

Comprehensive Progress Report

- Mission:** The faculty and staff of Aurelian Springs Institute of Global seeks to create a challenging environment that encourages communication, collaboration, creative thinking, and creativity that will enable all students to be productive global citizens of tomorrow.
- Vision:** The faculty and staff of Aurelian Springs Institute of Global Learning are committed to creating fair and challenging experiences in a global environment which is conducive to learning.
- Goals:**
- By the end of the 2024-2025 school year, increase proficiency by 3 percentage points grade 3-5 EOGs with a baseline of 49.6% while exceeding growth.
  - By the end of the 2024-2025 school year, achieve 50% of students in K-2 at benchmark (grade-level) in reading based on performance measured by m-Class.
  - By the end of the 2024-2025 school year, increase student attendance rate by 5 percentage points with a baseline of 88.6%.
  - By the end of the 2024-2025 school year, increase 4th grade Reading proficiency by 3 percentage points from 36.8%to 39.8% .



! = Past Due Objectives      KEY = Key Indicator						
Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	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

<p><b>Initial Assessment:</b></p>	<p>The principal conducts weekly classroom walkthroughs for all teachers using the district's Comprehensive Classroom Monitoring tool for beginning of the year, middle of the year and end of the year. The results of the walkthrough form is shared with individual teachers via their email. The results of classroom walkthroughs are analyzed to determine needed professional development or coaching cycle.</p> <p>The principal follows the state's teacher observation schedule provided by the district. The observation rubric is shared with the teachers and a post conference is scheduled with the teacher within ten days of the observation to review and discuss with the teacher. Reflection questions are asked to allow teachers an opportunity to reflect upon their practice for that lesson. Direct and explicit feedback is provided to the teacher to improve teaching and learning.</p>	<p>Limited Development 09/28/2021</p>		
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<p><b>How it will look when fully met:</b></p>	<p>Teachers believe in growing in their craft as an educator by reflecting on upon the feedback provided to them individually on the district's Comprehensive Classroom Monitoring tool. The feedback is direct, concise, and explicit of what is going well and what is needed to improve teaching and learning. The feedback includes questions to help teachers to reflect on the lesson and gives suggestions of strategies the teacher can implement to improve their teaching. Teachers receive the feedback immediately after the observer leaves the classroom via their email. The observer looks for the suggestions of improvements from the feedback in the next classroom walkthrough the following week. Teachers read the feedback provided and use it to implement strategies for improvement in teaching.</p> <p>The principal uses the feedback of the walkthroughs to lead discussion and check in during data and professional learning community members.</p> <p>Teachers use feedback provided to them in their post conference to determine if any professional development or individual coaching is needed to improve teaching. The principal looks at the data from observations and walkthroughs to develop a protocol to do coaching cycles with individual teachers, grade levels, or groups of teachers who received similar feedback on how to improve. Professional development is assigned to teachers based on the data from the classroom walkthrough and observation data.</p>		Katina Lynch	06/25/2025
<b>Actions</b>		<b>10 of 14 (71%)</b>		
10/23/22	Principal will conduct weekly walk-throughs using the district's walk-through forms for BOY, MOY, and EOY and provide feedback to the teachers.	Complete 06/05/2023	Katina Lynch	06/03/2023
<p><i>Notes:</i> As of Feb. 2023, administrator has conducted 55 walk-throughs providing feedback to teachers.</p> <p>Walk-throughs were conducted weekly. The goal was 10 walk-throughs a week. Did not meet the goal of 10 walk-throughs due to the small number of staff. Most weeks, walk-throughs were conducted on all staff.</p>				
10/23/22	Teachers will meet in PLCs to plan instruction for students.	Complete 06/05/2023	Alice Jefferson	06/03/2023
<i>Notes:</i>				
10/23/22	Principal will conduct formal and informal classroom observations and provide feedback to the teachers.	Complete 06/05/2023	Katina Lynch	06/25/2023

*Notes:* Walk-throughs were conducted weekly. The goal was 10 walk-throughs a week. Did not meet the goal of 10 walk-throughs due to the small number of staff. Most weeks, walk-throughs were conducted on all staff.

Provided coaching cycles using the See it, Name it, do it model with two teachers.

Conducted teacher observations and provided feedback to the teachers.

