



Classical Charter Schools of Wilmington
School Improvement Plan
2025-2026 School Year

Updated 10/21/2025, Approved 10/23/2025

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Name	Position	School Improvement Role
Leslie Smith	Headmaster	School Improvement Team Chair
Katie Boyce	School Social Worker	Co-chair, Elementary Representative
Rachel Hawkins	Academic Coach 4th-5th ELA/History/Latin	Curriculum Representative/ Instructional Support Representative
David Johnson	Academic Coach 3rd-5th Math/Science	Curriculum Representative/ Instructional Support Representative
Sydney Sellers	2nd Grade	K-2 nd Elected Representative
Chelsea Nichols	4 th Lead Teacher	3 rd -5 th Elected Representative
Kayla Johnson	EC Teacher	EC Elected Representative
Pamela Dixon	Parent	Booster Club Elected Parent Representative

Classical Charter Schools of Wilmington Mission

Our understandings of humankind and our universe are expressed and communicated through all of our arts and sciences. Each method of expression- language, painting, music, mathematics, and science- has its rules and techniques for effectively communicating these ideas and understandings.

These rules and techniques are bridges over which ideas must be communicated from one generation to the next. Thus, the mission of the school through The Roger Bacon Academy is, for the next generation:

- To teach the rules and techniques for effective expression and communication in the arts and sciences,
- To communicate, by these arts and sciences, our understandings of the universe and our role in it, and
- To instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

Classical Charter Schools of Wilmington Vision

The School unites and balances all subjects—whether language, mathematics, art, music, history, or science—by teaching each as a method for expressing ideas with standard rules and classical examples for study in each area. Every student who is willing to pledge self-discipline, honesty, and perseverance can excel to their fullest potential at The School. We expect every student to devote full attention to every subject—whether language, mathematics, art, music, history, or science—to achieve a balanced, comprehensive understanding of our civilization and the world in which we live.

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**

2025-2026 Key Indicators

****Highlighted Indicators are areas of focus for the 2025-2026 school year****

B1.01 *The LEA has an LEA Support and Improvement Team.*

Implementation Status: Fully Implemented December 13, 2022

B1.03 A *Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meet regularly (at least twice a month) to review implementation of effective practices.*

Implementation Status: Fully Implemented December 13, 2022

B2.03 *The school has established a team structure among teachers with specific duties and time for instructional planning.*

Implementation Status: Fully implemented December 13, 2022

B3.03 *The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.*

Implementation Status: Fully implemented December 13, 2022

C3.04 *The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.*

Implementation Status: Fully implemented December 13, 2022

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.*

Implementation Status: Limited Development December 13, 2022

Assigned to: David Johnson

CCS-Wilmington regularly reviews school performance and instructional data to guide continuous improvement. The school leadership team and staff analyze data weekly through grade-level data meetings and curriculum meetings to monitor student progress, identify trends, and address instructional needs. During these meetings, teachers and administrators collaborate to discuss assessment results, classroom observation data, and student work samples to determine areas of strength and those needing additional support.

Information gathered from these reviews is used to plan and adjust targeted professional development opportunities for staff. Identified needs may include differentiation strategies, small-group instruction, or content-specific support. The administrative team also uses aggregated classroom observation data to ensure professional learning aligns with observed instructional trends.

When fully met, CCS-Wilmington regularly analyzes school performance and classroom observation data to guide school improvement and professional development. Weekly grade-level and curriculum meetings review student assessment results, classroom observations, and student work to identify instructional strengths and areas for growth. The SIT reviews aggregated data monthly to inform schoolwide decisions. Professional development is targeted to staff needs based on data, and follow-up observations and student performance trends are used to monitor effectiveness.

Evidence:

1. Weekly and monthly data review summaries
2. Meeting agendas and minutes (SIT, grade-level, curriculum)
3. Observation reports and feedback
4. Professional development plans and attendance records
5. Adjustments to school improvement plans based on data
6. Student performance trends demonstrating growth

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.*

Implementation Status: Limited Development April 27, 2022

Assigned to: Brittany Finucan

Our Current State of our School 2024-2025:

Our school has had training on implementing the MTSS process at CCS-Wilmington at the beginning of the school year in July. The team does not feel the training was enough to keep teachers abreast of the process. Meetings are held when students reach a dire need. Consistency and follow-up seem to be lacking and would be beneficial to ensure that teachers are processing students through the process and keeping data up to date.

When fully met, we have consistently created an inclusive and supportive learning environment where all students receive personalized, evidence-based instruction tailored to their unique needs. Through a tiered instructional system, we commit to providing differentiated support at every level, ensuring that each student has the opportunity to succeed and thrive. By aligning our practices with students' individual needs, we aim to foster a growth mindset, empower learners, and promote academic excellence for all. The school uses a system where students receive different levels of instruction or interventions. These tiers are designed to provide more intensive support for students who need it while still offering quality instruction to all students. We will use our MTSS documentation system to keep track

of all interventions taking place in the classroom. We will also have MTSS check-ins with teachers once per month to discuss interventions.

A1.07 *ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.*

Implementation Status: Limited Development December 13, 2022

Assigned to: Kayla Johnson

Classical Charter Schools of Wilmington recognizes the need for teachers to demonstrate positive classroom management and reinforcement of classroom rules and procedures by positively teaching them. We have taken steps to aid teachers in following classroom management guidelines and being proactive in addressing students' needs.

1. Weekly teacher observations and daily walk-throughs completed by administration and curriculum.
2. Strategies provided by the school Social Worker, for specific student behavior.
3. Behavior referral to MTSS team.
4. Increase parent communication.
5. Professional development sessions with a focus on classroom management.

When fully implemented the teachers at Classical Charter Schools of Wilmington will be able to demonstrate a positive classroom environment where each unique student's needs are addressed proactively, and classroom management guidelines are being followed.

The information we will provide is the following:

1. Teacher observations and feedback from administration, curriculum, and ABA specialist.
2. Visuals of classroom guidelines displayed in each classroom.
3. Training schedule for classroom management from the administration.
4. Parent Communication log.
5. Data to support decreased classroom behaviors.

A2.04 *Instructional Teams develop standards-aligned units of instruction for each subject and grade level.*

Implementation Status: Fully implemented December 13, 2022

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.*

Implementation Status: Limited Development December 13, 2022

Assigned to: Brittany Finucan

Classical Charter Schools of Wilmington recognizes the need for consistent, intentional, and ongoing plans to support student transition for grade-to-grade and level to level.

1. Student placement cards will be used to ensure students' needs are met both academically and behaviorally.

2. Grade-level teams will schedule end-of-the-year meetings to discuss students' needs. (Ex. 1st will meet with 2nd, 3rd will meet with 4th)
3. Fifth-grade students will complete a CCS-Leland middle school tour on January 5th, allowing them to meet the teachers, follow the daily schedule, and review the curriculum that is taught

The information we will provide is the following.

1. Completed student placement cards.
2. Teacher meeting notes from end-of-year meetings between grade levels.
3. Feedback from the fifth-grade visit to CCS-Leland Middle School.

A4.06 *ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.*

Implementation Status: Limited Development March 15, 2022

Assigned to: Leslie Smith

Classical Charter Schools of Wilmington recognizes the emotional needs and support for all students.

Our highest priority is to ensure that all students feel safe and secure in their learning environment. We are taking steps to provide support and interventions for students to better manage their emotions.

1. Gather data using the school Discipline Log to assist with tracking the location/time of occurrences, the severity of the infractions, and the number of violations for each individual student.
2. Visual model for select students to aid in communicating their emotional state to their teacher.
3. Intervention/Support provided for select students in the form of weekly check-ins, and social/emotional group lessons with the school social worker.
4. Professional development is provided at the beginning of each school year for teachers and staff delivered by a school social worker and/or outside psychologist.
5. Staff recognition for successful implementation of emotional needs and support plan.
6. Headmaster, Social Worker, and 2 teachers will be trained in Mental Health First Aid.

When this object is fully met, the teacher will be able to manage students' emotions, limiting students' anger outbursts and discipline/office referrals. This will have the whole classroom more engaged and students more attentive and happy, which should help the classroom's academic performance.

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).*

Implementation Status: Limited Development December 13, 2022

Assigned to: Leslie Smith

CCS-Wilmington regularly communicates with parents and guardians about ways they can support their child's learning at home. Students are provided with login information for the IXL program, which allows them to practice and reinforce skills in reading and math outside of school. Teachers assign selected skills for students to focus on, targeting areas where they need extra support or remediation. Parents are informed of these targeted skills and encouraged to monitor their child's progress in order to help close

learning gaps. Communication with families also includes guidance on using these resources effectively and the importance of consistent practice at home to support mastery and overall student achievement.

When fully implemented, CCS-Wilmington consistently communicates with parents and guardians about how they can support learning at home and the importance of the home-school connection. All students have access to resources such as IXL, with individualized skill assignments in reading and math aligned to their instructional needs. Parents are regularly informed of their child's progress, targeted skills, and strategies to reinforce learning at home. Communication occurs through multiple channels, including emails, newsletters, parent-teacher conferences, and online portals.

Families are actively engaged in supporting student learning, and teachers monitor both student progress and parent engagement to adjust instructional support as needed. Evidence of full implementation includes parent notifications, student login and progress reports, documentation of assigned skills, and feedback demonstrating that parents are using the resources to support learning at home.