

Comprehensive Progress Report

Mission: Every person in the school functions as a teammate to provide a safe, nurturing, and equitable environment that fosters accountability for success. Purposefully planned instruction targets our students needs and is paramount.

Vision: A community oriented school promoting personal, social, and academic excellence for students, staff, and families in order to reach their highest potential.

Goals:

By June 15, 2026, Madison Elementary will expose students to a minimum of three opportunities that will excite our students about future careers. A2.04, A.4.14

By June 15, 2026, Madison Elementary will increase the percentage of students demonstrating a deep understanding of math grade level content as measured by NWEA from 37% to 45% (,A2.04, A4.17, A4.06,)

By June 15, 2026, Madison Elementary will achieve a rating of 2 where all staff will engage in assessment with fidelity to do the following: #1 Inform instruction and intervention planning, #2 Identify students who are at-risk (at least 3-4 times/year), #3 Determine why students are at-risk, #4 Monitor student growth/progress, and #5 Determine if outcomes are met. (A3.05, A2.01, A4.17, B1.02, B3.02, B3.03, C2.01)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, SLT members receive a follow up email and minutes summarizing the meeting. SLT members asked to share information with their representatives. Most of the work around academics, behavior and attendance has been done in pockets but there has been a lack of communication streamlined to the school.	Limited Development 06/01/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Members of the SLT who lead other committee will be tasks to report to leadership what was discussed in their committees There will be a platform/tool used to house all meeting minutes/data/information 		Courtney Adams	06/15/2026
Actions			2 of 4 (50%)		
6/1/22	The Leadership Team communicates which staff members represent which stakeholders.		Complete 08/25/2025	Noelle Leslie	08/31/2025
<i>Notes:</i> 8/19/24-Dr. Leslie communicated committee assignments to all staff					
6/17/25	Updated School Improvement Plan is uploaded into the school website.		Complete 10/28/2025	Courtney Adams	10/17/2025
<i>Notes:</i> 9/15/2024 Updated SIP is uploaded to the website.					
6/1/22	The Leadership Team shares minutes/information with their stakeholders (staff, parents, families) within a week's timeframe.			Hannah Nelson	06/15/2026

Notes: 9/4-9/10-SLT reps share the notes and the minutes with their stakeholders
 10/2-10/8 SLT reps share the notes and the minutes with their stakeholders
 10/2-10/8 reps share the notes and the minutes with their stakeholders
 11/6-11/12 reps share the notes and the minutes with their stakeholders
 12/4-12/10 reps share the notes and the minutes with their stakeholder
 1/8-1/14 reps share the notes and the minutes with their stakeholders
 2/5-2/11 reps share the notes and the minutes with their stakeholders
 3/5-3/11 reps share the notes and the minutes with their stakeholders
 4/2-4/8 reps share the notes and the minutes with their stakeholders
 5/7-5/13 reps share the notes and the minutes with their stakeholders
 6/4-6/10 reps share the notes and the minutes with their stakeholders

6/17/25 The committee solicits and collects questions and concerns from their stakeholders to discuss at SLT.

Courtney Adams

06/15/2026

Notes: 9/14-Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 9/30-Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 11/1-Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 12/1-Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 12/19-Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 1/30 Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 2/29 Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 3/29 Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 5/1 Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent
 5/30 Ms. Adams sent an email to all SLT reps to send her questions/concerns from the stakeholders they represent

Implementation:

07/15/2024

Evidence

7/19/2023

<i>Experience</i>		7/19/2023			
<i>Sustainability</i>		7/19/2023			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The Leadership team meets twice a month;</p> <p>Leadership meets the first Tuesday of every month. During this meeting we review indicators and actions and discuss concerns that arise throughout the building.</p> <p>The subcommittee, which is our Instructional Leadership Team, meets the 4th Tuesday of the month to discuss ILT walkthrough data, academic trends and other implementation practices. The ILT identifies potential opportunities for professional learning for staff.</p> <p>Minutes are taken for both meetings; and the SLT chair, creates a summary of what was shared for representatives to utilize to guide their meetings with their stakeholders.</p> <p>We are currently in the process of working with grades 2/3 to find a 2/3 rep.</p> <p>Agendas are generally sent out days before the meeting.</p>	Limited Development 12/14/2023		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The Leadership team meets twice a month;</p> <p>The school leadership team meets the first Tuesday of every month. During this meeting we review indicators and actions and discuss concerns that arise throughout the building.</p> <p>The subcommittee, which is our Instructional Leadership Team, meets the 4th Tuesday of the month to discuss ILT walkthrough data, academic trends and other implementation practices. The ILT identifies potential opportunities for professional learning for staff.</p> <p>Minutes are taken for both meetings; and the SLT chair, creates a summary of what was shared for representatives to utilize to guide their meetings with their stakeholders.</p> <p>Agendas are sent out days before the meeting.</p>	Objective Met 09/17/24	Jennifer White	09/17/2024
Actions				
8/23/24	ILT met to discuss the goal/objective of the team, goals for the first 30 days, and next steps for the next meeting.	Complete 08/22/2024	Jennifer White	08/22/2024

<i>Notes:</i>				
8/23/24	Second and third grade teachers will vote on their 2/3 rep	Complete 09/17/2024	Courtney Adams	09/17/2024
<i>Notes:</i>				
Implementation:		09/17/2024		
Evidence	9/17/2024			
Experience	9/17/2024			
Sustainability	9/17/2024			

	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:			Madison has various teams that focus on understanding and unpacking standards and building teacher capacity. There are teams where specific duties have been defined and other committees in which there are many passive members. Dates have been sent out communicating when teams will meet. We are working to utilize norms more consistently and have a clear defined purpose in each meeting.	Limited Development 10/12/2021		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			<p>Madison has various teams that focus on understanding and unpacking standards and building teacher capacity:</p> <ul style="list-style-type: none"> • ILT-Teacher leaders conduct walkthroughs and coach teachers in the areas of classroom management, classroom engagement, and instructional delivery. The team has structured and outlined who they will coach individually. ILT members will be able to provide personal feedback to encourage and stretch/grow their peers. • Vertical-Each classroom teacher is assigned to an ELA or Math team depending on their interest/strength. Vertical teams will be able to discuss common trends and areas that Madison should focus and develop. • PLCs-Each grade level participates in PLCs to analyze data, plan instruction and formulate assessments. Grade level teams will be able to customize lesson plans/tasks/assessments, based on internalized NC Standards, using appropriate engagement strategies. 		Rhonda Webb	06/15/2026
Actions				0 of 4 (0%)		
	9/23/24	The IPS committee will review roles and responsibilities in the first two IPS meetings			Dr. Carrie Moore	02/02/2026
<i>Notes:</i> 9/22/25-The IPS held their first meeting. We reviewed the purpose and intention behind IPS and discuss the Tier 3 changes to the curriculum						
	8/27/24	P.R.I.D.E. Committee will meet quarterly: 8/21, 11/13, 2/12, 4/16			Coach White	04/16/2026
<i>Notes:</i> 8/21-The team met to review the purpose, set norms and discuss our system for recognizing good behavior. We decided with giving classes the class tickets and there would be four incentives throughout the year.						

