

Comprehensive Progress Report

Mission:

Working in partnership with parents and community, the Queen's Grant Community School will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Vision:

Our vision is to collaborate with all staff, scholars, parents, and community member to represent and execute a life of P.I.N.S. This requires a mindset of Preparing, Inspiring, Nurturing, and Success. Our vision is that in all that we do falls under the umbrella of P.I.N.S. - We come prepared every day to give it our all. We prepare all students to be successful in all they do. We inspire them to not only be aware of their academics, morals, decisions, and actions but to be accountable for them as well. We as the leadership team want to inspire educators to be all and do all they can to make each day a day of learning for all. With all of that and more it will only lead to success; success within the day, within their academics, within their values, and for the rest of their lives.

Goals:

Increase Math and Reading performance to 70% proficient on end of grade assessments

Queen's Grant will decrease student removal from instruction. Students will learn the tools, characteristics and self regulating behaviors to be able to spend more time in class without interrupting instruction.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------|-------|---|-----------------------------------|--------------------|-------------------|
| Effective Practice: | | | Curriculum and instructional alignment | | | |
| ! | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | As of March 2020 and a part of National Heritage Academies, the curriculum and instruction team uses their knowledge of all areas to develop, assess, monitor, and update all reading, math, phonics, science/ss, and moral focus units that are aligned to the standards for the state of North Carolina for each grade level and subject area. A variety of programs and resources are used to first create the pacing guide to support staff in delivering instruction then create lessons, activities, extension/remediation support, connections, assessments and independent tasks. There are constant changes to better the instruction/units as well as new initiatives to better support and educate our specific population of scholars based on their individual needs. Administration team also works diligently in order to provide planning time, extra planning time (weekly), and data dives in order for teachers, alongside deans, to dig through data and differentiate units based on scholars current needs. | Limited Development 03/10/2020 | | |
| <i>How it will look when fully met:</i> | | | When this objective is fully met, all grade levels (K-8) will have access to standards-aligned units embedded with resources, lessons, activities, and assessments for each subject area. | | Philip Adam | 06/12/2022 |
| Actions | | | | 3 of 7 (43%) | | |
| | 3/12/20 | | Math & ELA specialist will support all classroom teachers and reflect, support, and coach teachers effectiveness within the unit | Complete 02/07/2020 | Lisa Evans | 06/12/2020 |
| <i>Notes:</i> | | | | | | |
| | 3/12/20 | | ELL support specialist will analyze, reflect, coach and support ELL staff/leadership within use of curricular tools within ELL Lessons | Complete 01/20/2020 | Brittany Tucker | 06/12/2020 |
| <i>Notes:</i> | | | | | | |
| | 3/12/20 | | Teachers will attend regional/state PD for all curriculum resources | Complete 10/27/2020 | Lisa Evans | 06/12/2022 |
| <i>Notes:</i> | | | | | | |
| | 3/12/20 | | Staff will use pre-scheduled early release days and/or workdays to dig into state data and reflect on current lessons. | | Lisa Evans | 06/12/2022 |
| <i>Notes:</i> | | | | | | |
| | 3/12/20 | | Deans will hold weekly PLCs to execute current Units | | Lisa Evans | 06/12/2022 |
| <i>Notes:</i> | | | | | | |

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| 3/12/20 | Leadership Team (deans) will participate in Dean Days with DSQs to show understanding and support of all curricular tools | | Lisa Evans | 06/12/2022 |
| <i>Notes:</i> | | | | |
| 10/27/20 | Beginning Teachers will participate in modules provided from NHA to address curriculum needs. | | Lisa Evans | 06/20/2022 |
| <i>Notes:</i> Modules are provided through the Google Classrooms with specific needs in the classroom framework. | | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment |
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| Effective Practice: | Student support services |
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| KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
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Initial Assessment:

As of March 2020:

During the summer of the school year 2019-2020, Queen's Grant used Title 1 funds to hire a Dean of Intervention to share with a sister school. Having this position allowed for our school to focus on the full implementation of MTSS in preparation of the full initiative in July 2020. Also, our school has four support staff in the position of interventionist that support the bottom 25 percentile per each grade level school-wide. These interventionist are able to identify, support, teach, and monitor the individual needs of the students across all tiers. Per quarter all grade level teachers, interventionist, Dean of Intervention, Grade Level Dean, and Principal meet for an 'Intervention Data Fest' to look at every scholar in that grade level, identify the scholars among the tiers, as well focus on their primary need of support. The Intervention team also focus on the bottom percentile of scholars that need additional/supplemental support and/or intensive support alongside of classroom (Tier 1) support. Once scholars are identified at all levels, interventionist and classroom teachers deliver evidence-based instruction per scholars needs. This includes but not limited to Corrective Reading, Reading Mastery, NC Ready Support, Spalding, Handwriting Without Tears, FCCR Reading Support, IXL, iStation, and Guided Reading. Once interventions are completed and/or ran their 4, 6, or 8 week window and progress monitoring was completed based on the Tier, the process will restart at the next Data Fest to make new action steps and decisions on how to best support scholars.

