

Comprehensive Progress Report

Mission:

At Northwood Elementary, our mission is to ignite a lifelong love of learning by opening the door to a world of discovery. We empower scholars to build strong academic foundations, embrace global citizenship through Mandarin Chinese, and explore diverse career pathways.

Vision:

Developing career-ready, internationally-minded citizens through inquiry and self-reflection

Goals:

School Performance Goal: By the end of the 2025-26 school year, Northwood will increase our overall performance composite by at least 3 percentage points from 47.3% to 50.3%. (A2.04, A4.01)

Guilford Guarantee Goal: During the 2025-2026 school year, kindergarten through fifth grade scholars will explore three to five careers aligned to CKLA units of study each quarter. Some examples of career exploration include career research, projects, presentations, field trips, and/or mini-career days. (A2.04)

FAM-S Goal: By May 2026, we will achieve a rating of "Optimizing (3)" on FAM-S Item 29 by providing on-going, differentiated professional development and coaching for all staff on culturally responsive instruction, with a focus on incorporating behavior and social emotional strategies within instruction. We will also focus on explicitly and purposefully teaching the NC standards in all subject areas. (A1.07, A2.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Northwood has implemented a full MTSS response program for several years. The school works to have 3 clear levels of support for scholars through the MTSS process. Scholars receive tier 1 instruction aligned to the grade level standards with differentiated support. At tier 2, teachers work with their grade level colleagues in a PLC (professional learning community) to develop intervention plans based on the district's standard treatment protocol to target deficit skills for identified students. The results of these interventions are measured through goal setting and progress monitoring. At tier 3, the Individual Problem Solving (IPS) team develops additional intervention plans which utilize different resources, and we increase the frequency of progress monitoring. Instructional decisions are based on the scholar's individual goals and response to the interventions provided. The school will continue to work to refine this practice and expand the supports for behavior interventions for non-academic needs. The school will also work to refine and identify selected strategies for each level of instruction and intervention with a focus on improving tier 1 core instruction.	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>		When fully met, the school will have three clearly-defined levels of support for academics, behavior, and SEL. Evidence of full implementation would include the school meeting/exceeding our target goals for reading, math, science, attendance, behavior, and social/emotional.		Vivacious Crews	06/30/2026
Actions			2 of 14 (14%)		
	8/4/25	We will utilize Title I funds to pay for one full-time reading teacher/interventionist who will provide support for identified students.	Complete 09/09/2025	Vivacious Crews	09/09/2025
<i>Notes:</i>		We will utilize Title I funds for this action step.			
	9/18/25	The master schedule will provide staggered times for differentiated reading to maximize the use of tutors so they are able to serve more scholars.	Complete 09/09/2025	Susan Steen	09/09/2025
<i>Notes:</i>					

8/4/25	All classroom teachers will review cum folders for the scholars in their class at the beginning of the school year to look at past classroom data to see which scholars may need additional support.		Susan Steen	10/14/2025
<i>Notes:</i>				
8/4/25	Kindergarten through fifth grade teachers will develop a reading individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated reading support.		Vivacious Crews	11/11/2025
<i>Notes:</i>				
8/4/25	Kindergarten through fifth grade teachers will develop a math individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated math support.		Sara Carter	11/11/2025
<i>Notes:</i>				
8/12/24	All classroom teachers will develop small group lesson plans for reading and math on a weekly basis. Teachers will utilize universal screening data, progress monitoring data, and classroom assessment data to develop lessons that are targeted to each scholars'/groups' needs. Teachers will review scholars' data and share small group lesson ideas during weekly PLC meetings.		Vivacious Crews	12/09/2025
<i>Notes:</i>				
8/7/25	We will utilize Title I funds to provide afterschool tutoring to identified third-fifth grade scholars.		Vivacious Crews	05/12/2026
<i>Notes:</i> We will utilize Title I funds for this action step.				
9/6/22	During PLC meetings, teachers will review universal screening data and progress toward proficiency goals (reading, math, social/emotional, and/or behavior). Teachers will develop Tier 2 intervention plans for scholars based on data review. On a monthly basis, the Tier 2 data will be reviewed to determine if there are students who are not making adequate progress and need to be referred to the Individual Problem Solving Team for Tier 3 intervention.		Vivacious Crews	06/30/2026
<i>Notes:</i> 5/2/23--We have reviewed universal screening data three times this school year. We have developed Tier 2 intervention plans for reading, math, and behavior based on the universal screening data. Teachers and tutors have provided interventions and progress monitoring. We have reviewed Tier 2 plans every 4-6 weeks during PLCs.				

8/12/24	We will conduct an SEL screener three times during the school year.		Shannon Norment	06/30/2026
<i>Notes:</i>				
8/4/25	Administrators will monitor small group instruction on a weekly basis.		Susan Steen	06/30/2026
<i>Notes:</i>				
8/4/25	As funding permits, we will utilize tutors to provide small group instruction to scholars who need Tier 2/supplemental support for reading and/or math.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
8/4/25	Our Individual Problem-Solving (IPS) team will meet weekly to plan and monitor Tier 3/intensive intervention plans for identified scholars.		Carolyn Turner	06/30/2026
<i>Notes:</i>				
8/4/25	The school's Student Support/Attendance team will meet bi-weekly to address attendance, SEL, and other student concerns. The team will work with classroom teachers to develop Tier 2 intervention plans for scholars who have excessive absences. The team will share information with classroom teachers about specific students who have attendance issues and attendance intervention plans.		Shannon Norment	06/30/2026
<i>Notes:</i>				
8/4/25	We will utilize universal screeners for reading and math three times during the school year (beginning of year, middle of year, and end of year).		Vivacious Crews	06/30/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Northwood implements PBIS as a schoolwide behavior support and intervention program. We have a functioning Character Development team that develops plans and procedures for common areas and general classroom expectations. These plans and procedures are shared with all staff. The CD team meets monthly to review data and address areas of need. We utilize Educator's Handbook to track discipline data throughout the school year. Based on the data, the CD team makes necessary adjustments to procedures. The school PBIS plan includes schoolwide routines, procedures and expectations. Our school pledge reflects these expectations and is recited daily. Rubrics are posted throughout the building and reviewed frequently. The CD team plans positive behavior recognitions and incentives. Students can earn individual and classroom rewards for positive behavior. Teachers are encouraged to praise and correct at a 4:1 ratio. Lastly, we have developed procedures to provide 3 tiers of behavior intervention support through the MTSS process.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, we will see a decrease in discipline referrals, as well as a decrease in instructional days lost to OSS and ISS. In addition, scholars will understand their own emotions and the emotional state of others. They will learn effective coping mechanisms for managing their emotions in different situations. Scholars will understand different emotions are acceptable for different situations and there are different ways to express those emotions. Scholars will understand that others may not feel the same way they do. Scholars will understand their actions can affect their feelings as well as the feelings of others. In addition, teachers would know when to refer scholars who need more assistance in managing their emotions. Whole group, small group, and individual scholar counseling and/or mentoring, with parent permission, will take place on a regular basis to meet the needs of all scholars.		Kesha Mayo	06/30/2026
Actions			5 of 13 (38%)		
	8/4/25	New staff will participate in Harmony curriculum training during the workdays in August, 2025.	Complete 09/09/2025	Shannon Norment	09/09/2025
<i>Notes:</i>					
	8/4/25	Each teacher will create a calm-down space in the classroom utilizing purchased bean bag chairs and other items.	Complete 09/09/2025	Shannon Norment	09/09/2025

