

Comprehensive Progress Report

Mission: Working in partnership with parents and the community, PreEminent Charter School will offer a challenging, character-based education by providing a strong curriculum and an atmosphere of high expectations.

Vision: The shared vision of National Heritage Academies is to build a national organization of over 200 charter schools that become the finest K – 8 schools in the country. Using a partnership with parents as the foundation, we will achieve this by combining rigorous, “back to basics” academics, strong moral development, and a universal commitment to all children.... “To Better Educate More Children.”

Goals:

Goal 2: Improve school and district performance by 2027

Goal 1: Eliminate opportunity gaps by 2027

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



! = Past Due Objectives

KEY = Key Indicator

Core Function:		NC SBE Goal 1:			
Effective Practice:		Eliminate opportunity gaps by 2027			
	G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PreEminent has established a School Improvement Team. The team is diverse, including an administrator, teachers from each wing, support staff, a school social worker, and parent representatives. PreEminent created a behavior support team eight years ago, which started with a book study. This team comprises different mindsets aimed at eliminating a punitive culture. The team researched the prison-to-pipeline data. The current needs assessment evaluates the existing schoolwide discipline program and identifies behavior problems. Parent and teacher surveys also provide opportunities for feedback on our behavior practices. The Schoolwide Rules and Procedures are based on	Limited Development 10/17/2024		

the Behave with Care program and the Capturing Kids' Hearts curriculum. Teachers and students collaboratively create a social contract, which is a set of clearly defined, positively stated procedures for how to treat each other in our school. These contracts are effectively communicated to students, teachers, and parents through newsletters, meetings, and visible postings around the school. We have a Pawsome Partners program where middle school students mentor a K-2 student on Friday afternoons or as needed. Students are selected based off behavior and academics. K-2 students are selected as "high flyers" with Dean and teacher input. 3-5 has a Panther Ambassador program where students have to apply for positions and receive teacher recommendations to hold the positions.

Staff are provided training sessions during the New Teacher Summit, opening professional development days, and regional professional developments. Administrators have opportunities to learn during the July Leadership Professional Development each year. The school plans for professional development focused on effective classroom management practices and the importance of consistency in enforcing rules. This training is also revisited and problem-solved during the beginning teacher committee meetings that occur monthly. Professional Learning Communities (PLCs) are held throughout the year.

The school created a new position last year called the Academic Behavior Support Specialist (ABSS). The ABSS will work closely with the identified students, teachers, and parents to keep students in their classrooms learning by creating positive behavior incentives and being proactive with students. The ABSS is responsible for detention on middle school. We will evaluate behavior quarterly to identify new students and trends throughout the building.

PreEminent strives to foster safe and orderly learning environments. National Heritage Academies has created a framework similar to NCEES but more in-depth. This framework includes the Routines and Procedures and Student Behavior and Moral Focus as indicators to ensure classrooms are orderly, systematic, and conducive to learning. The school-wide strategy to help manage student behaviors is CHAMPs. Some teachers have graduated from utilizing this strategy, but teachers who have been evaluated as developing or ineffective, it is required that CHAMPs is utilized within their classroom. All teachers are required to have Positive Behavior Incentive System within their classroom. Additional classroom management materials were provided to teachers at the beginning of the 2024 school year. These resources included a

classroom timer, computer clicker to promote circulation, calm down corner resources like fidgets, a treasure box, and social emotional resources for students.

PreEminent has safety protocols in place to review and reinforce safety procedures with staff and students, creating a secure atmosphere. Training is provided twice a year, and drills are practiced monthly to prepare for potential safety incidents.

PreEminent promotes positive relationships within a student-centered culture. Our motto is: "Ready for Challenge, Ready for College, Ready for Life." Building a supportive culture is a top priority. Teachers are taught to foster positive relationships with students by employing engaging instructional strategies and maintaining open communication.

Students and staff are provided opportunities for engagement through our Moral Focus Virtue program and curriculum. The master schedule reflects dedicated time in our day to teach virtues like respect, wisdom, perseverance, encouragement, etc. Students attend both virtual and in-person assemblies throughout the year to celebrate and learn about our culture and virtues. Monthly, students are awarded virtue awards, which are recognized and displayed at the front of the school. Teachers are also required to teach Moral Focus lessons utilizing our Moral Focus curriculum. Moral Focus is taught 3x per week. Students also receive a weekly conduct grade aligned with our School-wide Behavior System. At the end of each quarter students should receive 7-9 conduct grades along with 2 Moral Focus assignments per virtue.

How it will look when fully met:		The school can create a supportive environment that promotes positive behaviors, effective teaching practices, and meaningful student engagement, ultimately enhancing the overall learning experience for all students. We should see that 85% or more of our teachers are rated as effective in Routines and Procedures and Student Behavior & Moral Focus on the Classroom Framework. Data Analysis: Utilize data from behavior incidents and academic performance to assess the effectiveness of implemented strategies. Calculate percentages of these indicators after FLO 1 and FLO 2.		Allison Gallegor (2023)	06/30/2027
Actions		4 of 5 (80%)			
10/17/24	Students are identified for Student of the Month based on the Moral Focus virtues. Students are posted on each hallway and Student of the Months receive a special t-shirt to recognize this honor.	Complete 06/19/2025	Stephanie Solomon	06/30/2025	
<i>Notes:</i> September- T-shirts given October- T-shirts given November- T-shirts given December- T-shirts given \$3,000+ of board funds was spent on Student of the Month t-shirts.					
10/17/24	Teachers who are rated lower than effective on the Classroom Framework in any of the components of Culture must have a Culture goal added to the ICF.	Complete 06/19/2025	Stephanie Solomon	06/30/2025	
<i>Notes:</i> Calculate percentages Routines and Procedures and Student Behavior & Moral Focus after FLO 1 and FLO 2					
10/17/24	Identify and observe teacher PBIS systems, Classroom Management Resources provided at the beginning of the 2024 school year, and Moral Focus lessons to evaluate the effectiveness of these throughout the building and the impact it has on student behavior.	Complete 09/30/2025	Danielle Merritt	09/30/2025	
<i>Notes:</i> -Resources- Timer, clicker, social emotional resources, calm down corner materials, fidgets, etc. -Opening PD 2025- session on effective use of PBIS systems -Level 5 behaviors and suspensions decreased this year. Middle school behaviors significantly decreased this school year. Every month behaviors decreased except November and March.					

		10/17/24	The Behavior Support Team will analyze behavior data at the end of each quarter to identify new students who need to be placed on the ABSS caseload and any other patterns or trends throughout the building.	Complete 06/19/2025	Allison Gallegor (2023)	10/30/2025
			<i>Notes:</i> Our behaviors were significantly down this year, so we didn't need this extra meeting. We will meet in September and determine throughout the school year if we need to bring this back. We have also struggled to keep our ABSS position filled			
		10/17/24	Teachers with the correct Moral Focus components in their gradebook will be recognized each month.		Stephanie Solomon	06/30/2026
			<i>Notes:</i> October 7th- 13 teachers recognized at October staff meeting November 17th- 16 teachers recognized with Jeans Day on Monday December 9th- TBD First part of the year was strong, but second half of the year this was not checked as frequently. Opening PD in the Fall will include teachers the opportunity to plan behavior incentives. This will continue to be monitored into next school year with a focus on teachers utilizing Moral Focus grades and monthly positive incentives.			
		G1.02	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.{5117}	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	Over the past several years, tiered intervention has been a top priority. MTSS and its supports have intensified our efforts. The school is fortunate to have a Math Specialist, 2 full-time ELL teachers, 8 full-time SPED teachers, 4 full-time Title I paras. Tier III students are serviced by our interventionists using Corrective Reading and Reading Mastery. Students who are not making progress are referred to our IAT process, . School data shows that as a school we have a large Tier II population. These students are considered on the 'bubble', and served with our academic specialist and interventionists, as long with differentiated classroom instruction. Teachers are concentrating in the K-2 classrooms on foundational focus skills in small groups based on skills and mclass data. In upper elementary and middle school, core instruction has been strengthened through the use of the daily intervention block, in addition to utilizing common assessment data to inform instruction. A master schedule allows for streamlining of Interventionists to serve our K-8 school and overall needs. For the 2020-2021 school year, the master schedule was restructured to allow for a school-wide intervention block for all students in grades K-8. PreEminent works with a Curriculum & Instruction team. Monthly visits provides observations and supports for Regular, Special, and ELL teachers, in addition to instructional coaching strategies for each Dean. Regional PD is offered multiple times a year for strong collaboration amongst schools. New staff attend various PD throughout the school year to increase their knowledge of the procedures and structures of core instruction. In 22-23 we have over a 3rd of the staff is new to our school and we will need to continue this indicator. In 23-24 we will have 30% of the staff is new, however, we do have many BT2 and BT3's. We will continue this indicator.	Limited Development 10/23/2024		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Teachers will utilize research from Science of Reading along with Phonics to Reading, Reading Mastery, guided reading, Math numeracy, and common assessment data for core instruction and intervention needs. Teachers will continue to receive training on how to implement and document interventions for IAT. Teachers will utilize NHA's response to data and next step guides with fidelity. Evidence: lesson plans, classroom observations, formative and progress monitoring data. Tiered groups will show growth on assessment data. Evidence: formative and progress monitoring data.			Tiki Wrighton	06/30/2027
Actions			3 of 4 (75%)		
10/23/24	Use universal screeners and diagnostic assessments to regularly evaluate student progress and determine tier placements.	Complete 09/30/2025	Stephanie Solomon	08/30/2025	
<i>Notes:</i> NWEA testing should be completed for grades 3-8 in the first full week of school. Students below the 25 percentile should be screened for Corrective Reading. Students in grades K-2 will be tiered based on mClass data after the BOY. Graphic organizer created by NHA will be used to place students in the correct Reading Mastery pathway.					
10/23/24	Review end of year data to determine students who need to be referred to IAT in September of the upcoming year.	Complete 09/30/2025	Tiki Wrighton	09/30/2025	
<i>Notes:</i>					
10/23/24	Offer PD/PLCs on differentiated instruction, data analysis, and effective teaching strategies, focusing on teacher needs identified through surveys and data.	Complete 08/31/2025	Jennifer Haggerty (2023)	06/30/2026	
<i>Notes:</i> -08/08- Solomon met with presenters to establish opening PD sessions. Teachers were placed in 1 option and teachers were able to select their 2nd option. -08/15- Differentiated PDs were delivered by Mrs. Haggerty, Ms. Stearns, Ms. Hargrove, Ms. Hairston, Ms. Goode, Ms. L. Smith, Ms. Lawson, & Ms. Moore					

11/18/25	IAT meetings will occur monthly with the Dean of SPED, school psychologists, grade level teachers, and Dean		Tiki Wrighton	06/30/2026
<i>Notes:</i> -September meeting was held on 9/18 -October was missed due to Dean Wrighton medical issue -November meeting was held on 11/13				
Implementation:		11/18/2025		
Evidence	11/18/2025 Our behavior data has decreased significantly. We now have a good process in place to address student needs and support teachers.			
Experience	11/18/2025 It's been a lot work supporting student behaviors and teachers. These steps have helped us create a system to respond effectively to student needs.			
Sustainability	11/18/2025 There is always work that can be done to support student mental health and behavior.			
Core Function:				
NC SBE Goal 2:				
Effective Practice:				
Improve school and district performance by 2027				
	G2.01	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home [what parents can do at home to support their children's learning].[5182]	Implementation Status	Assigned To
Initial Assessment:		PreEminent Communication Channels and Family Engagement Initiatives Communication Channels: PreEminent employs a comprehensive school communication plan that includes: - Weekly Newsletters: Updates about events, reminders, and issues involving the entire school. - Emails: Regular communication to keep parents informed. - School Connect: A platform for timely updates. - Social Media: Engagement with the school community. - Website Resources: A dedicated section on the school website for resources and updates related to parental involvement and student progress.	Limited Development 10/17/2024	

• Family Engagement Plan: PreEminent has a robust family engagement plan that includes various events designed to support parental involvement: Parent Volunteer Opportunities: These are communicated via the weekly newsletter for parents to sign-up for different events. Informational Nights: Families are invited to events like Title I Night, Curriculum Night, High School Night for 8th Graders, and Read-to-Achieve meetings to discuss instructional strategies, school related programs, and state mandated initiatives.

Events Include:

- Meet the Teacher Night/Open House
- Title I Night
- High School Night
- RTA Parent Meeting
- Moving Up Night for 5th Grade
- New Parent Orientation
- Come Grow With Me Program
- Surviving Middle School

Parents are also required to sign a parent compact, which is reviewed during the fall parent-teacher conferences. The school provides resources such as tip sheets and guides that help parents create a supportive learning environment at home, focusing on homework monitoring, reading habits, and fostering positive attitudes toward education. Parents also receive bi-weekly progress reports to help keep up with their child's progress in addition to 3 scheduled parent-teacher conference opportunities.

Curriculum Integration: PreEminent's math curriculum includes "Curriculum of the Home" books, newsletters, and online programs like Lexia and DreamBox to aid in individual learning plans. Teachers send out weekly newsletters to families notifying them of upcoming skills that are being taught and additional resources to help parents with strategies utilized in the classroom.

Teacher Training: In 2023, teachers received training on the National Heritage Academies communication plan, coinciding with the introduction of the School Messenger and Parent Portal app. Teachers

are encouraged to communicate regularly with parents about their child's progress, not just in times of concern.

Parental Feedback: Parents are surveyed multiple times a year to gather feedback on school practices and share ideas for enhancing family engagement. This input is vital for involving parents in decision-making processes regarding school policies and programs.

Positive Communication: Teachers and administrators make regular phone calls to share positive news about students' achievements. The administration logs monthly attendance calls to combat absenteeism and attrition. Additionally, teachers maintain a parent communication log, which is monitored monthly by Deans in O3 meetings.

Support for Families in Crisis: PreEminent offers various resources to support families in crisis, including:

- Yelverton Enhancement Services Partnership
- Food Pantry Partnership
- Access to a Social Worker: Providing support programs for families experiencing trauma or difficulties, helping to reestablish positive interactions and engagement in their child's education.

How it will look when fully met:		The school can strengthen the connection between home and school, fostering an environment where both educators and parents collaboratively support student learning and success. This can be done by including more workshops and trainings for parents to learn how to support their child's learning at home but creative and innovative ways to increase parent participation at these events needs to be considered as attendance is typically low throughout the school year. Additionally, the parent satisfaction survey will reflect an increase of highly satisfied and satisfied by 5% per year.		Dayna Lawson (2023)	06/30/2026
Actions				2 of 3 (67%)	
10/17/24	A move-up event will be planned for students moving from 2nd grade to 3rd grade and 4th grade to 5th grade.			Complete 05/26/2026	Danielle Merritt 05/31/2026
Notes:					

10/17/24	Information Night will be held for 2nd Grade Read-to-Achieve families to better understand the expectations for 3rd Grade RtA. Information Night will be held for rising 5th grade parents to help prepare families for transitions in 5th grade (3 teachers vs. 1 teacher)	Complete 05/26/2026	Danielle Merritt	05/31/2026	
Notes:					
10/17/24	Create a plan to increase participation around information nights for parents. Try to pair events with activities to encourage families to participate in the event.		Stephanie Solomon	06/30/2026	
Notes: January 15th- New Family Orientation					
	G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This school year PreEminent has created a monthly Student Support meeting as a school-wide meeting that brings general education, SPED, and EL teachers, along with intervention staff to assist with collaboration. This time allows for staff to collaborate and develop plans to support all types of learners within classrooms. Special Education Students: Utilize individualized supports based on IEPs, including tailored instructional strategies. Our NHA curriculum provide a range of resources, including digital tools, hands-on activities, and diverse reading materials, to cater to different learning preferences. The plans include ideas for engagement strategies: Each ELA classroom has a provided library that implements interest-based learning activities to foster motivation for Read Aloud and shared reading. The curriculum includes time for monitoring progress. The curriculum includes formative assessments. There is scope and sequence to conduct regular check-ins through quizzes, discussions, and exit tickets to gauge understanding and adjust instruction accordingly. Pause days are included to help with the pace of learning and fidelity. Summative Assessments were created. They develop varied assessment methods (e.g., portfolios, group projects, presentations) that allow students to demonstrate their learning in multiple ways. These assessments are uploaded to an online platform called Edcite. This allows students to practice online testing for EOGs and check-ins. It is a system for providing timely and constructive feedback to students, emphasizing growth and areas for improvement. Edcite helps the teacher grade the assessments. Special Education teachers consistently progress monitor their classes. Progress monitoring data is regularly reviewed by the Dean of Special	Limited Development 10/23/2024		

Education and the principal monthly. There are also 2 "growth parties" throughout the school year that specifically celebrate the progress of Special Education students.

Board configurations in classrooms include displays learning goals prominently in classrooms and communicate them regularly to students to foster understanding and ownership of their learning. Students have goals and self-assessment practices to enhance accountability and reflection on their learning journey

Setting rigorous standards for all students while ensuring that supports are in place to help them meet those standards are constantly being discussed with teachers throughout the year. Teachers use tiered activities and flexible grouping to meet the varying levels of readiness and interest among students.

How it will look when fully met:

This school improvement plan aims to create a supportive and inclusive learning environment that addresses the diverse needs of all students. By focusing on targeted strategies and community involvement, the school can enhance student outcomes and foster a culture of continuous improvement.

- Improve academic achievement for Tier 2 students.
- Increase proficiency in reading and math
- Reduce the number of Tier 2 students by 25% in two years.
- Enhance support for English Language Learners (ELLs).
- Provide targeted ELL instruction leading increase in language proficiency scores.
- Address the needs of students with learning disabilities.
- Implement individualized support plans for 100% of students identified with learning disabilities.

Tiki Wrighton

06/30/2027

Actions

2 of 8 (25%)

10/23/24	Increase collaboration between general education and special education staff while regularly review and adjust Individualized Education Programs (IEPs).	Complete 06/19/2025	Stephanie Solomon	06/30/2025
<i>Notes:</i> Evaluate the use of the monthly Student Support meetings. September- EL focus & IAT presentation on data collection October- IEP & EL accommodations, presentation on modifications & accommodations November/December- Intervention PLC (December 3rd & 4th) January- February- Reviewed EC/EL Bubble students & discussed what changes we needed to make March- Gen. Ed & SPED/EL Collaboration Time Need to send out a survey for feedback.				
10/23/24	Identify SWD students in grades 3-8 who are performing below the 40%tile in ORF as measured by MClass/Dibels or Aimsweb. -Review IEP to verify or implement for a fluency goal -Align the child's services with gen ed intervention with Reading Mastery or Corrective Reading	Complete 06/19/2025	Victoria LeDonne (2023)	06/30/2025
<i>Notes:</i>				
10/23/24	Provide after-school tutoring specifically for ELLs.		Danielle Merritt	06/30/2026
<i>Notes:</i>				
10/23/24	EC and EL will have specialized data dives with Dean to review subgroup data toward yearly goal. Evidence: Data dive agenda, Common Assesment data, progress monitoring, benchmarking data		Tiki Wrighton	06/30/2026
<i>Notes:</i> December 5- Data Day for K-8 Resource to look at fluency goals in grades 4-8				
11/18/25	SPED resource teachers have a proficiency goal they are working towards that supports the departments proficiency goal at the end of the year.		Tiki Wrighton	06/30/2026
<i>Notes:</i>				

10/23/24	EL teachers are teaching students using the NHA WHAT and HOW. This supports students in the general education classroom. EL teachers are pulling students out on Thursday or Friday to preteach the upcoming skill.		Danielle Merritt	06/30/2026
<i>Notes:</i> -10/20- Training on skill introduction by EL Specialist & GinaMarie -10/23- Observed skill introduction by EL Specialist -11/14- Skill introduction check-in by EL Specialist -11/19- Planning session for the next phase to enhance parts of our EL plan				
10/23/24	The SPED Dean is working with the curriculum and instruction team to bring Read Aloud into our EC classrooms.		Tiki Wrighton	06/30/2026
<i>Notes:</i>				
10/23/24	2 growth parties each year for EC and EL students focused on progress monitoring data. Growth parties occur in December and April/May.		Tiki Wrighton	06/30/2027
<i>Notes:</i> We had 1 in April of this year due to staffing.				

Core Function:		NC SBE Goal 3:		
Effective Practice:		Increase Educator preparedness to meet the needs of every student by 2027		
	G3.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To
				Target Date

Initial Assessment:	State assessment data is formed using subgroups. This data is reviewed for trends among disaggregated groups. Data from the 2021-2022 school year showed major learning loss for SWD students. Past EOG trends in data has also shown that our SPED subgroup has struggled to gain proficiency. Due to this, SPED will have their own data dives and goals just as our other students have in the past. (3x a year) Past EOG trends in data has also shown that our ELL & SPED subgroup has struggled to make growth. Training and PLC meetings are centered around utilizing all data to inform intervention instruction. Teachers will continue to track student mastery of high priority standards and report out at weekly PLCs with their Dean. SPED teachers will consistently progress monitor their students in the special education setting. PLCs will occur weekly to review assessment data, unit unpack, discuss common assessments and teacher strategies that positively impact student learning. Modifications to pacing, instruction, and intervention will be made based on data. Interventionists have been inconsistent due to teacher attendance and sub shortages. The positive impact interventionists are making on students needs to be evaluated closer to determine if services are working. Per our 2023 SiMR root cause we believe that the time spent on curriculum training is insufficient and fast paced. Teachers are expected to implement and instruct students without a thorough knowledge of the standards. Professional development and workdays do not allow for sufficient training due to our previous school calendar. Lastly, lack of knowledge of the curriculum impacts the student performance and data. As a result, we reviewed our unit packing expectations and lesson planning process over the summer of 2024. We also overhauled our school calendar to build in more professional development days for the 2023-2024 and 2024-2025 school years.	Limited Development 10/23/2024		
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How it will look when fully met:			Dayna Lawson (2023)	06/30/2026
Admin, teachers, and interventionists will track student performance over the course of the year. Admin and teachers will continue to analyze student data at weekly PLC meetings. SPED & EL teachers will consistently progress monitor their students. Interventionists will consistently implement their interventions and progress monitor at least bi-weekly. Progress monitoring data from interventionists will be reviewed by admin and teachers to determine if the interventions are working. If progress is not being made, adjustments will be made. 2024-2025 EOG data will show an increase in growth and proficiency for all subgroups. Evidence: spreadsheets with student data; assessment data; PLC/data minutes. According to EOG data, our overall Reading, Math, and Science proficiency and growth will increase.				
Actions			2 of 7 (29%)	
12/2/24	Professional Development on different ways to increase student discourse throughout a lesson.	Complete 01/03/2025	Danielle Merritt	01/31/2025
<i>Notes:</i> Planned for January 3rd PD. Model a Math Story with various examples of student discourse throughout the lesson. Teachers will then plan how to incorporate this in a reading lesson. Observations will follow throughout the month of January. Solomon presented on ELA during our Feb. 28th PD Day. Engagement resources were provided the week of March 24th.				
10/23/24	School Improvement Team provides feedback on the school calendar for the upcoming school year.	Complete 02/25/2025	Allison Gallegor (2023)	04/30/2025
<i>Notes:</i>				
10/23/24	Interventionists will analyze progress monitoring data monthly using mClass & Aimsweb. This will be collected in an intervention spreadsheet to track student performance.		Gwen Partin (2023)	06/30/2026
<i>Notes:</i>				
11/18/25	Teachers will continue to check for understanding 3 times per week in math and ELA. Teachers will work to respond to their check for understanding analysis.		Tychana Alvin	06/30/2026
<i>Notes:</i>				

11/18/25	Teachers will increase their use of student turn and talks and think-pair-share strategies throughout their lessons. The goal is to implement 2-3 of these strategies throughout a lesson.		Sharmika Cook (2023)	06/30/2026
<i>Notes:</i>				
11/18/25	Teachers will not allow students to opt out of answering questions or completing work.		Dayna Lawson (2023)	06/30/2026
<i>Notes:</i>				
11/18/25	Deans will implement individual student data tracks tied to priority standards in both reading and math. These will be utilized during PLCs.		Brian Gill	06/30/2026
<i>Notes:</i>				

		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			National Heritage academies and PreEminent conduct a needs assessment and data review yearly. NHA and PreEminent conduct surveys with teachers to assess current PD effectiveness and needs for every PD event hosted. The admin review student learning, behavioral, and social-emotional data to identify areas for PD focus. NHA and PreEminent have created a green week schedule and protocol for collaborations between schools and curriculum and instruction partners. This is a time to monitor progress, review data and needs, and then create a plan of support and next steps. This occurs 3x a school year. These data points and survey dates are analyzed. Results and data trends are documented and discussed during faculty meetings, school visits (Curriculum and Superintendent Partners), and planning meetings.	Limited Development 10/17/2024		
<i>How it will look when fully met:</i>			The school can create a culture of continuous professional growth that aligns with its instructional goals and effectively supports teachers in enhancing their practices. Monitoring the outcomes and adjusting strategies based on feedback will be crucial for sustained improvement. We will decrease the number of ineffective and developing teachers based on upon the interactive framework data for 2025.		Stephanie Solomon	06/30/2026
Actions				5 of 6 (83%)		
	10/17/24	Schedule regular PLC meetings for collaboration and sharing of best practices.		Complete 06/19/2025	Victoria LeDonne (2023)	06/30/2025
		Notes: Monitoring process/data collected: document meeting agendas, participation, and outcomes from PLC discussions.				
	10/17/24	Focus on response to data using common assessment data.		Complete 06/19/2025	Brian Gill	06/30/2025
		Notes:				
	11/18/25	Admin. Team data on EVAAS data to determine current student's EVAAS projection and school goal setting.		Complete 10/31/2025	Brian Gill	01/31/2026

<i>Notes:</i> -10/1- Admin. Team EVAAS data dive focused on state projections -10/24- Admin. Team data dive on PLC process to move towards individual student and standard tracking				
11/18/25	All staff professional development on our focus plan for the year. These areas are student check for understanding, increasing student discourse, No Opt Out, and sentence starters for students	Complete 10/15/2025	Stephanie Solomon	06/30/2026
<i>Notes:</i> -9/15- introduced our focus areas for the school year -9/22- implemented focus areas into testing training and provided a model -10/2- progress was assessed by C&I team & DSQ -10/15- retweaked 30 day plan				
11/18/25	EL Training provided to EL Team on ELA skill introduction & focus on enhancing general education teacher's shared reading and writing.	Complete 10/31/2025	Stephanie Solomon	06/30/2026
<i>Notes:</i> -10/20- Training on skill introduction by EL Specialist & GinaMarie -10/23- Observed skill introduction by EL Specialist -11/14- Skill introduction check-in by EL Specialist -11/19- Planning session for the next phase to enhance parts of our EL plan				
6/19/25	Need to review Intervention plan for each wing to ensure students are progressing toward grade level.		Stephanie Solomon	01/31/2027
<i>Notes:</i>				

Core Function:		CSI and/or ATSI School Indicators		
Effective Practice:		Provide supports (personnel, programmatic, financial, etc.) for instructional priorities		
	CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To
				Target Date

Initial Assessment:	NHA and PreEminent align resource allocation (money, time, human resources) with the school's instructional priorities to enhance student learning and achievement. Needs assessments and surveys are collected from stakeholders and then analyzed by: 1. Data Collection: Gather data on current resource allocation, including financial expenditures, staffing levels, teacher experience, and student demographics. 2. Identify Gaps: Analyze the data to identify inequities in resource distribution and areas requiring additional support. 3. Stakeholder Input: Conduct surveys and focus groups with parents, students, teachers, and community partners to gather insights on resource needs and priorities. 4. Establish Resource Allocation Priorities Then the school defines priorities: Based on the needs assessment, collaboratively define resource allocation priorities linked to student performance goals. NHA, the grants coordinator, District of School Quality partner, business partner and principal meet 2x year. The team uses a resource allocation template: this outlines how resources will be distributed, ensuring alignment with instructional goals and adhering the law. During our meeting we review existing budgets and analyze current budgets to identify funds that can be redirected towards high-priority areas. During the meeting the discussion includes equitable distribution of resources by: · Targeted Allocation: Direct additional resources (funding, personnel, support) to schools and students with the greatest needs. · Staffing Strategies: Implement hiring practices that prioritize experienced and effective teachers for high-need areas. · Monitor Resource Use: Regularly review how resources are being utilized to ensure they align with the instructional priorities. The Professional development plan is reviewed and identifies training needs: Assess staff professional development needs based on instructional goals and student performance data. Targeted PD Programs: Develop or source targeted professional	Limited Development 10/11/2024		
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learning programs that align with identified needs and instructional priorities.

23-24 PreEminent Grant Allocation

How it will look when fully met:

The school can ensure that its resources are effectively aligned with its instructional priorities, ultimately leading to improved student outcomes and school performance.

- A responsive resource allocation strategy that evolves with the needs of the school community.
- Increased transparency and accountability in resource allocation efforts.
- Enhanced teacher effectiveness linked directly to school improvement goals.
- Resource allocation strategy that responds to emerging needs and student performance data.
- Identify inequities and prioritize resource needs based on instructional goals.

Stephanie Solomon

06/30/2026

Actions

3 of 7 (43%)

10/16/24 Hold a yearly meeting with DSQ and Buisiness partner to create equitable distribution of resources, focusing on schools with the greatest needs and review resource allocation effectiveness, adjusting as necessary based on ongoing data collection. During this meetng, conduct a review of current staff capabilities and align hiring, placement, and professional development with school improvement goals.

Complete 05/31/2025

Stephanie Solomon

05/31/2025

Notes:

10/17/24 Create a stakeholder engagement plan to include input from teachers, parents, students, and community partners. (Surveys) Collect and analyze the feedback from the surveys.

Complete 06/19/2025

Stephanie Solomon

06/30/2025

Notes:

10/16/24 Conduct a Needs Assessment yearly

Complete 04/30/2025

Stephanie Solomon

06/30/2025

Notes:

6/19/25	Create a professional development plan that addresses identified areas of need among staff, aligning with instructional priorities.		Stephanie Solomon	06/30/2026
<i>Notes:</i>				
11/18/25	Hold data meetings with all the SPED teachers after check-ins to help respond to student data and relook at student services.		Tiki Wrighton	06/30/2026
<i>Notes:</i>				
11/18/25	Set goals for each resource SPED teacher and a yearlong SPED proficiency goal for ELA and math		Tiki Wrighton	06/30/2026
<i>Notes:</i>				
6/15/26	Give EL teachers a goal specific to ACCESS testing so they can focus on the students who need to exit the program and understand the growth our EL students need to make within a year.		Stephanie Solomon	06/30/2026
<i>Notes:</i>				