Parents, staff, and all other stakeholders are informed through handouts, professional development, and MTSS Learning Events throughout the year.

Limited Development
03/10/2020

| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
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| How it will look when fully met: | <p>K-8 Intervention students are identified and taught on all levels of tier support. Data dives occur every quarter. In data dives every scholar's academic performance is reviewed in that grade level. Scholars are identified the among the tiers. Weekly O3s occur to monitor scholars and adjust interventions as needed. Professional development is provided on research based interventions throughout the quarter. Bi-Weekly progress monitoring is completed to monitor and assess the progress of each scholar.</p> <p>Information includes Data Dive agenda notes, pictures/artifacts of intervention/support groups, copies of research-based interventions, MTSS handouts, professional development of MTSS and process.</p> | | Objective Met 02/22/21 | Philip Adam | 06/12/2020 |
| Actions | | | | | |
| 3/12/20 | DOI and Principal will participate in Grant Funded meetings to make actionable steps for intervention funds | | Complete 04/03/2020 | Krista Tolchin | 04/22/2021 |
| <i>Notes:</i> | | | | | |
| 3/10/20 | Per quarter all grade level teachers, interventionist, Dean of Intervention, Grade Level Dean, and Principal meet for an 'Intervention Data Fest' | | Complete 10/31/2019 | Brittany Tucker | 06/12/2021 |
| <i>Notes:</i> Per quarter all grade level teachers, interventionist, Dean of Intervention, Grade Level Dean, and Principal meet for an 'Intervention Data Fest' to look at every scholar in that grade level, identify the scholars among the tiers, as well focus on their primary need of support. The Intervention team also focus on the bottom percentile of scholars that need additional/supplemental support and/or intensive support alongside of classroom (Tier 1) support. Once scholars are identified at all levels, interventionist and classroom teachers deliver evidence-based instruction per scholars needs. This includes but not limited to Corrective Reading, Reading Mastery, NC Ready Support, Spalding, Handwriting Without Tears, FCCR Reading Support, IXL, iStation, and Guided Reading. | | | | | |
| 3/10/20 | Interventionist will meet for weekly O3s | | Complete 10/31/2019 | Brittany Tucker | 06/12/2021 |
| <i>Notes:</i> One-On-One meetings with interventionist to support with all interventions, scholars, needs, progress monitoring, and next action steps. | | | | | |
| 3/10/20 | Professional Development Will be given three times a year, and scheduled when needed. | | Complete 10/31/2019 | Brittany Tucker | 06/12/2021 |

Notes: Professional Development includes but not limited to Corrective Reading, Reading Mastery, NC Ready Support, Spalding, Handwriting Without Tears, FCCR Reading Support, IXL, iStation, and Guided Reading.

Information used will include Data Fest agenda notes, pictures/artifacts of intervention/support groups, copies of research-based interventions, MTSS handouts, professional development of MTSS and process.

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| 3/12/20 | Interventionist will participate in regional training | Complete 04/24/2020 | Brittany Tucker | 06/12/2021 |
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Notes:

Implementation:

02/22/2021

Evidence

2/10/2021
 Evidence that can be provided in order to prove that this objective has been fully and effectively implemented include but not limited to Data Dive Agendas, Pictures of effective groups, teacher observations and classroom frameworks, MTSS handouts, All copies of MTSS/RIT professional development powerpoints, If-Then chart of research based interventions, and Data through intervention and IAT meetings.

Experience

2/10/2021
 Pursuing this objective and initiative of MTSS brings a better understanding and accountability of student success and ownership.

Sustainability

2/10/2021
 Continue the data fest, O3s, and PD as needed for staff. 3/10/2020

| ! | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|---------|---|--|-----------------------------------|----------------|-------------|
| <i>Initial Assessment:</i> | | | <p>As of March 2020 all scholars participate in a 'Move Up Day' at the end of the year. We support all scholars to get to experience the day in the life of their next grade. We also hold a bridging program where 6th grade students had the opportunity to get to know the middle school wing and teachers prior to beginning school. All 8th grades are also allowed the opportunity for high-school transitions as well. Teachers also create a newsletter "All About..." which includes the big standards, events, field trips, and any other information that parents may need to know about the next grade level for their child. At the end of the school year teachers make placement data cards to create classes then the next teacher gets those cards so they can start the year knowing where their new kids ended from the previous year. Special Education Team, Speech Pathologist, ELL Teachers, and Intervention Team meet with the teachers to go over students individual needs and support before school starts. Kindergartners complete a screener during the support and attend Kindergarten camp before school starts. Over the summer tutoring programs are offered to scholars who need extra support within a standard to fill the gap.</p> | Limited Development 03/10/2020 | | |
| <i>How it will look when fully met:</i> | | | <p>When this objective is fully met, we will have the personnel, capacity, and resources to address these issues. We will also have a systematic plan to better support student transitions.</p> <p>Evidence that will support that this has been fully implement includes but not limited to Welcome to middle school night event and flyer, K screeners, Data Placement Cards, Move up day plans, Welcome to high school transitions, open house invitations, and next year packets.</p> | | Lisa Evans | 06/12/2022 |
| Actions | | | | 3 of 7 (43%) | | |
| | 3/12/20 | Kindergartners complete screener prior to first day | <i>Notes:</i> | Complete 08/16/2019 | Errin Schie | 08/30/2019 |
| | 3/12/20 | Plan and Hold a Back to School Family Night | <i>Notes:</i> | Complete 08/19/2019 | Krista Tolchin | 08/31/2019 |
| | 3/12/20 | Welcome to Middle School Event is held | | Complete 03/11/2020 | Philip Adam | 03/31/2020 |

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| <i>Notes:</i> | | | | |
| 3/12/20 | Middle School (8th Grade) participates in a high-school open house and transition days. | | Philip Adam | 05/28/2022 |
| <i>Notes:</i> | | | | |
| 3/12/20 | A Move Up Day will be planned for transition support for all K-8 grade levels | | Lisa Evans | 05/31/2022 |
| <i>Notes:</i> | | | | |
| 3/12/20 | Next grade level packets are created and sent home to parents for the following school year | | Lisa Evans | 06/12/2022 |
| <i>Notes:</i> | | | | |
| 3/12/20 | Teachers complete data placement cards for all scholars before creating classroom rosters for the next year. | | Krista Tolchin | 06/12/2022 |
| <i>Notes:</i> | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|---------|--|-----------------------------------|----------------|-------------|
| Effective Practice: | | Monitoring instruction in school | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | As of March 2020 the principal currently monitors curriculum and classroom instruction in many different ways. As a part of weekly O3s with all Dean Team members she observes all grades, special areas, and support staff with their assigned dean. After observations and/or actions she consistently gives feedback, coaching opportunities, best practices, and next steps with an actionable step for specific teacher(s) and dean(s). As a part of monthly meetings, the leadership Team complete classroom observations and calibrate together to discuss next steps, glows, and grows. The principal monitors curriculum with a hard turn in date of lesson plans in order to reflect, adjust, or give feedback. | Limited Development 03/12/2020 | | |
| <i>How it will look when fully met:</i> | | <p>Fully implemented includes, but not limited to, Instructional monitoring (walkthroughs, observations, lesson plan feedback, instructional feedback) will continue to happen consistently as the year progresses. Professional Learning Communities and Professional Learning Opportunities will occur consistently and meet the needs of the team/school. Administrative visibility will be frequent and ongoing. The culture of the school will remain on instruction despite day-to-day managerial items.</p> <p>Evidence of full implementation could include an audit of how the principal spends her time (weekly calendar, etc.). It could also include copies of feedback notes left for teachers, video of planning or data conversations or teacher feedback about principal visibility including the GLINT and staff survey given twice a year. This could also include full lesson observations, O3 Notes with deans, and PLC Notes.</p> | | Krista Tolchin | 06/04/2023 |
| Actions | | | 3 of 4 (75%) | | |
| | 3/12/20 | Schedule daily/weekly walkthroughs with deans | Complete 10/25/2019 | Krista Tolchin | 11/01/2019 |
| <i>Notes:</i> | | | | | |
| | 3/12/20 | Observe all BTs including pre/post conference | Complete 02/14/2020 | Krista Tolchin | 02/19/2020 |
| <i>Notes:</i> | | | | | |

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| 3/12/20 | Schedule O3s with all Dean Team staff | Complete 08/23/2019 | Krista Tolchin | 08/31/2020 |
| <i>Notes:</i> | | | | |
| 3/12/20 | Schedule & Execute Leadership walkthroughs with Doug and/or Lori. | | Krista Tolchin | 05/31/2023 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension C - Professional Capacity |
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| Effective Practice: | Quality of professional development |
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| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
|----------------------------|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | District and NHA support individual school principals/deans to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The district Data and Accountability staff provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals through the NHA portal. NHA transforms raw data into useful and meaningful information to help support decision-making at the school level. A portal serves as a gateway for the information, as it pertains to the school's specific goals as well as NHA's strategic goals. NHA provides data coaching and training on multiple data related platforms for all NHA schools. The training sessions offered facilitate data informed decision making, and therefore impact student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. NHA and Directors of School Quality as well as their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. | Limited Development 03/12/2020 | | |

| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
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| How it will look when fully met: | At full implementation, NHA efforts and resources are aligned with school improvement plans and progress towards school goals is notable. The School Improvement Team (SIT) and Leadership Team work together during monthly meetings and between these meetings, as needed, to accomplish school improvement tasks. During each meeting, the LEA representatives will ask questions to help the team broaden their perspective on data being used to present challenges and solutions - making sure to include District and State data sources and applicable research and evidence-based practices. Data will be gathered and shared on at least 3 levels: across the school - by grade levels and content areas, individual teachers, and student-level data (i.e. subgroups). Decisions will be made by the SIT based on the culmination of these data sources and the gap between the current data and the school goals. | | Objective Met 02/22/21 | Krista Tolchin | 06/04/2021 |
| Actions | | | | | |
| 3/12/20 | Monitor school-wide data sources at MOY to determine PD needs/identify gaps in instruction until new data source is available EOY. | | Complete 03/10/2020 | Krista Tolchin | 04/01/2020 |
| <i>Notes:</i> | | | | | |
| 3/12/20 | Monitor school-wide data sources at BOY to determine PD needs/identify gaps in instruction until new data source is available MOY. | | Complete 10/25/2019 | Krista Tolchin | 11/02/2020 |
| <i>Notes:</i> | | | | | |
| 3/12/20 | ELL/Intervention PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort. | | Complete 02/22/2021 | Brittany Tucker | 11/30/2020 |
| <i>Notes:</i> | | | | | |
| 3/12/20 | K-2 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort. | | Complete 02/22/2021 | Errin Schie | 12/18/2020 |
| <i>Notes:</i> | | | | | |
| 3/12/20 | 3-5 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort. | | Complete 02/22/2021 | Lisa Evans | 12/18/2020 |
| <i>Notes:</i> | | | | | |
| 3/12/20 | 6-8 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort. | | Complete 02/22/2021 | Philip Adam | 12/18/2020 |
| <i>Notes:</i> | | | | | |

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| 3/12/20 | All special education PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort. | Complete 02/22/2021 | Errin Schie | 12/18/2020 |
| <i>Notes:</i> | | | | |
| Implementation: | | 02/22/2021 | | |
| Evidence | 2/22/2021 PLC notes and agendas | | | |
| Experience | 2/22/2021 All grade level PLCs have used their existing data to create and monitor individual scholar goals. | | | |
| Sustainability | 2/22/2021 All weekly PLCs will continue | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|---------|--|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Talent recruitment and retention | | | |
| ! | KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | <p>As of March 2020, the LEA works with colleges and universities for practicum and student teaching which often leads to recruitment. We follow the state guidelines for evaluation. The district (NHA) allows our school to hire TIR (Teacher in Residence) in March so we can hire early to get a more qualified candidate. These projections of TIRs come from data based on current teacher turn-over rates. We have beginning teacher support at the district and school level. At the district level new teachers participate in a week long professional development retreat. At the school level, teachers receive a mentor as well as a committee to focus on best practices and strategies to support their teaching journey. Despite these efforts, it is often still challenging to recruit and retain high quality and effective/exemplary staff.</p> | Limited Development 03/12/2020 | | |
| <i>How it will look when fully met:</i> | | | <p>At full implementation, the school will have high functioning teachers and leadership, recruit effective teachers and compensate them for effective work. There will be a high percentage of retention among high performing staff. The school will see a significant increase in student achievement and growth data. A final strategy that will be evident is a clear teacher pipeline at the school level in which teachers are able to embrace leadership opportunities that demonstrate impact on student growth and proficiency as well as leading adults.</p> <p>The school will serve as a model within the district in which teachers refine their craft based upon teacher leaders leading professional development, model classroom visits, peer observations and coaching as well as high leverage coaching from school based instructional leaders.</p> | | Krista Tolchin | 06/10/2022 |
| Actions | | | | 0 of 1 (0%) | | |
| | 3/12/20 | Put this on Leadership Agenda April 2020 and create action steps | | | Krista Tolchin | 06/10/2022 |
| <i>Notes:</i> | | | | | | |