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Comprehensive Progress Report

Mission: The mission of Kirkman Park Elementary School is to prepare students to be college and career ready for the 21st century. We will teach character education as earnestly as we teach the core curriculum. As such, we will teach and instill in our students a healthy respect for the diversity of the world around them as well as a genuine love for learning.

Vision: At Kirkman Park Elementary School, we seek to build a growth mindset by expanding minds, inspiring creativity, and building character.

Goals:

By the end of the 2025–2026 school year, all Kirkman Park students will participate in career exploration opportunities. K–2 students will be exposed to at least one opportunity each quarter, while students in grades 3–5 will engage in monthly opportunities designed to spark interest and excitement about future careers (A2.19).

By the end of the 2025–2026 school year, Kirkman Park will increase its overall performance composite on End-of-Year assessments by 3 percentage points, moving from 47.7% to 50.7%. Title I funds will be utilized to pay for a Math coach position this school year.

By May 2026, Kirkman Park will achieve a rating of Operationalizing on FAM-S Item 18. Progress will be measured using FAM-S rubric ratings, with evidence collected from staff surveys, school leadership team minutes, and implementation artifacts demonstrating consistent practices aligned to Item 18 expectations. (C2.01)

I = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency			
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:				
By 2025-2026, Kirkman Park will establish a School Leadership Team that will help to distribute leadership tasks and responsibilities. The team will meet monthly to discuss school improvement and school concerns. The team will focus on problem solving, communication with colleagues and other stake holders, motivation, professional development, and coaching.		Priority Score: 2	Opportunity Score: 3	Limited Development 10/10/2023
How it will look when fully met:	By 2025-2026, Kirkman Park will have an effective leadership team with individuals with diverse skills and perspectives that will contribute to achieving school improvement goals. All grade levels, departments, and specialty areas will be represented. All team members will be knowledgeable about school improvement efforts and possess diverse skills that will help move the team toward its improvement goals.		Index Score: 6	Jajaira Owens 06/09/202
Actions	1 of 3 (33%)			
	9/30/24	The leadership team consistently provides timely updates through various channels (newsletters, emails, and meetings), ensuring everyone is informed about policies, changes, and important events.	Complete 06/11/2025	Phyllis Marshall 06/10/202
	Notes:			
	9/29/24	Kirkman Park's Instructional Leadership Team will meet monthly to review schoolwide data and instructional trends in order to identify strengths, gaps, and areas for improvement. During each meeting, the team will analyze student achievement and growth data in ELA and Math, discuss instructional practices, and develop actionable next steps that can be shared with grade-level teams.		LaQuisa Lytch 06/10/202
	Notes: Title I funds will be used to purchase any instructional materials needed for instructional practices.			
	9/29/24	The School Leadership Team will work to strengthen partnerships with families and the community to support student learning and well-being.		Penn Grose 06/10/202
	Notes: Parent food will be purchased using Title I funds during school events to ensure that families and community are able to attend.			

Implementation:		09/29/2024		
Evidence	6/3/2024 Minutes from School Leadership Team meetings and LT meetings and inhouse PD's.			
Experience	6/3/2024 LT and School Leadership team meet the first Monday and second Tuesday of the month.			
Sustainability	6/3/2024 will continue to meet to review data and surveys to continue collaboration and strengthen instructional practices.			
Core Function:	Domain 2: Talent Development			
Effective Practice:	Practice 2B: Target professional learning opportunities			
KEY	C2.01			
Initial Assessment:	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 Dat
	Data will be regularly reviewed throughout the school year. During PLC's, a review of both classroom data and individual student data will be conducted every four to six weeks. Students within the lowest 20% will be identified as Tier II. If adequate progress is not made as assessed by progress monitoring and/or benchmarks, the MTSS process is set up to then be able to move forward with IST processes with that student. The school leadership team and the instructional cadre will then review the MTSS process by reviewing PLC notes, MTSS student progress data sheets, NWEA MAP data, Amplify data, ARC reading data, and math, reading and science benchmark data. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data.	Limited Development 09/13/2016	Yajaira Owens	06/06/202
How it will look when fully met:	Teachers will provide Tier II interventions. Tutors will provide Tier II and III interventions. Progress monitoring data will be used to show student growth and progress. Students who do not show adequate growth will be referred for additional evaluation. In addition, tutoring will be provided afterschool and Saturday Academy will be offered and provided.		Yajaira Owens	06/06/202
Actions		0 of 3 (0%)		

8/10/17	Develop and Implement Standards-Aligned Curriculum -Ensure all grade-level teams design units aligned to state standards. -Collaboratively plan lessons that incorporate essential skills and knowledge needed for End-of-Year assessments.	Josette Hamrick	06/07/2021
	Notes: Data reviews will occur every 4-6 weeks depending on the calendar. Math Coach will be leading these meetings.		
	Title 1 funds will be utilized to pay for the Math Coach position at Kirkman Park.		
2/13/20	Reinforce Mastered Knowledge -Integrate regular reviews, questioning strategies, and spiral lessons to help students retain key concepts. -Provide targeted practice opportunities for students to apply prior learning.	Thomas Niedziela	06/12/2021
	Notes: Math Coach will assist with questions and lesson planning. Title 1 funds will be utilized to pay for the math coach position.		
2/13/20	Provide Targeted Professional Development -Train teachers on data-driven instruction, differentiated strategies, and assessment literacy. -Offer coaching and feedback cycles to strengthen instructional effectiveness.	Josette Hamrick	06/14/2021
	Notes: Title 1 funds will be utilized to pay for the Math coach position.		
Core Function:	Domain 3: Instructional Transformation		
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs		
A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To Target Dat
Initial Assessment:	MTSS team has been assembled to review data. MTSS Team meets to do data review monthly and teacher recommendations for students with absences or behavior issues to identify necessary next steps, intervention plans specific to concern. MTSS Team will work with classroom teachers to further support students and their needs as it relates to academics and behavioral	Limited Development	09/29/2022

How it will look when fully met:	Teachers meet with MTSS Teams to review student attendance, behavior data and make recommendations to the MTSS team for further interventions. MTSS Team will work with classroom teachers to further support students and their needs as it relates to academics and behavioral	Josette Hamrick 06/10/202
Actions	<p>10/8/23 During supplemental problem solving, teachers will provide students with interventions in accordance with the district's standard protocols.</p> <p><i>Notes:</i></p> <p>9/15/25 The Intensive Problem Solving Team will be established and consist of a counselor, CF, EC teacher, Principal, and Social Worker. The Team will define each member's role within the IPS team and how we will use early warning systems data to identify students that need intensive intervention.</p> <p><i>Notes:</i></p> <p>10/28/22 Teachers will receive PD on MTSS. In addition, teachers will focus on core instruction and how to support students that don't master skills.</p> <p><i>Notes:</i> Supplies needed for Professional Development will be purchased with Title I funds.</p> <p>10/28/22 Teachers will continue MTSS PD and implementation with the use of the standard treatment protocols for reading and math.</p> <p><i>Notes:</i> Materials needed for Reading or Math will be purchased with Title I Funds. In addition, Title I funds will be used to pay for the Math Coach position.</p>	<p>0 of 4 (0%)</p> <p>Josette Hamrick 06/07/2021</p> <p>Shameka Whitsett 06/10/2021</p> <p>Josette Hamrick 06/10/2021</p> <p>Thomas Niedziela 06/10/2021</p>
Core Function:	Domain 3: Instructional Transformation	
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction	
Initial Assessment:	<p>A2.19 ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)</p> <p>K-2 students will be exposed to at least one career-focused activity each quarter, including classroom visits, story-based career lessons, and interactive career videos.</p> <p>Grades 3-5 students participate in monthly career exploration sessions, which may include virtual field trips, guest speakers, and hands-on activities designed to spark interest in various professions.</p>	<p>Implementation Status</p> <p>No Development 09/05/2025</p> <p>Assigned To</p> <p>Target Date</p>

<p>How it will look when fully met:</p>	<p>When this objective is fully met, all Kirkman Park students will regularly engage in meaningful career exploration opportunities. K–2 students will participate in at least one structured activity each quarter, while grades 3–5 will take part in monthly experiences that spark curiosity and excitement about future careers. Career connections will be seamlessly integrated into classroom instruction, and students will be able to identify careers of interest and the skills needed to pursue them. Teachers will consistently plan, implement, and document these experiences, while the leadership team monitors participation and ensures equitable access across all grade levels. Strong community and industry partnerships will provide ongoing real-world exposure, creating a school-wide culture where career awareness is valued and celebrated.</p>		<p>Yajaira Owens</p>	<p>06/10/2022</p>
<p>Actions</p>	<p>9/5/25 Plan Career Exposure Opportunities</p> <ul style="list-style-type: none"> -Develop a calendar of quarterly (K–2) and monthly (3–5) career activities. -Identify diverse careers to highlight, ensuring representation across fields and industries. 	<p>0 of 4 (0%)</p>	<p>Shameka Whitsett</p>	<p>06/10/2022</p>
<p><i>Notes:</i></p>	<p>9/5/25 Integrate Career Connections into Curriculum</p> <ul style="list-style-type: none"> -Collaborate with grade-level teams to embed career-related content into core subjects. -Create lesson plans and activities that link academic skills to real-world careers. 		<p>Shameka Whitsett</p>	<p>06/10/2022</p>
<p><i>Notes:</i></p>	<p>9/5/25 Engage Community and Industry Partners</p> <ul style="list-style-type: none"> -Recruit local professionals, organizations, and volunteers to provide presentations, virtual visits, or mentorship. -Establish clear schedules and roles for guest speakers or field trips. 		<p>Shameka Whitsett</p>	<p>06/10/2022</p>
<p><i>Notes:</i></p>	<p>9/5/25 Monitor and Document Participation</p> <ul style="list-style-type: none"> -Maintain logs of student participation, activity types, and reflections. -Conduct quarterly reviews with the leadership team to ensure all students have equitable access. 		<p>Josette Hamrick</p>	<p>06/10/2022</p>
<p><i>Notes:</i></p>				