8/27/24	Climate and Culture Committee will meet quarterly: 8/21, 11/20, 2/19, 4/23		Samantha Mitchell	04/23/2026
	<i>Notes:</i> 8/21-The team met to go over the purpose, responsibilities and to discuss the hospitality by laws.			
6/17/25	ILT will meet to oversee the development of MTSS, especially the health of Core (Tier I) Instruction.		Deasia Robinson	06/15/2026
	<i>Notes:</i> 8/4-8/6 The ILT team attended the Joyful Instruction Conference led by GCS. We learned about the components of high quality "joyful" instruction. The decided to focus on two Joyful Learning indicators and 5 grade level indicators 8/18-The team introduced the Joyful Learning/Grade Level indicators at the welcome back staff meeting 9/23 The ILT team met to assess their leadership strengths and to talk through elements of effective feedback.			
Implementation:		06/01/2022		
Evidence	6/1/2022 Agendas were made and notes were taken in the PLC's			
Experience	6/1/2022 PLC's were held every Tuesday and Thursday.			
Sustainability	6/1/2022 PLC's will continued to be held every Tuesday and Thursday.			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal and CF have engaged in team walkthroughs, calibrating and discussing their observations. The principal has created a walkthrough for the Instructional Leadership Team to use as they complete their walkthroughs. This will serve as data to identify areas of strength as well as common areas of need amongst the team. The principal has assigned the ILT to walkthrough classrooms and give positive "glows" on the great things that they are seeing in the class.	Limited Development 10/11/2021		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		<ul style="list-style-type: none"> The principal spends at least 50% of her time in classrooms (around 3 hours). The principal maintains high visibility in the classroom. The principal is able to visit every classroom at least once every week. 		Noelle Leslie	06/15/2026
Actions			1 of 2 (50%)		
	7/19/22	Principal will create and use a walkthrough form to monitor teachers effective facilitation of structures and routines	Complete 09/13/2022	Noelle Leslie	09/30/2025
		<i>Notes:</i>			
	6/6/23	Dr. Simpson will conduct weekly walkthroughs through all classrooms. This strategy supports our school's efforts to exit the TSI list.		Noelle Leslie	06/15/2026
		<i>Notes:</i>			
Implementation:			06/01/2022		
Evidence		6/1/2022			
Experience		6/1/2022			
Sustainability		6/1/2022			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> • Time-In order for teachers to have as much time as possible for instruction, we have decreased the amount of specials time down to 40 minutes per day for teachers to have more time with science/social studies and CKLA. • Money: Currently Title I money is as follows: \$23,882.17 0.5 Teacher Assistant, \$1356.39 Substitute Pay, \$21,831.42 in Daytime Tutoring (Math), \$9474.70 in Computer Software and Supplies. Parent/Family Engagement \$762 supplies and materials and \$500 in Food Purchases. • Human Resources-Specialist staff and supplemental staff (PE and Media) are assigned to work with certain grade levels (2nd and 3rd) and to push in to provide supplemental support. Our tutors are working with 3rd-5th grades 	Limited Development 09/15/2024		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> • Instructional time is allotted according to our instructional priorities. • Federal and local funds are aligned and have a direct positive impact on targeted goals and priorities. • Supplemental staff are strategically assigned to grade levels according to their instructional need and school priorities (literacy) • External partnerships are created and sustained to support the whole child (resources for academic, social emotional and health) 		Regina Ambrose	06/15/2026
Actions				0 of 5 (0%)		
		10/8/25	We are utilizing Title One funds for Computer Software and Supplies within the building.		Regina Ambrose	02/20/2026
		<i>Notes:</i>	Currently, we have \$9,474.70 of our Title One budget allotted for Computer Software and Supplies. We plan to encumber \$4,084 for Parent-Supplies & Materials. The remaining funds will be utilized to repair/replace current technology devices (Promethean Boards/Epson projectors, iPads, Chromebooks, etc) in order for teachers to teach effectively and students to learn efficiently.			
		9/17/24	We will use our Reading Tutor funded by the district to work with students in 3rd, 4th, and 5th grade		Rhonda Webb	05/31/2026

Notes: 9/5 We were informed by the tutoring department that Title I schools would receive a tutor that is funded by the tutoring department.
 9/9 We were informed by the tutoring department that we would receive one tutor (Harriet Williams)
 9/19 We received the official letter from the tutoring department stating when they would be able to start.
 10/2 A planning meeting was conducted with our tutors to welcome them back to Madison and review their schedule and provide planning time with teachers. Mrs. Williams will begin on 10/13.

10/3/25	We are using Title I funds to purchase 0.5 of a teacher assistant to address foundational reading/math gaps with students in 1st, 2nd, 3rd grade		Noelle Leslie	06/10/2026
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Notes: 9/11-We have recommended an individual (N. Guinyard) for the position
 9/15-Ms. Guinyard began working
 9/22-Ms. Guinyard began following her schedule to include serving 1st, 2nd, and 3rd grade.

10/8/25	We are utilizing Title One funds for Parent Supplies and Materials during curriculum nights in the Fall and Spring semesters.		Courtney Adams	06/10/2026
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Notes: We will utilize Title One funds for Parent Supplies and Materials during various curriculum nights in the fall and spring semesters:
 Sept. 18 - Title One/BOG Night
 Oct. 30 - Family Game Night
 Nov. 3 - Math Night
 June 6 - Block Party

10/8/25	We are utilizing Title One funds for Other Food Purchases for Parent and Family Engagement during curriculum nights in the Fall and Spring semesters.		Regina Ambrose	06/10/2026
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Notes: We will utilize Title One funds for Parent Supplies and Materials during various curriculum nights in the fall and spring semesters:
 Sept. 18 - Title One/BOG Night
 Oct. 30 - Family Game Night
 Nov. 3 - Math Night
 June 6 - Block Party

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
<i>Initial Assessment:</i>		We currently have a process where we elicit members of the interviewing committee. Questions are mainly prepared by Dr. Leslie (principal). The committee is encouraged to add to the list of questions.	Limited Development 02/06/2024		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> We have a pre-set interview team. A teammate on the team will have the opportunity to join the team. The team uses a list of questions that guide the interview. The team is diverse and encompasses all areas of the school. 	Objective Met 03/05/24	Sheila Meadows	08/16/2024
Actions					
	2/6/24	SLT will discuss who will be a represented on the team.	Complete 03/06/2024	Jennifer White	03/06/2024
		<i>Notes:</i>			
	2/6/24	The interview team will consist of the SLT Team and the team member of the team we are hiring.	Complete 03/05/2024	Brittani Level	04/09/2024
		<i>Notes:</i>			
Implementation:			03/05/2024		
<i>Evidence</i>		3/5/2024			
<i>Experience</i>		3/5/2024			
<i>Sustainability</i>		3/5/2024			

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>		This year we are focusing on regularly sharing our data with staff. Beginning at our August staff meeting data will be shared at every data meeting. At the August staff meeting admin shared 24-25 EOG data. Staff were able to analyze and discuss with groups. This same data was shared with the leadership team as well. We are currently breaking down our BOY mClass and NWEA data with grade level teams. Based on our EOG results from 24-25 our school wide focus is providing robust Math Instruction. One of our schoolwide goals is to go from 37% to 45% of students proficient based on NWEA results.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		<p>Staff are independently and automatically analyzing daily tasks to inform themselves of what students know.</p> <p>Staff know how to read and interpret screener data.</p> <p>Leadership is using student outcome data and walkthrough data to plan trainings/support/and professional development.</p>		Noelle Leslie	06/12/2026
<i>Actions</i>			0 of 6 (0%)		
	10/8/25	Teachers will have three data days this year to discuss current data and next steps. We have budgeted \$1356.39 for substitutes for the three data days that we are conducting this year.		Rhonda Webb	03/31/2026

Notes: 9/15 Decided that the first (half day) data days would take place on 10/13, 10/14, and 10/24
 9/30 Teachers in 1st, 2nd, and Kindergarten were instructed to request a sub for their assigned day.
 10/13 1st, 4th, and 5th grade teachers had their data day. They share their BOY data (screener and progress monitoring data) and discussed a targeted plan to intervene and enrich
 10/14- 2nd and 3rd grade teachers had their data day. They share their BOY data (screener and progress monitoring data) and discussed a targeted plan to intervene and enrich
 10/24 Kindergarten teachers, Science dept teacher, and our EC Self Contained teacher had their data/planning day. They shared their BOY data and discussed a targeted plan to intervene and enrich.

10/8/25 Attendance data will be shared with homeroom teachers weekly. Teachers and our school social worker will work together to ensure students are here at school.

Brianna McCullough

05/01/2026

Notes: 10/8/25-An email was shared from Ms. McCullough conveying that attendance data will be shared in teachers' mailboxes every week and that the teacher should contact parents first when the student has recurring absences.
 10/15/25-Attendance data was placed in teachers boxes

10/30/25 Principal and CF participate in the districts' monthly Strategic Planning Meetings, These monthly, three-hour in-person sessions are designed to support school leadership teams in engaging in data-driven, literacy-focused planning.

Noelle Leslie

05/01/2026

Notes: 10/30/25 The team analyzed recent school-level data and connected data trends to classroom observations. We identified actionable next steps to implement and share with school staff

10/8/25 BOY, MOY, and EOY Screener data in reading and math will be shared and reviewed with staff.

Andrea Burnell
McLean

05/15/2026

Notes: 10/7/25-BOY NWEA and DIBELS data was shared with School Leadership team. We discussed trends and patterns that were salient.
 10/14-BOY NWEA Schoolwide Data was shared with staff during the staff meeting

10/26/22	ILT will conduct walkthroughs with assigned staff and interpret walkthrough data at our monthly meeting.		Noelle Leslie	06/09/2026
<i>Notes:</i> 9/23/25 The walkthrough form was shared with our ILT. It focuses on the joyful indicators and grade level indicators that we are focusing on as a school 10/28/25 ILT reviewed and analyzed data from October and discussed areas of strength, any trends and implications for professional learning.				
9/15/24	The Mustang P.R.I.D.E. Committee will monitor school wide discipline data, identifying areas of support to teachers and students.		Zaporian Jones	06/15/2026
<i>Notes:</i> 8/22/25-The P.R.I.D.E. committee reviewed the 24-25 Schoolwide discipline data from last year and discuss actions to continue decreasing the days out of school.				

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>		<p>Tier I-Currently our teachers use Eureka and CKLA for core instruction This year we are focusing on ensuring teachers start and end with the standards. We have also focused on supporting staff with internalizing and unpacking lessons to improve the alignment to the standards. Teachers are learning how to align standards, students end of lesson task and high leverage questioning.</p> <p>Tier II and Tier III-Our teachers, tutors, and teacher assistants assist in providing supplemental and intensive (Tier II and Tier III) instruction to students who need additional support. BOY data was used to develop supplemental groups. Teachers progress monitor students weekly (well below level students) and bi weekly (below and grade level students)</p>	Limited Development 07/25/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> All staff are <u>regularly</u> progress monitoring students (based on current guidelines) to determine growth and areas of need using valid and reliable tools. Teachers will use formal and informal data to plan tiered small group instruction. Fidelity checks are done regularly (bi-weekly) by principal and CF to assess effectiveness of core and supplemental instruction Walkthroughs are conducted by ILT to determine level of support and potential professional learning opportunities needed 		Rhonda Webb	06/05/2026
<i>Actions</i>			0 of 1 (0%)		
	11/4/24	Teachers use the district's standard treatment protocol to provide instruction to students who fall below the 20th percentile		Rhonda Webb	06/15/2026
	<i>Notes:</i> 9/15/24-Dr. Webb reviewed the standard treatment protocol with all teachers				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently our staff wants to have consistent school wide expectations. Last year we implemented our school wide incentive program (Mustang Tickets and the Mustang store) that incentivized students for demonstrating appropriate behavior. The system worked well. We will continue with this system and hold each other accountable for passing out tickets.	Limited Development 07/19/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • ALL classrooms are structured and engaged • Transitions to various areas throughout the building are structured and consistent • Teachers have covered and regularly reference school wide expectations • Office referrals have decreased • ALL teachers feel supported (as measured through a monthly survey) • Classrooms are conducive to learning for all learners (measured through a walkthrough tool) 		Hannah Nelson	06/17/2026
Actions			11 of 12 (92%)		
7/19/22	P.R.I.D.E. committee will review data and discuss/decide on school wide expectations to teach all students.		Complete 08/30/2024	Samantha Mitchell	08/30/2024
<i>Notes:</i> 8/22/24 Data was reviewed during our first meeting. The next meeting will be 11/4 to review school wide discipline data					
9/13/22	All teachers will teach the school wide expectations the first week of school		Complete 08/30/2024	Hannah Nelson	08/30/2024
<i>Notes:</i>					
8/31/23	There will be a PRIDE assembly to re-introduce the Mustang Incentive system		Complete 08/30/2024	Noelle Leslie	08/30/2024
<i>Notes:</i> 8/30/24 P.R.I.D.E. assembly was conducted					
10/1/23	New teachers were provided with P.R.I.D.E. posters for uniformity and consistency of expectations communicated.		Complete 08/19/2024	Regenia Ambrose	08/30/2024
<i>Notes:</i>					

10/1/23	Students will begin to receive Mustang Tickets (blue-1 point) (gold-5 points) for notable Mustang behavior.	Complete 09/09/2024	Brad White	09/09/2024
<i>Notes:</i> 9/09/24 Staff began passing out Mustang Tickets to students demonstrating notable Mustang behavior				
9/13/22	The Principal will review expectations on the morning announcements	Complete 09/09/2024	Noelle Leslie	09/09/2024
<i>Notes:</i> 8/26/24-8/30/24 P.R.I.D.E. expectations were reviewed on the morning announcements				
7/19/22	Staff will take part in a TWCS carousel (Student Conduct) to discuss what they noticed, what they wonder and what we need as a team	Complete 08/19/2024	Rhonda Webb	09/09/2024
<i>Notes:</i>				
9/17/24	All teachers will enforce and execute the foundational field; 5 common things that should be in all classrooms: on pace with schedule, evidence of clear procedures taught, evidence of clear expectation taught, attention grabbing signals used, and attention grabbing signals taught.	Complete 01/15/2025	Rachel Hart Parks	01/15/2025
<i>Notes:</i>				
7/25/23	The staff will review school wide expectations/procedures with students at the beginning of each semester.	Complete 06/17/2025	Deasia Robinson	01/30/2025
<i>Notes:</i>				
10/17/24	Title I funds will be used to purchase a day's rental for a video game truck. (\$600) Students who earned Mustang tickets (demonstrating appropriate behavior) will be able to participate in the truck.	Complete 06/17/2025	Hannah Nelson	01/31/2025
<i>Notes:</i>				
8/31/23	Students will be allowed to use their Mustang tickets that they earned to purchase items from the school store.	Complete 06/17/2025	Courtney Adams	06/15/2025
<i>Notes:</i> 8/22/24 The P.R.I.D.E. committee decided that the first P.R.I.D.E. store will occur the week of 10/28-11/1				
6/17/25	For the 2025-2026 school year, classes will earn a Mustang ticket as a class. The class with the most tickets will earn the incentive. Teachers will continue to do their own respective class incentive system.		Zaporian Jones	06/15/2026
<i>Notes:</i>				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our teachers use Eureka and CKLA for core instruction. This year we are focusing on ensuring teachers start and end with the standards. We have also focused on supporting staff with internalizing and unpacking lessons to improve the alignment to the standards. Teachers are learning how to align standards, students end of lesson task and high leverage questioning.	Limited Development 10/26/2023		
How it will look when fully met:			<ul style="list-style-type: none"> Teachers have a clear and consistent understanding what students should know, understand, do. Teachers are collaborating to create pre and post assessments Teachers are using a criteria to determine mastery with standards and skills. All learning activities are aligned to standards Materials are collectively decided on and and easily accessible to all teachers Supplemental staff and specialists are included to reinforce and extend learning. 		Rhonda Webb	06/11/2026
Actions				1 of 3 (33%)		
	11/4/24	Teachers will submit ELA PowerPoints weekly for admin/CF to view, discuss, and use to guide discussions around standards aligned instruction.		Complete 06/11/2025	Rhonda Webb	06/15/2025
<i>Notes:</i>						
	9/15/24	Dr Webb (CF) will utilize the Internalization Protocol to guide teachers in dissecting standards and unpacking daily lessons in PLCs			Rhonda Webb	01/30/2026
<i>Notes:</i>						
	11/4/24	Teachers will receive half day planning to dissecting standards and unpacking upcoming lessons.			Rhonda Webb	05/01/2026
<i>Notes:</i>						

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we are sharing the data of where our students stand. Dr. Leslie will have grade level meetings to discuss students current level of progress and next steps.	Limited Development 07/19/2022		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		We will address this during the 2023-2024 school year.	Objective Met 07/19/23	Hannah Nelson	07/01/2023
<i>Actions</i>					
	7/19/22	We will address this at the beginning of the 2022-2023 school year	Complete 07/01/2023	Courtney Adams	07/01/2023
<i>Notes:</i>					
<i>Implementation:</i>			07/19/2023		
<i>Evidence</i>	7/19/2023				
<i>Experience</i>	7/19/2023				
<i>Sustainability</i>	7/19/2023				

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>		The team decided that SEL would be a targeted focus for this upcoming year. We are planning to use the Harmony curriculum through guidance lessons and in our morning meetings.	Limited Development 07/25/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Teachers are utilizing morning meetings daily to build community, build relationships, build self awareness and self management skills. Morning Meetings complement guidance lessons (skills and concepts) given weekly from the school counselor (Ms. Nelson). SEL Screener is administered at least twice a year to monitor students' SEL progress and to set/reset goals. SEL screener data is use to tailor guidance instruction, small groups, and morning meetings. Office referrals will decrease 		Hannah Nelson	06/15/2026
Actions			1 of 2 (50%)		
7/25/23	Staff will be trained on the structure of Morning Meetings including expectations, procedures, and resources to use.		Complete 10/28/2025	Deasia Robinson	08/21/2025
<i>Notes:</i> Beginning of the year and after winter break					
9/19/24	Mrs. Nelson, Ms. McCullough, and school psych will meet with students in group counseling weekly. Topics includes self control, coping skills, and attendance and school success.			Hannah Nelson	06/13/2026
<i>Notes:</i> -9/13/24 Mrs. Nelson emailed teachers to collect/gather referrals for group counseling. Mrs. Nelson also provided consent forms.					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers send home newsletters every other week to provide information on updates in the class. The school uses Class Dojo as the primary mode of communication. Teachers conduct parent/teacher conferences every other quarter to discuss student progress with parents. Some teachers are utilizing weekly folders to send home work. Teachers may call parents when and if necessary.	Limited Development 03/05/2024		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Parents are well informed of the curriculum and activities happening in their child's classroom regularly There is a school wide system of student folders being sent home weekly; parents expect the folders to come home, check work, sign, and send back. Parents are knowledgeable of how to regularly check their students' grades on Parent Portal Title I meetings are held at least twice to share information on curriculum and ways to extend skills at home Parent teacher conferences are held at least twice a year to share student progress Class Dojo is our primary mode of communication with parents 		Jennifer White	06/15/2026
Actions			4 of 6 (67%)		
	3/5/24	Information will be shared from admin during the staff meeting on expectations of take home folders	Complete 08/19/2024	Noelle Leslie	08/19/2024
<i>Notes:</i>					
	10/31/24	The school held a Curriculum Night- a festive event to inform parents on ways to extend and reinforce literacy skills at home.	Complete 10/24/2024	Curtis Bibb	10/24/2024
<i>Notes:</i>		10/24/24-Curriculum Night was held-over 120 families were in attendance. PTA fed parents/families; Upon completion of their "punch card" families were able to receive a small bag of popcorn. The event was from 5:30-7:30			
	10/31/24	Teachers will conduct parent/teacher conferences at least twice this year	Complete 11/26/2024	Brianna McCullough	11/26/2024

Notes: 10/27/24-Email was sent out to teachers about conducting 1st quarter parent teacher conferences throughout the month of November. Teachers will share students' progress and ways that parents can partner to assist in supporting their child.

3/5/24 Newsletters are sent home every other week to share class updates to parents.

Complete 06/17/2025

Rhonda Webb

06/15/2025

Notes: 8/30/24 All grade level teachers sent home newsletters the first week of school
9/13/24 Some teachers send home weekly newsletters
10/31/24 Newsletters are being sent home weekly or biweekly; some teacher teams have been encouraged to send one newsletter for the grade level for consistency.

3/5/24 Take home folders are sent home weekly to share graded/completed assignments and other grade level items

Regina Ambrose

06/15/2026

Notes: 8/30/24-Mrs. Ambrose placed take home folders in teachers' boxes according to their requests.

3/5/24 Class Dojo is used as the primary mode of communication.

Jennifer White

06/15/2026

Notes: 8/30/24 All teachers (including new teachers) have created their classes on class dojo
10/31/24 Teachers are continuing to use Class Dojo regularly. 3-5 will be reminded to use it more frequently.