

Comprehensive Progress Report

Mission: Students will experience a nurturing and safe environment where they are valued and are able to discover and learn.

Vision: We create the stepping stones for students to succeed.

Goals:

By June 2026, Shadybrook Elementary School will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2026, Shadybrook Elementary School will increase its performance composite on End-of-Grade Reading assessments by 3%.

By June 2026, Shadybrook Elementary School will achieve a rating of “Operationalizing (2)” on FAM-S Item 31 by defining core social and emotional practices schoolwide and incorporating instructional practices that are defined in consideration of academic and behavior instruction.



! = Past Due Objectives

KEY = Key Indicator

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>		Classroom teachers currently review student data and attend grade level data PLCs in regular cycles aligned to assessment cycles throughout the school year. The Instructional Leadership Team (ILT) and School Leadership Team (SLT) are two structures that need to be linked to the existing work occurring on individual teacher and PLC levels. Teams have been reorganized this school year to provide the required structures to meet this goal. The newly established, linked teams need to take a broad view of available data and then make decisions on the focus and direction of the school, including how to best use the available time and financial resources. Data will continue to be considered at the school level, classroom level, and student level to target professional learning opportunities.	Limited Development 08/18/2016		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		The school's Leadership Team regularly reviews school performance data and aggregated classroom observation data to inform decisions about professional development needs. Student performance data, classroom observation data, and Leadership Team records will be used to measure implementation and determine that the objective has reached full implementation.		Elizabeth Bristol	06/10/2026
<i>Actions</i>			0 of 5 (0%)		
	9/15/25	Classroom teachers will participate in grade level data cycle meetings to disaggregate student data following each local assessment window, and then teachers will develop plans to address gaps observed in the data.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>					
	9/15/25	Members of the Instructional Leadership Team will conduct learning walk cycles, then share feedback with teachers to drive instructional improvement.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>					

9/15/25	Scores collected using the Instructional Qualities Rubric during learning walks will inform and drive professional learning topics and opportunities.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>				
9/16/25	The School Leadership Team will review classroom and observation data to make decisions about professional development needs.		Gina Sanchez	06/10/2026
<i>Notes:</i>				
9/23/25	Title I funds will be used to cover the costs of professional learning registration and substitute teachers to address identified needs.		Beth Blackmore	06/10/2026
<i>Notes:</i>				
Implementation:		02/17/2021		
Evidence	6/17/2019 See added emails from Eureka, ARC, and CKLA visits from 2018-2019 academic school year.			
Experience	6/17/2019			
Sustainability	6/17/2019 Continued support will take place with Eureka, ARC, and CKLA during the upcoming school year. Coaching visits will take place and curriculum facilitator will update as needed.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As part of our schoolwide core instruction, emphasis is placed on ensuring that students are taught grade level standards from the NCSCoS and core instructional resources provided by our LEA. A small group instruction structure has been established for Literacy and Math "SOAR Time." Members of our School Improvement Team work closely with all grade levels to ensure the selection of appropriate evidence-based academic and behavior interventions, proper data collection, and uniform data decision rules to ensure consistency and uniformity across the school.	Limited Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have a systematic instructional structure that relies on multiple formative data points to provide students with timely and individualized academic, behavioral, social-emotional, and attendance support. During grade level PLC meetings, all teams will analyze assessment data and work collaboratively with our Curriculum Facilitator and members of our linked teaming structure to identify appropriate strategies and resources to provide all students with timely interventions. The Instructional Leadership Team, Intensive Problem Solving Team, School Leadership Team, and MTSS Leadership Team will operate within our linked teaming structure to make data decisions, plan interventions, and allocate resources to meet intervention needs.		Alexa Veach	06/10/2026
Actions			0 of 10 (0%)		
	9/23/25	Title I funds will be utilized to hire MTSS case managers for intensive problem-solving.		Alexa Veach	11/01/2025
<i>Notes:</i>					
	9/24/25	Title I funds will be utilized to purchase approved technology for three classrooms, upgrading outdated equipment to improve access to evidence-based instruction.		Beth Blackmore	11/01/2025
<i>Notes:</i>					

9/24/25	Title I funds will be utilized to purchase food and take-home curriculum resources for family engagement events tied to instructional improvement.		Beth Blackmore	04/30/2026
<i>Notes:</i>				
9/17/25	Teams will identify students who need support and determine what needs can be met through Tier I differentiation and small group instruction.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>				
9/17/25	Teachers will provide Tier I interventions to students identified by teams.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>				
9/17/25	The Instructional Leadership Team and Intensive Problem Solving Team will facilitate the identification and planning for students requiring Tier 2 and Tier 3 interventions.		Chelcey Cazares	06/10/2026
<i>Notes:</i>				
9/17/25	The Intensive Problem Solving team will monitor student progress and work with the Instructional Leadership Team to allocate resources to meet Tier 2 and Tier 3 needs.		Chelcey Cazares	06/10/2026
<i>Notes:</i>				
9/17/25	The School Leadership Team will allocate funding to meet student needs across Tier 2 and Tier 3.		Alexa Veach	06/10/2026
<i>Notes:</i>				
9/17/25	The school Tutoring Coordinator will review student data for selection of students, serve as the school contact for tutors regarding their schedules and student groups, and connect tutors with a teacher to meet with weekly to discuss student needs and progress.		Elizabeth Bristol	06/10/2026
<i>Notes:</i> Tutoring during the instructional day is scheduled to begin in October.				
9/23/25	Title I funds will be utilized to hire academic tutors, providing high-dosage tutoring to identified Tier 2 and Tier 3 students.		Elizabeth Bristol	06/10/2026
<i>Notes:</i>				
Implementation:		09/15/2025		
Evidence	9/12/2018			
Experience	9/12/2018			

<i>Sustainability</i>		9/12/2018			
Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our School Counselor conducts bi-weekly guidance classes with all K-5 classes. During these classes, the NC Guidance Curriculum serves as the primary curricula resource in the design and implementation of guidance lessons. Morning meetings are held in each classroom daily, with curriculum provided to teachers by the School Counselor. Teachers have access to other SEL resources that can be integrated into lessons during the day. A referral process is in place through the use of standard treatment protocols to identify and plan for necessary supports and interventions.	Limited Development 09/28/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		We will build a strong community intensely focused on student learning. When this objective is fully met, students will have the necessary skills to not only regulate their emotions but also utilize the various resources at their disposal to assist them in properly advocating and seeking additional assistance. As a staff, it is critically important that we work to build positive relationships with all students and families so that all students feel comfortable coming to us when there is a need.		Carolyn Jordan	06/10/2026
Actions			0 of 9 (0%)		
	9/24/25	Title I funds will be utilized to hire a Technology Assistant to teach weekly STEM classes to all K-5 students, increasing student excitement and engagement in school.		Alexa Veach	10/01/2025
<i>Notes:</i>					
	9/24/25	Title I funds will be utilized to provide meaningful, curriculum-aligned field trips with career connections and build social awareness.		Beth Blackmore	05/30/2026
<i>Notes:</i>					

9/17/25	Teachers and other school staff will model and explicitly teach students basic principles of emotions: everyone has emotions, different situations prompt different emotions, there are different ways to express feelings, other people may not feel the same way that they do, and they can do things to affect how they feel and how others feel (Gallingane and Han, 20215).		Kelsey Sanchez	06/10/2026
<i>Notes:</i>				
9/17/25	All classroom teachers will hold developmentally appropriate morning meetings daily.		Kelsey Sanchez	06/10/2026
<i>Notes:</i>				
9/17/25	The SEL & Behavior Team will collaborate with our Lead SEL Teacher for our learning zone to identify and provide resources to help students manage their emotions.		Kelsey Sanchez	06/10/2026
<i>Notes:</i>				
9/17/25	The SEL & Behavior Team will meet monthly to arrange supports and interventions for students when necessary.		Kelsey Sanchez	06/10/2026
<i>Notes:</i>				
9/17/25	Staff members on the SEL & Behavior Team will serve as IPS case managers for students requiring supplemental and intensive behavior interventions.		Chelcey Cazares	06/10/2026
<i>Notes:</i>				
9/17/25	The Hospitality Team will plan and carry out events to support adult SEL every month and will work with other teams as needed to accomplish this goal.		Beth Blackmore	06/10/2026
<i>Notes:</i>				
9/23/25	Title I funds will be utilized to purchase supplies and materials to support student SEL and positive behaviors.		Beth Blackmore	06/10/2026
<i>Notes:</i>				
Implementation:		09/15/2025		
Evidence	9/15/2025			
Experience	9/15/2025			
Sustainability	9/15/2025			