

Comprehensive Progress Report

Mission:

The mission of Smithfield Elementary is to use neuroscience, data driven practices and personalized learning in an accountable and student centered approach, through collaboration with the school and community. This will ensure each student is prepared with the academic and emotional skills to be an active member of our society.

Vision:

Our vision: To become one of the best elementary schools in South Charlotte where the Smithfield families, school staff and community come together to support the needs of all our students.

Goals:

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 31.4% in SY 24-25 15% in SY25-26 Guardrail 2 T (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percent of Chronic Absenteeism will decrease from 18% in SY 2023-24 to 10% in SY 2024-25 to 8% in SY25-26 Guardrail 3

The school will retain 90% of its highly effective classroom teachers throughout the 2025-2026 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP), (by EL/African-American subgroups), on reading End of Grade assessments in grades 3-5 will increase from 44.9% in SY 2024-25 to 46% in SY 25-26.

The percent of students scoring Grade Level Proficient (GLP), (by EC subgroup), on reading End of Grade assessments in grades 3-5 will increase from 8.6% in SY 2024-25 to 25% in SY 25-26.

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.1% in SY2024-25 to 85.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 45.1% in SY2024-25 to 48% in SY2025-26.. (Aligns to A2.04 and B3.03 and CMS Goal 2)



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
<i>Initial Assessment:</i>		<p>Smithfield Elementary continued to work to make progress towards our school-wide goal of increasing family and parental engagement. We collaborated with our parents to communicate updates on instruction, behavior, and school happenings through Parent Square, phone calls, e-mails, weekly parent newsletters and through our School Improvement Team members.</p> <p>Some successes we experienced were out of the 651 students we serve, 100% of our families are contactable. The Dolphin Digests (parent newsletter) averaged 850 openings per week by over 900 email addresses.</p> <p>Another success was having active parents on the school improvement team. We were able to gain insight from them at our monthly meetings. We have an extraordinary PTA that plans events every quarter. We had high attendance at all of them including Career Fair, BINGO Night, Curriculum Night, PD night for ML families, and Musical Performance Night to name a few.</p> <p>Some challenges we will face in the 2025-2026 school year is ensuring all school communication is readily available in Spanish, as our demographics continue to shift. We are eager to learn how to use features that will allow our Dolphin Digest (parent newsletter) to be translated in any language.</p> <p>We will continue to work with the PTA executive board to find ways to increase parent involvement through special events that are planned for our school.</p> <p>Goals: The percent of students scoring grade level proficient (CCR) will increase from 63.1(24-25 SY) to 73.1% GLP (25-26 SY)</p> <p>Goal: The percent of students scoring grade level proficient (CCR) will increase from 45.1 (24-25 SY) to 55.1% CCR (25-26 SY)</p>	Limited Development 07/30/2024		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>Teachers will meet their coach on a monthly basis, receive feedback on classroom practice from their coach and receive walkthrough feedback from the leadership team.</p> <p>Feedback from walkthrough data will be used to support PLC work and to make adjustments to the planning and teaching structure. This will ensure that grade levels are aligned and focused on the school work.</p> <p>Goals: The percent of students scoring grade level proficient (CCR) will increase from 63.1(24-25 SY) to 73.1% GLP (25-26 SY)</p> <p>Goal: The percent of students scoring grade level proficient (CCR) will increase from 45.1 (24-25 SY) to 55.1% CCR (25-26 SY)</p>			Tanya Diggs	03/27/2026
Actions			0 of 2 (0%)		
9/9/24	The Leadership team will analyze data from walkthroughs to alter coaching, and provide strategic feedback and to improve teacher practice and increase positive academic outcomes for students.			Mojdeh Harlan	12/10/2025
	<i>Notes:</i>				
12/3/24	The leadership will engage in calibrated walks with the principal to ensure implementation of PLC practices and schoolwide instructional plans. Feedback will be provided to MCL's to implement with their grade levels with follow up on implementation from the principal.			Mojdeh Harlan	06/06/2026
	<i>Notes:</i>				
Implementation:			09/02/2025		
Evidence	5/29/2025				
Experience	5/29/2025				
Sustainability	5/29/2025				

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>As of June 2025, Smithfield’s preliminary data is as such: The disproportionality among black students is One student makes up more than 60% of the suspensions this year.</p> <p>Some successes we experienced was a decrease in behavior referrals. We enforced school rules through a thorough PBIS program and we empowered teachers through coaching and PD around building a student centered classroom with rules and procedures in place.</p> <p>We experienced this success by providing our parents with support/tools to ensure their students come to school. Some supports that were put in place were phone calls made by teachers after 2 days of being absent. Our student support team supported teachers with these phone calls as needed. 3 day letters were sent out on a consistent basis. Meetings were also held including our student support team and administrators to problem solve with families experiencing hardships. Our counselor worked hard to connect our MCV families with the resources they needed and transportation.</p> <p>Our teachers and support staff participated in on-going professional development on implementing research based behavioral strategies in their classroom. There was on-going professional development around ML and TD best practices to support explicit instruction of Teachers were able to learn how thinking happens. The staff models socio-emotional skills on a daily basis. Full continuum (school counselors, community partners, school-based mental health) of support of students and a clear understanding of what supports are available at different tiers. Some successes we experienced was a significant decrease in referrals. Over 50% of referrals were coming from kindergarten at the beginning of the year. After teachers engaged in these PD opportunities referrals decreased and our MOY DIBELS data went from 66% BOY to 83.4% EOY.</p> <p>In order to maintain a high growth percentage in kindergarten Dibels We will continue to use a consistent common language and process for what supports are appropriate.</p> <p>We will continue to provide parent workshops around emotional skills and support that can be used at home. We will utilize our weekly CSST agenda and review break form data and discipline referral data to</p>	Limited Development 07/30/2024		

determine next steps for students and any resources students may need.

Some opportunities for next year will be to receive professional development around the “Caring Schools Community Curriculum.” By teaching students respect and responsibility, the process will help to foster a positive and supportive learning environment by building strong relationships among students, staff, and families. We will also provide PD for staff around prosocial behaviors that will allow them to build strong relationships with students.

Some challenges for the 2025-2026 school year will be to find ways to decrease our chronic absenteeism rate from 21.8 in the 2024-2025 school year to 15.0 in the 2025-2026 school year.

We will need to find ways to support our transient population. It will also be challenging to ensure that our MCV students have transportation.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

Teams of teachers will consistently analyze data on a weekly and monthly basis in PLC's to determine the need for Tier 2 plans and to monitor the progress of students that are on plans. We will will implement All day planning days after each benchmark window to dive deeply into data and develop reteaching plans and adjust instructional design based on data. We will work with the school wide MTSS leadership team to track and monitor all plans in Branching Minds.

This will ensure that all students are being supported and making progress.

Goal: The percent of students scoring grade level proficient (CCR) will increase from 63.1 to 73.1% GLP.

Goal: The percent of students scoring grade level proficient (CCR) will increase from 45.1 to 55.1% CCR.

Tanya Diggs

03/03/2026

Actions

0 of 2 (0%)

9/2/25	The MTSS lead will meet monthly with all grade levels to monitor and check progress on Tier plans, she will monitor interventions to ensure fidelity and implement tier 3 interventions for K-5 with teacher assistant support.		Cynthia Beehler	12/20/2025
<i>Notes:</i>				
7/30/24	The MTSS Facilitator will oversee all aspects of MTSS once a week, including but not limited to providing the interventions for Tier 3 candidates and gathering data to meet student needs and increase overall student progress. (Goal 1 and 2; FAMS-3)		Cynthia Beehler	05/20/2026
<i>Notes:</i> The MTSS facilitator will ensure that all staff have been trained in the MTSS model. She will ensure that teachers are able to identify students that may need to go through the process and that they are able to take the steps to do so.				
Implementation:		05/29/2025		
Evidence	5/29/2025			
Experience	5/29/2025			
Sustainability	5/29/2025			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP goal aligned to this indicator is: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 14.9% in SY2021-22 to 32.5% in SY2022-23 and 50% in 2023-2024 and 75% in 25-26 school year</p> <p>As of June 2025 we made progress on this goal, but did not fully meet it. The percent of Black and Hispanic 3rd grade students who scored at the CCR level on the unofficial ELA EOG was 33.3%, compared to our 23-24 goal.</p>	Limited Development 07/30/2024		

Successes for the 2024-2025 school year related to this indicator in meeting our goal is that on the 3rd grade DIBELS data, the 3rd-grade students went from 69.7% proficient at the beginning of the year to 77.1% proficient by the end of the year. In addition, only 8 students did not meet their RTA benchmarks. We utilized our reading interventionist and instructional assistants to implement reading interventions for identified third-grade students showing deficits in reading performance. In addition, certified staff participated in professional development throughout the year that explicitly taught Thinking Maps, "Research based Interventions" by Ruby Payne and Personalized Learning. The teachers received feedback on the implementation of these strategies and tools through informal walkthroughs and observations. The MCLs also ensured Thinking Maps and personalized learning were embedded throughout the instructional day through the facilitation of weekly collaborative planning.

The challenges we will face in meeting our 2025-2026 SIP goal targets aligned to the indicator is that 31% of our third-grade students are identified as being in the "Language Minority" subgroup and 29% of our current 2nd graders are in the language minority subgroup. Next year we will have 2 brand new ML teachers. One teacher will be new to a teaching position and has no experience with teaching language minority students. Currently, the efforts of collaboration with our ML teachers, Imagine Learning application, and targeted literacy interventions have not yielded the progress that we intended. There was also a third grade teacher that went on maternity leave in the middle of the school year. A teacher assistant along with a reading interventionist and MCL assisted in delivering instruction.

The opportunities available for the 2025-2026 school year are to continue direct intervention instruction based on formative literacy data. In addition, we will continue to provide Orton-Gillingham to any student showing a deficit on the phonics screener at the beginning of the year. We will also use strategies based on our book study "Research Based Interventions" by Ruby Payne.

Goal: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will be 85.1% (25-26 SY)

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:	Teachers will prior to planning review standards and content. Teachers will come to planning ready to unpack, model and implement the EL curriculum modules, and Illustrative Math with a focus on unpacking the standard. As a result, teachers will be able to develop differentiated small groups based on student data and needs. PLC's will participate in data days to monitor student performance and ensure that differentiated small group receive the tasks that they need to learn, grow, and progress.		Mojdeh Harlan	03/26/2026
Actions		0 of 2 (0%)		
7/30/24	The administrative team & department chairs will develop a calibrated walkthrough document/Core Actions Walk Thru document to guide monthly walkthroughs of all teachers to identify coaching needs to ensure standards-aligned instruction and honing teacher practice. (Goal 1,2, FAM-S 29)		Mojdeh Harlan	12/20/2025
<i>Notes:</i> We will use a google form to track all data from weekly walkthroughs. The form will be created to reflect the districts goals and walkthroughs. We will be able to use this tool to identify/tier our teachers in regards to professional development needs and styles of coaching.				
7/30/24	The leadership team will provide guided data meetings 3 times in PLC meetings throughout the school year to provide strategic coaching and small group action plans for Core Instruction for all grade levels. (Goal 1,2; FAMS-29)		Mojdeh Harlan	06/01/2026
<i>Notes:</i> All teachers in the building will receive a coach for the school year to ensure their PDP goal and practices are aligned with our school improvement academic goals. There will be a schoolwide focus on increasing proficiency within our Hispanic and Black subgroups. to all grade levels. (Goal 1,2; FAMS-29)				
Implementation:		05/29/2025		
Evidence	5/29/2025			
Experience	5/29/2025			
Sustainability	5/29/2025			
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
<p><i>Initial Assessment:</i></p>			<p>The SIP goal aligned to this indicator is: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 31.4% in SY2021-22 to 26.4% in SY2022-23 and 21.4% in SY2023-24. There will be a decrease to 15% In the 2024-2025 school year.</p> <p>As of June 2025, Smithfield’s preliminary data is as such: The disproportionality among black students is One student makes up more than 60% of the suspensions this year.</p> <p>Some successes we experienced was a decrease in behavior referrals. We enforced school rules through a thorough PBIS program and we empowered teachers through coaching and PD around building a student centered classroom with rules and procedures in place.</p> <p>We experienced this success by providing our parents with support/tools to ensure their students come to school. Some supports that were put in place were phone calls made by teachers after 2 days of being absent. Our student support team supported teachers with these phone calls as needed. 3 day letters were sent out on a consistent basis. Meetings were also held including our student support team and administrators to problem solve with families experiencing hardships. Our counselor worked hard to connect our MCV families with the resources they needed and transportation.</p> <p>Our teachers and support staff participated in on-going professional development on implementing research based behavioral strategies in their classroom. There was on-going professional development around ML and TD best practices to support explicit instruction of Teachers were able to learn how thinking happens. The staff models socio-emotional skills on a daily basis. Full continuum (school counselors, community partners, school-based mental health) of support of students and a clear understanding of what supports are available at different tiers. Some successes we experienced was a significant decrease in referrals. Over 50% of referrals were coming from kindergarten at the beginning of the year. After teachers engaged in these PD opportunities referrals decreased and our MOY DIBELS data went from 66% BOY to 83.4% EOY.</p> <p>In order to maintain a high growth percentage in kindergarten Dibels We will continue to use a consistent common language and process for</p>	<p>Limited Development 07/30/2024</p>		

what supports are appropriate.

We will continue to provide parent workshops around emotional skills and support that can be used at home. We will utilize our weekly CSST agenda and review break form data and discipline referral data to determine next steps for students and any resources students may need.

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Updated Current Implementation Efforts

Priority Score: 3

Opportunity Score: 1

Index Score: 3

<p>How it will look when fully met:</p>	<p>Morning meetings will be held daily. Teachers will facilitate meetings while students do the heavy lifting during conversations.</p> <p>Our students will become proficient in self-awareness, social awareness, relationship skills, and responsible decision making. They will be equipped with the tools to problem solve and self motivate.</p> <p>Attendance Plan 2024-2025</p> <p>https://docs.google.com/document/d/1a7a5ZspBOfaLog2ztxXvIKxX3Finu5i3_ape5SBtoes/edit</p>		<p>Tanya Diggs</p>	<p>06/13/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/16/25</p>	<p>Duty Free Lunch: to provide duty-free lunch period for every teacher on a daily basis.</p>		<p>Mojdeh Harlan</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>9/16/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Wendy Culp/Jasmine Roberts</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>9/9/24</p>	<p>Establish School-Wide behavior model by forming a behavior support team, defining core behavior expectations, develop specific behaviors for all areas, create visual tools and signage, teach behavior matrix to students and families (involve families), and reinforcing positive behavior and expectations so that all students learn and grow academically.</p>		<p>Tanya Diggs</p>	<p>10/13/2025</p>
<p><i>Notes:</i></p>				
<p>12/3/24</p>	<p>Provide quarterly schoolwide behavior resets for all students. Implement monthly focus work for the school on manners/kindness, empathy, growth mindset, and neuroscience to support learning for all students.</p>		<p>Jasmine Roberts</p>	<p>06/06/2026</p>
<p><i>Notes:</i></p>				

9/8/24	Implement morning meetings to support students' SEL by identifying SEL goals based on student needs and establishing the purpose of morning meetings. With student input, we will create a consistent SEL structure/matrix. We will teach SEL competencies and incorporate them into daily activities to improve class climate, focus and engagement, build emotional regulation and resilience, social skills and collaboration, increase motivation and confidence to support long-term academic success. Using our structure/matrix we will conduct monthly walk throughs and provide strategic feedback to improve teacher practices.		Tanya Diggs	06/10/2026
<i>Notes:</i>				
Implementation:		05/29/2025		
Evidence	5/29/2025			
Experience	5/29/2025			
Sustainability	5/29/2025			

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:

Smithfield Elementary continued to work to make progress towards our school-wide goal of increasing family and parental engagement. We collaborated with our parents to communicate updates on instruction, behavior, and school happenings through Parent Square, phone calls, e-mails, weekly parent newsletters and through our School Improvement Team members.

Some successes we experienced were out of the 651 students we serve, 100% of our families are contactable. The Dolphin Digests (parent newsletter) averaged 850 openings per week by over 900 email addresses.

Another success was having active parents on the school improvement team. We were able to gain insight from them at our monthly meetings. We have an extraordinary PTA that plans events every quarter. We had high attendance at all of them including Career Fair, BINGO Night, Curriculum Night, PD night for ML families, and Musical Performance Night to name a few.

Some challenges we will face in the 2025-2026 school year is ensuring all school communication is readily available in Spanish, as our demographics continue to shift. We are eager to learn how to use features that will allow our Dolphin Digest (parent newsletter) to be translated in any language.

We will continue to work with the PTA executive board to find ways to increase parent involvement through special events that are planned for our school.

Limited Development
07/30/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Teachers send weekly emails with updates regarding classroom events, parent engagement and curriculum that will be addressed. There is Curriculum Night at the start of the year to outline the learning goals for each grade level. There is a weekly school-wide email to all parents from the school with updates from all school based staff and leadership. We will implement family events that allow parents to engage in classroom learning which are Multicultural Day and STEAM. We have also planned several new family events such as a Fall Family Dance, Choral concerts, Principal Coffees and Bingo and Raffle Night. We will have our parent engagement task force focus on ways to really engage parents at these events. We have also created more opportunities for student engagement such as Student council, Recycling club, Honors Chorus, Yearbook and Art Club. In addition to multiple afterschool options that families can opt in for their children for a nominal fee.</p> <p>We will continue to implement homework for all grade levels to support continued practice, differentiation and parent involvement in student learning. Teachers will also share resources to support content practice at home.</p>			Mojdeh Harlan	06/20/2026
Actions			0 of 2 (0%)		
	9/2/25	The Parent Engagement task force will plan the STEAM day event and look to create ways to engage families in events that support student learning at home and shift from parent involvement to engagement.		Jacqueline Day	02/15/2026
<i>Notes:</i>					
	7/30/24	The School Leadership Team will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers and build partnerships with families toward creating connections between the school and home. During the family events, staff will build relationships, involve families in student goals, and provide resources to improve academic outcomes (Goal 4, Goal 2, FAM-S 3).		Tanya Diggs	06/09/2026
<i>Notes:</i>					
Implementation:			05/29/2025		
Evidence	5/29/2025				

<i>Experience</i>	5/29/2025			
<i>Sustainability</i>	5/29/2025			