<i>Notes:</i>				
8/4/25	Teachers will work with their students to develop classroom essential agreements during the first week of school. These classroom essential agreements will include classroom norms for personal responsibility, cooperation, and concern for others. Essential agreements will be posted in the classroom and reviewed on a regular basis.	Complete 09/09/2025	Kesha Spicer	09/09/2025
<i>Notes:</i>				
8/4/25	Teachers will teach schoolwide PBIS expectations during the first week of school.	Complete 09/09/2025	Kesha Spicer	09/09/2025
<i>Notes:</i>				
8/4/25	Share and review the PBIS Plan and expectations with all school staff.	Complete 09/09/2025	Kesha Spicer	09/09/2025
<i>Notes:</i>				
8/4/25	Our school counselor will provide SEL professional development to new staff.		Shannon Norment	01/16/2026
<i>Notes:</i>				
8/4/25	The character development committee will review the status of the PBIS plan and SEL implementation monthly. They will also review discipline referral data monthly to determine trends and possible proactive interventions to address common occurrences.		Shannon Norment	06/30/2026
<i>Notes:</i>				
8/4/25	The school will continue implementing the Harmony curriculum as a core SEL program. Classes will continue to utilize meet up/buddy up during the SEL time in the master schedule.		Shannon Norment	06/30/2026
<i>Notes:</i>				
8/4/25	All teachers will utilize Class DOJO as a classroom behavior management and reward system.		Kesha Spicer	06/30/2026
<i>Notes:</i> All classes should have a Super Panda that is worth 5 points. All classes should have a Staff Compliment that is worth 2 points. All classes should have an Office Referral that is negative 5 points. Grade levels should work together to develop other positive and negative points that meet your grade level's needs. Point categories should be fair, and they should be consistent across the grade level. All staff members will be required to create a note explaining the incident for any negative points given.				
8/4/25	Teachers will review classroom essential agreements and PBIS schoolwide expectations throughout the school year (after breaks and at other times as needed).		Shannon Norment	06/30/2026
<i>Notes:</i>				

8/4/25	At each staff meeting, staff will participate in SEL activities to continue to develop their own SEL competencies.		Susan Steen	06/30/2026
<i>Notes:</i>				
8/4/25	An administrator will meet with scholars on each grade level quarterly to review rules and schoolwide expectations, address specific grade level behavior concerns, and recognize scholars who are growing and consistently meeting goals.		Susan Steen	06/30/2026
<i>Notes:</i>				
8/4/25	The counselor and social worker will share information with staff and families about available district/community services for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student.		Shannon Norment	06/30/2026
<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>	<p>We have a master schedule in place that allows for daily common planning for each grade level and weekly extended planning to allow for grade level instructional teams to develop standards-aligned lessons that utilize district-adopted curriculums (CKLA, UFLI, Morpheme Magic, 95% Sound-Spelling Walls, and Eureka Math Squared). Beginning with the 2025-26 school year, units and lessons will also focus on career-exploration. The school will continue to reflect and refine units of study and to align the units to the NC Standard Course of Study and rigorous assessments. All classroom teachers have completed, or are in the process of completing, LETRS training that is aligned to the science of reading.</p>	Limited Development 09/06/2022			
<i>How it will look when fully met:</i>	<p>Instructional teams will collaborate on a weekly basis to develop standards-aligned lesson plans for each subject and unit. In addition, we will meet quarterly to vertical plan for core subject areas. We will develop and utilize weekly common formative assessments throughout each unit of study, and teachers will track and share scholar progress toward mastery of standards. These assessments will be aligned to NC standards. Each unit will include a summative assessment/project that will assess scholars' understanding of the career pathway/unit. The grade level teachers will meet after the unit is completed to reflect on the unit and make any needed changes during weekly PLC and planning meetings. Career Discovery activities and weekly lesson plans will all be housed on the school's SharePoint site where they will be accessible to all staff members.</p>		Susan Steen	06/30/2026	
Actions			1 of 21 (5%)		
9/6/22	<p>We will utilize Title I funds to pay half of the choice coordinator's salary in order to make the position full-time. The choice coordinator will support teachers as they plan and implement our "World of Discovery" choice theme as part of our core instructional framework. She will also provide reading and math coaching support to teachers.</p>	Complete 09/09/2025	Susan Steen	09/09/2025	
<p><i>Notes:</i> Title I funds will be utilized for this action step.</p>					

9/6/22	We will utilize Title I funds to pay our fifth grade math teacher for additional duties she will incur as a math teacher leader/coach. She will provide planning support, informal observations with feedback, and coaching support to third-fifth grade math teachers.		Susan Steen	10/14/2025
<i>Notes:</i> Title I funds will be utilized for this action step.				
9/12/25	Staff will participate in professional development focused on culturally responsive teaching.		Vivacious Crews	01/13/2026
<i>Notes:</i>				
9/6/22	We will utilize Title I funds to purchase instructional supplies/materials and library books to support the implementation of our core curriculums, the implementation of our World of Discovery Choice program, and the implementation of SEL.		Sara Carter	03/10/2026
<i>Notes:</i> Title I funds will be utilized for this action step.				
11/15/22	Grade levels will plan up to 4 field trips per year that are aligned to career exploration, units of study, and/or grade level standards. Third-fifth grade classes will visit a local university as one of their field trips.		Sara Carter	04/14/2026
<i>Notes:</i>				
8/4/25	We will schedule a vertical planning session at least twice during the school year for cross-grade level curricular planning. One meeting will be at the beginning of the second quarter, and one will be during the third quarter. After vertical planning discussions, teachers will have the opportunity to observe teachers at another grade level (either in-person or virtually).		Vivacious Crews	04/14/2026
<i>Notes:</i>				
8/4/25	Staff will attend differentiated PD once a month. A variety of academic, curricular practice, and student support topics will be offered for CEUs and taught by staff in small groups.		Susan Steen	06/30/2026
<i>Notes:</i>				
8/4/25	First through fifth grade scholars will utilize Xtra math daily to practice math computation fluency.		Sara Carter	06/30/2026
<i>Notes:</i>				
8/4/25	Kindergarten through fifth grade scholars will complete at least 3 Zearn lessons weekly to practice math skills. Scholars will be recognized monthly for completing the required number of Zearn lessons.		Sara Carter	06/30/2026
<i>Notes:</i>				

8/7/25	Kindergarten through second grade teachers will create daily exit tickets or tasks for reading that are aligned to the focus standard of the lesson.		Sara Carter	06/30/2026
<i>Notes:</i>				
9/6/22	The school will implement the Career Exploration Program as a core instructional framework. Each grade level will explore a focus career cluster that connects science and social studies content to ELA and math standards. In addition, kindergarten through fifth grade scholars will explore three to five careers aligned to CKLA units of study each quarter. Teachers will reflect upon unit instruction during PLC and planning meetings.		Sara Carter	06/30/2026
<i>Notes:</i>				
3/21/23	Third-fifth grade teachers and scholars will track/graph their progress on weekly reading standards assessments.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
3/21/23	Third-fifth grade teachers will review data from weekly reading and math standards assessments once a month during PLCs.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
8/8/23	Third-fifth grade teachers and scholars will track/graph their progress on math standards assessments (topic quizzes, end-of-module assessments, other formative assessments).		Sara Carter	06/30/2026
<i>Notes:</i>				
8/12/24	Third-fifth grade teachers will create daily exit tickets for reading using 3-5 EOG question stems.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
8/12/24	Kindergarten-fifth grade teachers will include NC questions stems in lessons on a daily basis. The questions will be included in weekly lesson plans.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
8/12/24	Third through fifth grade teachers will utilize Read to Achieve passages, teacher created common assessments, and other online resources (i.e., SchoolNet, Performance Matters, Read Works) on a regular basis to expose students to EOG-type assessments and to measure student growth in reading.		Vivacious Crews	06/30/2026
<i>Notes:</i>				

8/12/24	All teachers will model and explicitly teach active reading skills, critical thinking skills, and vocabulary strategies for reading and comprehending text on a daily basis (ex. Reading STAR and See-Think-Wonder strategies). Third-fifth grade teachers will teach these strategies for online reading in addition to reading hard copies of books or passages.		Vivacious Crews	06/30/2026
<i>Notes:</i>				
8/12/24	During weekly planning, our curriculum facilitator, choice coordinator, and administrators will support teachers as they collaboratively plan standards-aligned lessons that utilize our district-adopted curriculums for reading and math and fit within our Career Exploration program.		Sara Carter	06/30/2026
<i>Notes:</i>				
8/12/24	First and second grade teachers will model and explicitly teach scholars how to find details within the text to answer reading comprehension questions.		Sara Carter	06/30/2026
<i>Notes:</i>				
8/4/25	We will utilize the Beanstack app to increase scholars' motivation for independent reading outside the core curriculum. Kindergarten through second grade scholars will be encouraged to read and document at least fifteen minutes daily. Third through fifth grade scholars will be encouraged to read and document at least 30 minutes daily.		Vivacious Crews	06/30/2026
<i>Notes:</i>				

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>		Northwood views the connection between the school and the home as essential to school improvement and school success. The school seeks to improve students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach. The school strives to communicate what families can do to support their children's learning and where they can find further support. These strategies include: utilizing Class DOJO to communicate with parents, sharing the Title I school compact, involving parent representatives on the school-based leadership team, parent-teacher conferences, utilizing parent communication logs, sending home student work in weekly folders. The school would like to offer more opportunities for parents to be active partners in school improvement strategies.	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, parents will be active, engaged participants in their children's learning. They will regularly participate in family nights, parent conferences, and other school-sponsored events. We will have parent representation on our school-based leadership team that represents the demographic make-up of the school. In addition, we will have an active Family Teacher Organization that includes an FTO board with parents who represent the demographic make-up of the school.		Susan Steen	06/30/2026
Actions			2 of 12 (17%)		
	8/4/25	Classroom teachers will call parents of each scholar before open house to introduce themselves and welcome the scholar and family to the school and classroom.	Complete 09/09/2025	Susan Steen	09/09/2025
<i>Notes:</i>					
	8/4/25	We will hold an open house before school starts to share information about schedules, our new World of Discovery theme, and other grade level information.	Complete 09/09/2025	Susan Steen	09/09/2025
<i>Notes:</i>					

8/4/25	During the first quarter, we will invite parents to our annual Title I night.		Susan Steen	10/14/2025
<i>Notes:</i> We will utilize Title I funds for this action step.				
8/4/25	We will plan one family engagement night for each quarter.		Susan Steen	10/14/2025
<i>Notes:</i> We will utilize Title I funds for these parent events.				
9/6/22	The school will provide opportunities for parents to provide feedback on school instruction, operations, and parent engagement opportunities.		Susan Steen	10/14/2025
<i>Notes:</i> 5/2/23--We provided a parent survey in English and Spanish at our fourth quarter IB night on 4/27/23. Fifty-four surveys were completed. All responses had between 91% and 100% positive feedback. The lowest percentage was 91% for the question "I believe that Northwood addresses bullying appropriately."				
8/4/25	Classroom teachers will hold parent conferences with the parents of all scholars at the end of the first quarter to inform parents of their child's progress. Additional conferences may be scheduled as needed.		Susan Steen	11/18/2025
<i>Notes:</i>				
8/4/25	We will engage parents by offering opportunities to volunteer in classrooms and throughout the school to support our scholars and staff.		Susan Steen	12/09/2025
<i>Notes:</i>				
8/12/24	We will offer at least 4 daytime parent engagement/information sessions about various topics (attendance, mental health, preparing for EOGs, preparing preschoolers for kindergarten) during the course of the school year. We will use input from the parent survey to guide the topics and times for the sessions.		Shannon Norment	05/12/2026
<i>Notes:</i> We will utilize Title I funds for this action step.				
8/4/25	We will utilize Title I funds to support parent engagement efforts.		Susan Steen	05/12/2026
<i>Notes:</i> We will utilize Title I funds for this action step.				
8/12/24	Staff will keep track of individual parent communications. The goal is to balance positive and negative contacts.		Shannon Norment	06/30/2026
<i>Notes:</i>				
9/6/22	The school staff will utilize multiple forms of communication to inform parents about the instructional program and the progress of their children (i.e., Class DOJO, Canvas, parent conferences, Connect Ed messages, interim progress reports, report cards, assessment reports, newsletters, the school website, social media accounts, etc.).		Susan Steen	06/30/2026

Notes:

9/6/22 Classroom teachers will send at least one class story on Class DOJO weekly to inform parents about what their child is learning in school. Each message will include a question for each subject that parents can use to start a conversation with their child about the week's learning.

Susan Steen

06/30/2026

Notes: 5/2/23--Teachers have consistently shared at least one class story per week on Class DOJO.