10/15/23 Principal will conduct weekly walkthroughs using the district's walk-through forms for BOY and provide feedback to the teachers

Complete 10/31/2023

Katina Lynch

11/25/2023

*Notes:* Principal developed a schedule to conduct weekly walk-throughs  
Principal conducted 3-8 walk-throughs weekly.  
[https://docs.google.com/spreadsheets/d/1EW\\_E3kgqIrfAtSvWIAMEGteF9ExW2u0Z1AEXLMVHrxI/copy#gid=0](https://docs.google.com/spreadsheets/d/1EW_E3kgqIrfAtSvWIAMEGteF9ExW2u0Z1AEXLMVHrxI/copy#gid=0)

10/15/23 Principal will conduct weekly walkthroughs using the district's walk-through forms for MOY and provide feedback to the teachers

Complete 03/18/2024

Katina Lynch

03/25/2024

*Notes:*

10/15/23 Principal will conduct weekly walkthroughs using the district's walk-through forms for EOY and provide feedback to the teachers

Complete 05/29/2024

Katina Lynch

06/25/2024

*Notes:*

10/15/23 Principal will facilitate weekly data meetings/PLCs using See it, Name it, Do it protocol to analyze data to improve instruction.

Complete 05/29/2024

Katina Lynch

06/25/2024

*Notes:* Principal facilitated weekly data meeting with all grade levels using the See it, Name it, Do it protocol. Principal videoed meetings to serve as evidence.

10/15/23 Principal will conduct observation throughout the year to monitor instruction and provide teachers with feedback on how to improve instruction.

Complete 05/31/2024

Katina Lynch

06/25/2024

*Notes:* Principal conducted first round of observations and super observations by October 24, 2023.

10/15/23 Grade level teachers will meet to align daily/weekly instruction with the standards and pacing guide.

Complete 06/05/2024

Alice Jefferson

06/25/2024

*Notes:*

10/15/24	Principal conduct weekly walkthroughs (goal: 8 a week) using the districts BOY Comprehensive Walkthrough form and providing feedback to teachers to improve instruction	Complete 11/07/2024	Katina Lynch	11/15/2024
<i>Notes:</i> 47 walkthroughs from August-October 2024. Teachers have been provided feedback.				
10/15/24	Principal conducts weekly walkthroughs (goal: 8 a week) using the districts MOY Comprehensive Walkthrough form and providing feedback to teachers to improve instruction		Katina Lynch	03/15/2025
<i>Notes:</i>				
10/15/24	Principal conducts weekly walkthroughs (goal: 8 a week) using the districts EOY Comprehensive Walkthrough form and providing feedback to teachers to improve instruction		Katina Lynch	06/25/2025
<i>Notes:</i>				
10/15/24	Principal provides teachers with real time feedback while visiting classrooms		Katina Lynch	06/25/2025
<i>Notes:</i>				
10/15/24	Principal conducts observation three times a year and provide teachers with feedback.		Katina Lynch	06/25/2025
<i>Notes:</i>				

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>			<b>Practice 2B: Target professional learning opportunities</b>			
	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

<p><b>Initial Assessment:</b></p>	<p>The Principal and teachers analyzes the data from testing such as mClass, mClass lectura, iStation reading and math, Exact Path (all subjects), Mastery Connect (all subjects), and NC Check-ins, during weekly data/PLC meetings to determine the area of weaknesses and strengths. Principal and grade level teachers also analyze exit tickets for learning gaps and develop ways to reteach the concepts to address the learning gap. From the data, the team develops strategies to improve the weaknesses of each individual students and how to improve the school.</p> <p>Each teacher has a data wall in the classroom to track student's progress beginning of the year, middle of the year, and end of the year. Teacher created groups for small group instruction based on the data from the quarterly benchmark assessments. Within the small group, teachers use differentiated lessons to address the specific area of weakness for students.</p> <p>The Halifax County Schools district support and improvement team provide professional development opportunities that meet the needs of its teaching staff. The initial needs of teachers are determined by growth and proficiency data as measured by EVAAS, EOG, and EOC data. Teachers are provided standards-based, results driven, and job-embedded professional development opportunities through professional learning communities during the school day and at the beginning of the school year. The district has PLC days and professional development days embedded in the school calendar.</p>	<p>Limited Development 05/25/2016</p>		
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<b>How it will look when fully met:</b>	During weekly PLC meetings, the principal and teachers analyze grade level and school-wide data as it relates to, mClass, Exact Path, iStation, Mastery Connect, NC Check-ins. Teachers along with guidance from the principal identify the areas of weaknesses of the students and develop an action plan to minimize the students' weaknesses in the various subject areas.		Alice Jefferson (election 2024)	06/12/2025
	Teachers use data walls in classrooms to track students' progress on assessments such as K-2: mClass, mClass lectura and iStation Reading and Math; Grade 3: mClass, mClass lectura, Exact Path Reading, Math, Language ARts, Mastery Connect (all subjects), and NC Check-ins (all subjects); grades 4 & 5: , Exact Path Reading, Math, Language ARts, Mastery Connect (all subjects), and NC Check-ins (all subjects)			
	Teachers in grades K-2 create Individual Reading Plans based off of mClass to help students reach benchmark.			
	Teachers in grades 3-5 have students to use Exact path learning paths to address skill deficits and to help students improve on mastery of the skills.			
	The teachers participate in data talks with the principal and grade level teachers.			
	Teachers conduct parent conferences to review individual student data and discuss the plan to address any area of weakness or deficit.			
	Principal host parent data sessions at least two times a year to discuss overall school data and how parents can help at home.			
<b>Actions</b>		<b>5 of 16 (31%)</b>		
10/23/22	Teachers will analyze collected data findings from scheduled iStation, mClass, Exact Path, and benchmarks.	Complete 06/05/2023	Katina Lynch	06/03/2023
<i>Notes:</i> Teachers uses data from monthly iStation and mClass progress monitoring to impact instruction and form small groups.				
10/23/22	Monthly PLC meetings to analyze data to identify weaknesses of students.	Complete 06/26/2023	Katina Lynch	06/03/2023
<i>Notes:</i> Administration meets with teachers bi-weekly to discuss data, progress monitoring, and instruction. Discuss strategies to use to address the needs of the students				
10/23/22	Teachers will attend district provided professional development (boot camps).	Complete 06/09/2023	Katina Lynch	06/03/2023

<i>Notes:</i> Several teachers attended the district's Saturday "boot camps"				
10/23/22	Create data walls to track students' performance on district assessments.	Complete 06/09/2023	Katina Lynch	06/03/2023
<i>Notes:</i>				
10/15/23	Teachers will create data walls to track students' performance on assessments.	Complete 06/25/2024	Katina Lynch	06/25/2024
<i>Notes:</i> Teacher had data walls reflecting students' performance on assessments such as K-2 mClass and iStation, grades 3-5: Exact Path, Mastery Connect, NC Check-ins. To retain confidentiality the students' had numbers, colors, animals, or snacks to identify them. These were only shared with the individual student.  Data walls were updated at the beginning of the year, middle of the year, and end of the year.				
10/23/22	Develop specific plans of action for small group and individual student needs to use during intervention.		Yolanda Scott	06/03/2025
<i>Notes:</i>				
10/15/23	K-2 teachers will analyze data from assessments such as mClass to develop lessons to address student needs.		Alice Jefferson	06/25/2025
<i>Notes:</i> Weekly data/pLC meetings: Analyzed results from the BOY< MOY, EOY data and create a plan of how to address learning gaps. Grouped students for intervention times within the classroom and shared resources in mClass and iStation to use to address learning gaps in small groups during intervention times. Reviewed progress monitoring data to access if interventions were working to address learning gaps. Teachers had data walls to have easy knowledge of what students needed what interventions.				
10/15/23	Third grade teachers will analyze data from assessments such as mClass, Exact Path, Mastery Connect, and NC Check-ins to develop lessons to address student needs.		Amabella Nardo	06/25/2025
<i>Notes:</i>				
10/15/23	Fourth will analyze data from assessments such as Exact Path, Mastery Connect, and NC Check-ins to develop lessons to address student needs.		Kimberly Baculando Cruz	06/25/2025
<i>Notes:</i>				



10/15/23	Principal and staff will meet weekly in data meetings/PLC meetings to analyze grade level data on benchmarks.		Katina Lynch	06/25/2025
<i>Notes:</i>				
10/15/23	Develop specific plans of action for individual and small groups to address areas of deficits for the student.		Katina Lynch	06/25/2025
<i>Notes:</i>				
10/15/23	Analyze MTSS data to impact instruction.		Shaquanna Graham	06/25/2025
<i>Notes:</i>				
10/2/24	K-2 teachers will analyze data from assessments such as iStation to develop lessons to address student needs.		Alice Jefferson	06/25/2025
<i>Notes:</i> Weekly data/pLC meetings: Analyzed results from the BOY< MOY, EOY data and create a plan of how to address learning gaps. Grouped students for intervention times within the classroom and shared resources in mClass and iStation to use to address learning gaps in small groups during intervention times. Reviewed progress monitoring data to access if interventions were working to address learning gaps. Teachers had data walls to have easy knowledge of what students needed what interventions.				
10/2/24	Fifth grade teachers will analyze data from assessments such as Exact Path, Mastery Connect, and NC Check-ins to develop lessons to address student needs.		Kimberly Baculando Cruz	06/25/2025
<i>Notes:</i>				
10/2/24	Teachers will analyze exit tickets to identify learning gaps and develop plan of how to reteach to address the learning gap.		Katina Lynch	06/25/2025
<i>Notes:</i>				
10/2/24	Principal will host parent data sessions at least two times a year to discuss overall school data and how parents can help at home.		Katina Lynch	06/25/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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
<i>Initial Assessment:</i>			MTSS (multi-tiered support system) is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. Teachers use the framework for literacy, math, or positive behavior supports.	Limited Development 10/18/2022		
<i>How it will look when fully met:</i>			Students will have support at all three levels of intervention (Tier 1, 2, and 3). Teachers will use research-based interventions to support student performance (academic and behavioral) at all levels.		Shaquanna Graham (election 2024)	06/25/2026
<b>Actions</b>				<b>5 of 13 (38%)</b>		
	10/23/22	Implement an Afterschool Tutoring Program to address student deficits and learning gaps (Tier 2 &3) for grades 3-5.		Complete 12/08/2022	Katina Lynch	12/20/2022
<i>Notes:</i>						
	2/19/23	Implement a weekly Afterschool Tutoring Program to address student deficits and learning gaps (Tier 2 &3) for grades 3-5.		Complete 03/31/2023	Katina Lynch	03/31/2023
<i>Notes:</i>						
	10/18/22	Identify and create a list of MTSS students based on teacher data and benchmark data.		Complete 06/05/2023	Jacqueline Harper	06/03/2023
<i>Notes:</i> Teachers grouped students and identified students by tiers to provide interventions for students. The tiers and grouping were based on teacher data and benchmark data. Teachers progressed monitored the students to assess any growth and movement from tiers.						
	10/18/22	Students will receive 30 minutes of intervention in the school-wide master schedule.		Complete 06/05/2023	Katina Lynch	06/03/2023
<i>Notes:</i>						
	10/15/23	Master schedule will include time for intervention for each grade level.		Complete 09/08/2023	Katina Lynch	09/30/2023
<i>Notes:</i> Master schedule has completed to include intervention for each grade level. All grade levels except for two have intervention built in separately for reading and math.						
	10/18/22	Discuss strategies for differentiation of students during PLC meetings.			Katina Lynch	06/25/2025

*Notes:* Weekly data/ PLC meetings focus on analyzing exit tickets using the See it, Name it, Do It protocol to impact instruction. During meetings, discuss several strategies used to teach the standards and identify strategies to re-teach the standard to address learning gaps.

Use Data Driven instruction

10/15/23 Teachers will implement strategies to address students in tier 2 and tier 3 for academics and behavior.

Shaquanna Graham

06/25/2025

*Notes:*

10/15/23 Student services will implement strategies to address tier 2 and tier 3 students for attendance

Shaquanna Graham

06/25/2025

*Notes:*

10/15/23 Establish an MTSS committee to review data for students in tier 2 and tier 3

Shaquanna Graham

06/25/2025

*Notes:*

10/15/23 MTSS committee provide research based strategies for teachers to implement for tier 2 and tier 3 students

Shaquanna Graham

06/25/2025

*Notes:*

10/15/24 Provide staff with professional development on MTSS process and identifying students in need of tiered interventions,

Amabella Nardo

06/25/2025

*Notes:*

10/15/23 Teachers will analyze data to group students into instructional tiers

Amabella Nardo

06/25/2025

*Notes:* Teachers used BOY testing data (K-3: mClass, mClass Lectura; K-2: iStation; 3rd - 5th: Exact Path) to group students into tiers to address academic areas.

10/15/23 Teachers will provide differentiated lessons for students during instruction and intervention

Katina Lynch

06/25/2025

*Notes:* Lesson plans show evidence of differentiation in small groups during instruction and intervention.

During walk-throughs have seen evidence of teachers using differentiated activities within small group rotations.

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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>			<p>The school hosted Curriculum Nights or Parent information Nights three times a week. One Curriculum night focuses on reading and the second one focuses on Math. During Curriculum nights, parents have the opportunity to see activities their students complete in class aligned with the standards. The principal hosts Pastries with Principal as a way to inform parents of test data of where the school is at, goals of the school, and the steps the school is going to take to achieve the goals. Pastries with Principal also allows time for parents to have an open dialogue with the principal about school issues. Parents are encouraged to give suggestions of how to make the school better.</p> <p>The principal makes weekly Blackboard ConnetEd calls to inform parents of positive things going on at school and upcoming events.</p>	Limited Development 05/25/2016		
<i>How it will look when fully met:</i>			Title 1 activities are planned for family members to attend. The school will conduct at least two Curriculum Nights to share information about Title 1, provide ideas/resources/strategies for families who need more home academic ideas, and visit schools with child. Parents will have the opportunity to sign up for Teacher/parent conferences. Progress Reports are sent home on a quarterly basis. PTA will be established and have a calendar of scheduled meetings for the school year. Paper, website, email, and phone communications are sent home regularly to inform parents of current events and concerns. The school will share school information on social media to increase the reach of informing parents.		Kimberly Baculando Cruz (election 2024)	06/25/2026
<i>Actions</i>				12 of 18 (67%)		
	10/23/22	Create Student Handbook of expectations, procedures, and school information for parents.		Complete 09/30/2022	Katina Lynch	12/21/2022

