

Comprehensive Progress Report

Mission:

Irving Park Elementary, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, by providing a high quality learning environment through rigorous curriculum, STEAM instructional activities, and character development. We ensure our students are well prepared for college and career pathways.

Vision:

Irving Park's vision is to ensure every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

Goals:

Goal 1: Increase Overall Student Performance | By June 30, 2025, Irving Park Elementary will increase its overall Performance Composite by at least 4 percentage points, from 51.0% in 2023-24 to 55.0% in 2024-25. a. Disaggregating student data through weekly PLC meetings. b. Monitoring fidelity of implementation of high-quality instructional materials in reading and math at all grade levels. c. Establishing designated small group instructional time in the master schedule to address student specific learning needs

Goal 2: Address Lost Instructional Time | By June 30, 2025, Irving Park Elementary will reduce the number of lost instructional days resulting from discipline referrals by 10% from 33 in 2023-24 to 30 in 2023-24. a. Design and implement school wide behavioral expectations that are positively framed and taught at all grade levels. b. Provide professional learning for new teachers about teaching rules and procedures through the Teach Like a Champion book study. c. Implement restorative practices to support repair when harm has been done in the community and reduce lost instructional time.

Goal 4: Chronic Absenteeism | By June 30, 2025, Irving Park Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 29.8% in 2023-24 to 24.8% in 2024-25. a. Communicate with families of students who are missing more than 5% of instruction each month to reduce the likelihood that they become chronically absent. b. Implement an attendance team to collaborate on school wide attendance incentives.

Goal 3: MTSS Implementation | By June of 2024, 100% of teachers at Irving Park Elementary will participate in monthly MTSS PLCs in which they monitor and adjust tiered supports for instruction for students who are performing in the bottom 20th percentile according to various progress monitoring tools. a. Implement school wide small group and intervention block across all grade levels for the purpose of implementing tier 2 instruction. b. Implement fast bridge progress monitoring with all students in the lowest 20th %ile based on the NWEA/MAP Screener.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet with curriculum facilitators and team members. We have visits from instructional coaches for math and skills who observe and make recommendations for improvements,	Limited Development 10/12/2023		
<i>How it will look when fully met:</i>		Evidence of full implementation includes...we meet once a week for PLC,we use research based instructional material, including county given materials. Instructional coaches visit 4-5 times a year and provide feedback, which teachers implement in the lessons. The objective will be met when instruction is aligned to the lessons.		Erica Castillo	06/10/2025
Actions			0 of 3 (0%)		
	1/10/24	PLC Meetings occur weekly with each grade level.		Erica Castillo	06/08/2025
<i>Notes:</i>					
	1/10/24	ILT meetings occur bi-weekly.		Erica Castillo	06/08/2025
<i>Notes:</i>					
	9/19/24	Instructional supervision team meets bi-weekly.		Kimberly Leighty	06/10/2025
<i>Notes:</i>					

	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
Initial Assessment:			<p>Leadership has established a instructional leadership team. The team consist of two classroom teachers, the curriculum facilitator and the administrators (Principal and assistant Principal.)</p> <p>Leadership has also reviewed team membership for SIT team to be in compliance with the bi-laws.</p>	Limited Development 10/31/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			<p>The instructional leadership team will meet on a monthly basis to set goals for the school, review teacher performance, monitor instruction, and identify areas of opportunity for training and staff development.</p> <p>The teachers will work in conjunction with the leadership to reflect and improve upon instructional practices.</p>		Erica Castillo	04/14/2025
Actions				3 of 6 (50%)		
10/31/22	Team will create opportunity for grade level teachers to take 1/2 day to dive for data to inform their instruction for their individual students and collectively as a grade level.	Complete 05/22/2023	Colby Williams	03/19/2022		
<i>Notes:</i>	Data walks will take place twice per year.					
10/31/22	Creation of instructional leadership team.	Complete 09/09/2022	Monique Curry	09/30/2022		
<i>Notes:</i>						
10/31/22	Teachers will conduct classroom walkthroughs to learn more from each other.	Complete 11/01/2022	Amanda Hagen	10/31/2023		
<i>Notes:</i>	Mrs. Hagen is the Lead Mentor and is working with the team and ensuring the proper coaching for the new teachers.					
1/10/24	Thorough meeting minutes are uploaded after the meeting to NCStar		Erica Castillo	06/08/2025		
<i>Notes:</i>						
1/10/24	Leadership grade level reps report back to their team and share content of meetings		Thailia Williamson	06/08/2025		
<i>Notes:</i>						

1/10/24	Admin team meets weekly and shares important information with staff via weekly updates and staff meetings		Amy Payne	06/08/2025	
<i>Notes:</i>					
Implementation:		10/31/2022			
Evidence	10/31/2022 Team met twice in September. Team secured assistance of central office staff members to work with staff on reviewing data. Team conducted instructional data walks with SSO.				
Experience	10/31/2022 This was a welcomed addition to the leadership team. The teachers chosen are eager to move forward helping as teacher leaders.				
Sustainability	10/31/2022 The team will need to meet monthly on a consistent basis.				
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
Initial Assessment:	The teachers meet on a weekly basis in PLC's. These meetings are mandatory and teachers utilize the experience of the team, the curriculum facilitator, and admin reps to inform practice and work to address student deficits.	Limited Development 10/31/2022			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	The Curriculum facilitator will be the point person that will schedule all training and set the agenda for the PLC meetings.	Objective Met 03/26/24	Erica Castillo	03/24/2025	
Actions					
10/31/22	The curriculum facilitator will plan with the instructional leadership team coaching sessions that are relevant to data dives and presentations.	Complete 05/22/2023	Erica Castillo	03/31/2022	
<i>Notes:</i> 2 Data Dives per year and 2 staff presentations.					
10/31/22	Teachers will meet with Eureka math coaches to inform instruction.	Complete 05/22/2023	Erica Castillo	04/30/2022	
<i>Notes:</i> There will be at least eight coaching sessions with the Eureka Coaches.					

10/31/22	The curriculum facilitator will plan all coaching sessions with the CKLA coach to address the new curriculum in grades 3-5.	Complete 05/22/2023	Erica Castillo	04/30/2022
<i>Notes:</i> There are 5 coaching sessions.				
1/10/24	The Leadership team met in August to develop a master schedule that includes instructional planning time for all instructional staff.	Complete 08/25/2023	Matthew Misamis	08/25/2023
<i>Notes:</i>				
3/26/24	Grade level teams work together to share out data updates in monthly staff meetings, creating an opportunity for lateral collaboration.	Complete 03/26/2024	Sarah Caudle	06/08/2024
<i>Notes:</i>				
3/26/24	Teams are given the opportunity to lead mini professional developments during monthly staff meetings. Here teachers share strategies and tools that are working, and provide suggestions for how they might be beneficial to other teams.	Complete 03/26/2024	Tiffany Cotton	06/08/2024
<i>Notes:</i>				
3/26/24	Grade levels meet every 8-10 weeks for data dives and deep team planning.	Complete 03/26/2024	Erica Castillo	06/08/2024
<i>Notes:</i>				
Implementation:		03/26/2024		
Evidence	<p>5/22/2023 Evidences will be uploaded, including examples of PLC agendas and minutes, coaching visit summaries, and others.</p> <p>1/10/24 A copy of our master schedule will be uploaded to files.</p>			
Experience	<p>5/22/2023 The curriculum facilitator consulted with administration to plan for PLCs and submitted agendas to staff in advance. Meeting minutes were shared with staff as well.</p> <p>1/10/24 Team of teachers met in August to establish a master schedule. All departments were represented and feedback from all stakeholders was considered in the development of the schedule.</p>			

Sustainability

5/22/2023

Continued collaboration between curriculum coaches, grade level representatives, administration, and the curriculum facilitator will sustain these efforts.

1/10/24 Through constant dialogue with instructional staff, modifications and adjustments are being made to ensure that the master schedule meets the academic needs of students.

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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>Administration is in classroom daily. They will be utilizing an online walk through form to monitor instruction and to give feedback on instruction. Administration does meet with teams in PLCs to discuss instruction and data.</p> <p>- Indicator was discussed at the following Leadership Team Meetings:</p> <p>9/15/2021</p> <p>06/15/2022 Walkthrough indicators discussed with SIT</p> <p>06/08/2022 Meetings with coaches set up.</p>	Limited Development 05/17/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>Administration will utilize the online walk through form regularly (each teacher at least once a week) to give clear and constructive feedback. Administration will regularly visit and participate in grade level planning on each grade level. Modeling will be done if needed by coaches assigned by the district for all reading and math programs and curriculum facilitator.</p> <p>Added 1/10/24 Staff will have had pre and post conferences for formal and informal observations based on their renewal cycle. Teachers will have had one walk through per week with feedback given. Evidence of completion will include documentation from walk throughs and observations documented in NCEES.</p>		Virginia Stump	06/09/2025
<i>Actions</i>			6 of 9 (67%)		
	11/5/20	Administration will check canvas for student log in, teacher content and observe live teaching lessons.	Complete 12/21/2020	Tasha Wall	12/20/2020
<i>Notes:</i>					

8/15/17	All teachers will implement reading and math strategies using the district wide reading and math programs during classroom instruction. Teachers will utilize Eureka math lesson plans as a resource to facilitate math instruction.	Complete 10/29/2021	Brianna Galbreath	10/29/2021
<i>Notes:</i>				
8/15/17	All thrid through fifth grade English Language Arts (ELA) teachers will be trained in American Reading Company (ARC) and implement the program. All kindergarten through second grade teachers will implement reading instruction using the Core Knowledge Language Arts program. Additional materials will be purchased to facilitate instruction. Teachers will create Common Formative Assessments (CFAs) to assist in providing explicit instruction and intervention.	Complete 10/27/2021	Brianna Galbreath	10/29/2021
<i>Notes:</i>				
10/10/16	Administration will begin utilizing regularly the online walk through form to give constructive feedback on instruction.	Complete 11/30/2021	Monique Curry	11/30/2021
<i>Notes:</i> Walkthrough form has been created by principal and curriculum facilitators and assist principal will assist in monitoring walkthrough observation data daily. Appropriate feedback will be given to teachers weekly.				
10/10/16	Administration will regularly attend grade level planning in order to monitor implementation of all district wide reading and math programs with fidelity and using best practices.	Complete 05/22/2023	Monique Curry	05/31/2023
<i>Notes:</i> Principal will attend requested pop in meetings to assist with clarifying goals and addressing concerns of staff.				
9/9/22	Administration will meet with instructional coaches assigned for each coaching session to discuss teacher growth and curriculum development.	Complete 05/22/2023	Emma Linn	06/09/2023
<i>Notes:</i>				
1/10/24	Instructional Leadership Team conducts walkthroughs to monitor daily instruction in all classrooms. All teachers are observed informally at least once per month.		Erica Castillo	06/08/2025
<i>Notes:</i>				
1/10/24	Administration meets with staff for pre and post conferences when observations are scheduled and completed.		Amy Payne	06/08/2025
<i>Notes:</i>				

3/26/24	Principal and Assistant principal complete walkthroughs and provide feedback immediately from their experience filling out a premade form.		Erica Castillo	06/08/2025
<i>Notes:</i>				
Implementation:		02/19/2018		
Evidence	2/19/2018 Documentation of feedback on walk-through documents. Documented meeting with ARC coach.			
Experience	2/19/2018 A walkthrough is conducted and feedback is given to each teacher. ARC training will continue throughout the school year for ARC.			
Sustainability	2/19/2018 Conduct more walkthroughs. ARC team teaching with ARC coach has taken place in addition to planning time with the ARC coach. ARC has also been implemented in 3rd grade and the coach has modeled a lesson and peer monitoring has taken place.			

	KEY	D1.02	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>			<p>Title I funds have been allocated to pay for the following:</p> <ul style="list-style-type: none"> • Full time STEAM Teacher • Full time Social Worker • Teacher Leader EEA to provide strategic coaching to Beginning Teachers • Family engagement events (i.e. Title I Night, Literacy Night, STEAM Night, etc.) 	Limited Development 09/22/2020		
<i>How it will look when fully met:</i>			<p>Title I funds have been allocated to pay for the following:</p> <p>Full time STEAM Teacher</p> <p>Full time Social Worker</p> <p>Teacher Leader EEA to provide strategic coaching to Beginning Teachers</p> <p>Family engagement events (i.e. Title I Night, Literacy Night, STEAM Night, etc.)When this objective is fully met, all of our allocations will be used effectively throughout the school. Money will be used in a timely and impactful manner, with no funds left on the table unnecessarily. All available human resources will be assigned roles within the building to maximize their time and talents. To determine that this objective has reached full implementation, we will use data from the budget as well as feedback from teachers/leadership team. Evidence will also be considered from benchmark assessments to determine if time and personnel need to be reallocated to any one area as needed.</p>		Stephanie Timofeev	06/08/2025
Actions				4 of 6 (67%)		
	12/16/21	Hire a technology assistant to take care of equipment in the classroom used for instruction.		Complete 01/03/2022	Jennifer Long	12/31/2021
<i>Notes:</i>						

3/16/21	Surplus of Title I funds will be used to purchase technology for classroom teachers and specialist teachers.	Complete 03/01/2022	Kristin Marchi	03/01/2022
<i>Notes:</i> Mrs. Marchi is the elected chair of the budget committee. She will work in collaboration with the committee and the treasurer to ensure funding is properly utilized.				
9/22/20	Funding will be set aside to purchase several projectors using Title I funding. The projectors will be mounted in classrooms and teachers will use to help remote learning.	Complete 08/25/2023	Johnathan Moore	06/01/2023
<i>Notes:</i> We did purchase 2 additional boards last year but due to increased teachers need to consider buying at least 4 more for the 2023 academic year.				
10/27/23	The Leadership team decided to purchase 3 promethean boards to support student engagement in the classroom to elevate the delivery of high quality instructional materials for all students. These 3 promethean boards allow for all instructional spaces to have interactive, whole group technology.	Complete 01/10/2024	Natalie Hopkins	01/30/2024
<i>Notes:</i>				
10/16/24	Title I funds are used to pay for beginning teachers to attend professional development after school 4 times per year.		Amy Payne	06/10/2025
<i>Notes:</i>				
10/27/23	The leadership team decided to allocate funds to provide a part time position for our school social worker. This position specifically supports students and families by monitoring and intervening with chronically absent students.		Erica Castillo	06/15/2025
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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:

It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Administrators at Irving Park will be utilizing a walk through form for immediate feedback.

- Indicator was discussed at the following Leadership Team Meetings:

6/21/18

Added 1/10/24 Employee of the Month presented at staff meetings, acknowledgments of success/good news during staff meetings and PLC's, Admin makes us aware of new/available positions through the weekly newsletter, walkthroughs from admin as well as formal observations through NCEES

Limited Development
05/17/2016

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Walk through's will stress positive comments along with coaching strategies. Vacant position are interviewed by a school based team and administration. Mentors will be provided for all beginning teachers (BT) . Highly effective teachers will formally develop and support teachers on their teams who are not as strong. Long-term substitutes or staff who are taking on additional responsibilities to provide coverage when there is a vacancy are supported while being held to high standards.			Tiffany Cotton	06/08/2025
Actions			2 of 5 (40%)		
6/19/18	A team will be organized to interview teachers who are listed as highly effective by the state and district.		Complete 10/01/2021	Interview team (members of the leadership team)	10/21/2021
	<i>Notes:</i>				
1/10/24	Admin team invites top prospective teacher candidates to visit campus for a meet and greet in anticipation of future vacancies.			Amy Payne	05/01/2025
	<i>Notes:</i>				
3/26/24	Rewarding: Teacher of the Year, Rookie teacher of the year, Staff Member of the Month; PLC-sharing the good news			Amy Payne	06/08/2025
	<i>Notes:</i>				
3/26/24	Current teachers are invited to interviews for prospective candidates.		Complete 03/26/2024	Ashley Cluff	06/08/2025
	<i>Notes:</i>				
10/16/24	Hired 3 teacher leaders to coach beginning teachers after school. This gives our most effective teachers an incentive to stay in the classroom and spreads their expertise to our newest teachers.			Kim Leighty	06/11/2025
	<i>Notes:</i>				
Implementation:			11/04/2021		
Evidence	6/19/2021 All teachers have been approved by the district as highly effective teachers and teaching license have been approved by the state.				
Experience	9/28/2018 6/19/2021 Each teacher recommendation was selected by the district. Once approved by the district, the team selects several teachers to interview and the best candidate will be selected.				
Sustainability	6/19/2021 We will continue to use the interview team to conduct interviews and the grade level will meet with the top three candidates to determine the best candidate for the grade level.				

Core Function:

Domain 2: Talent Development

Effective Practice:

Practice 2B: Target professional learning opportunities

	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
<i>Initial Assessment:</i>			<p>Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Irving Park looks at school data at PLCs and school leadership meetings. Teachers use the data to help form groups and appropriate skills based instruction. Teachers create CFAs based off formal and informal assessments. The results from those CFAs are discussed and used to drive instruction.</p> <p>- Indicator was discussed at the following Leadership Team Meetings: 8/28/18; 9/11/18; 10/16/18; 11/27/18; 12/18/18; 1/8/19; 1/15/19; 3/5/19; 3/19/19 06/15/2022, 08/19/2022</p>	Limited Development 05/17/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			Data discussions will show growth in all areas during the school year. Every student will receive instruction based on their individual needs. Teachers will track the learning of each student using multiple measures to determine individualized student goals and plans. Teachers will be given two data days during the school year to meet as a grade level with the administration team to determine all academic areas of focus of each student. Laptops will be purchase for teachers to use to analyze data to determine the needs of all students. An Instructional Leadership Team (ILT) conduct walkthroughs to determine areas of strengths and weaknesses in instruction and provide support where needed. The ILT will also be given four days to attend district level professional development sessions throughout the school year.		Tiffany Cotton	06/09/2025
<i>Actions</i>				4 of 6 (67%)		
	8/15/17		Data days will be provided during the course of the year where staff members meet together to analyze data in order to determine best practices for students to	Complete 06/08/2021	Tasha Perkins	06/08/2021

<i>Notes:</i>				
8/15/17	ARC and Foundations coaching will be provided for teachers implementing these programs to ensure fidelity of the programs.	Complete 06/08/2021	Tasha Perkins	06/08/2021
<i>Notes:</i>				
8/15/17	TEACH, INSPIRE, CHANGE LIVES will be delivered to staff members monthly by administration as GCS releases each module.	Complete 06/08/2021	Tasha Perkins	06/08/2021
<i>Notes:</i>				
8/15/17	An Instructional Leadership Team and administration will be used to assist with data analysis to ensure that student needs are being met. The Instructional Leadership Team will also attend district wide professional development sessions to help enhance instruction for our staff. Laptops will be purchased to review data weekly. Data Days will be given to each grade level twice a year to review results from district and state mandated assessments.	Complete 02/11/2022	Monique Curry	02/22/2022
<i>Notes:</i> Teams are now comfortable with monthly small team data dives. Teams use available data including Dibels, NWEA, BOY and Benchmark data to measure growth. More work needs to be done across the school with reading comprehension and fluency with the most effort needed in 2nd grade. Teams with continue to review data as whole grade level rather than each teacher only looking at their individual classrooms.				
3/5/24	Data days are scheduled for all grade levels to analyze benchmark and interim data at key points throughout the school year.		Erica Castillo	06/07/2025
<i>Notes:</i>				
3/5/24	Student data will be discussed at weekly PLC meetings.		Erica Castillo	06/07/2025
<i>Notes:</i>				
Implementation:		02/10/2022		
Evidence	6/14/2018 Increase in proficiency in 3rd, 4th and 5th grade ELA shows evidence of success of these programs. 2022 Teams are comfortable with monthly data reviews and now understand how to work together to address deficiencies across grade levels.			
Experience	6/14/2018 ARC/CKLA coaching will continue through next year and EUREKA coaching will be added through title I and GCS. We have completed all ARC Coaching Sessions and are almost finished with CKLA coaching.			

Sustainability	6/14/2018 Scheduling, planning, coaching to continue efforts for successful implementation of these plans. 2022 Administrators now lead monthly data review sessions.			
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Irving Park is implementing a Small Group instructional block for each grade level throughout the day. Each grade level has a unique time during the day so we can flood the grade level with the support of ESL, EC, AIG, Related Service Provider and Tutor support. Small group instruction will allow for Tier 2 and Tier 3 interventions and progress monitoring. Teachers will use NWEA/MAP Assessments, DIBELS data and classroom assessments to determine which students will be receiving specific supports.	Limited Development 09/28/2023		
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How it will look when fully met:	Evidence of full implementation includes... students will be assigned to small groups. Teachers will analyze the data collected and adjust the groups. Tutors will meet their Tier 2 group at least 4 times a week. Interim Assessment data, NWEA data, DIBELS, and EOGs.		Erica Castillo	06/08/2025
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Actions		0 of 2 (0%)		
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1/10/24	All students are assigned a small group for instructional support.		Erica Castillo	06/08/2025
	<i>Notes:</i>			
1/10/24	Tutor contacts are established at each grade level to provide standards aligned content for tutors to review with students weekly.		Erica Castillo	06/08/2025
	<i>Notes:</i>			

A3.10		All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>All teachers are completing progress monitoring in DIBELS, small group instruction and FastBridge (as needed to). Teachers are reteaching standards that have not been mastered. We use the data to assign students to tutors.</p> <p>Helping students in small groups, Progress monitoring, Reviewing grades with students after each test and each day we review a standard student struggled with on their last IA.</p>	Limited Development 01/10/2024		
How it will look when fully met:		<ul style="list-style-type: none"> Weekly PLC Meetings will include data analysis. After each interim assessment, data dive days will be provided to teachers to analyze student results and plan for corrective instruction cycle. School Leadership team will review SIP goal data at each meeting to monitor progress. Teachers will present data at staff meetings following interim assessments to report on progress towards goals. 		Amy Payne	06/08/2025
Actions			0 of 2 (0%)		
	1/10/24	Teachers share interim data at staff meetings.		Erica Castillo	06/08/2025
		<i>Notes:</i>			
	1/10/24	Data Dive days are established to support analysis of progress towards goals after each benchmark assessment.		Erica Castillo	06/08/2025
		<i>Notes:</i>			
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

Initial Assessment:

Systems are in place to address the needs of students (Detailed lesson plans based on groups) Staff members are not coming to all meetings prepared to review data Teachers collect the data (TRC/DIBELS) before they come to the team During the meeting, teachers need to develop new strategies to help all students in areas of need Weekly Professional Learning Communities (PLC's) meetings are held to discuss all students progress Discussions about the strategies that we are using with each group take place weekly. Teachers, Administration (Admin.), and Curriculum Facilitator (CF) share strategies that are working and not working. All groups low to high are fluid, as each strategy is meet a new goal is set. Goal will be to provide targeted support to exit TSI status.

- Indicator was discussed at the following Leadership Team Meetings:

9/11/18; 10/16/18; 11/27/18; 12/18/18; 1/8/19, 10/18/2022

Limited Development
05/17/2016

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>All teachers will provide complete data information with current levels for all students to the Instructional Support Team (IST) Intervention sheets are completed, up-to-date and implemented lesson plans are posted in One Drive weekly. Feedback will be given by administration team. Admin team will review goals to determine movement towards exiting TSI status.</p> <p>Added 1/10/24 Evidence of full implementation includes discussions at PLC meetings and weekly IPS meetings.</p>			Erica Castillo	04/30/2025
Actions			7 of 8 (88%)		
10/4/16	IST minutes will reflect adherence to IST policies and procedures for record keeping. Minutes will include smart goals for each academic or behavior area of need, schedule of research based intervention provided by the teacher, and progress monitoring will show growth or a need to change the intervention.		Complete 05/31/2021	Woodall and Troxler	05/31/2021
<i>Notes:</i> IST agenda will reflect individual cases for review					
8/15/17	Monthly IST meeting will occur with minutes to show completion.		Complete 05/31/2021	Woodall	05/31/2021
<i>Notes:</i>					
5/17/16	Train IST team members and staff of procedures		Complete 06/07/2021	Melanie Woodall	06/07/2021
<i>Notes:</i> Make sure all staff members have clear understanding of the responsibilities of IST process and how it can support student success.					
10/4/16	Lesson plans for American Reading Company (ARC), Core Knowledge Language Arts (CKLA), Eureka Math and science posted weekly to One Drive. A coach will meet with all teachers to reinforce explicit strategies to use with all district wide programs implemented in reading and math for all Kindergarten through Fifth grade students.		Complete 06/07/2021	Cynthia McKee and Younesa Ortado	06/07/2021
<i>Notes:</i> Weekly lesson plans submission					
10/19/22	Training of new teachers on IPS progress for targeted support of individual students in need. IPS Training by Title 1 funded Social Worker and Title 1 funded reading teachers.		Complete 11/15/2022	Sharell Bailey Troxler. Instructional Support	11/15/2022
<i>Notes:</i>					

4/21/23	IPS teams meet monthly to review new student cases and refer students to tiers of support that are increasingly more intensive. The team includes grade level teachers, school counselor, social worker, administrator, and other support staff. The school psychologist reviews data as well to determine appropriateness of referrals for EC evaluation.	Complete 05/22/2023	Erica Castillo	05/31/2023
<i>Notes:</i>				
10/27/23	The leadership team decided to allocate funds to provide a part time position for an interventionist. This position specifically supports students at the Tier III intensive level for academic and behavioral support.	Complete 06/15/2023	Erica Castillo	06/15/2023
<i>Notes:</i>				
9/25/23	IPS teams meet monthly to review new student cases and refer students to tiers of support that are increasingly more intensive. The team includes grade level teachers, school counselor, social worker, administrator, and other support staff. The school psychologist reviews data as well to determine appropriateness of referrals for EC evaluation.		Sharell Bailey-Troxler	06/08/2025
<i>Notes:</i>				
Implementation:		09/20/2021		
Evidence	6/14/2018 Evidence is provided in the minutes of IST meetings. 2/21/2017 Teachers have been trained on Jan Richardson model and IST procedures. Lesson plans are uploaded weekly showing accomplishment of this task. MOY result show our students are growing in reading concepts.			
Experience	6/14/2018 IST was performed and minutes were kept from each meeting. 2/21/2017 Teachers have been trained on Jan Richardson model and IST procedures. Lesson plans are uploaded weekly showing accomplishment of this task.			

<p>Sustainability</p>	<p>6/14/2018 IST will continue monthly next school year.</p> <p>2/21/2017 Weekly lesson plans, and monthly IST minutes will continue to be posted.</p>			
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Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

	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
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Initial Assessment:	Individual teacher implementation of classroom management and rules and procedures.	Limited Development 08/15/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Each teacher and student will review the "Go for the Gold" and the Pirate pledge as a reminder for students to strive for excellent behavior daily. Students are held accountable for their behavior in all areas of the building including the classroom. Classroom behavior logs and rules and consequences are posted in each room. Voice level charts will be used to manage classroom and hallway disruptions. Class dojo will be used by all teachers in the school, including specialist, EC, Speech, AL and administration.</p> <p>Classroom behavior logs and rules and consequences are posted in each room. Voice level charts will be used to manage classroom and hallway disruptions. Class dojo will be used by all teachers in the school, including specialist, EC, Speech, AL and administration.</p> <p>Revision 10/24/2022:</p> <p>Each teacher and student will review the Pirate pledge as a reminder for students to strive for excellent behavior daily. Students are held accountable for their behavior in all areas of the building including the classroom. Classroom behavior logs and rules and consequences are posted in each room. Voice level charts will be used to manage classroom and hallway disruptions. Class dojo will be used by all teachers in the school, including specialist, EC, Speech, AL and administration.</p> <p>Added 1/10/24 Standardize implementation of effective classroom management from all teachers. 2. Sign-in sheets from classroom management professional development attended. Reduce number of incidents in Educator Handbook. Reduced loss of instruction of student due to removal from the learning environment.</p>			Thailia Williamson	06/08/2025
Actions		14 of 17 (82%)			
8/15/17	Classroom rules and procedures will be posted in all classrooms.	Complete 10/04/2018	Cynthia McKee	09/29/2018	

	<i>Notes:</i> All teachers created and displayed classroom procedures in each classroom. Additional posters have been placed in the hallways as reminders for students about appropriate voice levels and conduct while walking in the halls.			
9/14/17	The school has created a behavioral expectation matrices in all areas of the building. These lessons will be taught during the first month of school and enforced daily throughout the school year.	Complete 10/04/2018	Cynthia McKee	09/29/2018
	<i>Notes:</i>			
10/6/19	Teachers will review school behavior plan.	Complete 08/20/2019	Jonathan Drye	08/20/2019
	<i>Notes:</i> Behavior plan was reviewed during beginning of the year meeting. All teachers were given updated behavior plans.			
10/8/19	Class dojo used for behavior documentation and communication to parents.	Complete 11/19/2019	Jonathan Drye	11/20/2019
	<i>Notes:</i>			
9/9/20	Once students return to in person, teachers will review all behavior rubrics, classroom expectations and school rules.	Complete 12/04/2020	Jonathan Drye	12/14/2020
	<i>Notes:</i>			
9/9/20	Teachers are using Class Dojo to communicate to parents and students to keep them informed about classroom updates and to monitor student work progress.	Complete 12/04/2020	Jonathan Drye	12/14/2020
	<i>Notes:</i>			
2/10/21	Teachers will continue to monitor student behavior on a daily basis using Class Dojo.	Complete 06/07/2021	Jonathan Drye	06/07/2021
	<i>Notes:</i>			
2/10/21	All teachers will utilize Class Dojo and Canvas to communicate to parents and students.	Complete 06/07/2021	Jonathan Drye	06/07/2021
	<i>Notes:</i>			
9/16/21	Teachers will continue to use Class Dojo as a communication tool for students since it has the capability to translate into many different languages.	Complete 02/11/2022	Jonathan Drye	06/07/2022
	<i>Notes:</i>			
9/16/21	Teachers will utilize the schools translator to connect with families that do not speak English, this will include her participation in curriculum nights, and creation of newsletters.	Complete 02/11/2022	Jonathan Drye	06/07/2022
	<i>Notes:</i>			
10/24/22	Classroom teachers will create Classroom Management Plans and share with administration.	Complete 12/31/2022	Emma Linn	12/31/2022

	<i>Notes:</i> Assistant Principal will receive digital copies of classroom management plans.			
10/24/22	Specialists facilitate behavioral expectations lessons for students in grades K-5 during scheduled Specials time. Lessons include procedures and expectations for arrival, dismissal, and common areas.	Complete 01/13/2023	Sharell Bailey Troxler. Instructional Support	01/13/2023
	<i>Notes:</i>			
10/24/22	Administrators facilitate grade-level class meetings with students in grades 3, 4, and 5; the focus is school-wide behavioral expectations.	Complete 05/15/2023	Johnathan Moore	04/24/2023
	<i>Notes:</i>			
10/24/22	The school counselor will create and distribute daily SEL five-minute lessons. The lessons will be shared school-wide during a 5-minute SEL time frame each morning.	Complete 05/22/2023	Sharell Bailey Troxler. Instructional Support	05/19/2023
	<i>Notes:</i>			
11/8/23	Monthly Discipline Data Dives at Admin team meetings and leadership team meetings.		Natalie Hopkins	06/10/2024
	<i>Notes:</i>			
9/25/23	The Student Culture Committee has been established and will meet on the second Tuesday of each month to discuss ongoing efforts around developing a school wide behavior management plan.		Thailia Williamson	06/08/2025
	<i>Notes:</i>			
10/24/22	Classroom teachers and students co-create Harmony SEL goals using the Harmony SEL curricular resource. The goals are posted in the classroom.		Sharell Bailey Troxler. Instructional Support	12/31/2025
	<i>Notes:</i>			
Implementation:		02/10/2022		
Evidence	2/19/2019 Each teacher included school procedural plans in their lessons during the first two weeks of school. As of this date the interpreter has been used quarterly for parent contact and for monthly curriculum nights.			
Experience	2/19/2019 Every classroom teacher included the behavior models in the lesson plans during the first week of school.			

Sustainability		2/19/2019 All procedures will be reviewed with faculty and students. Teachers will continue to conference with parents who have language barriers by setting up conferences with the interpreter, conduction curriculum nights for ESL parents, and utilizing the interpreter in the classroom to communicate with students when necessary.			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Our staff use Guilford County Schools (GCS) aligned pacing guides. We also create Informal Common Formative Assessments (CFA's)to determine students understanding of specific Common Core standards. Our teachers use district-wide reading (American Reading Company for grades 3-5, Core Knowledge Language Arts for grades k-2) and math (Eureka Math for grades k-5) programs to focus on specific standards for each grade level. Pre and post assessments are created to help differentiate the instructional needs of each student. Teachers are also using Sharepoint to upload lesson plans weekly. Plans are reviewed by administration to ensure all instruction is aligned with with state standards. Plans will be reviewed by administration and feedback will be given.</p> <p>- Indicator was discussed at the following Leadership Team Meetings: 8/28/18; 9/2/18; 10/16/18; 11/27/18; 1/5/19</p> <p>Revision 10/24/2022:</p> <p>Our staff use Guilford County Schools (GCS) aligned pacing guides. We also create Informal Common Formative Assessments (CFA's)to determine students understanding of North Carolina learning standards. Our teachers use district-wide reading (Core Knowledge Language Arts for grades K-5) and math (Eureka Math for grades K-5) programs to focus on specific standards for each grade level. Pre and post assessments are created to help differentiate the instructional needs of each student. Teachers are also using Sharepoint to upload lesson plans weekly. Plans are reviewed by administration to ensure all instruction is aligned with with state standards. Plans will be reviewed by administration and feedback will be given.</p>	Limited Development 04/29/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
<p>How it will look when fully met:</p>	<p>Weekly lesson plans are posted by each staff member and examined for clarity of purpose and relevance to students with all essential components. All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal and formative assessments. Feedback from the administration team will be noted on plans. During our Professional Learning Community (PLC's) meetings, teachers will review data for reading and math to determine best strategies to help improve student understanding. Teachers will follow the suggestions made for teaching using the CKLA, ARC and Eureka Math manuals to guide instruction. Laptops will be purchased to retrieve data from interim assessments, progress monitoring using TRC/Dibels and American Reading Company (ARC) reading program in grades 3-5 to help teachers modify instruction. Substitutes will be used two times during the school year for each grade level to have data days. During this time each grade level will review data from interim assessments, ARC, TRC/Dibels and Eureka Math to determine areas of strengths and weaknesses and modify instruction to meet the needs of all students. Substitutes will be used for the members of the Instructional Leadership Team to plan effective research based strategies, conduct walkthroughs, and attend district meetings to increase student achievement in all kindergarten through fifth grade classes.</p> <p>Revision 10/24/2022:</p> <p>Weekly lesson plans are posted by each staff member and examined for clarity of purpose and relevance to students with all essential components. All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal and formative assessments. Feedback from the administration team will be noted on plans. During our Professional Learning Community (PLC's) meetings, teachers will review data for reading, math, and 5th grade science to determine best strategies to help improve student understanding. Teachers will follow the suggestions made for teaching using the CKLA, STEMscopes, Eureka Math manuals to guide instruction. Technology and manipulatives that add authentic engagement to the curriculum will be purchased. Substitutes will be used two times during the school year for each grade level to have data days. During this time each grade level will review data from interim assessments, NWEA reading and math, DIBELS, and Eureka Math to</p>				<p>Erica Castillo</p>	<p>05/31/2025</p>

determine areas of strengths and weaknesses and modify instruction to meet the needs of all students. Substitutes will be used for the members of the Instructional Leadership Team to plan effective research based strategies, conduct walkthroughs, and attend district meetings to increase student achievement in all kindergarten through fifth grade classes.

Actions		16 of 20 (80%)		
9/27/18	Data days will be provided for each grade level twice a year to review data in reading and math using interim, TRC/Dibels, ARC and math assessments.	Complete 05/21/2019	Sandy Hunt	06/07/2019
<i>Notes:</i>				
9/27/18	Members of the Instructional Leadership Team (ILT) will conduct walkthroughs, attend school and district meetings to review data and help implement effective strategies to improve student achievement.	Complete 05/21/2019	Cynthia McKee	06/07/2019
<i>Notes:</i>				
9/18/18	Weekly lesson plans will be loaded into Sharepoint by Monday 7:30 am of each week and reviewed , with feedback, by administration.	Complete 05/21/2019	Younesa Ortado	06/07/2019
<i>Notes:</i> This is a weekly occurrence and teachers will continue to upload lesson plans throughout the year.				
9/18/18	Data Analysis sheet will be reviewed during Professional Learning Community meetings.	Complete 05/21/2019	Sandy Hunt	06/07/2019
<i>Notes:</i> Data is reviewed on a weekly basis at PLC meetings with administration and CF.				
9/18/18	Teachers lesson plans will reflect guidance from GCS pacing guides and teacher manuals for Common Knowledge Language Arts (CKLA), American Reading Company (ARC), and Eureka Math units when planning instruction. Teachers will reflect on student progress weekly through the use of common formative assessments (CFA's), exit tickets and pre /post assessments to differentiate based on student understanding of standards during Professional Learning Communities (PLC's).	Complete 05/21/2019	Cynthia McKee	06/07/2019
<i>Notes:</i> Administration is reviewing lesson plans to make sure that proper goals and reflections are present on lesson plans.				
8/15/17	Weekly lesson plans will be loaded into Canvas by Monday 7:30 am of each week and reviewed by administration.	Complete 05/21/2019	Cynthia McKee	06/08/2019
<i>Notes:</i>				
2/19/18	Pacing guides will be reviewed during Professional Learning Community meetings.	Complete 05/21/2019	Sandy Hunt	06/08/2019

<i>Notes:</i>				
2/19/18	Teachers will refer to the Guilford County pacing guides and units when planning instruction for American Reading Company (ARC) and Core Knowledge Language Arts.	Complete 05/21/2019	Sandy Hunt	06/08/2019
<i>Notes:</i>				
9/27/18	Laptops purchased to use to review data during PLC meetings and data days	Complete 01/11/2019	Younesa Ortado	11/01/2019
<i>Notes:</i> Laptops will be purchased to retrieve data from interim assessments, progress monitoring using TRC/Dibels and American Reading Company (ARC) reading program in grades 3-5 to help teachers modify instruction.				
10/8/19	Lesson plans reflect GCS pacing guides using common language aligned across grade levels.	Complete 11/19/2019	Callie Dooley	11/20/2019
<i>Notes:</i>				
10/8/19	Teachers will meet with CF and academic coaches, CKLA, ARC and Eureka as scheduled by curriculum department.	Complete 11/19/2019	Sandy Hunt	11/20/2019
<i>Notes:</i>				
9/9/20	Teachers lesson plans will reflect guidance from GCS pacing guides and teacher manuals for Common Knowledge Language Arts (CKLA), American Reading Company (ARC), and Eureka Math units when planning instruction. Teachers will reflect on student progress weekly through the use of common formative assessments (CFA's), exit tickets and pre /post assessments to differentiate based on student understanding of standards during Professional Learning Communities (PLC's).	Complete 06/18/2021	Younesa Ortado	06/20/2021
<i>Notes:</i>				
9/20/21	Teachers will submit lesson plans weekly on the sharepoint platform to be reviewed by administration and the CF team	Complete 10/29/2021	Brianna Galbreath	10/29/2021
<i>Notes:</i>				
11/3/21	Teachers will continue to submit lesson plans for weekly instruction.	Complete 05/13/2022	Younesa Ortado	06/07/2022
<i>Notes:</i>				
10/24/22	Teachers will administer and analyze data from pre assessments in math, ELA, and science to determine students' readiness. Sources of pre assessments: Math--Eureka, CKLA--SchoolNet, Science--STEMscopes	Complete 04/18/2023	Erica Castillo	01/31/2023
<i>Notes:</i>				

10/24/22	Teachers will present take-aways and next steps resulting from data days; the presentations will occur during staff meetings.	Complete 04/18/2023	Colby Williams	05/31/2023
<i>Notes:</i>				
3/26/24	Beginning teachers meet 3 times a year to engage in lesson planning and preparation PD hosted by Teach Like a Champion.		Natalie Hopkins	04/30/2025
<i>Notes:</i>				
1/10/24	Weekly lesson plans are uploaded to Teams folder by Thursday at 5 pm each week.		Amy Payne	06/08/2025
<i>Notes:</i>				
3/26/24	Grade levels collaborate to strategically group students for small group instruction to support academic needs.		Amy Payne	06/08/2025
<i>Notes:</i>				
11/3/21	Data will be reviewed during PLC meetings with CF's to guide instruction.		Erica Castillo	06/08/2025
<i>Notes:</i>				
Implementation:		05/25/2022		
Evidence	6/14/2018 Based on data and data discussions, CFA's and benchmarks show increased proficiency at each data checkpoint.			
Experience	6/14/2018 Lesson plans are posted weekly in shared folder on GCS One Drive and can be accessed by Admin and teachers at any time.			
Sustainability	6/14/2018 CFA data sheets are posted by teachers and are included in the online Title I notebook.			

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>		<p>Rising K- Open House, play dates, Popsicle on the playground, Pre-k visits and kinder- camp orientations will be implemented throughout the school year. Rising six graders will attend middle school visits, middle school clubs visit elementary, guidance counselor assist with registration, family middle school visits.</p> <p>- Indicator was discussed at the following Leadership Team Meetings: 9/18/18; 3/5/19; 3/19/19</p>	Limited Development 08/15/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>We will continue to provide a Rising K- Open House, play dates, popsicles on the playground that will be funded through title one. Pre-k visits and kinder- camp. Rising six graders do middle school visits, middle school clubs visit elementary, guidance counselor assist with registration, family middle school visits. Pre-k programs are located at the school and we include them to various activities throughout the year to prepare them ready for Kindergarten.</p> <p>Added 1/10/24 MTSS- Students will show growth in their progress monitoring or be referred to the next tier if not progressing. Teachers will have complete intervention logs and progress monitoring logs. Tutoring- Students will show improvement in progress monitoring scores. Data discussions in PLC with the school wide data wall. Curriculum implementation and lesson plans are done to fidelity.</p>		Natlaie Hopkins	06/08/2025
<i>Actions</i>			6 of 7 (86%)		
	8/15/17	Kindergarten team, fifth grade team and Pre-k along with guidance counselor will plan the events to support each transition for student.	Complete 06/07/2021	Marieke Maccione	06/08/2021

<i>Notes:</i>				
9/20/21	Each grade level will hold curriculum nights to inform parents of current ELA and Math objectives.	Complete 04/26/2022	Monique Curry	04/30/2022
<i>Notes:</i>				
5/2/22	Teachers will be encouraged to plan more curriculum events for parents to help students prepare for the end of the year.	Complete 06/03/2022	Marieke Maccione	06/03/2022
<i>Notes:</i> This will occur weekly through newsletters and dojo communication with parents.				
10/19/22	Kindergarten Open House to be held for all incoming Kindergarten parents. Supplies and Materials will be funded through title one.	Complete 05/15/2023	Melissa Poplin	04/10/2023
<i>Notes:</i>				
1/10/24	PTA will host a Spring Kindergarten Open House to support the transition to elementary school.	Complete 01/31/2024	Ashley Bender	02/01/2024
<i>Notes:</i>				
1/10/24	School Counselor will coordinate field trips to Mendenhall Middle School to prepare students for the transition to 6th grade.	Complete 03/01/2024	Matthew Misamis	05/30/2024
<i>Notes:</i>				
1/10/24	IPS meetings are held monthly to review students data if they are not meeting grade level expectations.		Erica Castillo	06/08/2025
<i>Notes:</i>				
Implementation:		09/09/2022		
Evidence	6/14/2018 Evidence is in the information sent to parents about kindergarten and middle schools.			
Experience	6/14/2018 Transition was complete from pre-k to kindergarten, and 5th to middle school.			
Sustainability	6/14/2018 We will continue to have transition services for these grade levels.			

	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff meetings have addressed protocols for reporting student behavior which teachers are beginning to follow through with. Admin will be setting up grade level meetings to for a "restart" talk to review school/classroom rules.	Limited Development 01/10/2024		
<i>How it will look when fully met:</i>		All entryway fobs are working and cameras have been installed in hallways near entry/exit doors that can be monitored by admin.		Amy Payne	06/08/2025
<i>Actions</i>			2 of 4 (50%)		
1/10/24		Work orders have been submitted for all faulty fob entrances.	Complete 06/09/2024	Veronica Powell	06/08/2024
<i>Notes:</i>					
1/10/24		Camera installation began January 2024 for all exterior areas.	Complete 06/09/2024	Natalie Hopkins	06/08/2024
<i>Notes:</i>					
1/10/24		Crisis Team meets 4 times per year to review campus safety priorities.		Natalie Hopkins	06/08/2025
<i>Notes:</i>					
10/16/24		Use Title I funds to pay for 0.8 of the STEAM specialist role to ensure all students have access to engaging STEAM activities weekly.		Zane Doty	06/10/2025
<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>Throughout the school year, the School Counselor is sending out updates with information that teachers can use to address Social, Emotional Learning (SEL). All staff members are being encouraged to check in with students to give appropriate support on a daily basis.</p> <p>The school's title one funded social worker will also keep close contact with parents of students who have missed more than six days from school. The goal for the school is to ensure that 95% of all students are in regular attendance.</p>	Limited Development 09/30/2021		
<i>How it will look when fully met:</i>		<p>All staff will be aware of how to address all needs of students through the understanding of their emotional needs. Students, parents and community members will be able to understand and explain what strategies are being used to address students emotional needs.</p> <p>Classroom teachers will co-create classroom SEL goals and use these goals to guide interactions with one another. All staff will receive targeted professional learning to understand their own social emotional needs, as well as those of children, and how to help children process big emotions. School-wide self-regulation techniques will be taught through whole-class guidance lessons. The social worker and school counselor will have a system for students to self-refer and for teachers to refer students needing additional support to address their social emotional wellness needs.</p>		Ashley Cluff	06/08/2025
Actions			4 of 8 (50%)		
	9/30/21	Teachers have access and utilize books that provide models for discussions about managing emotions.	Complete 11/30/2021	Jennifer Long	11/30/2021
<i>Notes:</i>					
	9/30/21	Grade level teachers teaching SEL lessons with their classes including different strategies for students for each lesson.	Complete 11/30/2021	Lauren Giard	11/30/2021
<i>Notes:</i>					
	9/30/21	School Counselor will have availability for students to meet with her individually and in small groups as necessary.	Complete 05/31/2022	Sharell Bailey Troxler	06/02/2022

Notes: Counselor ensures 80% of time is spent with direct student contact.

5/13/22 School social worker will work with parents to ensure students who show signs of chronic attendance will have a plan to improve attendance. The goal for Irving Park is for 95% of students to be in attendance on a regular basis with less than 8 absences for the year.

Complete 05/22/2023

Melanie Woodall

03/31/2023

Notes:

1/10/24 School counselor provides daily SEL lessons to be taught in each homeroom.

Melissa Poplin

06/08/2025

Notes:

1/10/24 School counselor meets with each homeroom of students monthly to deliver direct instruction around SEL topics.

Heather Tate

06/08/2025

Notes:

10/16/24 Use Title I funds to pay for 50% of a social worker salary to make position full time. Social worker targets students who are chronically absent to support them in improving their attendance and increase access to instruction.

Stephanie Timofeev

06/10/2025

Notes: Attendance team meets weekly to progress monitor this goal.

9/19/24 All staff will complete the everyday practices training on Harmony SEL Professional Learning platform.

Ashley Cluff

10/09/2025

Notes:

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>		The school leadership team and parent leadership team met before the beginning of the year to plan all family engagement activities for the academic year. They collaborated to develop and distribute a calendar to families to ensure families are aware of opportunities for participation. Teachers facilitate monthly virtual curriculum nights to ensure families are aware of upcoming academic expectations within the curriculum. Administration facilitated parent meetings and engaged in collaborative conversations to advise families of academic goals, opportunities for parent participation, and safety policies, procedures, and concerns. Administration meets monthly with an executive parent team to discuss school needs, budgeting, and opportunities for family and school collaboration. Administration provides weekly phone messages and newsletters to advise families of upcoming activities. Teachers employ ClassDojo to communicate with families.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		The school will have consistent and efficient ways of communicating with parents regarding the importance of the curriculum at home and achievement goals for students. Parents will understand ways to interact with teachers and administration to share concerns. The school will conduct a parent survey to measure the effectiveness of the communication channels. Added 1.10.24 Evidence of full implementation includes copies of Admin email to parents, grade level emails with tips for parent engagement at home, screenshots of Dojo posts, sign in sheets from school events		Erica Castillo	06/08/2025
<i>Actions</i>			4 of 7 (57%)		
	10/26/22	Principal will form a special task force to address the needs of Latinx families. Principal will meet with Latinx families monthly.	Complete 11/16/2022	Monique Curry	11/16/2022

<i>Notes:</i>						
10/26/22	Administration will schedule and facilitate parent meetings to share updates regarding curriculum, safety, and opportunities for student and parent involvement.			Complete 04/01/2023	Emma Linn	04/01/2023
<i>Notes:</i>						
10/26/22	Grade levels will schedule and host virtual curriculum nights to inform families about upcoming curricular topics and student learning tasks.			Complete 11/13/2022	Erica Castillo	11/13/2023
<i>Notes:</i>						
3/26/24	EL parent night was hosted in January to engage families who do not speak English in the home.			Complete 02/28/2024	Mariel Colon	02/28/2024
<i>Notes:</i>						
3/26/24	School wide weekly newsletter goes home highlight school events and important news.				Debra Lake	06/08/2025
<i>Notes:</i>						
1/10/24	All teachers send home direction for at home engagement with the curriculum				Erica Castillo	06/08/2025
<i>Notes:</i>						
10/16/24	Title I funds are used to invite families to campus 4 times per year to engage in events that inform them about the curriculum and academic priorities of the school. Title I night Literacy Night EL Parent Night STEAM Night				Christina Ellis	06/10/2025
<i>Notes:</i>						
		E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			IPE participated in the GCS Winter Reading Challenge.	Limited Development 01/10/2024		
<i>How it will look when fully met:</i>			Mrs. Caudle will submit Reading Logs to GCS. Students will receive their 2 free tickets to the UNCG basketball game		Sarah Caudle	06/08/2025
Actions				0 of 1 (0%)		
9/19/24	Advertise GCS reading logs to families.				Tiffany Cotton	06/09/2025

Notes: