

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 | By the end of the 2025-2026 school year, elementary schools will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

Goal 2 | By the end of the 2025-26 school year, we will increase the percentage of students demonstrating a deep understanding of grade-level content as measured by 3rd grade reading EOG from 35.9 to 38.9.

Goal 3 | By the end of the school year our school will achieve a rating of “Operationalizing” on FAM-S Item 33. We will achieve this by ensuring that supplemental behavior and social-emotional practices exist that are defined schoolwide and across grade levels.



! = 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>			<p>This year, your school has implemented a structured approach to teacher collaboration and professional development.</p> <p>Key Implementation Efforts</p> <ul style="list-style-type: none"> • Common Planning Time: All teachers have a protected planning time every Wednesday in the curriculum facilitator's office. This is a dedicated period for them to collaborate and plan for the upcoming week's lessons. • Bi-weekly Professional Development: The curriculum facilitator also organizes bi-weekly extended planning meetings. These sessions are for all K-5 homeroom teachers and support staff. The primary purpose of these meetings is to provide professional development on total participation strategies to boost student engagement and improve overall achievement. 	Limited Development 09/11/2025		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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:

Current Leadership and Committee Implementation

The school's leadership has established a clear and organized committee structure to drive school improvement and student support. This framework includes:

1. Instructional and Administrative Teams

- Instructional Leadership Team:** This team, consisting of the principal, assistant principal, curriculum facilitator, and two classroom teachers, is responsible for guiding instructional practices and planning.
- Admin Team: The principal, assistant principal, social worker, counselor, and curriculum facilitator meet weekly to address administrative and support needs.
- Attendance Team: A weekly meeting is held with specialists, the counselor, curriculum facilitator, school nurse, principal, assistant principal, and data manager to focus on student attendance issues.
- Intensive Problem Solving (IPS) Team: This team meets as needed to review and support students who are in Tier 3 interventions.

2. School Improvement and Compliance

- School Improvement Team (SIT): The SIT team's membership has been reviewed and brought into compliance with the school's bylaws.
- Meeting Frequency and Documentation: The SIT meets at least once a month to discuss the school improvement plan, with a second meeting at the principal's discretion. All meeting minutes are detailed and are either uploaded or linked to the Manage Meetings section of NCStar as evidence of full implementation.
- Indicator Committees: Monthly committee meetings are held to work on specific school improvement indicators.

Limited Development
10/31/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Full Implementation of Instructional Leadership</p> <p>When fully implemented, the instructional leadership team will operate as a proactive, data-driven group that meets monthly to set the school's strategic direction.</p> <ul style="list-style-type: none"> • Goal Setting and Performance Review: The team will consistently meet to establish clear, measurable goals for the school. They will regularly review teacher performance data to monitor progress and identify areas of excellence and opportunities for growth. • Instructional Monitoring: The team will actively monitor instructional practices through classroom observations and walk-throughs to ensure alignment with school goals. • Professional Development: Based on their observations and performance reviews, the team will identify specific needs for professional development and training. They will then plan and implement targeted staff development opportunities to build teacher capacity. <p>Collaborative Improvement: Teachers will be a key part of this process. They will work in direct partnership with the leadership team, engaging in a cycle of reflection and feedback to continuously improve their instructional practices. This collaborative approach ensures that improvements are not just mandated, but are genuinely co-created for better student outcomes.</p>			Erica Castillo	11/14/2025
Actions			1 of 3 (33%)		
10/31/22	Creation of instructional leadership team.		Complete 10/01/2025	Erica Castillo	09/30/2025
	<i>Notes:</i>				
1/10/24	Leadership grade level reps report back to their team and share content of meetings			Christina Ellis	11/01/2025
	<i>Notes:</i>				

1/10/24	Admin team meets weekly and shares important information with staff via weekly updates and staff meetings		Kimberly Leighty	06/08/2026
<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:		<p>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.</p> <p>Added 4.15.25: Each grade level has a team lead. Non-departmentalized grade levels assign curriculum content as a specific duty. Master schedule has allotted time for planning that corresponds with Specials time. Grade levels meet in PLCs with Curriculum Facilitator once per week. Teachers meet with grade level team 2-3 times per weeks</p>	Limited Development 10/31/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		<p>The Curriculum facilitator will be the point person that will schedule all training and set the agenda for the PLC meetings.</p> <p>Added 4.15.25: Teams will have a grade level lead represented on SIP-L team. Grade level teams will subdivide within the team to plan and write lesson plans for specific content. Minutes and attendance from PLCs and grade level meetings will be taken at each meeting.</p>		Erica Castillo	03/24/2026
Actions			1 of 3 (33%)		
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	Erica Castillo	08/25/2025	
<i>Notes:</i>					
10/31/22	The curriculum facilitator will plan with the instructional leadership team coaching sessions that are relevant to data dives and presentations.		Erica Castillo	03/31/2026	
<i>Notes:</i> 2 Data Dives per year and 2 staff presentations.					
3/26/24	Grade levels meet every 8-10 weeks for data dives and deep team planning.		Erica Castillo	06/08/2026	
<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	<p>5/22/2023 Continued collaboration between curriculum coaches, grade level representatives, administration, and the curriculum facilitator will sustain these efforts.</p> <p>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.</p>			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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
Initial Assessment:		<p>Our current implementation of B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers is executed through a structured, multi-layered system of frequent monitoring, collaborative leadership, and targeted coaching.</p> <p>This system is designed to ensure consistent instructional practice and to accelerate teacher professional growth, with evidence documented primarily through the NCEES platform.</p> <hr/> <p>Current Implementation Components</p> <p>1. Routine Monitoring and Feedback</p>	Limited Development 05/17/2016		

- Weekly Instructional Leadership Walks: The school's instructional leadership team, comprised of the Curriculum Facilitator (CF), Assistant Principal (AP), and Principal, conducts joint weekly instructional walks.

- o Frequency: Every teacher receives at least one walk-through per week.

- o Feedback: Feedback is provided using the designated online walk-through form and is designed to be clear, constructive, and timely (with the goal of delivery within 24 hours).

