

Comprehensive Progress Report

Mission: The staff of Pleasant Garden Elementary is committed to excellence in teaching by providing a supportive learning environment that challenges all students to reach their highest level of academic achievement. We will foster the development of students' attitudes, behaviors and health to prepare them to become independent, responsible citizens in the global community.

Vision: At Pleasant Garden Elementary School we are committed to empowering students by providing a safe and nurturing environment through which consistent, data driven, standards-based instruction is delivered within a growth mindset framework

Goals:

By the end of 2024-25, Pleasant Garden Elementary School will increase 2023-24 Reading Proficiency in grades 3-5 by 3 percentage points from 56.2% to 59.2%.

By the end of 2024-25, Pleasant Garden Elementary School will increase 2023-24 Math Proficiency in grades 3-5 by 3 percentage points from 69.5% to 72.5%.

By the end of 2024-25, Pleasant Garden Elementary School will increase 2023-24 Science Proficiency in grade 5 by 3 percentage points from 81.8% to 84.8%.

By the end of 2024-25, Pleasant Garden Elementary School will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 22.7% to 17.7%.

By the end of 2024-25, Pleasant Garden Elementary School will decrease the number of lost instructional days in 2023-24 due to In-School Suspensions and Out-of-School-Suspensions by 10% from 12 days to 11 days.

By the end of the 2024-25, Pleasant Garden Elementary School will implement daily SEL instruction in 100% of classrooms.

— = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing Focus plans annually in conjunction with the School Improvement Plan.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		Pleasant Garden Elementary School will utilize the external supports provided by the district.		Brian Lehman	06/12/2026
Actions			0 of 1 (0%)		
9/11/19	The District School Improvement team will be created and will meet on a regular basis to help transform any and all under performing schools in the district.			Brian Lehman	06/30/2026
Notes:					

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	Pleasant Garden Elementary currently has a functioning leadership team with representation from all grade levels and stakeholders. The team meets monthly to discuss achievement data, finances, concerns and direction of the school. In addition the instructional Leadership Team meets weekly to discuss pressing curriculum and logistical issues related to daily instruction.	Limited Development 08/08/2016		
		Priority Score: 1 Opportunity Score: 3 Index Score: 3			
	<i>How it will look when fully met:</i>	The school based leadership team will work in conjunction with the instructional leadership team to ensure high quality instruction is being provided in all classrooms. The Instructional Leadership Team team will conduct weekly observations and provide continuous feedback to teachers. The School Based Leadership Team will routinely review data and develop real time plans for improvement.		Brian Lehman	06/30/2025
	<i>Actions</i>		0 of 2 (0%)		
	9/25/24	The instructional leadership team will collect data utilizing walk through observations focused on the individual teachers instructional quality of focus. Data will be shared at the monthly school based leadership team meeting.		Leslie Landreth	05/01/2025
	<i>Notes:</i>				
	9/7/22	The school based leadership team will meet monthly to review SIP progress and discuss school business.		Brian Lehman	06/30/2025
	<i>Notes:</i>				
	<i>Implementation:</i>		09/25/2024		

<i>Evidence</i>	6/18/2019				
<i>Experience</i>	6/18/2019				
<i>Sustainability</i>	6/18/2019				
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All teachers are provided planning time during the instructional day. Teachers meet as a grade level weekly to discuss student achievement and possible interventions to improve learning outcomes for individual students.</p> <p>Teachers meet with the curriculum facilitator and departmentalized groups weekly to plan for upcoming lessons.</p>	Limited Development 10/12/2021		
<i>How it will look when fully met:</i>		<p>During the 2024-2025 school year teachers will continue to plan with their department and the curriculum facilitator on a weekly basis.</p> <p>Data Discussions will be held bi-weekly during PLCs and will be teacher led.</p>		Leslie Landreth	06/30/2025
<i>Actions</i>				0 of 2 (0%)	
10/12/21	Teachers will be trained in all data sets (NWEA, Dibels, IA, EVASS) to support students data discussions			Leslie Landreth	10/30/2024
<i>Notes:</i>					
9/27/24	Teachers will meet with the curriculum facilitator weekly to plan and unpack standards.			Leslie Landreth	06/15/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>			<p>The leadership team conducts regular walkthroughs and observations of all classroom teachers and provides appropriate feedback in a timely manner following each observation.</p> <p>The ILT team conducts regular walkthroughs based on a current focus. The team meets to discuss the results and discuss positive and negative trends observed in the data. The team then provides strategies to improve instructional delivery.</p>	Limited Development 10/06/2020		
<i>How it will look when fully met:</i>			<p>The principal and assistant principal will conduct all formal observations on time and provide appropriate feedback to teachers through formal post conferences and informal walkthrough feedback</p> <p>The instructional leadership team will conduct weekly walk throughs and provide feedback in the individually selected instructional quality of focus.</p>		Brian Lehman	06/30/2025
Actions				4 of 7 (57%)		
9/27/24			The instructional Leadership Team will create a detailed coaching plan for the 2024-20245 school year.	Complete 10/01/2024	Brian Lehman	10/15/2024
<i>Notes:</i>						
9/27/24			Teachers will be trained in the instructional qualities and identify a quality of independent focus.	Complete 10/01/2024	Leslie Landreth	10/15/2024
<i>Notes:</i>						
9/27/24			Individual walkthrough documents will be created and linked to teacher emails.	Complete 10/01/2024	Leslie Landreth	10/15/2024

<p>Notes:</p> <p>9/27/24 The instructional leadership team will conduct norming walkthroughs as a group to create a common understanding of the tool and norm ratings.</p>					
<p>Notes:</p> <p>9/27/24 Each member of the instructional leadership team will conduct a minimum of 5 walkthroughs a week using the developed tool.</p>					
<p>Notes:</p> <p>9/27/24 The Instructional Leadership Team will meet monthly to discuss data sets related to walkthroughs. Specific areas of concentration and teacher need will be determined.</p>					
<p>Notes:</p> <p>9/7/22 The principal and assistant principal will complete required observations by the specified due date.</p>					
<p>Notes:</p>					
	KEY	D1.02	Implementation Status	Assigned To	Target Date
Initial Assessment:		Within the 2023-24 school year, our school identified the following resource inequity with our SLD subgroup as it relates to proficiency in the areas of math and reading. As a result, our school plans to continue providing our EC students the services indicated on their IEP. Our EC teachers will utilize the scripted programs/curriculums provided by the county to close the achievement gap.	Limited Development 10/30/2023		
How it will look when fully met:		EC teachers will utilize the scripted programs/curriculums provided by the county to close the achievement gap. The teachers will collect progress monitoring data to show the progress students make to reaching their IEP goals.		Leslie Landreth	06/30/2026
Actions			0 of 1 (0%)		
10/30/23 Teachers will collect progress monitoring data to show the progress students make to reaching their IEP goals.				Emily Cox	06/30/2026
<p>Notes:</p>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	KEY	C2.01	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<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>	Limited Development 10/06/2020		
<i>How it will look when fully met:</i>		<p>Pleasant Garden Elementary school regularly looks at multiple data sets inclusive of common assessments, benchmark assessments, end of grade assessments, Dibels Assessments, CKLA assessments, NWEA MAP assessments and Eureka Assessments to make decisions related to instruction, teacher assignment and strategies to improve student growth and success.</p> <p>Teachers meet as a grade level with administrators, the curriculum facilitator and academic coaches on a weekly basis to discuss and disaggregate data.</p>		Leslie Landreth	06/30/2025
Actions			0 of 2 (0%)		
9/16/21		Teachers will meet in PLCs weekly to discuss universal and individual student progress utilizing multiple data sources. (Common Assessments, NWEA, Dibels, Benchmark)		Leslie Landreth	06/30/2025
<i>Notes:</i>					
9/7/22		Testing data from all sources will be discussed during grade level and ILT meetings.		Leslie Landreth	06/30/2025
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>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)</p> <p>Pleasant Garden Elementary School currently utilizes multiple vetted curriculum programs to provide ELA and math instruction. Eureka Math Squared will be used in all grade levels (K-5), CKLA is implemented for ELA instruction in all grade levels (K-5). In addition UFLI is utilized in (K-3) and Morpheme Magic is utilized (3-5).</p> <p>MTSS is implemented at all grade levels and students moved appropriately through the tiers based on the required level of support.</p>	Limited Development 09/16/2019		
		<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
<i>How it will look when fully met:</i>		<p>All teachers will be knowledgeable and have the ability to effectively implement the multi tiered systems of support as required by the state of North Carolina.</p> <p>All teachers will have a deep knowledge of the required curriculum(s).</p>		Brian Lehman	06/30/2025
Actions			0 of 11 (0%)		
10/6/20	Pleasant Garden Elementary School will develop a (K-5) IPS team that will identify appropriate levels of intervention and support for identified students. This team will meet on an ongoing basis throughout the 2024-2025 school year.			Leslie Landreth	06/13/2025
<i>Notes:</i>					
11/4/20	Kindergarten - Third Grade students will be assessed using McClass DIBELS three times during the 2024-2025 school year.			Leslie Landreth	06/15/2025
<i>Notes:</i>					
11/4/20	All k-5 students will be assessed using the NWEA MAP Assessment			Leslie Landreth	06/15/2025
<i>Notes:</i>					
9/16/21	Teachers will review data sets to determine the level of IPS support required for each student.			Leslie Landreth	06/15/2025

Notes:				
9/16/21	Teachers will meet during PLCS to discuss the individual progress of students receiving supplemental support.		Leslie Landreth	06/15/2025
Notes:				
9/16/21	K-5 IPS teams will meet regularly to discuss the progress of students that are identified as intensive.		Leslie Landreth	06/15/2025
Notes:				
9/7/22	MTSS Teams will meet weekly to discuss the progress of students identified as intensive.		Leslie Landreth	06/15/2025
Notes:				
9/7/22	Students who have been identified as needing supplemental support will be discussed monthly during grade level PLC meetings.		Leslie Landreth	06/15/2025
Notes:				
9/27/24	Reading teachers in grades 4 and 5 will be trained in Morpheme Magic and will integrate the program into their weekly lessons.		Barbara McRae	06/15/2025
Notes:				
9/27/24	Teachers in K-3 will be trained in UFLI and will incorporate the program in their weekly lessons.		Barbara McRae	06/15/2025
Notes:				
9/16/19	Staff members will effectively employ the processes of MTSS to support all students served.		Brian Lehman	06/15/2025
Notes:				
Implementation:		08/23/2022		
Evidence	8/23/2022 One hundred percent of students and staff were trained on how to access Microsoft Teams during remote learning.			
Experience	8/23/2022 All teachers successfully utilized Microsoft Teams to provide instruction during remote learning.			
Sustainability	8/23/2022 Microsoft Teams will be utilized as needed.			

9/27/24	Teachers will incorporate Apple products and software into daily lessons.		Barbara McRae	06/30/2025	
<i>Notes:</i>					
9/27/24	100% of certified staff will receive Apple teacher certification.		Brian Lehman	10/15/2025	
<i>Notes:</i>					
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>		Staff members implement school wide expectations utilizing the PBIS plan. At the classroom level teachers utilize the Classroom Dojo platform to track desired behaviors. During the 2024-2025 school year all classroom teachers will conduct a daily social emotional learning lesson.	Limited Development 10/12/2021		
<i>How it will look when fully met:</i>		All teachers will implement PBIS as a classroom and schoolwide behavior management framework.		Brian Lehman	06/30/2025
		All teachers will utilize Classroom Dojo to inform families of positive and negative behaviors daily.			
		All teachers will implement a daily SEL lesson.			
<i>Actions</i>			0 of 3 (0%)		
10/12/21	All teachers and students will be trained in PBIS expectations twice during the school year.			Leslie Landreth	01/15/2025
<i>Notes:</i>					
10/12/21	Teachers will be trained in the use of Classroom Dojo and will effectively implement the app in their classroom.			Marry McClintock	01/15/2025
<i>Notes:</i>					
9/7/22	The PBIS team will meet monthly to discuss general expectations for all classrooms and plan quarterly celebrations.			Leslie Landreth	06/15/2025
<i>Notes:</i>					

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>	Currently the county utilizes CKLA and Eureka Math Squared which are aligned to the standards for each grade level. Pleasant Garden instructional teams (inclusive of exceptional children, academically gifted, English language learners, specialists and general education teachers) utilize the curriculums as a guide to implement differentiated lessons and formative assessments. Instructional teams dissect each unit utilizing backwards mapping to address standards outlined in the unit. Instructional teams create common assessments to evaluate and monitor student learning throughout the implementation of the prescribed unit.	Limited Development 08/08/2016		
	<i>How it will look when fully met:</i>	All grade levels and subject areas will create units and lessons that are aligned to NC State standards, county pacing and local curriculum expectations. This will be monitored through observation and lesson plans.		Leslie Landreth	06/30/2025
Actions		0 of 4 (0%)			
9/7/22	Teachers will meet with the curriculum facilitator weekly to dissect units and plan for upcoming lessons.			Leslie Landreth	06/15/2025
<i>Notes:</i>					
9/7/22	Teachers will meet with grade level teams in a PLC setting to discuss student progress and concerns.			Barbara McRae	06/15/2025
<i>Notes:</i>					
9/7/22	The instructional learning team will monitor classroom instruction both formally and informally throughout the school year and discuss implementation monthly.			Brian Lehman	06/15/2025
<i>Notes:</i>					
9/7/22	Teachers will create and upload individual lesson plans to TEAMS on a weekly basis.			Barbara McRae	06/15/2025
<i>Notes:</i>					

		A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	All teachers currently follow the Guilford County provided curriculum and pacing guides. Teachers plan with the curriculum facilitator, grade levels and vertical teams to provide support to colleagues and share effective strategies.	Limited Development 10/06/2020		
		<i>How it will look when fully met:</i>	When fully met the curriculum will be implemented based on county guidance and all students will be actively engaged.		Leslie Landreth	06/30/2025
		Actions			0 of 1 (0%)	
		10/6/20	The ILT will meet to discuss and develop a plan to implement. At this time administration is seeking further clarification.		Brian Lehman	06/04/2025
		<i>Notes:</i>				
		Core Function: Domain 3: Instructional Transformation				
		Effective Practice: Practice 3C: Remove barriers and provide opportunities				
	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>	At this time there is no process or procedure in place to assist with the student transition to the next grade level.	Limited Development 08/24/2017		
		<i>How it will look when fully met:</i>	Pleasant Garden Elementary will employ a comprehensive protocol designed to support student transitions between grade levels. In addition common language and instructional protocols will be developed to ease the transition. Pleasant Garden Elementary School will exit TSI status for SWD.		Barbara McRae	06/30/2025
		Actions			0 of 1 (0%)	
		9/11/19	Students will participate in a "step up day" to visit the the grade level they will attend the following year.		PBIS Team	06/15/2025
		<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift				
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning				
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Pleasant Garden Elementary School utilizes a variety of methods to meet the emotional needs of the students served. A school wide behavior support system is in place (PBIS), students receive weekly guidance lessons and are recognized for positive citizenship.</p> <p>Pleasant Garden Elementary School will be implementing the Harmony program school wide during the 2024-2025 school year. Students will receive weekly lessons in guidance classes as well as daily lessons with their classroom teacher.</p>	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>			Teachers will have the ability to identify the emotional needs of students and provide support. Students will be provided strategies to effectively manage emotions and function positively . Teachers will included SEL opening and closing activities in all lessons.		Brian Lehman	06/30/2025
Actions				2 of 6 (33%)		
	9/30/24	Staff will be provided with Harmony SEL professional development about the different components.		Complete 08/30/2024	Barbara McRae	08/30/2024
	<i>Notes:</i>					
	9/30/24	Master schedule reflects a block for Social Emotional Learning for each grade level.		Complete 09/05/2024	Barbara McRae	09/30/2024
	<i>Notes:</i>					
	9/19/23	Counselor will implement the Harmony curriculum through weekly lessons with all classes.			Maddox, Vera	06/30/2025
	<i>Notes:</i>					
	9/19/23	Students identified through the SEL/Behavior/School counseling referral process will receive weekly counseling services.			Barbara McRae	06/30/2025
	<i>Notes:</i>					
	9/30/24	Students will participate in school wide SEL activities including SEL Day, SEL Lunch Day, surveys, etc.			Barbara McRae	06/30/2025

<p>Notes:</p> <table border="1"> <tr> <td>9/30/24</td><td>Teachers will implement Everyday Practices activities following the Harmony based lesson plans.</td><td></td><td>Barbara McRae</td><td>06/30/2025</td></tr> </table>					9/30/24	Teachers will implement Everyday Practices activities following the Harmony based lesson plans.		Barbara McRae	06/30/2025
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<p>Notes:</p>									
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				
Initial Assessment:		Pleasant Garden Elementary school communicates academic and behavioral expectations to parents at both the teacher and school level. The school utilizes Classroom Dojo, curriculum nights, the and newsletters to share expectations.	Limited Development 09/11/2019						
How it will look when fully met:		Families with have a clear understanding of the academic expectations of their child in all subject areas and will be provided with resources to help with student learning at home.		Leslie Landreth	06/30/2025				
Actions			0 of 3 (0%)						
9/7/22	The principal, assistant principal or school social worker will make contact with the families of those students identified as chronically absent. This will allow the opportunity to share the importance of regular attendance the the impact on student success.			Bowman, Brandon	06/09/2025				
<p>Notes:</p>									
9/7/22	Teachers will provide parents access to the Eureka Practice Partner to all families.			Math Teachers	06/20/2025				
<p>Notes:</p>									
9/30/24	A curriculum night will be held to share academic expectations and grading policies at all grade levels.			Leslie Landreth	10/30/2025				

Notes: