1	91.3	71.3	82.8	82.8
With retest		78.8	64.4	75.9	92.5	72.4	85.1	82.8
Tramway SIP Goal 2025-26	Tramway SIP Goal for 2025-26= 80% proficient Actual overall proficiency= 75.4%							
Tramway SIP Goal 2025-26 w/retest)	*Tramway SIP Goal for 2025-26= 80% proficient Actual overall proficiency= 78.66%*							

2026-27 Tramway Needs Assessment

School Profile			
	2023-24	2024-25	2025-26
Student Enrollment	545	550	547
Students with Disabilities	91	97	108
Students identified AIG	85	140	126
Students identified EL	51	48	53
Students Eligible for F & R Lunch	47.75%	50.32%	36.21%
Attendance Rate	93.9%	95.67%	95.76%
Retention Rate	.17%	1.1%	1.01%
Suspensions	17	6	20
In-School Suspensions	91	64	64
Bus Suspensions	5	5	12
Ethnic Make-Up of Students			
• American Indian	0	0	0
• Nat. Hawaiian/Pacific Islander	0	0	0
• Asian	3	3	3
• Black	70	66	59
• Hispanic	160	160	172
• Multi-Racial	22	21	25
• White	305	300	288

	2023-24	2024-25	2025-2026
Number of Assistant Principals	1	1	1
Number of Classroom Teachers	31	29	29
Number of Support Staff-Certified	17	16	16
Number of Classified Staff-TAs	15	16	14
Teacher Attendance	93%	91%	92%
Teacher Turnover Rate (Certified)	3/48=6.3%	5/45=11%	7/45=15%

2025-26 Tramway Data

School Performance Grade Overview

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	**78.9**	**62.5**	**76**	**B**
	AMIN				**Insuff**
	ASIA				**Insuff**
	BLCK				**Insuff**
	HISP	**69.3**	**65.4**	**69**	**C**
	MULT				**Insuff**
	WHTE	**83.8**	**74.4**	**82**	**B**
	EDS	**70.7**	**69.9**	**71**	**B**
	ELS				**Insuff**
	SWD	**43.6**	**70.0**	**49**	**D**
Reading 3-8		**73.1**	**80.8**	**75**	**B**
Math 3-8		**83.4**	**56.1**	**78**	**B**

School Performance Grade Detail (Subgroup/subject proficiency)

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	**78.3** 506	* <10	* <10	76.0 50	**69.3** 140	75.0 16	**83.1** 296	**70.7** 116	46.0 50	**43.6** 94
Science 5&8	**82.8** 87	* <10	* <10	* <10	72.7 22	* <10	**87.3** 55	68.8 16	* <10	16.7 12
EL Progress	52.9 17	* <10	* <10	* <10	52.9 17	* <10	* <10	* <10	52.9 17	* <10
Reading 3-8	**73.1** 253									
Math 3-8	**83.4** 253									

EVAAS

EVAAS Growth (EGSTAT)
Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	253			25	70		148	58	22	47	253	174	110	
#Scores	514			41	145		302	109	44	92	253	174	242	
Index	-3.50			-2.16	-2.91		-1.11	-2.02	-1.84	-2.00	0.34	-6.31	-2.82	
Status	Not Met			Not Met	Not Met		Met	Not Met	Met	Met	Met	Not Met	Not Met	

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement in the three goal areas:

- Student Growth and Achievement
- Consistent Expectations & Student Behavior
- Protect Teacher Time & Retain Strong Staff

Identify and analyze root causes

- Student Growth and Achievement
  - Inconsistent understanding of grade level standards and core instruction best practices and implementation
  - Targeted intervention is provided for students that are below grade level and growth for students at grade level is not as prioritized
- Consistent Expectations & Student Behavior
  - Schoolwide expectations are clearly defined while adult implementation and follow through are not always consistent across classrooms and common areas of the school
  - Responses and consequences for student behavior can vary by adult, student, or setting
- Protect Teacher Time & Retain Strong Staff
  - Multiple meetings, collaborative planning expectations, required documentation, and school/district initiatives compete for limited non-instructional time
  - The complexity of meeting diverse student needs—including intervention, EC, ML, AIG, behavior, assessment, and parent communication—has increased the workload within the same amount of available planning time

Goals Revisions and Additions

Tramway SIT Goal Worksheets

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs.

Program/Resource	Cost/School	School	District
Heggerty			x

Letterland			x
AR			x
Storyworks			x
UFLI			x
CKLA, Caminos			x
Envisions Math			x

Funding/Budget

What funding sources are available and how are they utilized?

Funding Sources	Amount	Uses:
State	$9600	Paper, classroom supplies, books
Local	$6017	Classroom and schoolwide supplies
Special Funds	$28,400	Technology, Dual Language materials, instructional materials

School Improvement Plan - Overview

School: W. B. Wicker Elementary School

Goal	Baseline Data (2025-2026)	Target Data (2026-2027)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
Instruction: The schools leadership team regulary looks at school performance data and aggregate classroom obeservation data to make decisions about school improvement and professional development needs to ensure that there is a 5 point increase in overall student achievement.	**60%**	**65%**	**EOG scores mClass/Dibels Walkthrough data**	• Master teachers identified and tasked to model lessons to show how to implement strategies effectively (differentiation, classroom management, questioning techniques, and interventions • Strategies: Administration team collecting atleast 5 walkthroughs a week and delivering feedback to teachers. • Strategies: Ensure WB Wicker remains current under the expectations of A+ • Strategies: Differentiated Professional Development offered to our teachers based on TWC survey data	**Priority 1**

Retention and Student/Staff Wellbeing: The school fosters a school culture that values diversity, promotes social-emotional learning, and encourages collaboration and respect among students and staff to ensure that all student/staff wellbeing survey data increases by 10%	**2025- 2026 Data from the Resilience and Learning Project**	**Improved indicators by 10% in every Climate indicator based on school-wide staff survey from the Resilience and Learning Project**	**-Discipline Review** **-Staff Climate Survey** **-Positive Staff and Student Recognition** **-Feedback from Professional Developments** **-Student Climate Survey**	• Strategies: Implement Zones of Regulation • Strategies: Implement Shout Outs • Strategies: Implement Morning Meetings • Strategies: Use a Google Form to address the needs of staff • Strategies: Continue NC Center for Resilience • Strategies: Community Schools Coordinator to support the wellbeing of staff by overseeing Tiger Pride Committee • Strategies: Targeted SEL Professional Development opportunities based on TWC and Center of Resilience survey requests • Stratgies: SEL groups run by Guidance Counselor and Social Worker that target	**Priority 3 and 4**

				decision making, respect, and self-control	
Family Engagement: **W.B. Wicker Elementary will strengthen communication and family engagement by increasing parent participation in school communication systems and planned events by 10%.**	**82% connected in dojo** **5 Parent Workshops during 2025-2026 school year** **230 Families served in the Family Resource Center**	**100% connected in Parent Square** **10 Parent Workshops offered during the 2026-2027 school year** **10% increase of Family Resource Center visits**	**Parent Square connection data** **Attendance Logs for every family event** **Sample Communications** **Website review** **Parent Surveys**	• Host monthly parent workshops, in person or virtually, to help build parent capacity • Host family events that combine academics and fun • Ensure school communications are accessible to families in their home language so that every family can remain informed. • Ensure our website has an updated tab for parents/guardians with resources for parents to build parent capacity • Continue to ask for parent feedback of how to help meet needs of the family. • Continue to advertise Family Resource Center.	**Priority 1**

Needs Assessment **School: W.B. Wicker Elementary**

School Profile								
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**25-26**	**26-27**
Student Enrollment	709	637	558	579	591	590	537	
Students with Disabilities	77	74	70	86	86	81	83	
Students with 504	5	16	28	7	3	6	3	
Students identified AIG	35	31	29	28	41	44	50	
Students identified EL	213	211	199	198	181	208	206	
Students Eligible for F & R Lunch	609	NA	366	468	571	360	376	
Attendance Rate	96%	89%	91%	94%	94%	94%	94%	
Promotion Rate	99%	93%	98%	98%	99%	99%	98%	
Retention Rate	1%	7%	2%	2%	1%	1%	2%	
Dropout Rate	na		na	na	na	na	na	na
Suspensions	99	5	75	33	57	51	53	
In-School Suspensions	84	6	199	216	124	106	68	
Bus Suspensions		5	58	26	29	31	33	
Ethnic Make-Up of Students								
• **American Indian**	1	2	2	1	2	3	2	
• **Asian**	1	1	0	0	0	3	7	
• **Black**	230	208	164	172	191	209	182	
• **Hispanic**	375	333	314	314	303	304	294	
• **Multi-Racial**	19	14	20	21	29	24	23	
• **White**	82	78	65	62	52	47	29	

	2022-23	**2023-2024**	**2024-2025**	**2025-2026**	**26-27**
Number of Assistant Principals	2	1 and intern	2	2	
--Number of Classroom Teachers (Certified Staff)	28 Core 7 Encore 1 AIG 3 ESL	30 Core 7 Encore 1 AIG 3 ESL	31 Core 7 Encore 1 AIG 3 ESL	30 Core 6 Encore 1 AIG 3 ESl	
Number of Support Staff (Office)	9	9	9	9	
Number of Classified Staff (Custodians, TAs)	Custodians: TA's: 13	Custodians: 3 and sub TA's: 13	Custodians: 4 and 1 partime sub TAs: 14	Custodians: 2 fulltime and 1 parttime (2 openings)	

				2 ECTA 1 ETA opening 1 ESL TA 12 gen ed TAs	
Teacher Attendance	91.7%	91%	89%	90%	
Teacher Turnover Rate	28%	11%	15%	19&	

Previous Year EOG Data

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School Performance Grade

School Performance Grade Overview

		Ach	Growth	Perf	Grade
Overall	ALL	**51.1**	**89.6**	**59**	**C**
	AMIN				**Insuff**
	ASIA				**Insuff**
	BLCK	**40.4**	**83.4**	**49**	**D**
	HISP	**52.1**	**88.7**	**59**	**C**
	MULT				**Insuff**
	WHTE				**Insuff**
	EDS	**46.2**	**86.9**	**54**	**D**
	ELS	**45.5**	**86.9**	**54**	**D**
	SWD	**13.3**	**81.8**	**27**	**F**
Reading 3-8		**38.5**	**82.4**	**47**	**D**
Math 3-8		**55.8**	**90.5**	**63**	**C**

Alternative School Model

Option	Rating

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	261			89	145	<10	<10	158	96	47	261	169	45	
#Scores	508			174	285	*	*	305	186	87	261	169	87	
Index	3.86			1.39	3.49	*	*	2.77	2.76	0.74	0.99	4.34	1.26	
Status	**Exceed**			**Met**	**Exceed**			**Exceed**	**Exceed**	**Met**	**Met**	**Exceed**	**Met**	

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	**47.1**	*	*	**40.4**	**47.6**	75.0	65.4	**43.3**	**37.2**	**13.3**
Science 5&8	**68.6**	*	*	64.3	**71.4**	*	*	**62.5**	**63.3**	28.6
EL Progress	**57.6**	*	*	*	**56.6**	*	*	**50.0**	**57.6**	35.7
Reading 3-8	**38.5**									
Math 3-8	**55.8**									

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Reporting

Reporting Overview

	Den	Pct
All Career and College Ready	663	24.7
All Grade Level Proficient	663	49.5
ACT		
WorkKeys		
ACT/WorkKeys		
Math Course Rigor		
EL Progress	157	52.2
4 Year Cohort Graduation Rate		
5 Year Graduation Rate		

Reporting Detail (REPSUM)

Career and College Ready (Levels 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	24.7	25.2	24.4	*	*	18.9	26.6	33.3	30.2	18.3	34.3	10.8	31.3	5.1	29.0	64.2	17.0	19.4	*	*
Grade 3-8	24.7	25.2	24.4	*	*	18.9	26.6	33.3	30.2	18.3	34.3	10.8	31.3	5.1	29.0	64.2	17.0	19.4	*	*
Grade 3	19.0	17.0	21.2	*	*	10.4	21.3	28.6	21.4	12.5	28.2	11.1	23.3	7.5	21.8	50.0	13.3	<5	*	*
Grade 4	18.1	13.5	21.3	*	*	15.2	18.6	40.0	*	16.4	21.7	<5	26.3	5.6	21.2	56.3	10.0	*	*	*
Grade 5	33.3	38.9	28.7	*	*	28.6	35.2	*	37.0	24.4	45.0	16.7	39.2	<5	38.9	80.0	24.2	38.9	*	*
Reading Grade 3-8	17.9	18.2	17.6	*	*	17.0	17.1	23.1	23.5	15.1	22.1	<5	26.2	<5	21.0	57.4	10.1	13.3	*	*
Reading Grade 3	13.7	13.2	14.3	*	*	9.1	14.8	*	*	10.2	18.6	<5	21.2	5.0	15.9	37.5	9.3	*	*	*
Reading Grade 4	17.6	16.2	18.5	*	*	15.2	17.6	*	*	14.8	23.3	<5	26.3	5.6	20.5	62.5	8.0	*	*	*
Reading Grade 5	22.8	26.2	20.0	*	*	28.6	18.9	*	*	21.2	25.0	<5	30.9	<5	26.9	73.3	13.0	*	*	*
Math Grade 3-8	26.6	25.0	27.9	*	*	16.8	30.4	38.5	29.4	19.0	38.4	19.1	30.2	7.7	30.8	66.0	18.8	13.3	*	*
Math Grade 3	24.3	20.8	28.0	*	*	11.8	27.8	*	*	14.8	38.1	22.2	25.4	10.0	27.7	62.5	17.2	*	*	*
Math Grade 4	18.7	10.8	24.1	*	*	15.2	19.6	*	*	18.0	20.0	5.9	26.3	5.6	21.9	50.0	12.0	*	*	*
Math Grade 5	37.0	42.9	32.0	*	*	25.0	43.4	*	*	25.0	52.5	33.3	38.2	7.1	42.3	86.7	27.3	*	*	*
Science Grade 5&8	40.2	47.6	34.0	*	*	32.1	43.4	*	*	26.9	57.5	16.7	48.5	<5	47.4	80.0	32.5	*	*	*
Science Grade 5	40.2	47.6	34.0	*	*	32.1	43.4	*	*	26.9	57.5	16.7	48.5	<5	47.4	80.0	32.5	*	*	*

Grade Level Proficient (Levels 3, 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	49.5	51.3	47.9	*	*	43.8	50.4	74.1	51.2	46.0	54.7	32.1	57.6	14.4	57.1	89.0	41.7	36.1	*	*
Grade 3-8	49.5	51.3	47.9	*	*	43.8	50.4	74.1	51.2	46.0	54.7	32.1	57.6	14.4	57.1	89.0	41.7	36.1	*	*
Grade 3	42.0	40.6	43.4	*	*	38.8	38.9	64.3	50.0	37.5	48.2	30.6	48.1	12.5	49.1	81.3	34.7	10.0	*	*
Grade 4	41.8	40.5	42.6	*	*	37.9	42.2	80.0	*	45.9	33.3	25.0	51.8	16.7	47.9	87.5	32.0	*	*	*
Grade 5	60.1	66.7	54.7	*	*	52.4	63.5	*	55.6	52.6	70.0	40.3	67.2	14.3	68.4	>95	53.2	55.6	*	*
Reading Grade 3-8	37.9	39.4	36.6	*	*	31.9	37.3	69.2	47.1	34.9	42.5	16.0	48.7	5.8	45.1	78.7	29.8	20.0	*	*
Reading Grade 3	36.3	35.8	36.7	*	*	33.3	33.3	*	*	33.9	39.5	19.4	45.5	10.0	42.7	75.0	29.1	*	*	*
Reading Grade 4	34.1	32.4	35.2	*	*	24.2	37.3	*	*	36.1	30.0	17.6	43.9	5.6	41.1	75.0	25.3	*	*	*
Reading Grade 5	43.5	50.0	38.0	*	*	39.3	41.5	*	*	34.6	55.0	8.3	55.9	<5	51.3	86.7	35.1	*	*	*

Math Grade 3-8	54.9	56.8	53.2	*	*	49.5	56.3	76.9	52.9	51.7	59.8	43.6	60.4	19.2	62.8	>95	46.9	40.0	*	*
Math Grade 3	47.6	45.3	50.0	*	*	44.1	44.4	*	*	41.0	57.1	41.7	50.7	15.0	55.4	87.5	40.2	*	*	*
Math Grade 4	49.5	48.6	50.0	*	*	51.5	47.1	*	*	55.7	36.7	32.4	59.6	27.8	54.8	>95	38.7	*	*	*
Math Grade 5	68.5	78.6	60.0	*	*	53.6	77.4	*	*	59.6	80.0	62.5	70.6	14.3	78.2	>95	62.3	*	*	*
Science Grade 5&8	68.5	71.4	66.0	*	*	64.3	71.7	*	*	63.5	75.0	50.0	75.0	28.6	75.6	>95	62.3	*	*	*
Science Grade 5	68.5	71.4	66.0	*	*	64.3	71.7	*	*	63.5	75.0	50.0	75.0	28.6	75.6	>95	62.3	*	*	*

EL Progress

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
Total EL Progress	52.2	58.0	47.7	*	*	*	51.3	*	*	46.1	58.0	52.2	*	20.0	58.3	*	52.0	*	*	*
Exiting EL Status	14.6	17.4	12.5	*	*	*	14.3	*	*	17.1	12.3	14.6	*	<5	16.7	*	14.2	*	*	*
Meeting Annual Progress	37.6	40.6	35.2	*	*	*	37.0	*	*	28.9	45.7	37.6	*	16.0	41.7	*	37.8	*	*	*

ACT

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

WorkKeys

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

ACT/WorkKeys Assessments

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Math Course Rigor

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Cohort Graduation Rate

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL

Achievement Level Drilldown (REPLEV)

	Not Proficient	Level 3	Level 4	Level 5	CCR	GLP
All Subjects	50.5	24.7	18.3	6.5	24.7	49.5
Grade 3-8	50.5	24.7	18.3	6.5	24.7	49.5
Grade 3	58.0	22.9	14.6	<5	19.0	42.0
Grade 4	58.2	23.6	14.8	<5	18.1	41.8
Grade 5	39.9	26.8	23.2	10.1	33.3	60.1
Reading	62.1	20.0	12.3	5.6	17.9	37.9
Reading Grade 3	63.7	22.5	8.8	<5	13.7	36.3
Reading Grade 4	65.9	16.5	13.2	<5	17.6	34.1
Reading Grade 5	56.5	20.7	15.2	7.6	22.8	43.5
Math	45.1	28.3	22.4	<5	26.6	54.9
Math Grade 3	52.4	23.3	20.4	<5	24.3	47.6
Math Grade 4	50.5	30.8	16.5	<5	18.7	49.5
Math Grade 5	31.5	31.5	30.4	6.5	37.0	68.5
Science 5&8	31.5	28.3	23.9	16.3	40.2	68.5
Science Grade 5	31.5	28.3	23.9	16.3	40.2	68.5

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Parent Survey Data

We had completed one survey so far and that was at our Title 1 Parent Night. We had 6 responses from that survey. A recurring theme is that our parents want support with helping their child thrive academically here and thay they love their children being exposed to the arts.

Data Analysis
After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement in the three goal areas: • Improved Academic Performance • Recruiting and Retaining Highly Qualified Teachers • Increasing Parent and Community Engagement
Identify and analyze root causes **Improved Academic Performance**: The root causes are Standards Alignment, Skilled differentiated teaching, and imbalance in direct instruction, guided practice and independent practice. **Recruiting and Retaining Highly Qualified Teachers:** Teachers are unprepared for the workload expectation and how to manage all of the dynamic roles of a teacher. **Increasing Parent and Community Engagement:** We are asking parents to engage with activities that support student learning and are making resources available to build parent capacity so that our families can help students be successful.
Goals Revisions and Additions: **Improved Academic Performance:** Ensure that all students have equitable access to high-quality instruction aligned with grade-level standards and receive differentiated support as needed to ensure that overall student proficiency will increase from 60% to 50% during the 2025-2026 school year. **Student and Staff Wellbeing:** Foster a school culture that values diversity, promotes social-emotional learning, and encourages collaboration and respect among students and staff to ensure that in-school and out-of-school suspensions are reduced by 10%. **Increasing Parent and Community Engagement:** W.B. Wicker will strengthen its infrastructure for communicating and working with the community by encouraging famililes to connect to our communication systems and participate in our planned events. The number of parents participating in all forms of parent engagement opportunities will increase by 10%.

Action Steps – What, How, Why

Improved Academic Performance: We will keep the focus on ALL student growth. This will be tracked by our benchmark testing opportunities as well as teacher EVAAS. PLCs are arranged by topic weekly the focus is Week 1: Curriculum and standards unpacking, Week 2: Data Discussions around student data, Week 3: Kid Talk regarding special programs (ESL, EC, MTSS), and Week 4: LETRS spiral PD) We chose topics that would keep us in a continuous cycle of communication and activity around student growth.

Student and Staff Wellbeing: Provide Beginning teachers with the support of Mentors and access to the skills and practices of successful veteran teachers. Use technology to provide teachers access to other classrooms without having to step away from their classroom. Teaching is very isolated in practice. We collaborate and plan together but seeing gifted teachers in action is rarely and typically requires planning and unintended loss of instructional time. We will build a library of positive practice to make available to teachers who need to see the skills in practice.

Increasing Parent and Community Engagement: Shift the focus from parent conferences (reactive) to parent information sessions around C&I (monthly sessions). Work on our advertising and incentives to get more parents to participate in the proactive sessions planned. With 50%+ Hispanic families in our school, we often use Parent Square to communicate with our families since this tools translates for our Spanish-speaking families. We will change the structure of parent night to be grade-level focused

Programs

Program/Resource	Cost/School	School	District
AR		X	
mClass			X
After School Tutorial		X	
Letterland			X
UFLI			X
CKLA			X
Heggerty			X
SAVAAS Envisions Math			X

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	**Amount**	**Uses: Be Specific**
Title I	$359,769.10	Literacy Teachers (2), Refresh technology, Science and math manipulatives, independent reading materials, afterschool program (staff/transporation), Classroom libraries of leveled self-selected reading, Instructional assistants to cover remaining K-1 classrooms, Instructional materials for 5th grade science. . Hire substitute teachers to provide extended planning for teachers.
State	$1338.05	Agendas and Homework folders for parent communication, Printing paper, Art supplies, Educators handbook to keep behavior data, Headphones, Math Manipulatives, Calculators.
Local	$5128.79	Car tags (safety), chrome cast, cordless keyboards for teachers, Kindergarten writing, Laminating film, workroom office supplies for teachers, Custodial supplies, Bulletin Board paper, Letterland handwriting books, Library supplies and materials, NC Flag, wristbands for the bus, clocks for classrooms, tri-folds for science fair.
General Funds	$13661.62	Teacher morale, School celebrations, Hosting meetings, business cards.

School Improvement Plan - Overview

School: ____East Lee Middle School_____					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
Our school will recruit and retain highly qualified teachers by cultivating a positive culture, empowering teachers to succeed, providing teachers with ongoing support, and creating better work conditions with no more than 15% teacher turnover rate.	Turnover Data~ 2023: 34% 2024: 34 % 2025: 43 % 2026: 21%	No more than 15% turnover	Turnover rates Staff attendance rates NC Teacher Working Conditions Survey Watch how this goal affects discipline referral rates.	Key Indicators: C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168) • New Academic Coach focused on growing teachers and is data driven for student and teacher success. • Focused PD and PLC meetings to support teacher success • Prioritizing staff culture building events and activities.	Goal 4B: By 2030, LCS will increase teacher retention to 86% and remain below the state average through establishing human capital pathways and improving staff engagement.

Overall student proficiency will increase from 39% to 53% during the 2026-2027 school year and the school will at least meet expected or exceeded growth	Overall Proficiency 2025-2026 is: 53% Reading: 54% Math: 52% Science: 58.6%	Overall Proficiency 2026-2027: 55% Reading: 56% Math: 55% Science: 60%	Intervention Data Best Teaching Practices Walkthrough Data EVAAS Results EOG Scores NC Check In Data ALEKS Data Achieve 3000 Data Participation in Common Formative Assessments	Key Indicator: C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs. • Weekly PLCs focused on data • Implementation of researched based intervention programs, ALEKS (Math) and Achieve 3000 (Reading) • Participate in common formative assessments • Using EVAAS data to make decisions about interventions • Designated intervention time for reading and math • Comprehensive PD plan to meet the needs of teachers	Goal 1A: By 2030, LCS will achieve a 10% increase in overall student achievement based on the performance composite and growth for K-12.

Our school will provide academic and behavioral support for students through a multi-tiered system. When quality support is in place for students we will see a reduction in student absences and office referrals that results in loss of instructional time (ISS/OSS).	Educator Handbook 2025-2026 Office Referrals: 1,006 Minor Referrals: 1,078 Student Attendance 2025-2026 92.4%	2026-2027 Office Referrals: 1,000 Minor Referrals: 1,050 Student Attendance Rate: 94%	Instructional days lost to ISS Instructional days lost to OSS Student attendance data	Key Indicator: A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. • The schedule is designed to allow for intervention time that does not remove students from Core instruction. • Intervention time built into the schedule for 30 minutes • Use of a school-wide behavior expectation matrix • Implementation of structured day to help reduce ISS • Social/emotional groups help by the Guidance Counselors.	GOAL 2A: By 2030, LCS will increase the percentage (baseline gathered in 2025) of parents or caregivers reporting that school services are favorable and safe. GOAL 2B: By 2030, LCS will increase the student daily attendance rate to 95%.

Needs Assessment Template
East Lee Middle School

East Lee Middle School Profile

	2022-2023	2023-2024	2024-2025	2025-2026
Student Enrollment	530	441	469	465
Students with Disabilities	63	60	57	57
Students identified AIG	83	77	93	84
Students identified EL	85	137	126	136
Students Eligible for F & R Lunch	74.6%	83%	55.94%	61.5%
Attendance Rate	90.4%	95.8%	94.52%	92.4%
Promotion Rate	99.6%	100%	100%	100%
Retention Rate	.004%	0	0	0
Dropout Rate	2	0	0	0
Suspensions	186	118	179	164
In-School Suspensions	423	400	540	478
Bus Suspensions	75	37	23	24
Ethnic Make-Up of Students				
• American Indian	2	1	0	0
• Asian	0	0	2	0
• Black	107	98	109	105
• Hispanic	221	242	222	212
• Multi-Racial	33	25	33	22
• White	161	127	145	117

	2022-23	2023-2024	2024-2025	2025-2026
Number of Assistant Principals	2	4	4	4
Number of Classroom Teachers	29	38	35	35
Number of Support Staff	4	7	7	7
Number of Classified Staff	2	8	5	5
Teacher Turnover Rate	34%	34%	43%	21%

Student Performance

	2022-2023	2023-2024	2024-2025	2025-2026
Achievement	**41.7**	**39.2**	**35.8**	**46**
Growth Index	**-0.20**	**-0.28**	**-10.32**	**3.14**
Growth Conversion	**79.0**	**78.6**	**50.0**	**87.8**
Overall Exceed / Met / Not Met	**Met**	**Met**	**Not Met**	**Exceed**
Overall Score (Performance)	**49**	**47**	**39**	**53**
SPG	**D**	**D**	**F**	**D**

2023-2024

FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

	ALL	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Reading	Math	AIG
# Students	441	85	215	12	115	332	137	52	441	440	77
# Scores	1025	196	498	24	267	771	310	118	441	440	174
Index	-0.28	-1.24	0.63	-1.21	-0.39	0.93	1.50	0.92	1.06	0.72	0.11
Stratus	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

2024-2025

FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

	ALL	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Reading	Math	AIG
# Students	469	105	197	19	137	272	126	57	468	466	93
# Scores	1086	236	457	38	316	626	293	127	468	466	204

Index	-10.32	-2.75	-6.86	-1.74	-7.14	-8.12	-4.91	-3.08	-5.56	-7.22	-5.97
Stratus	Not Met	Not Met	Not Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met

2025-2026

FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

	ALL	**BLCK**	**HISP**	**MULT**	**WHITE**	**EDS**	**ELS**	**SWD**	**Reading**	**Math**	**AIG**
# Students	465	105	212	22	117	251	136	57	462	462	84
# Scores	1062	233	488	44	265	578	310	128	462	462	190
Index	3.14	2.43	1.60	-0.33	1.44	3.14	3.39	2.89	4.5	.41	-1.14
Stratus	Exceed	Exceed	Met	Met	Met	Exceed	Exceed	Exceed	Exceed	Met	Met

Looking at the data from Educator's Handbook from the 2025-2026 school year, there was an decrease in student referrals.

Year	**Office Referrals**	**Minor Incidents**
22-23	859	1,495
23-24	721	1,102
24-25	1,163	1,712
25-26	1,006	1,078

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement in the following areas:

- Improve Academic Performance
  - East Lee Middle School demonstrated significant academic improvement during the 2025–2026 school year. The achievement score increased from 35.8 in 2024–2025 to 46 in 2025–2026, while the overall school performance score increased from 39 to 53. The school's growth index improved from –10.32 to 3.14, moving from Not Met to Exceeded Growth. The school performance grade also improved from an F to a D.
  - Growth was evident across multiple student groups. Black students, economically disadvantaged students, English learners, students with disabilities, and the school overall exceeded growth expectations. Hispanic, multiracial, White, and AIG students met growth expectations.

- Recruiting and Retaining Highly Qualified Teachers
  - Teacher stability improved during the 2025–2026 school year. The teacher turnover rate decreased from 43% in 2024–2025 to 21% in 2025–2026. This represents a 22-percentage-point improvement and an estimated teacher retention rate of 79%.
  - The improvement in teacher stability occurred during the same year that student achievement and growth improved. While this does not prove that the reduction in turnover caused the academic gains, it suggests that increased staffing stability may have contributed to greater instructional consistency. However, a 21% turnover rate still means that approximately one in five teaching positions experienced turnover. Continued attention to mentoring, coaching, working conditions, and teacher voice is necessary to sustain this progress.

- Increasing Parent and Community Engagement
  - Family and community engagement remains an important area of focus. Attendance at events such as back to school night, curriculum nights, band concerts provide opportunities for families to connect with school staff. With the use of ParentSquare and Thrillshare for Sunday night calls parents note an increase in communication.

Behavior data from Educator's Handbook shows an decrease in documented office referrals and minor incidents during the 2025-2026 school year. Office referrals fell 157 referrals, while minor incidents also decreased 634 incidents from the year previous.

- Student suspension data improved during the 2025–2026 school year. Out-of-school suspensions decreased from 179 to 164, approximately an 8% reduction. In-school suspensions decreased from 540 to 478, approximately an 11% reduction. Bus suspensions increased slightly from 23 to 24.
- The reduction in suspensions is positive; however, 478 in-school suspensions and 164 out-of-school suspensions remain areas of concern. These numbers indicate a continued need to strengthen student engagement, classroom management, behavioral interventions, and alternatives to exclusionary discipline.

Identify and analyze root causes:

The 2025–2026 data indicates that East Lee Middle School made significant progress in academic growth, teacher stability, and suspension reduction. Therefore, the root-cause analysis should no longer describe the school only in terms of declining achievement and increasing turnover.

The remaining areas of need appear to be connected to the following system conditions:

- Inconsistent implementation of effective Tier I mathematics instruction, as reflected by the difference between reading growth of 4.5 and mathematics growth of 0.41.
- Uneven outcomes among student groups, particularly AIG and multiracial students, whose growth indices were below zero even though they met growth expectations.
- Continued staffing instability, despite the decrease in turnover from 43% to 21%.
- Continued reliance on in-school and out-of-school suspension, indicating a need for stronger preventive behavior supports, student engagement strategies, and consistent classroom management.

The evidence suggests that East Lee Middle has systems capable of producing improvement. The next step is to strengthen implementation, monitor progress consistently, and ensure that academic and behavioral gains are experienced across all grade levels and student groups.

Goals Revisions and Additions:

- **Goal 1 Academic Achievement and Growth**
  - By the end of the 2026–2027 school year, East Lee Middle School will increase its achievement score from 46 to at least 50 and its overall school performance score from 53 to at least 55,

while maintaining an overall growth index of at least 2.0 and exceeding expected growth.

- **Goal 2 Teacher Retention and Support**
  - By the end of the 2026–2027 school year, East Lee Middle School will increase teacher retention from approximately 79% to at least 85%, reducing teacher turnover from 21% to 15% or lower.
- **Goal 3 Student Behavior and Engagement**
  - By the end of the 2026–2027 school year, East Lee Middle School will reduce out-of-school suspensions by at least 10%, from 164 to no more than 148, and in-school suspensions by at least 10%, from 478 to no more than 430.

Action Steps – What, How, Why:

Action Steps

1 Strengthen Academic Performance

- **What:** Strengthen standards-aligned Tier I instruction, with particular attention to mathematics and the needs of individual student groups.
- **How:** Use PLCs to analyze formative, Schoolnet, STAR, ALEKS, Achieve3000, and classroom-assessment data. Provide coaching on differentiation, small-group instruction, academic discourse, scaffolding, and enrichment.
- **Why:** Although ELMS exceeded growth, mathematics growth was considerably lower than reading growth, and some student groups did not demonstrate the same level of progress.

2 Sustain Teacher Retention

- **What:** Strengthen systems that support teacher effectiveness, satisfaction, and retention.
- **How:** Continue mentoring for beginning and newly hired teachers, provide regular coaching and feedback, monitor staff needs, include teacher voice in decisions, and recognize staff contributions.
- **Why:** Turnover improved significantly, but the school still lost approximately one-fifth of its teaching staff. Sustaining staffing stability will support consistent instruction and school culture.

3 Improve Student Behavior and Engagement

- **What:** Reduce the need for exclusionary discipline while maintaining clear expectations and accountability.
- **How:** Continue using the schoolwide behavior matrix, strengthen PBIS and MTSS behavior interventions, provide classroom-management

support, analyze repeat referrals, and use check-in/check-out, restorative responses, and problem-solving conferences when appropriate.

- **Why:** Suspensions decreased, but the number of in-school and out-of-school suspensions remains high enough to affect instructional time and student engagement.

Programs

Program/Resource	Cost/School	School	District
Formative			X
Successmaker			X
Common Lit		X	
Study Island		X	
Reveal Math			X
My Perspectives			X
Star (Reading and Math)			X
SchoolNet		X	
Achieve 3000		X	
ALEKS		X	

Funding/Budget

2025-2026

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
State	$11,160	Instructional Supplies Stamps
Local	$ 18,031	Classroom Supplies Technology Needs Band/ Athletics
Title I	$223,701	Dean of Students Tutors Workshop Expenses Parent/ Family Engagement Technology Needs Remediation Supplies and Materials

School Improvement Plan - Overview

School: SanLee Middle School					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s) (How it will be measured)**	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
Increase Overall Student Achievement and Multilingual Learner (ML) Outcomes	Overall Proficiency: 59.6% ML Proficiency: 21.3%	Increase overall proficiency and ML proficiency by at least 3 percentage points.	Overall and ML EOG/EOC results; benchmark and progress-monitoring data	Regularly analyze overall and ML data; provide targeted intervention; differentiate instruction; strengthen supports for ML students.	Goal 1: Student Growth, Achievement, and Future-Focused Pathways
Build Staff Capacity for Proficiency-Based Learning through collaborative implementation of proficiency scales.	Fall 2026 staff survey and implementation data	15-point increase in staff confidence, ownership, and collective efficacy; 80% of teams consistently engaged in implementation cycles.	Staff surveys; PLC documentation; classroom walkthroughs	Provide professional learning; use PLCs to develop and refine proficiency scales; monitor implementation and provide feedback.	Goal 1: Student Growth, Achievement, and Future-Focused Pathways Goal 4: Strengthen Human Capital Pipeline and Retain Quality Educators
Strengthen School Climate, Culture, and Family Engagement through schoolwide expectations and intentional engagement.	2025–26 climate, discipline, and family engagement data	5% increase in favorable climate responses; 10% decrease in discipline referrals; 15% increase in family engagement.	Climate surveys; discipline data; family engagement and communication data	Reinforce Stallions RISE and EAGER to EXCEL; strengthen student and staff belonging; increase family engagement; monitor climate and discipline trends.	Goal 2: Comprehensive Student Well-being, Safety, & Resilience Goal 4: Strengthen Human Capital Pipeline and Retain Quality Educators

Needs Assessment Template **School:** SanLee Middle School

School Profile			
	2023-2024	**2024-2025**	**2025-2026**
Student Enrollment	808	829	831
Students with Disabilities	188	109	97
Students identified AIG	174	181	186
Students identified EL	125	109	110
Students Eligible for F&R Lunch	76.4%	74.2%	73.7%
Attendance Rate	94%	93%	93%
Promotion Rate	100%	100%	100%
Retention Rate	0.1%	0%	0%
Dropout Rate	N/A	N/A	N/A
Suspensions	297	286	228
In-School Suspensions	504	329	354
Bus Suspensions	30	20	59
Ethnic Make-Up of Students			
• American Indian	<10	<10	<10
• Asian	<10	<10	<10
• Black	156	154	151
• Hispanic	355	375	363
• Multi-Racial	30	35	49
• White	258	255	251

	2025-26
Number of Assistant Principals	3
Number of Classroom Teachers	55
Number of Support Staff	10
Number of Classified Staff	20
Teacher Attendance	92%
Teacher Turnover Rate	4%

Yr	School Perf Grade/Score	Math School Perf Grade/Score	Reading School Perf Grade/Score	EVAAS Growth Score / Index / Status	Reading Growth Score / Index / Status	Math Growth Score / Index / Status	Overall Achievement Score	Rd Prof	Math Prof	Sci Prof	EL Progress
23-24	C/58	C/56	C/56	86.1/ Exceed	83/ Met	78.7/ Met	51.3	49.5	50.7	74.0	5.9
24-25	C/61	C/58	C/62	89.7/ Exceed	89.7/ Exceed	72.3/ Met	54.1	55.1	54.9	66.9	13.7
25-26	C/63	C/59	C/56	82.2/ Met	74.7/ Met	80.7/ Met	57.6	54.9	60.3	79.1	18.2

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	NELS	SWD	NSWD	AIG	NAIG	HMS	FCS	MIL
All Subjects	59.6 1914	63.2 878	56.5 1036	* <10	71.4 21	47.5 345	55.3 845	70.3 111	70.4 587	51.2 946	67.8 968	21.3 267	65.8 1647	13.2 219	65.5 1695	>95 424	49.1 1490	42.2 45	* <10	69.4 85
Grade 3-8	59.6 1914	63.2 878	56.5 1036	* <10	71.4 21	47.5 345	55.3 845	70.3 111	70.4 587	51.2 946	67.8 968	21.3 267	65.8 1647	13.2 219	65.5 1695	>95 424	49.1 1490	42.2 45	* <10	69.4 85
Grade 6	61.7 532	65.8 228	58.6 304	* <10	* <10	44.8 116	61.7 206	63.6 44	72.6 164	54.5 290	70.2 242	15.8 38	65.2 494	8.1 74	70.3 458	94.5 128	51.2 404	68.8 16	* <10	73.1 26
Grade 7	53.9 590	59.9 272	48.7 318	* <10	66.7 12	48.0 100	51.8 282	67.9 28	57.7 168	47.3 296	60.5 294	10.2 88	61.6 502	11.4 70	59.6 520	>95 140	40.7 450	35.7 14	* <10	61.5 26
Grade 8	62.4 792	64.0 378	60.9 414	* <10	* <10	49.6 129	54.3 357	79.5 39	77.3 255	51.7 360	71.3 432	29.8 141	69.4 651	20.0 75	66.8 717	>95 156	53.6 636	20.0 15	* <10	72.7 33
Reading Grade 3-8	53.9 825	60.9 376	48.1 449	* <10	* <10	47.0 151	48.2 363	69.4 49	63.3 251	46.0 413	61.9 412	10.0 110	60.7 715	7.2 97	60.2 728	92.5 186	42.7 639	40.0 20	* <10	59.5 37
Reading Grade 6	56.4 266	64.0 114	50.7 152	* <10	* <10	44.8 58	55.3 103	68.2 22	62.2 82	48.3 145	66.1 121	5.3 19	60.3 247	5.4 37	64.6 229	90.6 64	45.5 202	* <10	* <10	69.2 13
Reading Grade 7	52.2 295	60.3 136	45.3 159	* <10	* <10	54.0 50	48.9 141	64.3 14	54.8 84	47.3 148	57.1 147	<5 44	60.6 251	8.6 35	58.1 260	92.9 70	39.6 225	* <10	* <10	53.8 13
Reading Grade 8	53.4 264	58.7 126	48.6 138	* <10	* <10	41.9 43	41.2 119	76.9 13	72.9 85	41.7 120	63.2 144	17.0 47	61.3 217	8.0 25	58.2 239	94.2 52	43.4 212	* <10	* <10	54.5 11
Math Grade 3-8	59.2 825	60.6 376	57.9 449	* <10	* <10	43.7 151	56.5 363	65.3 49	70.5 251	50.8 413	67.5 412	20.0 110	65.2 715	12.4 97	65.4 728	>95 186	47.4 639	40.0 20	* <10	73.0 37
Math Grade 6	66.9 266	67.5 114	66.4 152	* <10	* <10	44.8 58	68.0 103	59.1 22	82.9 82	60.7 145	74.4 121	26.3 19	70.0 247	10.8 37	76.0 229	>95 64	56.9 202	* <10	* <10	76.9 13
Math Grade 7	55.6 295	59.6 136	52.2 159	* <10	* <10	42.0 50	54.6 141	71.4 14	60.7 84	47.3 148	63.9 147	15.9 44	62.5 251	14.3 35	61.2 260	>95 70	41.8 225	* <10	* <10	69.2 13
Math Grade 8	55.3 264	55.6 126	55.1 138	* <10	* <10	44.2 43	48.7 119	69.2 13	68.2 85	43.3 120	65.3 144	21.3 47	62.7 217	12.0 25	59.8 239	>95 52	44.3 212	* <10	* <10	72.7 11
Grade 8 Math EOG	29.7 165	28.2 78	31.0 87	* <10	* <10	34.3 35	29.4 85	* <10	22.9 35	20.0 85	40.0 80	14.0 43	35.2 122	12.0 25	32.9 140	* <10	29.3 164	* <10	* <10	* <10
Grade 8 NC Math 1	>95 99	>95 48	>95 51	* <10	* <10	* <10	>95 34	* <10	>95 50	>95 35	>95 64	* <10	>95 95	* <10	>95 99	>95 51	>95 48	* <10	* <10	* <10
Science Grade 5&8	78.4 264	77.8 126	79.0 138	* <10	* <10	62.8 43	73.1 119	92.3 13	90.6 85	70.0 120	85.4 144	51.1 47	84.3 217	40.0 25	82.4 239	>95 52	73.1 212	* <10	* <10	90.9 11
Science Grade 8	78.4 264	77.8 126	79.0 138	* <10	* <10	62.8 43	73.1 119	92.3 13	90.6 85	70.0 120	85.4 144	51.1 47	84.3 217	40.0 25	82.4 239	>95 52	73.1 212	* <10	* <10	90.9 11

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	Reading	Math	AIG	HMS
#Students	780		<10	141	344	47	237	386	170	89	779	780	183	
#Scores	1798		*	312	797	94	549	877	394	198	779	780	416	
Index	0.90		*	1.32	0.07	0.40	-0.40	0.16	-0.10	2.43	-1.06	0.29	-1.53	
Status	Met			Met	Met	Met	Met	Met	Met	Exceed	Met	Met	Met	

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading/Math	**57.6** 1580	* <10	66.7 18	**46.5** 286	**53.3** 688	**67.7** 96	**67.8** 488	**49.1** 788	**34.6** 338	**9.7** 186
Science 5&8	**79.1** 254	* <10	* <10	**66.7** 39	**72.2** 115	92.3 13	**91.6** 83	**71.7** 113	**60.3** 68	41.7 24
EL Progress	**18.2** 99	* <10	* <10	* <10	**18.8** 96	* <10	* <10	**6.4** 47	**18.2** 99	<5 18
Reading 3-8	**54.9** 790									
Math 3-8	**60.3** 790									

Marzano HRS Indicator Survey (25-26 SY)

Includes data from:

- Students
- Teachers
- Administrators
- Parents/Caregivers

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement; these will become your goals

- **Student Achievement & Targeted Support:** Strengthen the use of achievement, subgroup, and progress-monitoring data to provide differentiated instruction and tiered intervention, with particular attention to improving overall outcomes and accelerating outcomes for Multilingual Learners.
- **Proficiency-Based Instruction:** Increase consistency in standards-aligned instruction through common proficiency scales, clear learning expectations, student understanding of their current level of mastery, and instructional adjustments based on evidence of learning.
- **Collaborative Instructional Practices:** Strengthen PLC structures so teacher teams consistently analyze data, develop and refine instructional practices, monitor intervention effectiveness, and use reflection and feedback to improve instruction.

Identify and Analyze Root Causes

- Student achievement and subgroup data are not yet used consistently across teams to drive differentiation, intervention, and instructional adjustments.
- Implementation of proficiency-based learning practices varies across classrooms and content areas, resulting in inconsistent student understanding of learning expectations and levels of mastery.
- PLC structures are established, but greater consistency is needed in moving from data analysis to specific instructional responses, monitoring impact, and adjusting practices.

Goals, Revisions, and Additions

- **Goal 1: Overall Achievement & ML Outcomes:** Increase overall student proficiency and ML proficiency by at least 3 percentage points from the 2025–2026 baseline.
- **Goal 2: Staff Capacity for Proficiency-Based Learning:** Increase staff confidence, ownership, and collective efficacy in implementing proficiency-based learning, with consistent implementation through PLCs.
- **Goal 3: School Climate, Culture & Family Engagement:** Strengthen school climate, culture, and family engagement through consistent schoolwide expectations, intentional relationship-building, and increased opportunities for family involvement.

Action Steps – What, How, Why

- **Goal 1:** Regularly analyze overall, subgroup, and student-level data; provide targeted Reading, Math, and Science intervention; strengthen ML supports; and differentiate instruction based on

identified student needs. Why: To improve outcomes for all students while accelerating progress for students demonstrating the greatest needs.

- **Goal 2:** Use PLCs and professional learning to collaboratively develop, implement, reflect on, and refine proficiency scales; monitor implementation through walkthroughs and teacher feedback. Why: To create greater instructional consistency and strengthen staff capacity to respond to evidence of student learning.
- **Goal 3:** Reinforce Stallions RISE and EAGER to EXCEL, strengthen student and staff belonging, provide intentional family engagement opportunities, and regularly review climate and discipline data. Why: To create a safe, supportive, and engaging environment that supports student learning and staff success.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs. Ex. Study Island

Program/Resource	Cost/School	School	District
Study Island	$7,500		X
CommonLit	$3,650		X
ALEKS (Math 1)	$2,200		X

Funding/Budget

What funding sources are available, and how are they utilized?

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
Title I	$272,276.31	Dean of Students Literacy Interventionist Instructional and AVID tutoring Focused intervention/tutoring and planning-period buyback Parent Liaison and family engagement supports Professional development Literacy and math instructional resources Instructional materials and supplies Instructional software and technology
State 061	$14,154	Instructional materials/resources
Local	$11,077	Instructional materials/resources

Principal Signature: _____ Date: _____

SIT Chair Signature: _____ Date: _____

School Improvement Plan - Overview

School: West Lee Middle

Goal	Baseline Data (2025-2026)	Target Data (2026-2027)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
To ensure math teachers' instruction is highly aligned to the NCSCOS, by June 2027, the **percentage of students scoring 70% or above on all Open Up end-of-unit assessments will increase by 15 percentage points in all grade levels from the 2025–26 school year.** These incremental goals will ensure that we reach and overall 50% proficiency for Math. This growth will be achieved through math instruction being highly aligned to the NC Standard Course of Study (NCSCOS) using Open Up Resources (OUR), with **100% of lesson plans and formally observed**	**Overall Math Achievement was 44%** **For this goal Baseline Data was collected with Common Unit assessments for all schools in the Golden Leaf Schools Grant: TS by teacher.**	**Overall Math Goal: 50%** **15percentage point gain on each Unit Assessment for Open Up Math.**	B3.03: The Principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.	Administrators will add OUR look-fors (Warm Up, Activities, Synthesis, Cool Down; discourse routines) to their weekly math walkthroughs, record them on the OUR Walkthrough Form, and give the teacher timely feedback. (GLSI: STO #2) Administration, with the GLSI research analyst, will set the 2025–26 baseline (% of students scoring 70%+ on OUR end-of-unit assessments, by grade level) and review results with math teams after each unit. (GLSI: STO #2)	**Student Growth and Achievement goal 1.A**

lessons explicitly using at least 2 OUR lesson structures: Launch, Activities, Synthesis, Cool Down.					
By June 2027, the **percentage of students scoring Proficient or above on NC End-of-Grade assessments will increase by a minimum of 3 percentage points above the 2025–2026 school year baseline for one student subgroup (same as STO #3).** This growth will be achieved through 100% of math teachers using student performance data — drawn from NC Check-In assessments, common formative assessments, and Open Up Resources (OUR) Cool Downs and Unit Assessments — to plan and deliver differentiated instruction within OUR-aligned lessons, with at least 80% of	**Reading: 44.5** **Math: 42.9** **Science: 65.3**	**Reading: 47-50** **Math: 46-50** **Science: 69**	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) D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)	Teachers will use NC Check-In, common formative assessment, and OUR Cool Down/Unit Assessment data to plan groupings, tasks, and supports for upcoming lessons. Adjustments are noted in lesson plans or PLC artifacts, and the subgroup's progress is tracked in PLC. (GLSI: STO #4) Leadership will confirm each year that the master schedule protects time for lesson structures and that include intervention without removing students from core instruction. (GLSI: STO #4)	**Student Growth and Achievement 1.B**

formally observed lessons demonstrating evidence of data-informed WITHIN-classroom differentiation.					
By June 2027, at least 80% of students and 85% of staff, and 75% of parents will report on the end-of-year climate survey that open campus time positively contributes to school climate and relationships. This will be achieved through expectations for open campus time being defined and communicated to students and staff by October 2026, taught and reinforced throughout the year, and reviewed with climate survey and discipline data at		**80% for Students, 85% for Staff, and 75% for Parents: Favorable Climate Survey**	**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)**	Leadership will define open campus time (what, when, where, and who supervises) and communicate expectations to staff and students. Staff will teach, model, and reinforce them, and reteach after breaks. (GLSI: STO #6; HRS 1.1/1.2) Administer BOY and EOY student and staff climate surveys with an item on open campus time to set the baseline and measure the 80% student and 85% staff targets. (GLSI: STO #6; HRS 1.1/1.2)	**Comprehensive Student Wellbeing. 2.A**

least quarterly to adjust supports.					

Needs Assessment 2026-2027 **School: West Lee Middle**

School Profile			
	2024-2025	**2025-2026**	**2026-2027**
Student Enrollment	522	510	534
Students with Disabilities	55	75	71
Students identified AIG	94	90	100
Students identified EL	143	120	127
Students Eligible for F & R Lunch	53.38%	TBD	
Attendance Rate	92.3%	93.19	
Promotion Rate	99%	100%	
Retention Rate	1%	0	
Dropout Rate	0	0	
Suspensions	283	183	
In-School Suspensions	302	272	
Bus Suspensions	20	21	
Ethnic Make-Up of Students			
• American Indian	2	1	1
• Asian	3	3	4
• Black	99	110	120
• Hispanic	288	263	253
• Multi-Racial	30	30	37
• White	100	100	119

	2024-2025	2025-2026	2026-2027
Number of Assistant Principals	2 (and 1 Dean)	2 (and 1 Dean)	2
Number of Classroom Teachers	37	38	38
Number of Support Staff	2 Guidance 1 Social Worker 1 Nurse 1 Behavior 1 Academic Coach	2 Guidance .5 Social Worker 1 Nurse .75 Behavior 1 Academic Coach	2 Guidance .5 Social Worker 1 Nurse 1Academic Coach
Number of Classified Staff	8	10	15
Teacher Attendance	91.9%		
Teacher Turnover Rate	6th grade 2/8 7th grade 0/8 8th grade 1/7 Exploratory 1/11 EC 0/4 ESL 1/1	6th 0/8 7th grade 1/8 8th grade ⅛ Exploratory 2/8 EC 2/4 ESL 0/1	
	5/39 = 12.8%	6/37 = 16%	

Staff Attendance

	Sick (Hours)	Personal (Hours)	Leave Without Pay (Hours)	Total Hours	Total Days
2024-2025	2730.03	267.00	991.23	3988.26	498.54
2025-2026	2084.31	294.00	435.28	2813.59	351.70
2026-2027					

(Achievement, Growth, Growth Index, Growth Conversion, Overall Exceed/Met/Not Met, Overall Performance, SPG)

Achievement				Growth Index				Growth Conversion				Overall Exceed/Met/Not Met			
2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-2026
35.7	31.6	42.5	46	-7.54	-8.24	7.23	2.25	54.1	52.9	95.3	85.6	Not Met	Not Met	Exceeded	Exceeded

Overall Score (Performance)				SPG				Participation Goals				Long Term Goals			
2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26
39	36	53	54	F	F	D	D	20/20	19/20	20/20	21/21	0/15	0/15	0/15	1/17

FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

2025-2026

Asian	50	
Black	34	
Hispanic/Latino of any race	44	
Native Hawaiian or Other Pacific Islander	–	
Two or more races	64	
White	63	
OTHER STUDENT GROUPS		
Academically Gifted	92	
Not Academically Gifted	37	
Economically Disadvantaged Students	42	
Not Economically Disadvantaged Students	51	
English Learners	17	
Not English Learners	54	
Foster Care Students	–	
Not Foster Care Students	47	
Homeless Students	27	
Not Homeless Students	48	
Migrant Students	27	
Not Migrant Students	47	
Military Connected	61	
Not Military Connected	46	
Students with Disabilities	14	
Not Students with Disabilities	51	

Trends/High Points/Concerns

Accountability Dashboard

West Lee continues to Exceed growth, but there are specific areas that have impacted a reduction from 95 to 85. In particular, the achievement losses in SWD, Black students, and White students have contributed. Overall achievement went up, but that was greatly impacted by a tremendous gain in 8th grade Science. We

are still seeking achievement in all reading and math classes to be at or above 50%. We are hopeful that the PD we are participating in with Golden Leaf schools will impact all content area classrooms and specifically we are trying something very new and different in Math. While we were warned that year one of implementing a new math curriculum, could cause a dip in achievement scores, it generally did not. This year we are working on specific goals to closely monitor the effectiveness of our teachers with the new curriculum. Our instructional staff has achieved level on certification as a High Reliability School with Marzano. This year we are working on Level 2 certification which has a specific tie to effective instruction in every classroom. Teachers are learning and practicing strategies proven to affect achievement. Our scores have been up for the last two year. We are pleased, but we are also frustrated to be one point from a more respectable school letter grade. We intend to be a C for next school year.

Teacher Working Conditions Survey Results - 2026

2026 Historical Analysis

After reviewing the 2026 North Carolina Teacher Working Conditions Survey (TWCS), the results provide an important picture of how educators experience the working environment at West Lee Middle School. The survey looks beyond academics and gives teachers an opportunity to share their perceptions about areas such as school leadership, student behavior, professional development, available resources, safety, workload, and community involvement. The purpose of the survey is not simply to identify problems, but to help schools recognize what is working well and determine where additional support may be needed.

One area that stands out when considering West Lee's current progress is school climate and student behavior. Student conduct was one of the major concerns reported by educators across North Carolina in the 2026 TWCS, making this an important area for schools to continue monitoring. At the same time, West Lee has shown progress in this area, including a reported decrease in fighting incidents during the previous school year. The school has also received targeted professional development and instructional support through the Golden LEAF Schools Initiative, which provides additional opportunities for teachers to strengthen instruction and grow professionally. Overall, the TWCS should be viewed as more than just survey data. It gives West Lee an opportunity to listen to teacher feedback, recognize areas of strength, and identify areas that may need continued attention. Using the results as a guide can help school leaders make informed decisions that support both staff members and students.

Data Analysis
After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement in the three goal areas: •
Identify and analyze root causes **For improved Academic Performance (achievement and Growth)** The root causes are Standards Alignment, skilled differentiated teaching, and imbalance in direct instruction, guided practice and independent practice. Update 2025: This continues to be the root cause of our achievement scores. This year there

will be a focused approach to note-taking. We will also restructure the MTSS and tiered intervention systems at school with the help of Branching Minds platform and a reallocation of Title I funds to specifically support interventions.
Update 2026: Teachers will be very involved with PD around effective classroom practices with Marzano.
Recruiting and Retaining Highly Qualified Teachers: Teachers are unprepared for the workload expectations and how to manage all of the dynamic roles of a teacher. Update: 2026. While turnover was up a small about, some was expected and others were needed for continued improvement
Increasing Parent and Community Engagement: We are not asking parents to engage with activities that support student learning.

Goals Revisions and Additions
Efforts were made to keep some of the work that had been occurring at West Lee Middle. Our team worked to streamline the data collection and separate areas that needed to be separated. For example, as a low-performing school with multiple years of an F school report card grade, we felt that growth and achievement should be separated to really evaluate where we are in both critical areas. We did keep some of the performance indicators if we were tracking the same data. More years of sampling will give a greater impact to our decision-making and analysis.

We have 5 goals:
Achievement
Growth
Parent engagement
Retaining and recruiting
Academic and behavior support to improve the loss of instructional time.

Update 2026: This year we will write a goal that will combine growth and achievement as we work toward a C. All goals will be related to the daily work that we are doing as a candidate school for High Reliability Schools.

Many of our Action steps will be teacher training. The staff at West Lee Middle is made up of many novice teachers, residency teachers, and new international teachers. With 39% turnover, most of which was in Core classes, there will be a focus on weekly PD around the subjects of classroom management, effective strategies for instruction, and training for data analysis and application.
Our teachers have reading and math textbooks this year. We will support their skill development to utilize the resources. We will also conduct PD to use other classroom resources such as go guardian, Canvas, and Thrillshare.
Update: Training this year will focus on classroom strategies to provide high-yield learning outcomes. Math teachers will have specific training and coaching on a new math program tied to our Golden Leaf Schools grant. All staff will have training on High Reliability schools with the Marzano Group.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or

district programs. Ex. Study Island

Program/Resource	Cost/School	School	Golden Leaf Schools Grant	District
Formative				X
Common LIt				X
Study Island				X
Open Up Math (grant-funded)			X	
Zearn			X	
My Perspectives				X
Durable Skills Funded by Lee Co. Ed. Foundation				
SchoolNet				X
Khan Academy			X	X
Flow Fluency (Intervention/ESL only)	$ 276.06	X		

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
State	$9,847.95	Paper, Instructional supplies, Agendas, Copy overage from previous year, stamps,
Local	$4,545.00	Room updates, Movie license for family engagement
Title I	$150,153.56	Contracted teacher to deliver interventions Contracted Behavior support Workshop expenses Parent/Family engagement
TSI	$10,000	Technology support for the EC classrooms
Golden Leaf Schools Grant	$1.2 Million over the next 5 years.	Training and resources for Open Up math and for High Reliability Schools training with Marzano. Workshops, In-person and virtual PD for staff. Travel and substitute expenses.

The red indicates a reduction in funding for this year. We will work with our school improvement team to prioritize spending that will move our school forward.

School Improvement Plan - Overview

School: Lee County High School					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
By May 2027, LCHS will increase student proficiency in Biology and English 2, by at least 15% .	The Biology proficiency for LCHS was 36 for the 2025 - 2026 school year. The English 2 proficiency for LCHS for the 2024 - 2025 school year was 41.7	The Biology proficiency for LCHS will be at least 41.4 by the end of the 2026 - 2027 school year. The English 2 proficiency for LCHS will be at least 48 by the end of the 2026 - 2027 school year.	**A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for students.** • NC Check-in data • Weekly common assessments • Common unit assessments **A4.01: the school implements a tiered instructional system that allows teachers to deliver**	-Teachers will use Unit common assessments to assess mastery and make adjustments to differentiate instruction. Assessments will occur in Biology and English 2 classes. Teachers will use a variety of formative assessments, including but not limited to exit tickets, AVID strategies, Plicker, Quizizz, polls, Kahoot, etc. once per week. It will be reflected in lesson plans that will be reviewed by the PLC and administrative team. -Teachers will ensure every student is receiving aligned instruction at Level 1 of the MTSS process. -Teachers will provide classroom interventions for those students who are at Level 2 of the MTSS process. -Students needing level 3 interventions will be sent to the MTSS Team for review. - Review unit assessments and check-ins for English Learners and Students with Disabilities.	Student Growth, Achievement, and Future-Focused Pathways

			evidence-based instruction aligned with the individual needs of students across all tiers. (MTSS) • Weekly Admin meetings. • PLC's • The MTSS Team monthly meeting		
By May 2027, LCHS will increase student proficiency in Math 1 by at least 30%.	The Math1 proficiency for LCHS was 19.1 for the 2025 - 2026 school year	The Math 1 proficiency for LCHS will be at least 25 by the end of the 2026 - 2027 school year.	**A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for students.** • NC Check-in data • Weekly common assessments • Common unit	-Teachers will use weekly and Unit common assessments to assess mastery and make adjustments to differentiate instruction. Assessments will occur in all Math 1 classes -Math 1 teachers will use a variety of formative assessments, including but not limited to exit tickets, AVID strategies, Plicker, Quizizz, polls, Kahoot, etc. once per week. It will be reflected in lesson plans that will be reviewed by the PLC and administrative team. -All Math 1 teachers will be required to use and make sure students know how to use DESMOS effectively in their classrooms.	Student Growth, Achievement, and Future-Focused Pathways

			assessments **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. (MTSS)** • Weekly Admin meetings. • PLC's • The MTSS Team monthly meeting	-Teachers will ensure every student is receiving aligned instruction at Level 1 of the MTSS process. -Teachers will provide classroom interventions for those students who are at Level 2 of the MTSS process. -Students needing level 3 interventions will be sent to the MTSS Team for review. - Review unit assessments and check-ins for English Learners and Students with Disabilities.	
By May 2027, LCHS will increase ACT / ACT WorkKeys by at least 15%.	The ACT / ACT WorkKeys composite score for LCHS was 50.7% for the 2025 - 2026 school year.	The ACT / ACT WorkKeys composite score for LCHS school will be at least 58.3% for the 2026 - 2027 school year.	**A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for**	- Teachers will have ACT questions that are reviewed at least 3 times per week. -Specific (bubble students) students will attend ACT Bootcamp prior to testing. -Testing coordinator will ensure all students who need to test for ACT WorkKeys are tested. -Admin will review with testing coordinator concerning subgroups	Student Growth, Achievement, and Future-Focused Pathways

			students. • ACT Bootcamp • Weekly ACT problems of the week.	during each testing cycle	
By May 2027, LCHS will decrease the number of major referrals by 10% for the 2026-2027 school year.	There were 1597 major student referrals for the 2025-2026 school year according to the Educators Handbook.	There will be less than 1437 major student referrals for the 2026-2027 school year.	**D2.05: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.** • Classroom walkthrough forms • The Educators Handbook	-Teachers will have classroom expectations and consequences posted in the classroom - Teachers will document parent phone calls for minor incidents in the Educators Handbook - Counselors will provide assistance with social / emotional support -students who are repeat offenders will be recommended to the MTSS Team for support. -Admin will review data in the Educators Handbook quarterly. -The Admin Team will use "Alternatives to Suspension" techniques to help reduce the number of office referrals.	Comprehensive student well-being, safety, and resilience

By May 2027, LCHS English Language Learners will grow to an index of 0 By May 2027, LCHS Students with disabilities will grow to an index of 0	The index for LCHS English Language Learners for 2025-2026 is -1.92 The index for LCHS Students with disabilities for the 2025-2026 school year is -1.53	The index for LCHS English Language Learners for 2026-2027 will be at least 0 The index for LCHS Students with disabilities for the 2026-2027 will be 0	**D1.02:The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities**	- Teachers will review Unit assessments by subgroups - Teachers will address any content areas with remediation - Students will have access to an additional teacher in EOC classrooms (Biology, English 2, Math 1 and 3)	Student Growth, Achievement, and Future-Focused Pathways

Needs Assessment Template **School: Lee County High School**

School Profile			
	2024-2025	**2025-2026**	**2026-2027**
Student Enrollment	1420	1421	1324
Students with Disabilities	151	145	150
Students identified AIG	233	203	175
Students identified EL	257	295	252
Students Eligible for F & R Lunch	ALL	ALL	ALL
Attendance Rate	90.67%	93.18%	91.18%
Promotion Rate	94%	89.2%	
Retention Rate	6%		
Dropout Rate	3.6%	0.63%	
Suspensions	496	403	57
In-School Suspensions	567	537	67
Bus Suspensions	5	2	1
Ethnic Make-Up of Students			
• American Indian	0.77%	0.88%	0.15%
• Asian	0.35%	0.92%	0.68%
• Black	23%	21%	22.28%
• Hispanic	44%	46%	45.69%
• Multi-Racial	3%	4%	4.31%
• White	28%	28%	26.89%

	2026-27
Number of Assistant Principals	4
Number of Classroom Teachers	102
Number of Support Staff	
Number of Classified Staff	
Teacher Attendance	
Teacher Turnover Rate	

Subject	Year	Grade	Growth Indicator
EOC Biology	2024	N/A	Does Not Meet Expected Growth
	2025	N/A	Meets Expected Growth
	2026	N/A	Does Not Meet Expected Growth
EOC English II	2024	N/A	Meets Expected Growth
	2025	N/A	Does Not Meet Expected Growth
	2026	N/A	Meets Expected Growth
EOC Math 1	2024	N/A	Does Not Meet Expected Growth
	2025	N/A	Does Not Meet Expected Growth
	2026	N/A	Does Not Meet Expected Growth
EOC Math 3	2024	N/A	Exceeds Expected Growth
	2025	N/A	Exceeds Expected Growth
	2026	N/A	Exceeds Expected Growth
EOC Math 3 - School Accountability Growth	2024	N/A	Meets Expected Growth
	2025	N/A	Meets Expected Growth
	2026	N/A	Meets Expected Growth

2025-2026
School Performance Grade Overview

	Achievement	Growth	Performance	Grade
ALL	57.2	65.1	59	C
AMIN				Insuff
ASIA				Insuff
BLACK	50.6	78.7	56	C
HISPANIC	50.5	70.2	54	D
MULT	28.1		28	F
WHITE	72.2	69.2	72	B
EDS	49.7	70.0	54	D
ELS	33.9	70.4	41	D
SWD	34.5	72.3	42	D

EVAAS Growth (EGSTAT)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD	AIG	HMS
# Students	612			138	280	29	159	318	144	62	78	12
# Scores	689			149	323	30	177	358	167	68	92	12
Index	-2.98			-0.25	-1.95	-1.53	-2.15	-1.99	-1.92	-1.53	0.19	-1.19
Status	Not Met			Met	Met	Met	Not Met	Met	Met	Met	Met	Met

INSERT DATA FROM SURVEYS AND OTHER QUALITATIVE INFORMATION

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Reading / Math	37.9			27.3	31.7	28.1	59.1	30.7	16.4	9.9
Biology	36.6			27.1	30.3	57.1	52.7	32.5	19.5	10.9
EL Progress	11.8				10.8			12.1	11.8	6.7
ACT/Workkeys	50.8			32.4	46.8	61.5	65.4	37.7	10.3	18.2
Math Course Rigor	>95			93.6	>95	92.9	>95	>95	>95	73.3
4 Year Cohort Graduation Rate	89.0			91.6	85.5	94.4	91.6	85.3	78.3	73.5

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement; these will become your goals

- EOC Courses improved, but we still have work to do to get students motivated so we can get students proficient.
- ACT / Workkeys also improved, but we need to work on subgroups (ELS, SWD, and EDS)
- We met growth in all subgroups except one, which is our white students.
- We still have work to do so we meet growth as a school.

Identify and Analyze Root Causes

- Student Engagement - Students are not engaged in the classroom lessons. Teachers must prepare lessons to get students engaged.
- We need a tutorial program for EOC classes.

Goals, Revisions, and Additions

- LCHS will increase Biology and English scores by 15% by the end of the 2026-2027 school year.
- LCHS will increase Math 1 proficiency scores by 20% by the end of the 2026-2027 school year.
- LCHS will meet growth for all subgroup students.

Action Steps – What, How, Why

- Admin will attend all EOC PLC's
- Admin will review check-in data and review subgroup information while in EOC PLC's

- Admin will check in once a month other content areas' PLCs
- Admin will complete walkthroughs and provide feedback to staff in a timely manner.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs. Ex. Study Island

Program/Resource	Cost/School	School	District
MTSS			*
My Perspective, Common Lit			*
Reveal Math, Aloks			*
Schoolnet			*
Peer Tutoring(AVID/ESL)			

Funding/Budget

What funding sources are available, and how are they utilized?

Funding Source Ex. Title I, grants	**Amount**	**Uses: Be Specific**
State	$22,766.62	Instructional Supplies / Materials
Local Funds	$17,550.00	Instructional Supplies / Materials

Principal's Signature: _____Robert Newby_____ Date: __Sept. 24, 2026_

Chair, SIT: _____DeShanta Prince_____Date: _9/24/2026_____

School Improvement Plan - Overview

School: Lee Early College

Goal	Baseline Data (2024-2025)	Target Data (2025-2026)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
AIG Growth By June 2028, at least 75% of AIG students in ELA and Math 3 will demonstrate growth above their projected percentile ranking (based on EVAAS).	In 2025-2026, Growth among AIG students improved in all areas but we continue to see the least amount of growth among AIG students in ELA and Math .	EVAAS will show AIG students met or Exceeded growth in ELA	EVAAS Data Written Assignment Rubrics Teacher walkthrough data PLC meeting minutes	The ELA team will research writing and reading strategies for AIG students. One strategy will be shared in their PLC meeting per month. LEC will offer a minimum of 1 AP course in each of the core (Science, Math, English, and Social Studies) subjects by January 2028.	Student Growth and Acheivement
Science Achievement Gap By June 2028, increase Biology EOC proficiency among Hispanic students from 78% to 85%, reducing the subgroup achievement gap	In 2025-2026 The percentage of Hispanic students scoring a level 3 or higher on the Biology EOC increased	Biology EOC Results	PLC meeting minutes Benchmark results	Monitor progress with quarterly benchmark assessments targeting higher-order thinking skills. Work with district curriculum specialists to implement research based strategies to improve achievement among subgroups with a new strategy introduced in monthly staff meetings once per month and discussion of implementation weekly in PLCs .	Student Growth and Acheivement

by at least 50%. .	from 76% to 78% narrowing the gap to 9 points.				
Targeted Intervention Success By June 2028, reduce the percentage of 10th grade students failing two or more courses from 10% to 5%, through structured advisory cohorts and academic supports.	LEC has met our 2025-2026 goals of reducing the percentage of 10th grade students failing two or more courses from 28% to 10%, through structured advisory cohorts and academic supports.	Student grade reports for the 2026-2027 9th grade cohort	Student Grade reports and MTSS Spreadsheet.	LEC Staff will conduct Quarterly MTSS meetings to monitor student progress	Student Growth and Acheivement

Needs Assessment Template **School: Lee Early College**

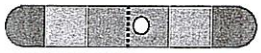
School Profile			
	2024-2025	**2025-2026**	**2026-2027**
Student Enrollment	249	276	248
Students with Disabilities		4	0
Students identified AIG	124	138	109
Students identified EL	4	8	7
Students Eligible for F & R Lunch	53%	53%	100%
Attendance Rate	97%	97%	98%
Promotion Rate	97	-	
Retention Rate			
Dropout Rate	0	0	0
Suspensions	4	2	-
In-School Suspensions	20	-	-
Bus Suspensions	0	0	0
Ethnic Make-Up of Students			
• American Indian		0	1
• Asian		5	4
• Black		23	21
• Hispanic		154	132
• Multi-Racial		11	8
• White		80	82

	2025-26
Number of Assistant Principals	0
Number of Classroom Teachers	12
Number of Support Staff	4
Number of Classified Staff	4
Teacher Attendance	46%
Teacher Turnover Rate	9% (1/12)

School Accountability Growth Estimates

School Accountability Growth Type	2025*		2024*		2023*	
	Index	Growth Indicator	Index	Growth Indicator	Index	Growth Indicator
Overall	-0.57	Meets Expected Growth	4.10	Exceeds Expected Growth	6.95	Exceeds Expected Growth

*Year Estimate

Subject	Year	Grade	Growth Indicator	
EOC Biology	2024	N/A	Exceeds Expected Growth	
	2025	N/A	Meets Expected Growth	
	2026	N/A	Meets Expected Growth	
EOC English II	2024	N/A	Meets Expected Growth	
	2025	N/A	Meets Expected Growth	
	2026	N/A	Meets Expected Growth	
EOC Math 1	2024	N/A	Exceeds Expected Growth	
	2025	N/A	Exceeds Expected Growth	
	2026	N/A	Exceeds Expected Growth	
EOC Math 3	2024	N/A	Exceeds Expected Growth	
	2025	N/A	Meets Expected Growth	
	2026	N/A	Meets Expected Growth	
EOC Math 3 - School Accountability Growth	2024	N/A	Meets Expected Growth	
	2025	N/A	Does Not Meet Expected Growth	
	2026	N/A	Does Not Meet Expected Growth	

Academically or Intellectually Gifted

Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
Math			-1.41	Meets Expected Growth
End of Course			-1.41	Meets Expected Growth
Math 3 - School Accountability Growth	-0.9	0.6	-1.41	Meets Expected Growth
Reading			1.28	Meets Expected Growth
End of Course			1.28	Meets Expected Growth
English II	0.9	0.7	1.28	Meets Expected Growth
Overall			0.13	Meets Expected Growth

Economically Disadvantaged Students

▾ Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
▾ Math			2.81	Exceeds Expected Growth
▾ End of Course			2.81	Exceeds Expected Growth
Math 1	5.6	1.1	4.94	Exceeds Expected Growth
Math 3 - School Accountability Growth	-1.9	0.9	-2.13	Does Not Meet Expected Growth
▾ Reading			0.34	Meets Expected Growth
▾ End of Course			0.34	Meets Expected Growth
English II	0.3	0.9	0.34	Meets Expected Growth
Overall			**2.35**	**Exceeds Expected Growth**

English Learners

▾ Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
▾ Math			4.49	Exceeds Expected Growth
▾ End of Course			4.49	Exceeds Expected Growth
Math 1	5.4	1.2	4.49	Exceeds Expected Growth
Overall			**4.49**	**Exceeds Expected Growth**

Hispanic

▾ Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
▾ Math			2.3	Exceeds Expected Growth
▾ End of Course			2.3	Exceeds Expected Growth
Math 1	5.4	1.0	5.31	Exceeds Expected Growth
Math 3 - School Accountability Growth	-2.0	0.7	-2.62	Does Not Meet Expected Growth
▾ Reading			1.29	Meets Expected Growth
▾ End of Course			1.29	Meets Expected Growth
English II	0.9	0.7	1.29	Meets Expected Growth
Overall			**2.5**	**Exceeds Expected Growth**

Hispanic Students

Hispanic

Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
Math			0.64	Meets Expected Growth
End of Course			0.64	Meets Expected Growth
Math 1	4.9	1.2	4.08	Exceeds Expected Growth
Math 3 - School Accountability Growth	-1.2	0.7	-1.7	Meets Expected Growth
Reading			-1.31	Meets Expected Growth
End of Course			-1.31	Meets Expected Growth
English II	-0.9	0.7	-1.31	Meets Expected Growth
Overall			-0.77	Meets Expected Growth

Academically Gifted

Academically or Intellectually Gifted

Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
Math			-1.37	Meets Expected Growth
End of Course			-1.37	Meets Expected Growth
Math 3 - School Accountability Growth	-0.9	0.6	-1.37	Meets Expected Growth
Reading			-1.01	Meets Expected Growth
End of Course			-1.01	Meets Expected Growth
English II	-0.7	0.7	-1.01	Meets Expected Growth
Overall			-1.62	Meets Expected Growth

White (not Hispanic)

Collapse

Subject	Growth Measure	Standard Error	Growth Index	Growth Indicator
Math			-0.26	Meets Expected Growth
End of Course			-0.26	Meets Expected Growth
Math 3 - School Accountability Growth	-0.2	0.8	-0.26	Meets Expected Growth
Reading			0.8	Meets Expected Growth
End of Course			0.8	Meets Expected Growth
English II	0.7	0.9	0.8	Meets Expected Growth
Overall			0.46	Meets Expected Growth

Daily attendance rates of students in grades 9-13

Grand Total	97.64%	95.32%	97.32%	100.00%	99.88%	97.42%

Grade 9 = 97.42

Grade 10= 95.32

Grade 11= 97.32
Grade 12= 100%
Grade 13 = 99.88
Overall daily attendance is 97.64%

Comprehensive and Innovative High Schools Annual Report:

2022-2023

STUDENT ENROLLMENT

Indicate the number of students at appropriate grade levels for 2022-23:

	Total Enrollment 2022-23	Number of students taking at least one college course	Total number of college courses taken	Number of college courses with grades of C or above	Number of students not returning for 23-24*
Grade 9	605	605	605	601	3
Grade 10	600	600	2560	2427	1
Grade 11	599	599	4327	4113	0
Grade 12	609	609	4555	3854	35
Grade 13	327	327	1900	1700	39

*Provide an explanation:

SCHOOL EFFECTIVENESS MEASURES

Provide data for each of the following for 2022-23:

Number of students graduating	Number of students graduating with college CTE certifications or credentials	Number of students graduating with two years of transferable credit	Number of students graduating with associate's degree	Number of students admitted to four year universities
727	187	601	601	599

2023-2024

STUDENT ENROLLMENT

Indicate the number of students at appropriate grade levels for 2023-24:

	Total Enrollment 2023-24	Number of students taking at least one college course	Total number of college courses taken	Number of college courses with grades of C or above	Number of students not returning for 24-25*
Grade 9	62	62	62	61	1
Grade 10	58	58	299	296	1
Grade 11	60	60	330	307	0
Grade 12	55	55	461	417	18
Grade 13	37	37	242	175	37

*Provide an explanation: **Graduation or transfer back to traditional home high school**

SCHOOL EFFECTIVENESS MEASURES

Provide data for each of the following for 2023-24:

Number of students graduating	Number of students graduating with college CTE certifications or credentials	Number of students graduating with two years of transferable credit	Number of students graduating with associate's degree	Number of students admitted to four year universities
55	10	55	51	45

Unique situations: **Some students chose to go directly into the workforce and not apply to a 4 year university**

2024-2025

STUDENT ENROLLMENT

Indicate the number of students at appropriate grade levels for 2024-25:

	Total Enrollment 2024-25	Number of students taking at least one college course	Total number of college courses taken	Number of college courses with grades of C or above	Number of students not returning for 25-26*
Grade 9	63	63	63	59	3
Grade 10	61	61	222	194	0
Grade 11	57	57	372	349	0
Grade 12	59	59	484	415	0
Grade 13	37	37	268	243	0

*Provide an explanation:

SCHOOL EFFECTIVENESS MEASURES

Provide data for each of the following for 2024-25:

Number of students graduating	Number of students graduating with college CTE certifications or credentials	Number of students graduating with two years of transferable credit	Number of students graduating with associate's degree	Number of students admitted to four year universities
65	24	60	60	63

In 2022-2023 the Associates Degree Completion rate was 85.7%
In 2023-2024 the Associates Degree Completion rate was 92.7%
In 2024-2025 the Associates Degree Completion rate was 92.3%

LEC College Course Success Rates for the past 3 years

Fall 2022	**Spring 2023**
Total Classes: 768	Total Classes: 744
A: 410	A: 383
B: 174	B: 176
C: 92	C: 97
D: 23	D: 26
F: 35	F: 36
W: 34	W: 26

Success Rate: 88%	Success Rate: 88%

Spring 2024
622
As: 317
Bs: 169
Cs: 67
Ds: 19
Fs: 20
Ws: 29
Success Rate 89%

Fall 2024	Spring 2025
Total classes: 699	Total classes: 663
As: 418	As: 380
Bs: 136	Bs: 148
Cs: 69	Cs: 66
Ds: 20	Ds: 19
Fs: 31	Fs: 27
Ws: 25	Ws: 23
Success Rate 89%	Success Rate 90%

Fall 2025	Spring 2026
Total classes: 634	Total CC Classes: 574
As: 369	As: 341
Bs: 127	Bs: 123
Cs: 73	Cs: 83
Ds: 30	Ds: 16
Fs: 35	Fs: 11
Success Rate 90%	Success Rate 95%

Data Analysis

After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement; these will become your goals.

LEC's School Improvement Goals will address the following concerns:

1. Growing Acheivement gap among Hispanic students particularly in Science

2. Addressing AIG students who underperform in Math 3 3. Providing targeted interventions to the current 10th grade students who failed one or more classes in 9th grade.
Identify and Analyze Root Causes
Goals, Revisions, and Additions
Action Steps – What, How, Why

The most recent data for 2025-2026 shows LEC earned an A with a **performance grade of 94.** LEC increased its growth score by 9.8 points and once again **exceeded growth with a score of 86.9.** Economically disadvantaged students earned an achievement score of 93.6 and the achievement score for Hispanic students was also 93.6, which indicates a reversal in the achievement gap. 85.7% of students were proficient in Biology. 91% Of Math I students were proficient and 100% of Math 3 students were proficient. >95% of students were proficient in ELA; the highest amount of students in the past 5 years. **LEC's ACT WorkKeys Score was 92.9.**

All student subgroups earned a grade A on the school report card, and all met or exceeded growth.

The graduation rate at LEC is 100% and has been for 3 consecutive years.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs.

Program/Resource	Cost/School	School	District
McGraw Hill			X
My Perspectives			X
AP Classroom			X
Quill			X
Common LIt			X
Delta Math			X
SchoolNet			X

Funding/Budget

What funding sources are available and how are they utilized?

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
State Funds	6302.00	Classroom materials, instructional supplies (Office paper, Math and Science supplies for labs and hands on learning, printer for the office, keyboard for the touch screens in the math rooms, etc)
Local	6850.00	ELA Novels for students for annotation, office supplies (papper, pens, staples, post it notes, stamps, etc) , Scientific Calculators
Supplemental Local	3608.00	Principal's office supplies (Professional Books, office supplies); Field trips, and Graduation Expenses

School Improvement Plan - Overview

School: Southern Lee High School					
Goal	**Baseline Data (2025-2026)**	**Target Data (2026-2027)**	**Performance Indicator(s)** (How it will be measured)	**Action Steps**	**Which LCS Strategic Plan Goals do the School's Goals Align and Support?**
Our school will increase student achievement by 2% in all academic areas.	ACT 38.1 Workkeys 51.4 4 Yr CGR 90.1 Eng 2 39.7 Math 1 27.6 Math 3 58.4 Biology 49.5 ACCESS	ACT 39 Workkeys 53 4 Yr CGR 91 Eng 2 41 Math 1 29 Math 3 60 Biology 51 ACCESS	• Walkthroughs and observations • Minutes from PLC reflect data discussion • Intervention plans • ACT Scores • Workkeys • Graduation rate • EOC Scores • Subgroup performance	• Utilize common course pacing guides • Create common formative assessments-all areas • Analyze data from common assessments to inform instruction • Target small group intervention for all courses • Develop observation & walkthrough schedule • Develop pre-, mid- and post assessments for all areas • Prep days for ACT, WorkKeys and AP exams • Follow and honor all student plans (ML, IEP, 504, etc.), including language objectives and identified supports, to ensure students' individual needs are respected and supported.	Student Growth, Achievement and future-focused pathways.
Our school will increase teacher effectiveness.	Pre/Mid/Post assessments used in –% classrooms	Pre/Mid/Post assessments used in 100% of classrooms	• PLC weekly meetings • Training on effective PLCs	• Data dives at the school, content area, individual teacher levels	Strengthen human capital pipeline and retain quality teachers.

			• Use of LCS Instructional Framework practices • Review of pre/mid/post assessment data with teacher to determine student growth and teacher effectiveness • Coaching on how to improve effectiveness & feedback	• Creating common assessments in all content areas • SIT team discussions identifying strengths and areas of need to identify what PD would be beneficial • Provide a weekly staff newsletter with updates & expectations • Offer support to all staff by administration being more visible in the building • Staff shout outs, events for morale • Create a New Teacher binder • Peer observations used for coaching • Staff Survey-Oct, Jan, May • Assign new teachers a buddy and mentor • PD on co-teaching (EC/ML) • Use of School Calendar	
Our school will provide regular communication and access to information to engage parents and students.	2 events	5 events	• Total number of followers on social media • Total number of parents attached to Campus Parent • Total number of parents connected to Parent Square • Parent sign in for PTO & Booster club meetings	• Post social media updates • Provide parent nights (ML, Open House, FASFA, etc) • Participate in PTO or Booster Club • Send progress reports, report cards, state testing information • Ensure parents connect to Parent Square and Campus Parent • Laptop in front office to get parents connected to Parent Square & Infinite Campus	Comprehensive student well-being, safety and resilience.

School Profile			
	2023-2024	**2024-2025**	**2025-2026**
Student Enrollment	1164	1182	1185
Students with Disabilities	115	125	120
Students identified AIG	9th-40 10th-50 11th-61 12th-51 total-202	9th-48 10th-55 11th-38 12th-48 total-189	9th-48 10th-56 11th-39 12th-48 total-191
Students identified EL	139	144	133
Students Eligible for F & R Lunch	63.34%	50.22%	53.3%
Attendance Rate	90%	90%	92%
Promotion Rate	NA	NA	NA
Retention Rate	NA	NA	NA
Dropout Rate	11.3%	11%	28 total
Suspensions	216 OSS	183 OSS	116 OSS
In-School Suspensions	395	259	268
Bus Suspensions	6 (28 days)	8	5
Ethnic Make-Up of Students			
• American Indian	4 /0.34%	4/0.33%	4/.33%
• Asian	7 /0.58%	12/1%	14/1%
• Black	223 / 18.79%	262/22%	248/22%
• Hispanic	529 /44.57%	498/42%	479/42%
• Multi-Racial	42 /3.54%	45/3%	43/3%
• White	380/32.01%	361/31%	349/31%

	2025-26
Number of Assistant Principals	3
Number of Classroom Teachers	74
Number of Support Staff	3
Number of Classified Staff	8
Teacher Attendance	
Teacher Turnover Rate	10%

Achievement Results

	ACT	WorkKeys	4 yr CGR	Eng 2	Math 1	Math 3	Bio	Growth
2021-2022	27.2	57.9	91.3	44.3	30.1	46.9	54.3	Not met 59
2022-2023	27.1	51.5	88.2	34.9	27.7	48	46.3	Not met 54.2
2023-2024	30.7	55.8	88.7	43.1	31.4	48.8	53.6	Not met 56.9

2024-2025	37.0	49.3	82.4	41.6	21.1	61.2	42.4	Not met 51.8
2025-2026	38.1	51.4	90.1	39.7	27.6	58.4	49.5	Not met 53.9

Subgroups

	Achievement	Growth	Performance	Grade	EVAAS Growth
All	59.8	53.9	59	C	Not met
Black	50.4	63.5	53	D	Not met
Hispanic	57.8	60	58	D	Not met
White	68	57.3	66	C	Not met
EDS	55.9	57.9	56	C	Not met
ELS	35.6	66.1	42	D	Not met
SWD	13.8	68.8	25	F	Not met

EVAAS Growth

Biology	2022	10.04	Exceeded growth
	2023	3.25	Exceeded growth
	2024	8.6	Exceeded growth
	2025	.34	Meets expected growth
	2026	-.71	Meets expected growth
English 2	2022	-2.22	Does not meet growth
	2023	-6.39	Does not meet growth
	2024	-5.65	Does not meet growth
	2025	-7.77	Does not meet growth
	2026	-7.35	Does not meet growth
Math 1	2022	-4.14	Does not meet growth
	2023	-4.06	Does not meet growth
	2024	-2.25	Does not meet growth
	2025	-4.69	Does not meet growth
	2026	-2.94	Does not meet growth

Math 3	2022	.01	Met growth
	2023	-1.69	Met growth
	2024	2.12	Exceeded growth
	2025	2.47	Exceeded growth
	2026	-1.13	Meets expected growth

Data Analysis
After reviewing all of the data, use "Qualitative Data Collection around the Key Indicators" to identify significant areas /practices needing improvement; these will become your goals • Increase student achievement • Increase teacher effectiveness • Increase student & parent communication
Identify and Analyze Root Causes-lack of student and teacher engagement in lessons, lack of research based instructional strategies used by all staff, lack of use of data and monitoring to identify intervention/reteaching/effectiveness
Goals, Revisions, and Additions-implement pre/mid/post assessments in all content areas, use more instructional practices from the LCS Instructional framework, more administration visibility through walkthroughs and feedback
Action Steps – What, How, Why-pre/mid/post assessments, administrative walkthroughs looking for instructional practices, LCS Instructional Framework, communication with students and parents

2026-2027 Programs

Program/Resource	Cost/School	School	District
Attendance Recovery			X
Credit Recovery-Edmentum			X
DeltaMath			X
SchoolNet			X
Educator's Handbook			X
Canvas			X
Common Lit			X
My Perspectives			X
Reveal Math			X

2026-2027 Budget

Instruction Supplies **1.5110.061.411.343.999.00**	**Date**	**Balance**
	8/26/2026	$20,303.00
Arts Education **1.5110.031.315.343.999.00**	**Date**	**Balance**
	8/25/2026	$2,500.00

Field Trips **2.5400.005.333.343.999.00**	**Date**	**Balance**
	8/26/2026	$1,177.00
Local - Instructional Supplies **2.5110.061.411.343.999.00**		
	8/26/2026	$14,713.00
Office Supplies & Materials **2.5400.005.411.343.999.00**	**Date**	**Balance**
	8/26/2026	$1,177.00
SLHS Graduation **2.5400.005.314.343.999.00**	**Date**	**Balance**
	8/26/20256	$4,272.00
Athletics - SLHS **2.5501.061.411.343.999.00**	**Date**	**Balance**
	8/26/2026	$18,750.00
Band - Contracted Repairs **2.5502.061.326.343.999.00**	**Date**	**Balance**
	8/26/2026	$3,750.00
Furniture & Equipment **1.5110.061.461.343.999.00**	**Date**	**Balance**
	8/26/2026	$10,000.00

Principal's Signature: _____ Date: _____

Chair, SIT: _____ Date: _____