- o Evidence: This weekly documentation is a key piece of evidence for the B3.03 requirement and is tracked against the 100% weekly goal.

2. Formal Evaluation and Feedback Cycle

- Observations and Conferences (NCEES): All formal and informal observations are conducted according to the required NCEES renewal cycle, ensuring a comprehensive evaluation process.

- o Pre- and Post-Conferences: Teachers receive pre- and post-conferences for all formal and informal observations, providing dedicated time for instructional planning, discussion of evidence, and goal setting.

- o Documentation: All observation narratives, ratings, and conference records are formally documented within the NCEES platform to ensure compliance and create a verifiable record of performance appraisal.

3. Collaborative Instructional Strategy Development

- Bi-Weekly Instructional Leadership Team (ILT) Meetings: The ILT meets bi-weekly with teacher leadership (e.g., grade-level chairs, department leads).

- o Purpose: These meetings are dedicated to teaching and practicing new instructional strategies, particularly those related to the district's math and reading programs.

- o Dissemination: Teacher leaders are responsible for taking these strategies back to their grade-level teams for implementation, ensuring a distributed leadership model for instructional improvement.

4. Targeted Coaching and Curriculum Fidelity

- Regular Coaching Cycles: The Curriculum Facilitator (CF) is tasked with

delivering regular coaching cycles.

o Focus: The CF provides modeling of effective teaching practices, specifically for the district's adopted reading and math programs, to ensure curriculum fidelity.

o Data-Driven Support (Added 4.15.25): Classroom coaching is increasingly delivered in response to student performance data, targeting instructional practices that need adjustment to improve student outcomes.

5. Continuous Improvement Loop

- Implementation Monitoring (Added 4.15.25): The administration is focused on the practical application of feedback.

o Actionable Feedback: Teachers receive both written and verbal feedback on their practices.

o Student Outcomes: Subsequent observations and data reviews assess whether teachers are successfully implementing feedback and whether those changes are leading to desired improvements in student performance data.

o Planning Participation: The administration regularly visits and participates in grade-level planning to ensure instructional strategies and curriculum are correctly mapped out and aligned with current feedback and student data.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:	<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> <p>Added 4.15.25: All teachers have received written and verbal feedback on their classroom instructional practices. Teachers are implementing feedback in order to improve student outcomes. Student performance data has been reviewed and classroom coaching has been delivered in response to student performance.</p>		Virginia Stump	06/09/2026
Actions		0 of 4 (0%)		
9/11/25	Instructional Supervision Team (IST) conducts leadership walks quarterly to monitor for implementation of Total Participation Techniques (TPT) in daily classroom instruction.		Erica Castillo	05/30/2026
<i>Notes:</i>				
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.		Natlaie Hopkins	05/31/2026
<i>Notes:</i> Principal will attend requested pop in meetings to assist with clarifying goals and addressing concerns of staff.				
1/10/24	Instructional Supervision Team conducts walkthroughs to monitor daily instruction in all classrooms. All teachers are observed informally at least once per month.		Kimberly Leighty	06/08/2026
<i>Notes:</i>				
1/10/24	Administration meets with staff for pre and post conferences when observations are scheduled and completed.		Amy Payne	06/08/2026
<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
	Initial Assessment:	<p>Title I funds have been allocated to pay for the following:</p> <ul style="list-style-type: none"> • 0.8 STEAM Teacher to be paired with 0.2 allotment making full time position (These funds would also pay for subs for this position) • Paying for 0.3 Social worker position to make this position 4 days a week • 3 part time daytime tutors for 2nd-5th grade students • Lead mentor Extended Employment Agreement to allow for our lead mentor to plan and implement professional development for beginning teachers beyond the school day • Food for Family engagement events (i.e. Title I Night, Literacy Night, STEAM Night, etc.) • Supplies and materials needed to implement new school wide behavior expectations such as posters, student incentives, etc. • Postage for annual mailer to ensure school to home communication. 	Limited Development 09/22/2020		
	How it will look when fully met:	<p>To achieve the objective D1.02: The LEA/school has aligned resource allocation (money, time, human resources) within each school's instructional priorities (5171), the school's actions show that resources are being intentionally focused on specific areas to support instructional goals and student needs.</p> <p>When fully met, this objective will look like the following:</p> <p>Strategic Alignment of Resources</p> <p>The allocation of money, time, and human resources is strategically</p>		Zane Doty	06/08/2026

focused on the school's instructional priorities for improvement. The provided examples demonstrate this by:

Targeting Human Resources for Instruction and Support:

Creating a full-time STEAM Teacher position (by pairing 0.8 Title I funds with a 0.2 allotment) shows a commitment to a specific instructional area (STEAM).

Increasing the Social Worker position to 0.4 days a week (by adding 0.3 Title I funding) and hiring three part-time daytime tutors for 2nd–5th grade students demonstrates the allocation of personnel to meet the social-emotional and academic needs of students. Effective school leaders strategically align personnel to address the school's goals.

Investing in Teacher Quality and Time:

- Funding a Lead Mentor Extended Employment Agreement allows the lead mentor to plan and implement professional development for beginning teachers beyond the school day. This aligns resource allocation with instructional priorities by investing in staff development and providing additional time for instructional planning and improvement.
- Supporting Comprehensive Student Needs through Engagement:

Funding

- Family Engagement Events (e.g., Title I Night, Literacy Night, STEAM Night) recognizes that meeting students' needs requires support from external partners, which can include families and the community. These partnerships help meet students' academic and non-academic challenges.

Key Characteristics of Full Alignment

- The resource allocation decisions will be part of a dynamic, continuous improvement process. Full alignment of resources will demonstrate:
- Equitable Distribution: Resources are directed to students with the greatest needs. The focus on tutors for 2nd–5th grade and increased social worker time suggests an intentional allocation based on identified student or achievement needs.

Stakeholder Input: Resource priorities are established with stakeholder input and linked to student performance goals.

Family engagement events provide a venue for this input.

Consideration of Various Resource Types: The school considers not just funding, but also staff effectiveness (mentor/PD) and student learning support (tutors, social worker).

In essence, when the objective is fully met, all resources—money, staff, and time—are clearly and intentionally mapped to the school's most important instructional improvement goals.

Actions

0 of 5 (0%)

10/2/25 This year our Title I Family Engagement budget will afford us the opportunity to host our Title I/Literacy Night as well as our STEAM Family Night. The funds will be used to purchase food and other materials for the family engagement event.

Zane Doty

04/30/2026

Notes:

9/24/25 Title I funds were used to bring in 3 additional tutors for upper grades (2nd-5th grade) to support interventions and tutoring during the school day.

Debbie Lake

05/20/2026

Notes:

10/3/25 Title I funds will be used to pay for a lead mentor stipend to support the growth and development of our beginning teachers.

Rebecca Diehl

05/30/2026

Notes:

10/27/23 The leadership team decided to allocate Title I 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. This year we funded 0.3 of the Social Worker position.

Erica Castillo

06/15/2026

Notes:

10/2/25 Title I funds are allocated to ensure that we can send home one mailer a year to include student report cards to ensure that school to home connection for all families.

Rebecca Diehl

06/30/2026

Notes:

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:

Limited Development

Recruiting []

Hiring Teams: The school utilizes hiring teams for all instructional staff positions. This is a significant step beyond a single administrator making hiring decisions. It ensures a more inclusive and thorough selection process. This approach helps to:

- Increase objectivity by bringing multiple perspectives to candidate evaluation.
- Improve buy-in from staff who will be working with the new hire.
- Assess for a cultural fit within the school community.

Developing and Sustaining []

Ongoing Professional Development: The school provides ongoing professional development through staff meetings and PLCs. The topics are current and relevant to a modern educational environment, including:

- Engagement strategies to improve instructional effectiveness.
- Using AI in the classroom, a forward-thinking topic that keeps staff on the cutting edge.
- Implementing the MTSS (Multi-Tiered System of Supports) process, which is critical for meeting the diverse needs of students.

Walkthroughs and Observations: While not explicitly mentioned in the new information, the previous description noted the use of walkthrough forms and NCEES observations. These are likely still in place, providing an essential layer of formal and informal feedback that complements the professional development.

Developing Leaders: A key strength of the current system is its focus on developing future leaders. The school promotes staff who are aspiring to future leadership roles by providing stipended leadership opportunities. This is a powerful and concrete way to:

- Identify and cultivate talent from within.
- Build a pipeline of future administrators and instructional leaders.
- Provide financial incentive for taking on additional responsibilities (e.g., Lead Mentor, ILT Team, Discipline Team).

Retaining []

- Recognition System: The school has a formal recognition of

	<p>classified and licensed staff member of the month. This practice is vital for building a positive culture and is a simple yet effective way to show appreciation for the hard work of both instructional and non-instructional staff. It makes employees feel seen and valued, which directly contributes to job satisfaction and retention.</p> <ul style="list-style-type: none"> Valuing Staff Voice: The use of hiring teams and leadership opportunities also serves as a retention strategy. When staff are empowered to be part of key decisions and are given opportunities for growth, they are more likely to feel invested in the school's success and less likely to seek employment elsewhere. 			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<p>How it will look when fully met:</p>	<p>The Fully Implemented Vision: Talent Development at Irving Park</p> <p>When fully implemented, the talent development objective at Irving Park will be a seamless, continuous system that not only attracts top talent but also nurtures and sustains it. This isn't just about hiring; it's about building a culture where staff feel valued, supported, and challenged to grow.</p> <p>Recruitment and Hiring []</p> <p>The recruitment process will be proactive and data-driven. Instead of just filling vacancies, the school will be actively seeking out the most competent and diverse candidates. This means:</p> <ul style="list-style-type: none"> Continuous Sourcing: The school, through the LEA, will maintain a continuous system for identifying and recruiting talent, ensuring a pipeline of qualified applicants is always available. Structured Protocols: A clear and consistent set of procedures will be used to screen, interview, and select candidates. These protocols will be designed to assess not only skills and experience but also a candidate's alignment with the school's commitment to excellence. <p>Growth and Evaluation []</p> <p>Professional growth is at the heart of this objective. The evaluation system won't be seen as a one-time, high-stakes event but as an ongoing conversation.</p>		<p>Tiffany Cotton</p>	<p>06/08/2026</p>

- **Frequent, Actionable Feedback:** The new walkthrough form used by administrators will provide immediate, specific, and constructive feedback. This isn't just a compliance task; it's a tool for real-time coaching. For example, an administrator might observe a lesson and, moments later, provide a note on how a specific questioning strategy could be even more effective.
- **Formal and Informal Support:** Formal observations through the NCEES (North Carolina Educator Evaluation System) will be a part of the process, but they will be complemented by regular, informal check-ins and walkthroughs. This ensures teachers and administrators are consistently receiving support and guidance.
- **Clear Expectations:** The policy sets a proficient rating on the summative evaluation as the minimum acceptable standard, but it explicitly holds all personnel accountable for striving for a distinguished rating. This sets a high bar and encourages a culture of continuous improvement.

Retention and Recognition □

Retention isn't an afterthought; it's integrated into the daily operations and culture of the school.

- **Systematic Recognition:** The newly added "Employee of the Month" program will be a visible and formal way to celebrate outstanding contributions. This is a crucial step in showing appreciation.
- **Public Acknowledgment:** Success and "good news" will be routinely shared and celebrated at staff meetings and during Professional Learning Communities (PLCs). This practice builds a positive school culture and reinforces the value of hard work and collaboration.
- **Clear Career Pathways:** The practice of making staff aware of new and available positions through the weekly newsletter isn't just an administrative task—it's a way of signaling that there are opportunities for growth and advancement within the district.

In essence, full implementation will look like a well-oiled machine where every part of the system—from the initial job posting to the daily feedback and monthly celebrations—works together to ensure Irving Park has the most competent, supported, and motivated staff possible.

