

Comprehensive Progress Report

Mission: Our mission is to deliver high-quality education that equips students with the knowledge, skills, and mindset needed for lifelong success. We are committed to placing students at the center of every decision, using data to guide improvements, and fostering a culture of continuous learning. Through dedicated teaching, strong partnerships with families, and a disciplined approach to operations, we aim to close achievement gaps and inspire academic excellence. We take responsibility for every student's progress and hold ourselves to the highest standards of performance and integrity.

Vision: We envision a school community where every student is empowered to succeed academically and personally through a supportive, disciplined, and caring environment. Our vision is to be the top choice for families by cultivating excellence in education and character development. We aim to foster a culture where resilience, growth, and high expectations are the norm, not the exception. By aligning our daily actions with integrity and student focus, we aspire to create lasting impact beyond the classroom.

- Goals:**
- Goal 1: Eliminate opportunity gaps by 2027
 - Goal 2: Improve school and district performance by 2027
 - Goal 3: Increase Educator preparedness to meet the needs of every student by 2027
 - Goal 4: Increase EC student growth by 2027

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator						
Core Function:		NC SBE Goal 1:				
Effective Practice:		Eliminate opportunity gaps by 2027				
		G1.02	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	We added NWEA testing this year to better see specific needs across K-12. We use MClass data in K-3 to monitor student progress in Reading. The NHA curriculum offers common assessments on ELA and Math standards that align with NC Check-Ins and EOGs. We use these data sources to determine which students are served by our Reading and Math Interventionists and which students will be served by classroom teachers. We have Intervention blocks across K-8 which offer 45 minutes of math or ELA support to all identified students. Our MTSS team also works with all teachers to monitor which students need Tier 3 support. The MTSS team is also part of our SIT team.	Limited Development 10/08/2024		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Objective - integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes occurs across areas and grade levels. Yearly goal - Integrated data-based problem solving by a team occurs: • in at least 3 areas • in at least 75% of grade levels • at least two tiers. Evidence: Meeting minutes from data-based, problem solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, etc.) indicate problem solving is occurring • Observation of data-based problem solving occurring with fidelity • Multiple sources of data used • Formal decision rules			Misty Griffon (2024)	06/07/2027
Actions			2 of 3 (67%)		
6/23/25	A new Dean will be placed in charge of MTSS monitoring and feedback to ensure consistency between all grade levels.		Complete 06/23/2025	Jordan Bovais (2024)	07/01/2024
Notes:					
6/12/26	New MTSS team to be put into place for grades 2-7 for school year 2026-27			Jordan Bovais (2024)	09/30/2026
Notes:					
10/24/24	Have regular MTSS meetings to discuss student need.		Complete 06/06/2026	Misty Griffon (2024)	06/06/2027
Notes: Consistency needed in the 3-7 building.					

Implementation:		06/23/2025		
Evidence	6/23/2025			
Experience	6/23/2025			
Sustainability	6/23/2025			

Notes:

Core Function:	NC SBE Goal 3:
Effective Practice:	Increase Educator preparedness to meet the needs of every student by 2027

		G3.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Each year we use the EOG aggregate data to inform our SIT and professional development needs. Once those overall needs are identified, the school administration team looks at achievement data and observation data monthly. Assessment data is discussed weekly by grade level teams and monthly by subject area PLCs to pinpoint classroom needs. The Deans conduct regular 15-30 minute observations of teachers, either weekly, bi-weekly or monthly depending on identified need.	Limited Development 10/08/2024		
How it will look when fully met:	Establish consist, data driven decision making process by regaularly reveiwing school performance data and calssroom observation data. Action Step: Schedule monthly review of school wide performance data by subject and grade band (PLCs) Use data analysis to identify patterns in student performance. Use data analysis to determine professional development needs Schedule monthly review of classroom observations (Deans) Use data analysis to determine coaching and professional development needs. Evidence: PLC meeting minutes Observation Checklists PD sign-in sheets		Allison Mabe (2024)	06/07/2027
Actions		0 of 1 (0%)		
10/24/24	Weekly PLC meetings with staff and leadership		Allison Mabe (2024)	06/07/2027
Notes:				
Core Function:	CSI and/or ATSI School Indicators			

Effective Practice:			Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			
		CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Within the 24-25 school year, our school was identified EC staff shortages, lack of certified veteran staff, lack of consistent curriculum implementation, as well as attendance as issues that are impacting our EC students growth. As a result, our plans to mitigate this inequity will be listed our in the action steps below. Other analysis of resources showed: - ESSA dollars are being used for tutors to work with EC students both after school and Saturday mornings for at least 3 hours a week. Students are grouped by area of concern and moved as needed to ensure the instruction is targeted to them individually. All students from all subgroups with an academic need are eligible. - ESSA dollars are being used for programs like Reading A-Z for our EL students and teachers as well as Accelerated Reader for the entire student population to attempt to get students reading more in a program we can track their progress and identify areas of concern. - Additionally, ESSA funds are also providing COACH books which provide a much needed resource for our general education teachers to use during intervention with the whole school population as well as our EC teachers to use in their targeted 6 for 6 intervention groups during the regular school day. 6 for 6 is our school wide intervention program where all teachers take 6 students from their classes, in this case, 6 EC kids from your grade level case load, and work for a concentrated period of time on the most needed power standards from state testing data. This started last year with everyone but this year we have been more intentional about choosing and including all EC staff for students. - General budget is being used for EC/EL teachers and paras to level the playing field for EC and EL students. - ESSA dollars are being used to help fund necessary materials. supplies for students experiencing homelessness. - ESSA/SPED funds are being used to fund 2 social workers to assist with student behavior and socio/emotional needs. One social worker is dedicated to EC students. - ESSA funds are being used to fund 2 ABSS staff who work with	Limited Development 04/15/2026		

	student behavior and socio/emotional needs of students. - ESSA funds also are being used to fund two interventionists. One is 1-4 reading and the other is 5-8 math. - SPED/ESSA funds are also being used to fund a Dean of Intervention/Academic Coach to coach teachers and implement intervention programming at Phoenix Academy. - Budgets are clearly driven by instructional priorities. Discretionary funds and grants are strategically used to support targeted intervention, extended learning time, or technology aligned with instructional goals. - Daily and weekly schedules reflect instructional priorities. Time is allotted for data analysis, coaching, and targeted supports for struggling students (e.g. intervention/enrichment blocks, RTI meetings.) - Instructional coaches, interventionists, and support staff roles are defined by school priorities--not just by tradition or funding availability. Teacher collaboration structures (e.g., PLCs, co-teaching models) are in place consistently and effectively. - Professional Development that supports teachers to become more effective in differentiating and supporting SWD is embedded throughout the year.			
How it will look when fully met:	SWD students will meet their growth targets in ELA and Math EOGs and EOCs.		Anna Smith (2024)	06/07/2027
Actions		0 of 3 (0%)		
4/15/26	EC and General Education staff will receive targeted professional development on de-escalation, understanding IEP goals, understanding and using data to inform instruction, accommodations and modifications which will be responsive to the teachers needs throughout the year.		Anna Smith (2024)	06/07/2027
<i>Notes:</i>				
4/15/26	Teachers will meet after each new data collection (e.g., check ins, common assessments, etc.) to review performance data for EC students. As a results of this data review, the services and intervention program for the SWD student will be modifies as needed. This modification will happen in both the EC and Gen Ed environments.		Anna Smith (2024)	06/07/2027
<i>Notes:</i>				
4/15/26	In response to the needs of our ATSI SWD subgroup, PA will increase opportunities for collaboration and data analysis between general and EC teachers.		Anna Smith (2024)	06/07/2027

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