

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 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:

By June 2024, increase average daily attendance by 3% to 97.2%. (A4.09)

By June of 2024, Queen's Grant will maintain an attrition rate of 1.2% or less. (E1.06)

By Spring of 2024, Queen's Grant will increase the Glint staff survey results of Queen's Grant is successful in responding to unproductive behaviors by 10% (A1.07).

By June of 2024, Queen's Grant will increase 3-8 math proficiency by 5% for at least 65% overall math proficiency (C2.01)

By June of 2024, Queen's Grant will increase parent satisfaction under the indicator: how satisfied are you with your school to 90%. (E1.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School wide use of the classroom framework rubric that includes classroom culture descriptions for routines and procedures and other items that relate to classroom management. The use of the Behave with Care management system that provides a foundation for supporting positive classroom management. PD, weekly O3s, and staff meetings		Limited Development 06/29/2023		

	that target classroom management trends.			
How it will look when fully met:	Classroom framework rubric is implemented in every classroom as their is clear indication of a positive rewards system and specific routines and procedures that are rehearsed and practiced. Classrooms are set up for accessibility and to reduce negative behaviors with a focus on seating and other environmental controls. The Behave with Care system is implemented to reduce the disruption of learning and reduce the removal of students. School/Wing/Grade level/Classroom and when and where behavior counts occur will be monitored as the indicator is assessed.		Errin Schie	06/10/2024
Actions		0 of 3 (0%)		
	6/29/23 Professional development on the new and improved Behave with Care system.		Krista Tolchin	08/23/2023
	<i>Notes:</i>			
	6/29/23 Staff will create ten day culture plans to include implementation and practice of routines and procedures.		Errin Schie	08/23/2023
	<i>Notes:</i>			
	6/29/23 Behavior counts monitored weekly in leadership meetings.		Philip Adam	11/10/2023
	<i>Notes:</i>			

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
Initial Assessment:			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	Limited Development 03/10/2020	

	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.			
How it will look when fully met:	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	06/10/2024
Actions		5 of 6 (83%)		
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	Philip Adam	06/12/2023
	<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.	Complete 06/12/2023	Philip Adam	06/12/2023
	<i>Notes:</i>			
3/12/20	Leadership Team (deans) will participate in Dean Days with DSQs to show understanding and support of all curricular tools	Complete 06/09/2023	Philip Adam	06/12/2023
	<i>Notes:</i>			
3/12/20	Deans will hold weekly PLCs to execute current Units		Philip Adam	06/12/2024
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
!	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Come back	Limited Development 10/17/2022		
How it will look when fully met:		Student attendance, including chronic absenteeism is monitored		Philip Adam	06/09/2024

weekly. Monthly celebrations for wing, grade level, and classroom for highest attendance are occurring. Intervention for individual students based on a certain number of absences is occurring along with daily attendance rate. Intervention begins with the teacher, then the social worker and administration. Resources to include teacher attendance report, chronic absenteeism hub, and attendance notifications.

Actions		0 of 4 (0%)		
6/29/23	Calendarize monitoring of chronic absenteeism		Philip Adam	11/10/2023
<i>Notes:</i>				
6/29/23	Update school staf with student attendace daily rate, and chronic absenteeism numbers and percentages.		Krista Tolchin	12/15/2023
<i>Notes:</i>				
6/29/23	Document intervention with chronic absenteeism including phone calls, emails, BCAP, and other continued measures to increase school attendance		Crystal Ferguson	02/01/2024
<i>Notes:</i>				
6/29/23	Staff member communicates with any student who has been absent for three days and continued communication for each additional three day absences.		Errin Schie	11/10/2024
<i>Notes:</i>				

!	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
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Initial Assessment:			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	Limited Development 03/10/2020		
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	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.			
How it will look when fully met:	<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>		Philip Adam	06/07/2024
Actions		6 of 7 (86%)		
3/12/20	Kindergartners complete screener prior to first day	Complete 08/16/2019	Errin Schie	08/30/2019
	<i>Notes:</i>			
3/12/20	Plan and Hold a Back to School Family Night	Complete 08/19/2019	Krista Tolchin	08/31/2019
	<i>Notes:</i>			
3/12/20	Welcome to Middle School Event is held	Complete 03/11/2020	Philip Adam	03/31/2020
	<i>Notes:</i>			
3/12/20	Next grade level packets are created and sent home to parents for the following school year	Complete 06/10/2022	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.	Complete 06/12/2022	Krista Tolchin	06/12/2022
	<i>Notes:</i>			
3/12/20	A Move Up Day will be planned for transition support for all K-8 grade levels	Complete 06/09/2023	Philip Adam	06/09/2023
	<i>Notes:</i>			
3/12/20	Middle School (8th Grade) participates in a high-school open house and transition days.		Philip Adam	05/28/2024
	<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	06/04/2024
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>						

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 DSQ		Krista Tolchin	05/31/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
!	KEY	C2.01	Implementation Status	Assigned To	Target Date
Initial Assessment:			Limited Development 03/12/2020		
<p>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)</p> <p>Currently, Queen's Grant has implemented a common curriculum in math in K-5 (Bridges) and 6-8 (Illustrative Math). Deans and teachers have been trained in the curriculum to increase the effectiveness of each program. There are continued trainings through working with the Curriculum and Instruction team and regional trainings. Queen's Grant staff use the common assessments with increasing fidelity. There is still some inconsistency with full implementation of lesson content including math pedagogy and common assessments. Teachers, deans, and principal review common assessment and benchmark data to identify standards that are scoring at or above proficiency and standards that are scoring below proficiency. Remediation through whole group and small group reteach happens after analysis of standards.</p>					
<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>					
How it will look when fully met:				Krista Tolchin	06/09/2024
<p>At full implementation, end of grade math test data will increase to 60% proficiency or higher across all grade levels. Each grade level cohort will increase math proficiency based on the end of grade assessment. Teachers will consistently implement common assessments that are imbedded in each grade level's curriculum. Grade levels that require more intervention have been targeted and supplied</p>					

with the resources needed to increase growth and proficiency. Teachers will review common assessment and benchmark data after each assessment is completed to determine the proficiency of the standard from whole group perspective to individual student understanding. Deans, interventionists, and SIT will review the math common assessment and benchmark data regularly (every 4-6 weeks) to determine next steps for grade levels and wing bands. Curriculum and Instruction support will be provided throughout the year for both teachers and administration to increase the level of curriculum implementation.

Actions		7 of 8 (88%)		
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>				

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>				
10/17/22	Review common assessment data in teacher/dean O3s and dean/principal O3s to review proficiency and create teacher driven next steps for instruction.		Krista Tolchin	02/15/2024
<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
Initial Assessment:			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.	Limited Development 03/12/2020		
How it will look when fully met:			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		Krista Tolchin	06/10/2024

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.

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.

Actions		0 of 1 (0%)		
3/12/20	Put this on Leadership Agenda for summer planning for 2023-2024 school year and create action steps.		Krista Tolchin	06/10/2024
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Weekly classroom newsletters communicated to their grade level with information on academic standards, assessments, and ways to support at home. Two parent/teacher conferences that discuss the academic progress of each student. Report card comments that address academic proficiency, attendance, and behavior.		Limited Development 06/29/2023		
How it will look when fully met:		Staff communicates with families on a weekly basis through weekly newsletters, parent/teacher conferences, and academic and behavioral updates when needed. School staff offer parent engagement events that focus on curriculum support at home.			Krista Tolchin	06/09/2024
Actions				0 of 3 (0%)		
6/29/23	Staff will hold two parent engagement activities centered on how to support academic instruction at home.				Errin Schie	03/30/2024
<i>Notes:</i>						

6/29/23	Staff will document communication with families on academic proficiency, positive and negative behaviors, attendance, and any other important item to increase parental and scholar engagement.		Crystal Ferguson	03/30/2024
<i>Notes:</i>				
6/29/23	Staff communicate weekly through newsletters that include academic content.		Crystal Ferguson	11/10/2024
<i>Notes:</i>				