	<i>Notes:</i>			
10/23/22	Communicate with families using Blackboard Connect by sending weekly messages.	Complete 06/09/2023	Katina Lynch	06/03/2023
	<i>Notes:</i> Weekly announcements have been made using Blackboard Connect, Class Dojo, and School's social media.			
10/23/22	Post highlights and events of the school on social media such as Facebook and school's website.	Complete 06/09/2023	Kevia Lynch	06/03/2023
	<i>Notes:</i> School events and highlights are posted on a daily/weekly basis on social media.			
10/23/22	Communicate with families using class Dojo.	Complete 06/09/2023	Alice Jefferson	06/03/2023
	<i>Notes:</i> Teachers send weekly updates using Class Dojo to parents.			
10/23/22	Host at least three Title 1: Curriculum Nights throughout the year (BOY, MOY, EOY)	Complete 06/09/2023	Katina Lynch	06/03/2023
	<i>Notes:</i> The first Title 1 Curriculum Night was hosted October 27, 2022.  The middle of the year Parent Night was hosted February 9, 2023.  EOG Night Grade 3-5 May 16, 2023 5-6 pm virtual			
10/23/22	Provide Parental resources on Teacher's webpage/Class Dojo.	Complete 06/16/2023	Kevia Lynch	06/03/2023
	<i>Notes:</i>			
10/15/23	Parents/students will be provided access to the student handbook via the school's website	Complete 09/29/2023	Katina Lynch	10/31/2023
	<i>Notes:</i>			
10/15/23	School will host Parent Night focused on curriculum at the beginning of the year	Complete 10/26/2023	Katina Lynch	10/31/2023
	<i>Notes:</i> Title 1 Curriculum Night was hosted on October 26, 2023 from 5:30-6:45 pm.			
11/28/23	School will host Thanksgiving Parent Engagement Luncheon with focus on attendance, how to help students at home, and highlights of school activities.	Complete 11/16/2023	Katina Lynch	11/30/2023
	<i>Notes:</i> Parent Engagement luncheon was held on November 16, 2023. Total of 77 parents attended the event.			
10/15/23	School will host Parent Night focused on curriculum at the middle of the year	Complete 02/27/2024	Katina Lynch	03/15/2024

<i>Notes:</i>				
10/15/23	School will host Parent Night focused on curriculum at the end of the year	Complete 05/17/2024	Shaquanna Graham	06/25/2024
<i>Notes:</i> Tried to get more participation from parents by hosting Pastries with the Principal during the morning. This invited parents out to learn how to help students at home prepare for upcoming testing. Parents reviewed types of questions asked on the end of course test.				
10/15/23	School will use Blackboard ConnectEd to communicate with parents by sending weekly messages highlighting events, celebrations, expectations, procedures and information		Daisy Penilla	06/25/2025
<i>Notes:</i>				
10/15/24	Establish Parent Teacher Association and have meetings quarterly		Daisy Penilla	06/25/2025
<i>Notes:</i>				
10/15/24	Host BOY Title 1 Curriculum Night focused on Reading in which parents can participate in activities aligned with the standards with their students.	Complete 10/24/2024	Yolanda Scott	06/25/2025
<i>Notes:</i>				
10/15/24	Host MOY Curriculum Night focused on Math in which parents can participate in activities aligned with the standards with their students.		Kimberly Baculando Cruz	06/25/2025
<i>Notes:</i>				
10/15/24	Host EOY Curriculum Night focused on Science or EOG testing in which parents can participate in activities aligned with the standards with their students.		Yolanda Scott	06/25/2025
<i>Notes:</i>				
10/15/23	Highlights for the school will be posted on the school's social media sites such as Facebook and the school's website.		Edilmar Moreno	06/25/2025
<i>Notes:</i>				
10/15/23	Teachers and school will communicate with parents/guardians via Class Dojo		Alice Jefferson	06/25/2025
<i>Notes:</i>				