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>				
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.	Complete 09/24/2025	Amy Payne	06/11/2025
<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	05/01/2026
<i>Notes:</i>				
9/24/25	Select staff are involved in an instructional leadership team and awarded a stipend for providing professional development to their peers around the Total Participation Techniques.		Erica Castillo	05/30/2026
<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	06/08/2026
<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>Current Implementation: A Mixed Approach with Clear Strengths and Gaps</p> <p>The school and district have a multi-faceted approach to using data for school improvement, but its effectiveness is uneven. While there's a strong focus on student performance data at the school level, the use of classroom observation data is not yet fully developed.</p> <p>Strengths: Use of School Performance Data ¶</p> <ul style="list-style-type: none"> • Routine Data Analysis: Irving Park regularly looks at performance data. This happens at multiple levels and frequencies: weekly through Common Formative Assessments (CFAs), monthly during PLCs, and quarterly after Interim Assessments/benchmarks. This consistency ensures a data-driven approach to instruction. • Data-Informed Instruction: Teachers are actively using data to inform their practice. They use it to form student groups and tailor instruction based on specific skill needs. The results from CFAs are discussed and used to directly drive instructional decisions. • School-Level Collaboration: School leadership meetings and PLCs are the venues where school data is examined, demonstrating a collaborative effort to use data for improvement. • Targeted Plans: Data from performance and classroom observations is used to determine specific teacher coaching needs and student instructional needs, which in turn informs the creation of professional development plans. <p>Areas for Improvement: Use of Classroom Observation Data ¶</p> <ul style="list-style-type: none"> • District-Wide Gap: At the district level (Guilford County Schools), there is a recognized need for improvement in looking at classroom observation data. A key reason for this is the lack of a standardized district-wide walk-through tool. Without this tool, 	Limited Development 05/17/2016		

<p>the district is unable to effectively review and aggregate classroom observation data.</p> <ul style="list-style-type: none"> • Evaluation Data Gaps: Further improvement is needed in the use of teacher and principal evaluation data for calibration purposes. This suggests that while evaluations are happening, the data isn't being used consistently to ensure a common understanding of performance standards across the board. • Lack of Aggregated Data: Although the school is using some classroom observation data to inform coaching needs, the district's inability to review this data on an aggregated level means that broader trends and systemic professional development needs cannot be identified. This limits the ability to make large-scale, data-informed decisions for school improvement. <p>In summary, Irving Park has successfully implemented a system for using student performance data to drive instructional decisions and professional development at the school level. However, a significant gap exists at the district level in the collection and use of aggregated classroom observation data, which hinders a more comprehensive, system-wide approach to school improvement.</p>			
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Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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<p>How it will look when fully met:</p> <p>When fully met, this indicator will be a comprehensive, cyclical, and data-driven system that directly links student performance and classroom observation data to school improvement and professional development. The focus will be on proactive, individualized support for both students and teachers, with clear evidence of impact.</p> <p>Systemic Data Analysis</p> <ul style="list-style-type: none"> • Routine and Tiered Data Discussions: Data analysis will be a core part of the school's rhythm. This includes: <ul style="list-style-type: none"> Weekly Data PLCs within grade levels and departments to discuss student performance. Bi-monthly PLCs that are specifically focused on either data analysis or professional development. 		Abbie Crusan	06/09/2026
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- **Teacher Empowerment:** Teachers will have dedicated time and resources for data analysis. They will be given two data days to meet with the administration team and determine academic focus areas for each student. The purchase of laptops for teachers will provide the necessary tools to analyze data effectively.
- **Student-Centered Instruction:** The ultimate goal is that every student will receive instruction based on their individual needs. Teachers will consistently track the learning of each student using multiple measures to create individualized goals and plans. The data will show growth in all areas throughout the school year.

Targeted Professional Development and Coaching

- **Instructional Leadership Team (ILT):** The ILT will play a crucial role by conducting walkthroughs to determine areas of strengths and weaknesses in instruction. This aggregated classroom observation data will be used to identify school-wide and individual needs.
- **Supportive Coaching Cycles:** Data from performance and observations will be used to determine specific teacher coaching needs. These coaching cycles will provide individualized support to help teachers improve their practice.
- **Strategic Professional Development:** The ILT will attend four days of district-level professional development sessions throughout the year. This ensures the leadership team is equipped with the latest knowledge to provide targeted support and professional development to the rest of the staff.

Evidence of Implementation

The full implementation will be supported by a clear trail of documentation that proves the system is working as intended. This evidence will include:

- Agendas and minutes from weekly Data PLCs to show discussions are happening regularly.
- Agendas and minutes from monthly PLCs to show the ongoing focus on data and PD.
- Professional Development/coaching logs that document the targeted support provided to individual teachers.

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	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	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	06/07/2026
<i>Notes:</i>				
3/5/24	Student data will be discussed at weekly PLC meetings.		Erica Castillo	06/07/2026
<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.			

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
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		

How it will look when fully met:

When indicator A1.05 is fully implemented, the school will have a systematic and proactive approach to differentiation for all students, not just those with identified needs. This will be an ongoing, data-driven cycle where teachers consistently assess student performance and adjust instruction to meet each student's specific needs.

Key Features of Full Implementation:

- Proactive and Collaborative Planning: Instructional teams will design units with a variety of differentiated activities aligned to standards. Teachers can then select the appropriate activities for each student. This collaborative planning makes the extensive task of individualizing instruction manageable for teachers.
- Data-Driven Grouping and Adjustment: Teachers will use a range of assessments, including NWEA data, DIBELS, Interim Assessment data, and EOGs, to determine student performance levels and form instructional groups. The teachers will analyze this data to adjust groups and plans as needed.
- Tiered Support and Enhanced Learning: All students will receive instruction based on their readiness, interests, and learning profiles. This includes:

Tier 2 and Tier 3 Interventions: Tutors will meet with their Tier 2 groups at least four times a week to provide targeted support.

Enhanced Learning Opportunities: Pre-tests and other assessments will be used to identify students who are already proficient in a subject, allowing teachers to provide them with enhanced learning opportunities or enrichment activities.

- Targeted and Individualized Instruction: The goal is to meet each student "where they are at" and move them to the next level of their learning. Teachers will provide "scaffolding or support" to push students into their "zone of proximal development," where new learning takes place. This includes selecting learning activities that are carefully aligned with objectives and tailored to a student's mastery level.
- Comprehensive Evidence of Implementation: Full implementation will be evidenced by tangible results, including students being assigned to small groups and teachers adjusting those groups based on data analysis.

Christina Ellis

06/08/2026

Actions		0 of 5 (0%)			
4/15/25	Collaborate with the AG teacher to provide enrichment activities for high achievers.		Amy Payne	04/25/2026	
<i>Notes:</i>					
4/15/25	Data Dive Day used to analyze and interpret benchmark and assessment data in order to inform future instructional choices (warm up activities, review questions, etc.)		Erica Castillo	05/01/2026	
<i>Notes:</i>					
4/15/25	Analyze various assessment data to identify areas of need for students to create small groups and tutor groups.		Tiffany Cotton	05/10/2026	
<i>Notes:</i>					
1/10/24	All students are assigned a small group for instructional support.		Erica Castillo	06/08/2026	
<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	06/08/2026	
<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
<i>Initial Assessment:</i>		<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		
<i>How it will look when fully met:</i>		<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. 		Tiffany Cotton	06/08/2026
Actions		0 of 5 (0%)			
1/10/24	Teachers share interim data at staff meetings.		Erica Castillo	06/08/2026	

<i>Notes:</i>						
	1/10/24	Data Dive days are established to support analysis of progress towards goals after each benchmark assessment.			Erica Castillo	06/08/2026
<i>Notes:</i>						
	4/15/25	Teachers will attend biweekly PLC meetings and monthly extended PLC meetings to analyze student data and discuss strategies to increase student growth in NC state standards.			Christina Ellis	09/01/2026
<i>Notes:</i>						
	4/15/25	Teachers will administer weekly CFAs for reading, math, and science focused on key standards where students show the most need for growth.			Christina Ellis	10/01/2026
<i>Notes:</i>						
	4/15/25	Teachers will utilize data to create flexible small groups according to students' needs.			Virginia Stump	10/01/2026
<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

Added 4.15.25: Irving Park has referral packets ready for teachers that express concerns related to difficulties with student growth, behavior and academic levels. IP holds two separate IPS meetings -one for K-2, one for 3-5, and reviews teacher data from classroom assessments and the 8-10 weeks on intervention data that has been collected to monitor for steady growth. Decisions are made based on data and behavioral observations(if an issue). Students in grades K-2 are provided tutoring and data is used to track growth for MTSS. In grades 3-5, teachers do have time worked into daily schedules in order to provide interventions in reading and math and collaborate in PLC's about how the intervention groups are compiled based on needs of the students. All data from the interventions are planned in the IPS meetings by the entire team for each case individually. If the IPS team sees evidence of additional services by EC department, referral from IPS is made directly to EC department and are assigned to a Case Manager.

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	04/30/2026
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	06/08/2026
<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.			

Sustainability	<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>			Debbie Lake	06/08/2026
Actions		14 of 19 (74%)			
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>			
4/15/25	Create school wide discipline philosophy		Amy Payne	10/10/2025
	<i>Notes:</i>			
4/15/25	PD for effective classroom management for beginning teachers.		Stephanie Timofeev	12/01/2025
	<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>			
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	06/08/2026
	<i>Notes:</i>			
11/8/23	Monthly Discipline Data Dives at Admin team meetings and leadership team meetings.		Natalie Hopkins	06/10/2026
	<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>The current implementation efforts for objective A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level, revolve around enforcing the fidelity of district-provided curriculum and ensuring intentional standards-alignment in weekly planning.</p> <hr/> <p>Current Implementation Efforts []</p> <p>1. Curriculum and Standards Alignment</p> <ul style="list-style-type: none"> • District Resources: Staff uses Guilford County Schools (GCS) aligned pacing guides to structure instruction. • Core Programs: Teachers utilize district-wide approved curriculum and materials across all grades. This includes: <ul style="list-style-type: none"> o Reading: Core Knowledge Language Arts (CKLA) for grades K-5. o Math: Eureka Math for grades K-5. o Supplemental Resources: Morpheme Magic and UFLI are used to enhance instruction. • Intentional Planning: As teams plan weekly, they deliberately reference the teaching materials as well as the state standards to guide the lessons. • Gap Filling: When instructional teams identify gaps in the curriculum and/or missing standards, teachers collaborate to plan activities/lessons to supplement the curriculum. <p>2. Assessment and Differentiation</p>	Limited Development 04/29/2016			

- Formative Assessment: Instructional teams create Informal Common Formative Assessments (CFA s) to measure student understanding of North Carolina learning standards.

- Differentiation: Pre and post assessments are created to help identify and differentiate the instructional needs of each student.

3. Monitoring and Accountability

- Weekly Submission: Teachers use SharePoint to upload lesson plans weekly.

- Administrative Review and Feedback: Lesson plans are reviewed by administration to ensure all instruction is aligned with state standards. Feedback will be given by administration following this review.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

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.

Holly Morgan

05/31/2026

Revision 10/24/2022:

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 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

0 of 6 (0%)

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

04/30/2026

Notes:

10/24/22 Teachers will present take-aways and next steps resulting from data days; the presentations will occur during staff meetings.

Myeshia McBride

05/31/2026

Notes:

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.

Erica Castillo

06/07/2026

Notes:

11/3/21 Data will be reviewed during PLC meetings with CF's to guide instruction.

Erica Castillo

06/08/2026

Notes:

1/10/24 Weekly lesson plans are uploaded to Teams folder by Thursday at 5 pm each week.

Amy Payne

06/08/2026

		<i>Notes:</i>			
	3/26/24	Grade levels collaborate to strategically group students for small group instruction to support academic needs.		Amy Payne	06/08/2026
		<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.			
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school is currently implementing an effort to integrate college and career guidance into the curriculum through daily SEL (Social-Emotional Learning) lessons. This practice is happening throughout the school year. This approach uses the SEL framework as a vehicle for students to explore their interests, skills, and potential career paths in a structured and consistent manner. While this is a good starting point, the prompt's definition of the indicator suggests that this guidance should be integrated into all subject areas, which goes beyond the dedicated SEL time.	No Development 09/24/2025		
How it will look when fully met:		When fully implemented, indicator A2.19 will be a comprehensive system where all teachers consistently and intentionally integrate college and career guidance into their daily instruction. This approach goes beyond a single lesson or event, creating a school-wide culture of high expectations and preparing students for their post-secondary options. Key Features of a Fully Implemented System:		Mariel Colon	06/08/2026

- Integrated Curriculum: Teachers in every content area will make deliberate connections between their subject matter and college and career opportunities. This includes building a career focus into their unit planning.
- Daily Support and Guidance: The school will support this effort through daily SEL (Social-Emotional Learning) lessons that integrate career and college guidance throughout the school year.
- Practical Application and Skill Development: Teachers will explicitly teach and provide opportunities for students to develop skills essential for college and career readiness, such as time management, organization, problem-solving, and research.
- Culture of Achievement: The school will create a culture of achievement by consistently promoting high expectations for all students to be college and/or career-ready. Teachers will use practical strategies, such as discussing the college application process, sharing scholarship information, and offering letters of recommendation.
- Experiential Learning: Field trips will have a specific college and career focus, giving students first-hand exposure to different academic and professional environments.
- Collaborative Relationships: Teachers will actively collaborate with counseling staff to ensure consistent messaging about the college process. They will also share personal anecdotes and experiences about their own college journeys to make the information more relatable and motivating for students.

Actions		0 of 1 (0%)		
9/24/25	Each grade level will plan one career focused field trip aligned to their core curriculum standards.		Rebecca Diehl	06/08/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3C: Remove barriers and provide opportunities		
	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To
				Target Date

Initial Assessment:

Career-Focused Field Trips

- Requirement: All grade levels tie one of their two annual field trips to a career focus.
- Implementation: Field trips are designed to show students people at work in their community. Teachers select destinations where students can observe different jobs in action.

SEL Spotlight on Career Pathways

- Requirement: Four times per year, the SEL Spotlight highlights a future career pathway for all students.
- Implementation: These quarterly spotlights are called "Future Me Fridays" and are shared school-wide (via announcements or classroom activity). Each segment features:

Career Exploration through Class Guidance

- Requirement: All students participate in career exploration activities through class guidance.
- Implementation: Our school counselor delivers a "Community Helpers" or "What I Can Be" curriculum in classroom guidance sessions

Integration into Subject Area Instruction

- Requirement: All teachers integrate college and career guidance into their subject area instruction when relevant.
- Implementation: Teachers make simple, age-appropriate connections to the real world during lessons.

Limited Development
09/29/2025

<p>How it will look when fully met:</p>	<p>Component How Full Implementation Will Look</p> <p>Career-Focused Field Trips Every grade level (K-5) will have one documented career-focused field trip each year. These trips will be intentionally coordinated to offer a diverse range of career clusters across the grade levels (e.g., K visits public safety, Grade 3 visits arts/design, Grade 5 visits technology/engineering). Post-trip activities will include a structured, reflective assignment (drawing, writing, or presentation) where students identify three different jobs they saw and one skill needed for each.</p> <p>SEL Spotlight on Career Pathways Four high-quality "Future Me Friday" segments will be delivered consistently across all classrooms each year, scheduled well in advance. These spotlights will utilize a diverse pool of virtual or in-person community guests representing different genders, ethnicities, and career paths (including trade skills, entrepreneurship, and college-required roles). Accompanying classroom activities will include a "Helper Skills" check-in, where students self-assess and journal one way they used a spotlighted SEL skill that week.</p> <p>Career Exploration through Class Guidance The school counselor will deliver the full, grade-level appropriate "What I Can Be" guidance curriculum to all students (K-5), completing the required number of lessons. Older students (Grades 4-5) will complete a simple, written Career Aspiration Portfolio that connects their interests (identified through guidance activities) to two specific careers, including the steps they would take next (e.g., "Take more math classes").</p> <p>Integration into Subject Area Instruction All core subject teachers (ELA, Math, Science, Social Studies) will consistently document at least three career-integration lessons per quarter in their lesson plans. The connections will be meaningful and clearly stated (e.g., a "Job Shadow" component in a math problem, or a "Career Corner" display related to the current unit of study). Cross-curricular teams will collaborate annually to map out and ensure a broad spectrum of career connections are hit across the year.</p>		<p>Michele Matthews</p>	<p>06/08/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/29/25</p>	<p>Career focused field trips</p>		<p>Abbie Crusan</p>	<p>06/08/2026</p>
	<p><i>Notes:</i> Each grade level will plan at least one career focused field trip.</p>			
<p>9/29/25</p>	<p>SEL Spotlight focused on careers.</p>		<p>Natlaie Hopkins</p>	<p>06/08/2026</p>
	<p><i>Notes:</i></p>			

	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
<p><i>Initial Assessment:</i></p>			<p>The current implementation of 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, is focused on a structured series of activities targeting both rising kindergarten and rising sixth-grade students and their families.</p> <hr/> <p>Current Implementation Efforts []</p> <p>1. Rising Kindergarten Transition</p> <p>The school employs a high-touch, multi-event strategy to ease the transition from Pre-K into Kindergarten:</p> <ul style="list-style-type: none"> • Open House and Orientation: Formal school events are held to welcome families and provide an overview of the kindergarten program. • Play Dates: Informal social gatherings, such as Popsicle on the Playground, are implemented to allow incoming students to socialize and become familiar with the school environment. • Pre-K Visits: School staff conducts visits to local Pre-K centers to meet incoming students in their current setting. • Kinder-Camp: Orientation programs, often called kinder-camp, are implemented to provide students with structured exposure to the classroom setting before the school year officially begins. <p>2. Rising Sixth Grade Transition</p> <p>The transition to middle school is supported through a combination of information, visits, and individualized guidance:</p> <ul style="list-style-type: none"> • Middle School Visits: Rising sixth graders attend visits to their assigned middle schools to familiarize themselves with the new campus and environment. • Elementary Visits: Middle school representatives, including staff and students from middle school clubs, visit the elementary school to build excitement and answer questions. 	<p>Limited Development 08/15/2017</p>		

- Individualized Guidance and Registration (Added 4.15.25): The school counselor meets with individual students to overview and discuss middle school schedule classes. The counselor also assists with registration.
- Parent/Caregiver Information (Added 4.15.25): The counselor provides information for parents/caregivers about transition to middle school and also provides communication and opportunities for parents to explore magnet schools within the district.
- Organized School Visits (Added 4.15.25): The counselor and teachers organize/support visits to students' assigned middle schools, providing structured transitional support.
- Records Management (Added 4.15.25): Cumulative folders/records are updated and current info/records are added to ensure a smooth transfer of student data.

3. Leadership and Planning

The intentionality of these plans is regularly reviewed:

- Leadership Team Discussion: The Indicator was formally discussed at Leadership Team Meetings on 9/18/18, 3/5/19, and 3/19/19 to ensure the transition process remains a school priority.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When the objective 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, is fully met, the school will operate a highly coordinated, data-driven transition system that ensures students and families feel prepared and supported at every major academic change point.

Vision of Full Implementation []

1. Level-to-Level Transitions

Natlaie Hopkins

06/08/2026

- **Rising Kindergarten:** The transition will be a seamless, year-long process. The school will host all planned events (Open House, Popsicles on the Playground, play dates, and kinder-camp) with high family attendance, utilizing the Title I funding to ensure robust support. The co-located Pre-K programs are fully integrated, with students participating in various activities throughout the year to foster familiarity. Every incoming family will confirm feeling informed and prepared for the transition, as verified by a high-response satisfaction survey.

- **Rising Sixth Grade:** The process will result in 100% of students being successfully registered at their assigned middle school for the upcoming school year. Students will have completed middle school visits and received in-school exposure from middle school clubs. The guidance counselor will have personally reviewed and finalized middle school schedule classes with every student during registration. Parents will receive all necessary letters sent home with information about new middle school assignments, and a comprehensive Agenda of visits to middle school will confirm the intentional scheduling of all transition events.

2. Grade-to-Grade Transitions (MTSS and Instruction)

- **Instructional Fidelity:** 100% of teachers will execute curriculum implementation and lesson plans to fidelity. This ensures academic consistency as students move from grade to grade, preventing curriculum gaps.

- **Data-Driven Support (MTSS/Tutoring):** The Multi-Tiered System of Supports (MTSS) will function proactively: 100% of students needing support will have complete intervention logs and progress monitoring logs. Students in tutoring will demonstrably show improvement in progress monitoring scores. Data discussions in PLCs will routinely utilize the school-wide data wall to assess progress and make adjustments, ensuring growth and appropriate referral to the next tier if progress is not shown.

3. Operational Excellence

- **Records Management:** Full implementation includes data informing that all cumulative folders are updated, ensuring all academic, health, and disciplinary records are transferred accurately and on time to the receiving grade level or school.

Actions		0 of 3 (0%)			
10/19/22	Kindergarten Open House to be held for all incoming Kindergarten parents.		Ashley Cluff	04/10/2026	
<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.		Sharell Bailey-Troxler	05/30/2026	
<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	06/08/2026	
<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	
Initial Assessment:	<p>Current Implementation: A Safe and Welcoming Learning Environment</p> <p>The school is implementing a multi-faceted approach to ensure a supportive environment by strategically utilizing personnel, resources, and established practices across the building.</p> <hr/> <p>Physical Environment (Safe and Conducive to Learning)</p> <p>The school maintains a physical environment that is immediately addressed and kept in working order:</p> <ul style="list-style-type: none"> • Prompt Maintenance: The custodial team works directly with school administration to address work orders immediately. • District Coordination: The team follows up on items that require 	Limited Development 10/02/2025			

district-level support with the district maintenance team.

Behavioral Environment (Safe and Conducive to Learning)

The school has established a clear, consistent, and restorative framework for behavior:

- **School-Wide Consistency:** There is an implementation of revised school-wide expectations.
 - **Visibility and Reinforcement:** School-wide expectation posters are displayed in all areas of the building to promote a shared understanding of norms.
 - **Explicit Instruction:** At the beginning of the year, all students were taught the same behavior lessons to ensure a common baseline for expected conduct.
 - **Conflict Resolution:** When conflicts occur between staff or students, restorative practices are used. This approach shifts the focus from punishment to repairing harm, which is critical for a safe social environment.
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Social and Emotional Environment (Welcoming and Conducive to Learning)

The school uses professional personnel and dedicated time to proactively support student well-being:

- **Dedicated SEL Time:** All students receive daily Social-Emotional Learning (SEL) lessons.
- **Expert Delivery:** These SEL lessons are provided by the school counselor, ensuring they are facilitated by a trained professional. This continuous, explicit instruction is key to fostering a welcoming and emotionally supportive school culture.

<p>How it will look when fully met:</p>	<p>When the objective of creating a safe, welcoming, and conducive learning environment is fully met at Irving Park, the school will exhibit a vibrant school climate that is consistently reflected across all four areas of focus: Safety, Relationships, Teaching and Learning, and Institutional Environment. The physical space will be impeccably maintained with security measures (like natural surveillance and access control) seamlessly integrated to ensure physical safety. Behaviorally, all staff and students will operate under a proactive, consistently enforced system of clear expectations, where restorative practices are the default for addressing conflicts and teaching socially appropriate behaviors. Socially and emotionally, the school will be characterized by positive, supportive adult-student relationships, with teachers who are emotionally well-regulated and whose support predicts peer acceptance among students. Finally, the entire staff, from administration to support staff (e.g., custodians, clerks, cooks), will embody a friendly, welcoming culture by cordially greeting visitors, interacting positively with students, and maintaining clear, respectful communication with the entire community.</p>		<p>Holly Morgan</p>	<p>06/30/2026</p>
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Actions		0 of 2 (0%)		
10/2/25	Daily SEL lessons for students developed by school counselor.		Christina Ellis	10/30/2025
<i>Notes:</i>				
10/2/25	Building walkthroughs weekly to monitor for physical building needs.		Kimberly Leighty	03/02/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	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
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<p>Initial Assessment:</p>	<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> <p>Added 4.15.25" Teachers welcoming EACH student into their classroom every morning, daily SEL activities are provided by the school counselor to build class/school community and to facilitate class discussion, Pirate of the Week, monthly guidance class during Media byt school counselor, daily & weekly behavior charts (daily/weekly check-in & check-out), students & staff are encouraged to speak any adult or colleague at our school about feeling unsafe or bullied, etc.,</p>	<p>Limited Development 09/30/2021</p>		
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<p>How it will look when fully met:</p>	<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> <p>Added 4.15.25: "Evidence of full implementation includes teachers observing positive behavior, building relationships between teacher-student, student-student, parents are aware of feedback daily/weekly behavior charts which will lead to positive relationships with teachers and parents, documenting and addressing negative behaviors such as bullying, etc. "</p>		<p>Ashley Cluff</p>	<p>06/08/2026</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>9/30/21</p>	<p>Grade level teachers teaching SEL lessons daily with their classes including different strategies for students for each lesson.</p>		<p>Abbie Crusan</p>	<p>11/30/2025</p>
<p><i>Notes:</i></p>				
<p>5/13/22</p>	<p>Attendance Team 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.</p>		<p>Zane Doty</p>	<p>03/31/2026</p>
<p><i>Notes:</i></p>				
<p>9/30/21</p>	<p>School Counselor will have availability for students to meet with her individually and in small groups as necessary.</p>		<p>Zane Doty</p>	<p>06/02/2026</p>
<p><i>Notes:</i> Counselor ensures 80% of time is spent with direct student contact.</p>				
<p>1/10/24</p>	<p>School counselor provides daily SEL lessons to be taught in each homeroom.</p>		<p>Melissa Poplin</p>	<p>06/08/2026</p>
<p><i>Notes:</i></p>				
<p>1/10/24</p>	<p>School counselor meets with each homeroom of students monthly to deliver direct instruction around SEL topics.</p>		<p>Heather Tate</p>	<p>06/08/2026</p>

<i>Notes:</i>			
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 06/10/2026
<i>Notes:</i> 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 10/09/2026
<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

Initial Assessment:

Collaborative Planning and Communication

- Parent Leadership Team Collaboration: A core strength of the current implementation is the collaboration between the school leadership team and the parent leadership team. Their pre-academic-year meeting to plan all family engagement activities demonstrates a commitment to partnership and shared ownership.
- Proactive Scheduling: The joint creation and distribution of a calendar of family engagement activities ensures that parents are informed well in advance of opportunities for participation. This proactive approach helps to increase attendance and engagement.

Ongoing and Multi-Channel Communication

- Weekly Phone Messages and Newsletters: Administration provides weekly phone messages and newsletters to keep families informed of upcoming activities. This consistent, routine communication ensures that parents are regularly updated on the school's activities and events.
- ClassDojo Usage: Teachers employ ClassDojo to communicate with families. This tool allows for quick, informal, and personalized communication, fostering a more direct connection between teachers and parents on a daily or weekly basis.

Strengthening the Parent-School Partnership

- PTA & Admin Collaboration: The monthly meetings with an executive parent team represent the highest level of collaboration. This group discusses significant topics like school needs, budgeting, and opportunities for family and school collaboration. This shows that the school values parent input not just on student-level issues but on school-wide operational and strategic matters.

Summary: The current implementation is highly effective due to its layered approach. It begins with high-level collaborative planning and a clear communication calendar, moves to targeted, curriculum-focused communication via virtual events, and is sustained by consistent, multi-channel updates through newsletters, phone calls, and ClassDojo. The involvement of an executive parent team in strategic decisions further solidifies the partnership between the school and its families.

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10/26/2022

<p>How it will look when fully met:</p>	<p>Fully implemented, this indicator means the school will have a comprehensive and consistent system for engaging with families. The school's communication will consistently reinforce the importance of the "curriculum of the home" and provide parents with actionable ways to support their children's learning at home.</p> <p>Key Features of a Fully Implemented System:</p> <ul style="list-style-type: none"> • Continuous and Varied Communication: The school will communicate with families at many points and in various venues over the school year. This includes not only formal meetings but also personal, direct outreach, such as phone calls and written messages, to build trust. • Focus on the "Curriculum of the Home": The school will help parents understand what they can do outside of school to support their child's academic success at each grade level. This includes guiding parents on essential practices like setting high expectations, monitoring homework, and encouraging language development. * • Two-Way Interaction: Communication will be a two-way street, where teachers and school staff actively listen to and build on the strengths and knowledge of families. This involves respectful, culturally sensitive interactions that avoid misinterpretation and acknowledge that parents, regardless of their background, are deeply involved in their children's lives at home. • Measurable Impact: The school will use strategies that have a proven positive effect on student outcomes. Evidence suggests that when schools provide clear guidance on home-based involvement, it can significantly improve student engagement, homework completion, and grades. 		<p>Erica Castillo</p>	<p>06/08/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>3/26/24</p>	<p>EL parent night was hosted in January to engage families who do not speak English in the home.</p>		<p>Angelica Shornack</p>	<p>02/28/2026</p>
<p>Notes:</p>				

1/10/24	All teachers send home direction for at home engagement with the curriculum		Erica Castillo	06/08/2026
<i>Notes:</i>				
3/26/24	School wide weekly newsletter goes home highlight school events and important news.		Erica Castillo	06/08/2026
<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	06/10/2026
<i>Notes:</i>				