

Comprehensive Progress Report

Mission:

District: The mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

Reid Park: Reid Park Academy understands that every scholar is unique and that every scholar is capable of meeting high academic expectations when provided with meaningful relationships and data driven and targeted instruction during the school day.

“Local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year.”

District: Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potentials.

Vision:

Reid Park: Reid Park Academy will prepare scholars for rigorous coursework in high school and beyond and meet high academic growth by having a laser focus on the social and emotional needs of our scholars and supporting their unique learning needs with high quality instruction.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60% in SY2024-25 to 75% 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 10.8% in SY2024-25 to 25% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 28.5% in SY 2024-25 to 41% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS incidents will decrease from 9.34% in SY 2024-25 to 7.93% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

The school will retain 75% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

School will have an average daily attendance of 90% and chronic absenteeism will decrease by 30% (Aligns to A4.01, E1.06 and CMS Guardrail 3)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26. (A2.04, A4.01, B3.03 and CMS Goal 2 and Guardrail 1)



! = 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
<i>Initial Assessment:</i>			<p>Reid Park Academy has several established leadership teams that meet twice monthly. Teams include the ILT, SSS, and MTSS leadership team. Each team meets for the purpose of reviewing and implementing effective practices. There is a set agenda that focuses on school improvement and related goals.</p> <p>A challenge that was experienced this year was vacancies on the ILT and MTSS team. The school composite dropped by 7.5%.</p> <p>The school has opportunities to address the challenges listed above. The school will work to streamline its leadership structure to ensure there is better communication and alignment between each of the leadership teams. The school will ensure school goals and progress towards goals is regularly discussed, action plans developed, and plans progress monitored for impact.</p>	Limited Development 09/29/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>			The school leadership team will meet twice a month to discuss data (teacher, student, and parent) and school improvement plan of actions- to this year's school goals. The administrative and instructional teams will provide differentiated professional development to staff based on the school improvement plan. This will be evident by meeting minutes, PD handouts, and PD sign in sheets.		Samantha Mazzone	10/01/2025
Actions				2 of 3 (67%)		
	8/7/24	The principal will create a consistent ILT and MTSS meeting structure to review implementation of best practices (All goals, FAM-S 3)		Complete 06/30/2027	Samantha Mazzone	02/28/2025
<i>Notes:</i>						

	8/7/24	ILT consisting of the principal, master teachers and/or MCLs and assistant principal will meet weekly for the purpose of reviewing school wide data, walkthroughs, planning notes, and coaching feedback. Team will develop action plans and professional development to address school wide and individual needs based on gaps noticed. (All goals)	Complete 06/30/2027	Samantha Mazzone	06/30/2026	
<i>Notes:</i>						
	8/7/24	MTSS leadership team which will meet monthly to review FAM-S feedback and opportunities from 23/24, create plans to address gaps, and analyze Branching Minds data for the purpose of creating PD for MTSS Wednesday's and Kid Talk Tuesdays. (Goal 1, 2, Guardrail 1, 2, 3 and FAM-S 3)		Samantha Mazzone	06/30/2026	
<i>Notes:</i>						
Implementation:			12/19/2022			
	Evidence	12/19/2022 The school leadership will meet twice monthly to discuss data and school improvement plan of actions-to this year's school goals. The administrative and instructional teams will provide differentiated professional development to staff based on school improvement plan. This will be evident by meeting minutes, PD handouts, and PD sign in sheets.				
	Experience	12/19/2022 Meetings are held monthly and minutes are shared to SIT team and the community				
	Sustainability	12/19/2022 We will continue to meet monthly and share the meeting minutes on Indistar and school website				
!	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:

The school created specific duties that outline faculty and staff expectations. Also, there is daily time allotted for instructional planning in our master schedule. Teachers are provided with 60 minutes of planning daily. Planning consisted of lesson internalization, small group planning, prework, and data discussions. Planning structures was the highest indicator on the teacher working conditions survey with a score of 5.0. The school regularly reflected on planning structures and created a PDSA cycle to address gaps in standard knowledge and effective lesson execution, which after a root cause analysis was deemed to be a result of poor planning. A "Big 7" was created to assist teachers with preparing for planning and enhancing discussions during PLC planning meetings.

The school experienced several challenges this to include a more effective planning structure and agenda. The school composite as a result of this challenge fell by 7.5%. Teachers did not come to planning prepared and the agendas did not include regular time for the discussion of scaffolds and exemplars for the upcoming lesson. Planning effectiveness was addressed after the second semester.

Opportunities to address the challenges listed above will be addressed in the 24/25 school year. The master schedule will be adjusted so that teachers have 90 minutes of content planning. This shift will provide teachers with more time to analyze student work samples and discuss scaffolds to assist students with the mental lift of the lesson.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.8% in SY2023-24 to 25% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 2)

Limited Development
10/03/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Teachers will be assigned non-instructional duties in the morning and afternoon to maintain school safety. Teachers will be given 60 minute planning blocks daily. EC Resource, TD, and ML teachers will be allotted time to plan with co-teachers.			Samantha Mazzone	10/01/2025
Actions			2 of 6 (33%)		
	2/4/25	Use Restart budget flexibility to bring art and music positions to 1.0, allowing for the creation of a master schedule where teachers have one 90-minute planning, 1 60 minute planning, and 3 45-minute planning for diving deep into lessons and data and engaging in regular coaching conversations.	Complete 07/01/2024	Samantha Mazzone	06/12/2024
	<i>Notes:</i>				
	8/7/24	Create a vision and clear expectations for professional learning communities. (All goals)	Complete 12/01/2024	Samantha Mazzone	12/01/2024
	<i>Notes:</i>				
	8/7/24	Provide teachers with 90 minutes of instructional planning for the purpose of modeling, discussing scaffolds, and calibrating on exemplars. (Goal 1, 2, Guardrail 1 and 4)		Samantha Mazzone	06/30/2026
	<i>Notes:</i>				
	8/7/24	Create prework/lesson internalization document for teachers to complete prior to planning. (Goal 1, 2, Guardrail 1)		Samantha Mazzone	06/30/2026
	<i>Notes:</i>				
	8/7/24	Use PLC agenda when meeting with teachers to ensure meeting is efficient, student centered, and inclusive of all members. (Goal 1, 2, Guardrail 1)		Brandi McCoy	06/30/2026
	<i>Notes:</i>				
	8/20/24	Administrators will monitor the implementation of the PLC structure and expectations including prework and planning. (Goal 1, 2 and Guardrail 1)		Samantha Mazzone	06/30/2026
	<i>Notes:</i>				
Implementation:			08/05/2024		

Evidence	06/14/2023 Teachers have been assigned non-instructional duties in the morning and afternoon to maintain school safety. Teachers will be given two 90-minute content planning and four 60 minute planning on a six day rotation. EC Resource and EL teachers will be allotted time to plan with co-teachers.			
Experience	06/14/2023 Leadership team met and established a master schedule that has instructional planning embedded and the staff handbook was created to lay out the AM and PM duty post.			
Sustainability	9/12/2023 06/14/2023Continued review of the master schedule to make any instructional decisions to allot more instructional time based on data			

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
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Initial Assessment:

The SIP goal that aligns to this indicator is: We will exceed expected EVAAS growth for our overall school index in 24/25 school year.

The principal developed a walkthrough tracker and teachers receive written feedback within 24 hours. Feedback is given using the affirm, impact, and challenge format. ILT reviews walkthrough data for the purpose of planning whole staff, PLC, and individual PD. The Get Better Faster coaching framework was used to coach 3-5 teachers and the facilitator. Principal practices and models best practices during bi-weekly coaching meetings. The principal provides coachees with exemplars to address action steps. Restart funds were used to purchase Time Track to allow the ILT to track their instructional time and review how much time they are spending with teachers/groups of teachers. Observation feedback is the 4th highest indicator on the InSight survey.

Staffing challenges impacted the full implementation of goals aligned to this indicator. The ILT was short two team members. The principal and math facilitator were charged with providing coaching and walkthroughs to the entire school community. The ILT needs to be consistent with providing and tracking walkthroughs as well as follow up face to face coaching and/or feedback. Staff challenges within the ILT also presented challenges with being able to regularly conduct core action calibration walks.

The school has several opportunities to address gaps from the 23/24 school year. The school is in the process of hiring a literacy master teacher to ease the load of the math facilitator and have a more well rounded ILT. The ILT will continue to conduct walkthroughs and provide written and face to face feedback. Each ILT member will have a coaching case load that they meet with biweekly to monthly. Core action walks will be conducted for the purpose of calibrating as an instructional team. Walkthrough data will be analyzed and used to provide differentiated PD and teacher clinics. The ILT will create a scope and sequence of look for's that teachers will have advanced notice of and will be the focus of weekly walks.

Limited Development
07/16/2024

How it will look when fully met:	Teachers will receive regular feedback and coaching around an action observed during classroom walkthroughs. Walkthrough tracker will be used to drive differentiated staff development and teacher clinics. Walkthroughs will be utilized to identify teacher leaders to lead professional development and teacher clinics. ILT will work with SAMs coach to analyze walkthrough and feedback data to determine areas of strength and opportunities for growth. SAMs calendars will be merged to allow ILT to analyze how their instructional time is being spent and to ensure that time spent aligns to school goals. ILT regularly conducts calibration walks. The school will have a literacy and math master teacher.		Samantha Mazzone	06/30/2026
Actions		4 of 8 (50%)		
8/5/24	Create walkthrough tracker that tracks affirmations and challenges from walkthroughs in alignment with H.E.A.R.T. (Goal 1, 2, Guardrail 1, 4, FAM S-29)	Complete 06/30/2026	Samantha Mazzone	12/01/2024
<i>Notes:</i>				
8/5/24	Principal and assistant principal will calibrate on first round observations for the purpose of providing consistent feedback and expectations during post conference. (Goal 1, 2, Guardrail 1, 4, FAM S-29)	Complete 01/06/2025	Samantha Mazzone	12/01/2024
<i>Notes:</i> Conducted walkthrough calibration in lieu of observation calibration. Principal and AP meet weekly to discuss coaching and teacher and PLC next steps.				
11/19/24	Q2: Conduct Skills Block and All Block walk throughs to monitor for intentional, standards-aligned small group instruction. (Goals 1-2, Guardrail 1)	Complete 06/30/2026	Samantha Mazzone	02/01/2025
<i>Notes:</i> Walkthrough tracker is used by the ILT to determine instructional tier 1, 2, and 3 concerns. Walkthroughs are currently focused on skill block and ALL block. Q3 unpacking for K-2 incorporated a reset of expectations around skill block. Approved resources document created for K-5 small group.				
2/4/25	Use Title I funds to continue to participate in National SAM Innovation Project. Work with SAM coach to ensure principal is intentional with instructional time and aligning work to instructional goals and spending 60% of their time on instructional tasks (walkthroughs, PLC planning, and coaching).	Complete 06/30/2025	Samantha Mazzone	06/06/2026

Notes: This flexibility was used in the 25/26 school year. NSIP is the vendor, for \$2,450

8/5/24 Conduct calibration and core action walkthroughs with the ILT. During walks calibrate on the action step, Get Better Faster trajectory, and coaching point. (Goal 1, 2, Guardrail 1, 4, FAM S-29)

Samantha Mazzone

06/30/2026

Notes: ILT has a caseload and coaching meetings are tracked. Principal observes coaching sessions and provides feedback.

ILT has conducted 3 calibration walks using the HEART form and created action plans from the walk throughs.

8/5/24 Create scope and sequence for teacher clinics. Teacher clinics will support teachers with implementation of their action steps by providing modeling and time to practice for quick implementation. (Goal 1, 2, Guardrail 1, 4, FAM S-29)

Samantha Mazzone

06/30/2026

Notes: Teacher clinics delivered Q1 around classroom management. In Q2 teacher clinics were delivered around math workshop. MCL will be conducting additional teacher clinics around MTSS progress monitoring and interventions.

8/5/24 Teachers will receive written and/or face to face feedback affirming areas of strength and how the move impacted students and a challenge/action step in alignment with H.E.A.R.T. (Goal 1, 2, Guardrail 1, 4, FAM S-29)

Samantha Mazzone

06/30/2026

Notes: ILT provides regular written, face to face, and in the moment feedback to teachers and tracks walkthroughs on the school walkthrough tracker.

8/7/24 School wide coaching plan developed to ensure all teachers are meeting with a coach biweekly/monthly. Coaches will use the Get Better Faster framework to determine high leverage action step and then plan for observation feedback meeting. (Goal 1, 2, Guardrail 1, 4, FAM S-29)

Samantha Mazzone

06/30/2026

Notes:

!	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>			<p>The school leveraged Title I funds to purchase instructional resources for Ram Time. Restart funds were used to purchase Time Track to allow ILT to monitor and analyze their instructional impact. All funds are aligned with school improvement indicators and goals.</p> <p>There are currently no challenges with this indicator.</p> <p>The school will continue to allocate resources (money, time, and human resources) in alignment with school improvement indicators and goals.</p> <p>The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 28.5% in SY 2023-24 to 41% in SY 2024-25</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>			<p>The school leadership team meets twice a month to discuss data (teacher, student, and parent) and school improvement plan of actions- to this year's school goals. The administrative and instructional teams will provide differentiated professional development to staff based on the school improvement plan specifically with instruction. This will be evident by meeting minutes, PD handouts, and PD sign in sheets. Monthly leadership meetings will have dedicated time to review data, assess effectiveness of program logistics, and an create an action plan for continuous improvement.</p>		Samantha Mazzone	10/01/2025
Actions				2 of 8 (25%)		
	9/20/23	Reid Park Academy will utilize Title I funds to hire BMT to support school wide goal around suspensions and additional teacher to keep class sizes lower in 5th grade for more targeted student support. (Guardrail 1, 2)		Complete 06/30/2025	Samantha Mazzone	06/30/2025
<i>Notes:</i>						

8/7/24	<p>Within the 2025-26 school year our school will continue to identify inequity in human capital resource. Federal funds will continue to be used hire additional classroom and support staff. (All goals)</p> <p>Within the 2024-25 school year our school identified human capital as a resource inequity. As a result our school plans to mitigate this inequity by using federal funds to hire additional classroom and support staff. (All goals)</p>	Complete 06/30/2026	Samantha Mazzone	06/30/2026
<i>Notes:</i>				
9/12/25	Reid Park Academy will utilize \$53,000.00 of Title I funds to hire a teacher to reduce class sizes in order to increase literacy and math proficiency.		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
9/12/25	Reid Park Academy will allocate \$15,000 in Title I funds to provide professional development workshops for staff through an approved vendor. The workshops will focus on evidence-based instructional practices in literacy and math, to strengthen teacher instructional capacity, align instructional practices to school priorities, and directly support our goals of increasing K–2 early literacy benchmark performance to 75%, grades 3–5 reading CCR to 25%, and grades 3–5 math GLP to 41%.		Twila Josey	06/30/2026
<i>Notes:</i>				
9/12/25	Reid Park Academy will allocate \$29,794 in Title I funds to purchase instructional supplies and materials for classroom use from approved vendors. These resources will include items such as literacy and math manipulatives, classroom libraries, and other standards-aligned instructional materials to support daily teaching and learning.		Twila Josey	06/30/2026
<i>Notes:</i>				
9/12/25	Reid Park Academy will allocate \$2,000 in Title I funds to purchase computer software and technology supplies from approved vendors. These resources will provide students and teachers with access to digital learning tools, instructional programs, and classroom technology supports that align with literacy and math instructional priorities.		Twila Josey	06/30/2026
<i>Notes:</i>				
9/12/25	Reid Park Academy will allocate \$10,500 in Title I funds (excluding benefits) to support extended employment for staff dedicated to curriculum planning, to strengthen instructional delivery and ensure alignment to school goals.		Josey Twila	06/30/2026

Notes:

9/12/25

Reid Park Academy will allocate \$3,000 in Title I funds for educational contracted services with approved vendors. These services will provide targeted instructional support and resources aligned to literacy and math priorities.

Twila Josey

06/30/2026

Notes:

Core Function: Domain 1: Turnaround Leadership

Effective Practice: Practice 1C: Customize and target support to meet needs

	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

In the '22-'23 school year we hired a lunch monitor to support lunch and provide a schedule for support staff to support lunch in order to provide a duty free lunch for teachers. In the upcoming school year we will continue with the same lunch monitor to allow teachers to have a duty free lunch.

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Limited Development
10/06/2022

Priority Score: 3 Opportunity Score: 2 Index Score: 6

How it will look when fully met:

Provide a duty free lunch period for every teacher on a daily basis. Utilize Capturing Kids' Hearts district framework to strengthen staff culture and community. Utilize the faculty advisory committee to collaborate with staff about concerns and possible solutions. Staff culture committee will meet monthly to discuss staff culture initiatives to build and maintain staff morale.

Samantha Mazzone **06/30/2026**

Actions **2 of 5 (40%)**

10/6/22

Hire a lunch monitor to support lunch. (Guardrail 2)

Complete 08/14/2024

Samantha Mazzone

12/14/2024

Notes:

8/7/24

Create a staff social contract. Revisit the contract regularly for the purpose of affirming community alignment to our agreements. (Guardrail 3)

Samantha Mazzone

06/30/2026

Notes:

8/7/24	Meet with faculty advisory chair to discuss staff concerns and solutions. (Guardrail 4)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
8/7/24	Hold committee meetings monthly for the purpose of providing staff with opportunity to plan and lead initiatives in the school. (Guardrail 4)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
10/6/22	Generate a schedule for support staff to support lunch. (Guardrail 2)	Complete 06/14/2024	Samantha Mazzone	12/12/2026
<i>Notes:</i>				
Implementation:		08/07/2024		
Evidence	12/19/2022 A duty free lunch period for each teacher is provided daily			
Experience	12/19/2022 we hired a lunch monitor at the beginning of the year and a duty free lunch schedule was completed at the beginning of the year			
Sustainability	12/19/2022 continued allotment for a lunch monitor			

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>			<p>Currently, the school has a protocol for recruiting, evaluating, and replacing staff as outlined in the CMS Board Policies. The school is currently on track to retain 70% of its teachers. The principal conducted stay conversations with teachers. A teacher of the month is identified and celebrated at staff meetings. Teachers receive regular celebratory notes and feedback. Teacher Leader Pathway is used to retain effective teachers. The principal met with all teachers who qualified for TLP positions and assisted them with accessing and applying for the pool. Beginning teachers receive support from their mentor. Mentor/mentee meetings are held monthly. Leverage Restart staffing flexibility to retain three teachers.</p> <p>A challenge the school faced is recruiting teachers with experience and/or who have graduated from an education program.</p> <p>To address these challenges the school will take advantage of opportunities to attend priority staff events. The school will continue to implement the CKH framework to improve school climate and culture and hold teachers accountable for contributing to positive relationships.</p> <p>The school will retain 75% of licensed classroom teachers throughout the 2024-25.</p> <p>(Aligns to C3.04 and CMS Guardrail 4)</p>	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>			Administrative team will develop a system for to recognize faculty during staff meetings monthly. Classroom teachers will receive daily classroom walk-throughs for feedback and coaching. The school will follow the district guidelines for recruiting and replacing staff. School will continue to work with teacher leader pathway to recruit and retain staff into EIT and MCL positions.		Samantha Mazzone	10/01/2025
<i>Actions</i>				0 of 5 (0%)		
	10/6/22		Develop, monitor, and maintain a mentor mentee program for first through third year teachers as outlined by the state and district that meets monthly for professional development. (Guardrail 4)		Mondrae Williams	06/30/2026

<i>Notes:</i> Mentor Monitoring Plan				
10/6/22	Provide constructive classroom formal and informal feedback that includes coaching and modeling. (Guardrail 4)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
10/6/22	Staff will be recognized quarterly at staff meetings that reflects the teacher attendance. (Guardrail 4)		Mondrae Williams	06/30/2026
<i>Notes:</i> Star Pin				
4/6/23	Use Restart employment requirement flexibility to retain non certified teachers to ensure class sizes remained within district and state levels and to ensure students had access to instruction from a qualified teacher. (All goals)		Samantha Mazzone	06/30/2026
<i>Notes:</i> This flexibility was used in the 23/24 school year and will be used in the 24/25 school year.				
6/18/25	Use employment requirement flexibility to retain non-certified staff and ensure all students are in front of a highly qualified teacher. (C3.04)		Samantha Mazzone	08/25/2026
<i>Notes:</i>				

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

Initial Assessment:

The school met with the DUSI team at MOY for the purpose of reviewing school data and creating action plans. The facilitator attended 3 data analysis sessions with the district and used information gained to have quarterly data chats with teachers. The school created a tracker to monitor target student performance on all district assessments. Tracker was shared with teachers. MVPA data indicated the school was trending up in 5th grade math and science and 4th grade math. EOG data did not reflect the MVPA data. The school also utilized Branching Minds to keep track of student response to intervention.

Challenges the school experienced this year was creating a data driven culture. Teachers are not regularly reviewing their formal and informal student assessment data to address gaps before quarterly assessments. Teachers are not reviewing student work samples on a regular basis to identify gaps and create reteach plans. The school composite decreased by 7.5%

The school has opportunities to address the challenges above. Regular student data conferences will be held to ensure students are aware of their data and create goals. Time will be allotted in planning for teachers to engage in student work analysis for the purpose of creating reteach plans. Facilitators will regularly review student exit ticket data and lead teachers in a coaching session to identify gaps and create and monitor reteach plans.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.8% in SY2023-24 to 25% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 2)

Limited Development
10/06/2022

How it will look when fully met:	The administrative team along with the instructional support teams will consistently monitor student common assessments, progress monitoring, and district data to make inform decisions about classroom design and practices. The administrative team will use teacher observation data to make grade level change decisions, professional developments needs, mentor assignments, etc. This will be evident by meeting minutes, data increase, PD offered, PD recommended, and mentors assigned.		Samantha Mazzone	10/01/2025
Actions		0 of 3 (0%)		
10/6/22	Student benchmark data will be analyzed quarterly for the purpose of creating action plans. (Goal 1, 2, Guardrail 1, FAM-S 29)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
10/6/22	Teachers will meet with students monthly for the purpose of having 1:1 discussions about individual student data, goals, and progress. This will ensure students know what their data is and what it means. (Goal 1, 2, Guardrail 1, FAM-S 29)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
8/7/24	Teachers will meet weekly to review student data and engage in gap analysis for the purpose of creating action plans and scripting and modeling reteach plans. (Goal 1, 2, Guardrail 1, FAM-S 29)		Brandi McCoy	06/30/2026
<i>Notes:</i>				

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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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:			Limited Development 07/16/2024		
<p>The SIP goals that align to this indicator are: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60% in SY2023-24 to 75% in SY2024-25 and the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.8% in SY2023-24 to 25% in SY2024-25.</p> <p>The school trained all teachers on the implementation of the MTSS framework and Branching Minds. There are processes in place for students to be identified in the multi-tiered systems with the use of</p>					

multiple data points (MAP and Dibels). The master schedule was created to provide time for interventions daily. Teachers were trained by district and school staff on the MTSS framework interventions, progress monitoring, and entering plans in Branching Minds. The MTSS leadership team met monthly for the purpose of reviewing Branching Minds and school wide discipline data. MTSS leadership team created a protocol for monthly kid talks to address gaps in student response to intervention and monthly PD on MTSS. The school utilized Title I funds to purchase iReady licenses for all students to use during Ram Time. The school was also recognized for its usage of the math intervention Dreambox. As a result of these initiatives tier movement data indicates that 49 students went down a tier. DIBELS data indicates that 44% of students well below grade level increased their composite band, 69% of below grade level students are currently above or well above grade level, 53% of above grade level students are not well above grade level, and 94% of well above grade level students remained well above grade level.

Challenges that will need to be addressed in the 24/25 school year include continuing to strengthen MTSS fidelity. Teachers are placing plans in branching minds and progress monitoring, however the implementation of interventions aligned to the standard treatment protocol needs to be strengthened. The ILT also needs to review current Ram Time structures to ensure this block of time is having the maximum impact on student outcomes.

In 24/25 the school will continue to hold monthly MTSS leadership meetings, staff development, and kid talks. A more clearly defined minute by minute for Ram Time will be developed to ensure students are receiving not only progress monitoring but research based interventions. The MTSS team will more regularly review the tier movement report for the purpose of providing follow up coaching to teachers. The school will hold conferences with parents for the purpose of discussing student progress and intervention plans.

<p>How it will look when fully met:</p>	<p>Teachers will meet weekly for the purpose of reviewing student data to identify the gaps in student learning, create reteaching plans, model the reteach, how mastery students will be enriched, and when the reteach will be delivered. Teachers will effectively use various data points to effectively plan for and deliver interventions in response to student data. Teachers will implement research based interventions outlined on the standard treatment protocol. Intervention will not only be provided but progress monitored and tracked on MTSS platform. Teachers will regularly review MTSS platform to determine if students are responding to intervention and will make necessary adjustments. MTSS leadership team will provide ongoing professional development and support for MTSS implementation. Kid Talks will be held monthly for the purpose of discussing student data and creating next steps.</p>		<p>Stacey Nelson</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 10 (10%)</p>		
<p>8/5/24</p>	<p>Create a master schedule that includes additional time for interventions. (Goal 1, 2 and Guardrail 1)</p>	<p>Complete 06/30/2025</p>	<p>Brandi McCoy</p>	<p>12/01/2024</p>
<p><i>Notes:</i> Ram Time is included in K-2, weekly time for intervention built into 3-5 schedule, and iReady is being used in 3-5 as part of the ALL block rotations, iReady math is done during morning work time, OG groups will be pulled beginning on 2/10. Teachers are using components of OG during small group time.</p>				

6/18/25	Use budget flexibility to bring arts positions to 1.0 each, allowing the school to develop a master schedule in which teachers have a 90 minute planning for the purpose of unpacking standards, internalizing lessons, modeling, creating student exemplars, and analyzing student assessment data for the purpose of creating instructional next steps. Full time arts positions (art, music, and PE) will further allow for a master schedule with time for teachers to engage in monthly kid talks in which teachers review student data for the purpose of determining student response to intervention and collaborating with the MTSS leadership team for the purpose of determining next steps and supports for students across all behavior, academic, and attendance tiers. (A 4.01 and A 2.04)		Samantha Mazzone	06/10/2026
<i>Notes:</i> This flexibility will be used in the 25/26 school year.				
8/5/24	MTSS leadership team will meet monthly for the purpose of reviewing ALL school data to include intervention, academic, behavioral, and attendance data and determining next steps across all tiers. ((Goal 1, 2 and Guardrail 1, and FAM-S 3)		Samantha Mazzone	06/30/2026
<p><i>Notes:</i> MTSS leadership team meets regularly for the purpose of reviewing Branching Minds data and driving PD next steps. Team meets to look regularly at academics and behavior.</p> <p>During Kid Talks attendance, behavior, and academic data is discussed. Teachers lift up students struggling with the core. SSS and ILT are present in the meeting to provide next steps and follow up with individual students and families.</p>				
8/5/24	Kid talks will be held the last Tuesday of the month. Teachers will lift up students not responding to core behavioral and academic processes. Teachers will share interventions implemented in the classroom. Updates on student response to intervention will also be shared. Teachers will share interventions they are using in the classroom and MTSS facilitator will ensure that interventions are aligned to what is on the standard treatment protocol. (Goal 1, 2 and Guardrail 1and FAM-S 3)		Samantha Mazzone	06/30/2026

	<p><i>Notes:</i></p> <p>Teachers have been trained on Branching Minds and how to enter plans. Teachers are not putting progress monitoring into the platform. Additional PD has been planned around interventions approved by the STP.</p> <p>Branching Minds data indicates that core instruction needs to be the focus. Walkthroughs have been focused on monitoring core instruction for the purpose of driving next steps.</p>		
8/5/24	The 3rd Wednesday of the month will be protected for MTSS training, support, and professional development. Teachers will have protected time to ensure progress monitoring data is entered into MTSS platform and engage in ongoing professional development. (Goal 1, 2 and Guardrail 1)		Samantha Mazzone 06/30/2026
	<p><i>Notes:</i></p>		
8/5/24	Teachers will meet weekly for the purpose of reviewing formal and/or informal assessment data and engaging in a gap analysis for the purpose of creating action plans. The data points will be identified during weekly PLC planning. (Goal 1, 2 and Guardrail 1)		Samantha Mazzone 06/30/2026
	<p><i>Notes:</i></p> <p>PLC matrix includes time for teachers to meet for the purpose of reviewing student data. BOY data was tracked and used to create small group plans. After all MOY data is in, teachers will meet to plug MOY data into their trackers and create action plans to address gaps.</p>		
8/5/24	MTSS team will meet with parents for the purpose of discussing student progress and interventions the school will implement to address the gaps. (Goal 1, 2 and Guardrail 1 and FAM-S 3)		Brandi McCoy 06/30/2026
	<p><i>Notes:</i></p>		
8/5/24	Conduct walkthroughs during intervention block (Ram Time) for the purpose of ensuring research based and district vetted interventions aligned to the standard treatment protocol are being utilized. (Goal 1, 2 and Guardrail 1)		Samantha Mazzone 06/30/2026
	<p><i>Notes:</i></p>		
8/7/24	Within the 2024-25 school year we will implement iReady, Orton-Gillingham, and Dreambox as evidence-based strategies to increase overall student performance. (Goal 1, 2 and Guardrail 1)		Brandi McCoy 06/30/2026

Notes: Ram Time is included in K-2, weekly time for intervention built into 3-5 schedule

iReady is being used in 3-5 as part of the ALL block rotations, iReady math is done during morning work time, OG groups will be pulled beginning on 2/10. Teachers are using components of OG during small group time.

9/2/25 Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Samantha Mazzone

06/30/2026

Notes:

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

Initial Assessment:

The school has been aiming to decrease the number of out of school suspensions by 20%. In the 23/24 school year the numbers of students suspended decreased by 14%

The school provided teachers with professional development on the CKH model and caring schools. Time is built into the master schedule for culture building. All teachers developed social contracts with their students at the beginning of the year. The school has a behavior matrix and incentive system to encourage students to follow key actions listed on the matrix. Teachers spent the first week of school teaching, modeling, and practicing school and classroom procedures. School wide behavior assemblies were held at the beginning and middle of the year. An ISS coordinator was hired to provide the school with an alternative to OSS.

A challenge the school is facing is with repeat offenders. Suspension data indicates the same students are receiving OSS. Teachers are not consistently utilizing CKH processes. They do not have clear expectations for student actions and are reactive instead of proactive.

There are several opportunities the school will take advantage of to address challenges and continue to strive for a 20% reduction in suspensions. The school will develop a scope and sequence for school culture walks and host teacher clinics to address gaps with individual teachers. The school will continue to implement CKH. The school will system for reentry after suspension to restore the relationship between teacher and student.

Limited Development
10/06/2022

		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All teachers will teach, model, and implement the school-wide discipline plan which are the rules of conduct to decrease the suspension rate by 42 to 25 by the end of the school year. Teachers will implement social and emotional learning through classroom and school guidance activities through developed lesson plans. Teachers will integrate SEL strategies within instruction. All staff will reinforce SEL strategies throughout the school environment. Evidence will be shown by the number of class referrals written monthly.			Mondrae Williams (9.12.24)	10/01/2025
Actions				1 of 4 (25%)		
	8/7/24	Train teachers on Educator's Handbook and how to enter minor and major incidents for administrative review. (Guardrail 2, FAM-S 30)		Complete 10/25/2024	Mondrae Williams	12/01/2024
	<i>Notes:</i>					
	10/6/22	Classroom Social Emotional Learning lessons will be taught daily throughout the school. (Guardrail 3, FAM-S 31)			Mondrae Williams	06/30/2026
	<i>Notes:</i>					
	8/7/24	Deliver BOY and MOY assemblies to students on school wide expectations to include reset lessons based on school data. (Guardrail 2, FAM-S 30)			Mondrae Williams	09/15/2026
	<i>Notes:</i>					
	8/7/24	Teachers will be trained on the school wide student culture plan to include training on the behavior matrix, major vs minor incidents, token economy, and referral flow chart. (Guardrail 2, FAM-S 30)			Mondrae Williams	09/15/2026
	<i>Notes:</i>					
Implementation:				06/11/2024		
	Evidence	6/11/2024				
	Experience	6/11/2024				
	Sustainability	6/11/2024				
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:				Limited Development 07/16/2024		
The SIP goals that align to this indicator are: The percent of Kindergarten through 2nd grade students scoring at or above						

benchmark in early literacy as measured by DIBELS will increase from 60% in SY2023-24 to 75% in SY2024-25 and the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.8% in SY2023-24 to 25% in SY2024-25.

2023-2024 EOG data indicates that we have a 9.7% CCR for Black and Hispanic students in 3rd grade ELA. DIBELS shows 57 % of third graders showed at or above benchmark per their composite score. RPA had a 5.6 % decrease in the number of students CCR on the 3rd grade reading EOG. Both the African American and Hispanic subgroups decreased.

Successes that we had for the 2023-24 school year include partnering with the Data Use of Accountability Team to support instructional leaders and classroom teachers in disaggregating MOY data and determining action steps. We utilized Restart budget flexibility to send 2 staff members to UnBound Ed to build teacher instructional capacity. ILT and teacher attended UnBoundEd summer institute and delivered PD on the GLEAM framework. Teachers implemented all components of the enVision and EL curriculum with fidelity and integrity by spending time in planning to internalize key components of the lesson and ensuring the content is grade level, engaging, affirming and meaningful. Lesson internalization also included a discussion of scaffolds to ensure students working below grade level were able to access grade level activities and text. Time was taken in planning each week to review unpacked lessons, model the most impactful lesson, and discuss scaffolds. Big 7 was implemented and used to improve teacher preparation and planning efficiency. Data analysis and planning was embedded in the PLC Matrix for teachers to review and discuss data and next steps according to the students misconceptions. Teachers met after each administration of the MVPA and DIBELS and reviewed the data for the purpose of determining student misconceptions and next steps. A spreadsheet was created and reviewed by teachers and ILT for the purpose of determining how students were trending and to create student specific action plans. The Intervention block allowed teachers to target specific areas of need for students to provide additional implementation of best effective instructional strategies as determined by the universal screener DIBELS and the use of microphase data. Principal and facilitator attended 3 data analysis sessions and created action plans based on MVPA data to address gaps in student learning. Principal and facilitator also engaged in 4 PDSA cycles. The team completed a root cause analysis to determine the highest level next step to move the dial on student achievement. The team created and monitored action plans to address the identified next step. PDSA cycles

focused on standard unpacking, lesson preparation, and better all block structures. The master schedule includes time for teachers to meet for the purpose of discussing upcoming lessons and reviewing and analyzing data. Discussions also include how to support the varying needs of students within the classroom. The facilitator reviewed Big 7 for the purpose of determining planning gaps and supporting teachers with lesson execution.

Staffing challenges impacted the school's ability to fully implement several of its instructional initiatives as did a clear accountability structure for planning processes. The school must have a clear vision for the purpose of planning and systems that align to the vision. Teachers need to be thoroughly trained in the planning components to ensure an equitable experience across the school. A clear system for unpacking standards, reviewing and creating exemplars and creating objectives need to be in place to ensure the best lesson is placed in front of students.

The school has several opportunities to address gaps identified during the 23/24 school year. The ILT will develop a vision for planning and lay out detailed planning processes that include know/show charts, creation of student exemplars, unpacking of objectives and regular analysis of student work samples. The school will hire a literacy and math master teacher for the purpose of leading planning meetings and modeling best instructional practices for teachers. The principal will meet with master teachers to provide weekly coaching around PLC facilitation and creation of agendas.

<p>How it will look when fully met:</p>	<p>Teachers will come to planning with prework completed allowing planning time to be spent discussing on ramps that allow ALL students to access the curriculum. There will be time to script and stand up and model for the most productive struggle and time to engage in discussions about gradual release and where the lesson falls. This will result in improved lesson delivery in the classroom and improved student outcomes. Teachers will have a deeper understanding of the standards and the scope of the lesson. They will know what students are required to know and do by the end of the lesson and how they will assess whether students have mastered the skill/standard. Teachers will know the vision for PLC planning and respond to the accountability systems for completing prework.</p>		<p>Stacey Nelson</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>7 of 14 (50%)</p>		
<p>2/4/25</p>	<p>Utilize Restart flexibility to send teachers to UnBound.</p>	<p>Complete 07/17/2023</p>	<p>Samantha Mazzone</p>	<p>06/06/2023</p>
<p><i>Notes:</i> This flexibility was used for the 23/24 school year</p>				
<p>2/4/25</p>	<p>Use budget flexibility to increase special area time and increase the amount of time teachers have for PLC planning, allowing more time for teachers to internalize lessons, unpack standards, and analyze data.</p>	<p>Complete 07/03/2023</p>	<p>Samantha Mazzone</p>	<p>06/06/2023</p>
<p><i>Notes:</i> This flexibility was used in the 23/24 school year</p>				
<p>7/25/24</p>	<p>In alignment with FAM 29, create a PLC structure that include expectations and accountability around prework and planning. The structure will include a clear vision for PLC planning and how planning will be conducted and norms for productive planning time. (Goal 1, 2 and Guardrail 1, FAM S-29)</p>	<p>Complete 06/30/2025</p>	<p>Brandi McCoy</p>	<p>12/01/2024</p>
<p><i>Notes:</i> Teachers were trained on the new purpose of the new PLC planning structure. On 1st early release day, purpose of pre-work was discussed again through the lens of data and again on 12/8. Accountability tracker is being used. Mindsets around children are still an area of growth.</p>				
<p>7/25/24</p>	<p>Create a prework template that mirrors the lesson plans provided in the curriculum and supports teachers in internalizing standard aligned lesson delivery. (Goal 1, 2 and Guardrail 1, FAM S-29)</p>	<p>Complete 06/30/2025</p>	<p>Brandi McCoy</p>	<p>12/01/2024</p>
<p><i>Notes:</i> Pre-work template created, however, teachers are copying and pasting and that is not leading to internalization of the lessons. Teachers are able to come to planning with an overall flow of the lessons, but are not always prepared to jump in, because text has not been read and there is not time to complete ALL student exemplars</p>				

11/19/24	Q2: Develop and implement the ALL Block roll out plan with a focus on standards-aligned small group instruction and intentional independent work. (Goal 2, Guardrail 1)	Complete 06/30/2026	Samantha Mazzone	02/01/2025
<i>Notes:</i> ALL block has been rolled out in 4-5. In 4th one teacher is responsible for ALL Block. 5th grade teacher needs to ensure students needed for goal in her ALL block rotation. Students need to be working with complex text especially in 1st and 2nd grades.				
11/19/24	Q2: Provide 3-5 math support through planning and co-teaching in 4th grade around addressing student gaps and monitoring progress toward standard mastery. (Guardrail 1)	Complete 06/30/2025	Samantha Mazzone	02/01/2025
<i>Notes:</i> Math MCL is meeting with 3-5 math, teachers need more time to work out problems, MCL needs to redo schedule to include time to co-teach and monitor implementation of what is discussed during planning.				
12/3/24	<p>Title I Budget \$676.02 Action: Reid Park will utilize \$676.02 of Title I funds to purchase instructional supplies from Blick Art materials to support the instruction within the Arts.</p> <p>Title I Budget \$640.50 Action: Reid Park will utilize \$640.50 of Title I funds to purchase instructional supplies from School Mate materials to support core instruction for all students.</p> <p>Title I Budget \$4,869.75 Action: Reid Park will utilize \$4,869.75 of Title I funds to purchase instructional supplies from Digital Dolphin for teachers to use for core instruction in the classroom.</p> <p>Title I Budget \$1,228.03 Action: Reid Park will utilize \$1,228.03 of Title I funds to purchase instructional supplies from AIJ Warehouse for teachers to use for core instruction in the classroom.</p>	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i> SMART GOAL: The percentage of students scoring CCR on the Reading EOG assessments in grades 3-5 will increase from 10.8% in 2023-2024, to 25% in 2024-2025.				

6/18/25	Use budget flexibility to bring arts positions to 1.0 each, allowing the school to develop a master schedule in which teachers have a 90 minute planning for the purpose of unpacking standards, internalizing lessons, modeling, creating student exemplars, and analyzing student assessment data for the purpose of creating instructional next steps. Full time arts positions (art, music, and PE) will further allow for a master schedule with time for teachers to engage in monthly kid talks in which teachers review student data for the purpose of determining student response to intervention and collaborating with the MTSS leadership team for the purpose of determining next steps and supports for students across all behavior, academic, and attendance tiers. (A 4.01 and A 2.04)		Samantha Mazzone	06/10/2026
<i>Notes:</i> This flexibility will be used for the 25/26 school year.				
9/19/25	Duty-free planning for teachers to develop lesson plans.		Mondrae Williams	06/30/2026
<i>Notes:</i>				
7/25/24	Meet with teachers to provide professional development around the PLC processes, accountability, expectations, and mindsets. (Goal 1, 2 and Guardrail 1, FAM S-29)		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
7/25/24	Facilitators and/or teachers will model the "think aloud" portion of the lesson. Teachers will have time to reflect on the model and then script and stand up and practice during PLC planning. (Goal 1, 2 and Guardrail 1, FAM S-29)		Brandi McCoy	06/30/2026
<i>Notes:</i> During ELA time is being spent looking at text and marking it up, 5th grade is modeling the thinking behind the doing. Time is spent scripting "think aloud" for the heaviest lesson of the week.				
7/25/24	Teachers will review district provided resources for the purpose of identifying on ramps to support ALL students with accessing grade level instruction. (Goal 1, 2 and Guardrail 1, FAM S-29)		Brandi McCoy	06/30/2026
<i>Notes:</i> PACE materials are reviewed in 3rd and 5th grade, teachers are pulling differentiated graphic organizers and anchor charts. ML department provided PD for whole school with follow up for 1st and 5th grade.				
7/25/24	At the beginning of each unit teachers will engage in a deep dive of the upcoming unit to include unpacking the standards, creating know/show charts, and creating/taking exemplars for assessments. (Goal 1, 2 and Guardrail 1, FAM S-29)		Brandi McCoy	06/30/2026
<i>Notes:</i> Unpacking occurred during Q1 and Q3. Teachers unpacked the standards, looked at assessment alignment for EOG and IL.				

2/13/25 During PLC planning, teacher will engage in the work of the student, model the thinking behind the doing, review student work samples for the purpose of driving instructional next steps. Teacher will annotate and mark up the text of the lesson. Teachers will review the standards and what student mastery looks like.

Brandi McCoy

06/30/2026

Notes:

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>			<p>The school has a plan in place for students in transitional grade levels, Prek and 5th to engage with the receiving school. This year the school hosted a beginner's day for prospective kindergarten families, it also welcomed and gave a tour to a local group of Prek students zoned for the school. The feeder middle school was invited to RPA to meet with rising 6th graders. The school counselor met with 5th graders to assist them with course selection.</p> <p>A challenge that exists is increasing participation in beginner's day. The school needs a better way to market beginner's day to the surrounding community.</p> <p>In 24/25 the school will design and implement "Moving Up Day". This day will be held at the end of the school year where students will go to their rising grade level to learn about their next year's grade from the teacher, counselor, administrator, and any other person (s) that support that grade level.</p> <p>100% of classroom teachers will implement Capturing Kids Hearts with fidelity.</p> <p>(Aligns to A1.07, A4.06 and CMS Guardrail 3)</p>	No Development 09/29/2022		
<i>How it will look when fully met:</i>			Reid Park at all levels will develop, implement, and evaluate explicit and intentional plans that describes our approach to fostering students' grade-to-grade, as well as level-to-level transitions. A framework for grade level transitions is developed and implemented.		Samantha Mazzone	10/01/2025
<i>Actions</i>				1 of 2 (50%)		
	8/7/24		Kindergarten team will host a kindergarten night to inform families of what to expect as their student begins their educational journey. (Goal 1, FAM-S 29)	Complete 09/06/2024	Tiara McGrady	12/01/2024
<i>Notes:</i>						

9/29/22	Design and implement "Moving Up Day". This day will be held at the end of the school year where students will go to their rising grade level to learn about their next year's grade from the teacher, counselor, administrator, and any other person (s) that support that grade level. (Goal 1, 2, Guardrail 1,3, FAM-S 29)	Quenesha Pinkney	06/30/2026
<p><i>Notes:</i> Kindergarten will go to 1st 1st will go to 2nd 2nd will go to 3rd 3rd will go to 4th 4th will go to 5th 5th graders will attend an assembly that will have a middle school counselor come in and share with them what is coming up in middle school (schedules, expectations, athletics, band, etc.)</p>			

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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<i>Initial Assessment:</i>	<p>The SIP goal that aligns to this indicator is 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>The school has a designated Social Emotional Learning block and teachers have been trained on the Caring School curriculum. The school is also a Capturing Kids' Hearts school. Staff was trained on CKH best practices and process champions were identified and received additional training. The school participated in two traction visits. CKH best practices were modeled at staff meetings and included in weekly newsletters. SEL walkthroughs were conducted quarterly by the SSS team and follow up PD was provided by the team and teacher leaders to address gaps. The SSS team also delivered PD on CKH, Panorama, and Branching Minds. A school wide behavior matrix has been developed. Students received behavior lessons at the beginning of the year and again at the beginning of the 2nd semester. Students needing small group and 1:1 counseling sessions were identified using Branching Minds data. SSS team sent out parental consent and met with several families to discuss the increase in tier. The school used Title I funds to purchase Kickboard to track student behaviors. The school developed and implemented a comprehensive attendance plan to address chronic absenteeism.</p>	Limited Development 07/16/2024		
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With the implementation of SB 49, the school will need to work with parents to ensure that a larger sample of students take the Panorama survey to ensure that the survey is a representation of the school population. Only a small sample of students took the fall survey. The opportunities to address challenges for the following school year will be to have regular classroom culture walks for the purpose of monitoring CKH implementation. The SSS team and CKH team will provide regular coaching to teachers. Class culture walks will be conducted bi-Weekly to track the implementation of SEL and CKH within the entire school day. Follow up coaching from SSS will occur for teachers struggling with implementation. The MTSS leadership team will track the effectiveness of tiered interventions for Behavior and Social-Emotional Needs. MTSS team will meet monthly to analyze school-wide behavior management system, behavior and Branching Mind data for the purpose of implementing and adjusting student plans. Monthly Kid Talks and monthly Branching Minds staff development for the purpose of discussing students and plans will continue. The school counselor will continue to implement guidance lessons aligned to school and student data. Students requiring small groups and 1:1 sessions will be identified earlier in the year to increase the time students are receiving intervention. Monthly MTSS PD will include training on restorative practices and alternatives to suspension and referral. Teachers will implement SEL curriculum. Student support services team will conduct SEL walkthroughs for the purpose of monitoring implementation and offering coaching and support.

How it will look when fully met:

Teachers will use Capturing Kids' Hearts EXCEL model with fidelity to include beginning the day with a morning meeting where good things are shared, creating regularly discuss a class social contract, and ending the day with a launch. Teachers will address student concerns within the classroom using the 4 questions from Capturing Kids' Hearts. Students in need of tier II and III behavioral support will receive small group or 1:1 interventions aligned with the standard treatment protocol. MTSS team will meet with parents to discuss interventions, goals, and progress. Teachers will implement SEL curriculum. Student support services team will conduct SEL walkthroughs for the purpose of monitoring implementation and offering coaching and support.

Samantha Mazzone

06/30/2026

Actions		13 of 15 (87%)		
2/4/25	Budget flexibility will be used to hire a BMT to provide additional Tier II and Tier III support to students.	Complete 09/02/2024	Samantha Mazzone	08/25/2024
<i>Notes:</i> This flexibility was used in the 23/24 school year.				
8/13/24	Host a Walk a Day in Your Child's Shoes event where parents will be invited to come into the school to experience the school day real time. The school social worker will also engage parents in workshops after the classroom visit about the importance of regular attendance.	Complete 10/31/2025	Quenesha Pinkney	09/26/2024
<i>Notes:</i> Parents were invited to the school to walk a day in their child's shoes. Families visited model classroom to see the curriculum in action. Principal and social worker concluded the morning discussing school goals, attendance, and providing families with a one stop one pager with QR codes to resources.				
8/7/24	Teachers will spend the first week of school teaching, modeling, and practicing processes and procedures. Teachers will be provided with a calendar of key processes to capture on each day to include the student code of conduct, school wide behavior matrix, safety procedures, social contract, school wide procedures, and classroom procedures. (FAM-S 30, 31)	Complete 06/30/2025	Samantha Mazzone	09/30/2024
<i>Notes:</i> Created a calendar of when classroom culture lessons were to be delivered. AP and principal met with students for the purpose of discussing school wide behavior expectations				
8/16/24	Reid Park Academy will utilize Title I Funds (\$35,792.52 + Benefits) for the BMT position to minimize classroom disruptions, assist in crisis management, conference with students to re-integrate students back into the classroom and learning environment. The BMT will also implement restorative practices utilizing Capturing Kids' Hearts framework to foster a positive rapport and relationship between staff and students.	Complete 10/04/2024	Mondrae Williams	10/04/2024
<i>Notes:</i> The goal of the BMT is to reduce the number of office referrals and the number of students reporting to ISS. BMT is currently documenting student behavior and informally checking in with identified tier 3 students. During 2nd semester BMT needs to work on implementing de-escalation strategies to minimize time out of class.				
8/6/24	Social contracts will be created and posted in all classrooms. (Guardrail 2 and 3, FAM-S 30,31)	Complete 06/30/2025	Samantha Mazzone	12/01/2024
<i>Notes:</i> Social contracts are posted and visual in all classrooms. School next step is to refer to the social contract when addressing student behavior.				

11/19/24	Q2: Collaborate with Student Services team to schedule home visits, collaborate with community partners to provide supports and professional development, and communicate with families to increase students with attendance concerns. (Guardrail 3)	Complete 06/30/2026	Samantha Mazzone	06/01/2025
<i>Notes:</i> SSS team conducted home visits and regularly reviews student attendance data. During report card pick up, social worker meets with families that are chronically absent to complete attendance contracts. SSS is prioritizing students by their chronic absence drop off date.				
8/7/24	Monthly Kid Talks will be conducted for the purpose of discussing students in need of additional behavioral, attendance, and academic support. (Guardrail 1, 2 and 3, FAM-S 30, 31)	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i>				
8/7/24	Teachers will meet with students monthly for the purpose of discussing their data, creating goals, and discussing progress towards existing goals. (FAM-S 30, 31)	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i> Teachers are checking in with students during small group to review students work progress, MCL is creating a data chat protocol for students to review the MOY data. MTSS team will meet with 3-5 students on the D/F list for goal setting.				
8/7/24	We will execute our School Wide Attendance Plan in order to decrease our percent of students that are chronically absent. https://docs.google.com/document/d/1K3BB2Xoh97oVI-yxHs4ST0vq6IehMoCUx-bBfj2Xeyo/edit?usp=sharing	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i>				
8/6/24	Student support services team will conduct classroom culture walks and follow up coaching. (Guardrail 2 and 3, FAM-S 30,31)	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i> SSS team conducted 2 culture walks during SEL block. The semester 2 focus will be on visiting classrooms to look for the implementation of CKH throughout the classroom block, not just during morning meeting.				
8/7/24	School counselor will deliver guidance lessons aligned to trends captured in Educator's Handbook. (Guardrail 2 and 3, FAM-S 30,31)	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i> School counselor delivers guidance lessons to grade levels in accordance with district and ASCA scope and sequence.				
8/6/24	Utilize Title I funds to hire a BMT to support student culture work and implementation of Capturing Kids' Hearts discipline model. (Guardrail 3, FAM-S 30, 31)	Complete 06/30/2025	Samantha Mazzone	06/30/2025
<i>Notes:</i>				

8/6/24	Ensure all staff are trained on Capturing Kids' Hearts. (Guardrail 2 and 3, FAM-S 30,31)	Complete 06/30/2026	Samantha Mazzone	06/30/2025
<i>Notes:</i> All staff have been sent to CKH training.				
9/19/25	Teachers will be provided a duty free lunch in accordance to district policy.		Samantha Mazzone	06/30/2026
<i>Notes:</i>				
9/19/25	We will create a bully free environment through Title IX Lessons, SEL/CKH Lessons, restorative circles, CMS Student of Conduct, and follow the revised Reid Park Academy discipline policy.		Mondrae Williams	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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KEY	E1.06		Implementation Status	Assigned To	Target Date
		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)			
<i>Initial Assessment:</i>		<p>The school improvement goals that this indicator aligns to are: the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60% in SY2023-24 to 75% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1) and the percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 10.8% in SY2023-24 to 25% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>Currently, the school sends home regular communication through Thursday Folders, Class Dojo, newsletters, ParentSquare and Connect Ed's. Communication includes information about upcoming school events, curriculum, and ways parents can support their students in the home. The school hosted 4 parent engagement events. The first event was the school's annual open house. The second event for the school's Spanish speaking families. The event included a cultural performance. The final two events provided families with information about the curriculum, proficiency requirements, and assessment data. Each event included a community resource fair meal. Interpreters were available at all events. Post survey data indicates families enjoyed the organization of the events, access to community resources and getting to hear from their child's teacher. All events were hosted in collaboration with</p>	Limited Development 07/16/2024		

ShermCo. Title I funds were used to leverage this partnership. Almost a third of the school population attended events. There were 300 attendees at the final event representing 83 families.

A challenge the school had was parents not always keeping the school informed of changes in demographics (address and phone numbers) to allow the school to reach them with important information regarding their scholar. The school continues to struggle to ground parents on how best to support their child in the academic setting and increase parent engagement at events where this is discussed to 50%. The school does not have a consistent parent presence on the school improvement team and does not have an active PTA.

In the 24/25 school year the school has an opportunity to strengthen active participation from parents in the school setting. The school needs to provide parents with more opportunities to volunteer in their child's classroom and experience the curriculum real time. The school needs to have a system to regularly update parent contact information to ensure families are well informed about school happening. The school will continue to host parent engagement events that include community resource fairs. The school will host quarterly report card pick ups for the purpose of discussing student data regularly throughout the year and keeping parents well informed about their child's progress.

How it will look when fully met:

Parent participation in school sponsored events will represent at least 50% of students enrolled. School staff will send out regular communication to parents about classroom and school happenings via ParentSquare and Thursday folders. Principal will send a weekly communication to parent keeping them abreast of events for the week. School will host parent engagement events that address needs lifted up by parents in pre/post parent surveys. School will host 3 report card pick up event for the purpose of providing families with time to meet with their child's teacher. Parent resource room will provide resources and workshops for families.

Jeremy Barbaro

06/30/2026

Actions

2 of 7 (29%)

8/7/24 Host a multi language learner night for the purpose of connecting our Spanish speaking families with school in smaller more targeted setting. (Goals 1,2, Guardrails 1,2, 3, FAM-S 3)

Complete 10/09/2024

Quenesha Pinkney

12/01/2024

Notes: In October school hosted a multilingual learner night where school expectations and resources were shared. There was also a cultural presentation.

8/7/24	<p>Utilize Title I funds to partner with ShermCo (\$6,500.00) to plan for 3-4 high quality parent engagement events where parents have the opportunity to learn about curriculum, what it is like to be a student at RPA, high stakes testing, and how their student will be assessed throughout the year and to host a parent engagement, event, attended by 50% of families, with parent resources and an opportunity for families to connect with the school and other community partners. (Goals 1,2, Guardrails 1, FAM-S 3)</p> <p>Title I Budget \$2,354.78 Reid Park will utilize \$2,354.78 of Title I funds to purchase agendas from School Datebooks to regularly communicate with students, parents and families.</p> <p>Title I Budget \$5,306.40 Reid Park will utilize \$5,306.40 of Title I funds to purchase books from Barnes & Nobles Inc to increase literacy whole school K-5.</p> <p>Title I Budget \$1,228.03 Reid Park will utilize \$1,228.03 of Title I funds to purchase paper from Warehouse for school supplies.</p> <p>Title I Budget \$167.95 Reid Park will utilize \$167.95 of Title I funds to purchase instructional supplies for the school from The Library.</p> <p>Title I Budget \$149.06 Reid Park will utilize \$149.06 of Title I funds to purchase instructional supplies for the school from EPS School.</p> <p>Title I Budget \$146.75 Reid Park will utilize \$146.75 of Title I funds to purchase instructional supplies for the school from Plank Road.</p> <p>Title I Budget \$1,216.82 Reid Park will utilize \$1,216.82 of Title I funds to purchase instructional supplies for the school from Lakeshore.</p> <p>Title I Budget \$17,986.32 Reid Park will utilize \$17,986.32 of Title I funds to purchase instructional supplies for the school from Forms and Supply.</p>	Complete 06/30/2025	Quenesha Pinkney	06/30/2025
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Notes: School partners with SchermCo on parent engagement events: Walk a Day, Report Card Pick Up, Open House, ML Night, Sneaker Ball, and Turkey Drive.

8/7/24 Parents/guardians will be invited to meetings where Tier II and Tier III plans are addressed and created. (Goals 1,2, Guardrails 1,2, 3, FAM-S 3)

Quenesha Pinkney

06/30/2026

Notes: Principal has met with families of students with tier 3 behavior concerns. Small group consent forms have been signed and SBMH services offered. SSS has sent home small group consent forms, 2nd and 3rd grade groups are underway.

8/7/24 Parent Square and Thursday folders will be used to communicate with parents about school happenings. (Goals 1,2, Guardrails 1,2, 3, FAM-S 3)

Quenesha Pinkney

06/30/2026

Notes: 94% of families are reachable on ParentSquare. Principal sends out weekly communication about school happenings. Teachers send out regular posts about classroom happenings. Thursday folders are also used to send home communication to families.

8/7/24 Host 3 report card pickups for the purpose of connecting families with their child's teacher to discuss student strengths and next steps. SSS team will also be available to meet with parents. (Goals 1,2, Guardrails 1,2, 3, FAM-S 3)

Quenesha Pinkney

06/30/2026

Notes: 2 Report Card pick ups have been conducted. Q1 attendance was close to 50% and Q2 attendance as just over 30%. Parent feedback has been overwhelmingly positive. Families appreciate the opportunity to receive the report and data and be able to discuss it in the moment with the teacher.

9/12/25 Reid Park Academy will allocate \$1,600 in Title I funds to purchase supplies and materials from approved vendors to support parent engagement curriculum nights. These resources will include instructional materials, activities, and resources for families that build capacity to support literacy and math learning at home.

Twila Josey

06/30/2026

Notes:

9/12/25 Reid Park Academy will allocate \$6,000 in Title I funds to provide snacks and meals from approved vendors during parent engagement curriculum nights. These resources will help increase family participation by reducing barriers to attendance and creating a welcoming environment, and strengthening family engagement and building parent capacity to support learning at home.

Twila Josey

06/30/2026

Notes: