

## Comprehensive Progress Report

**Mission:**

The Pinewood Community will educate all students to high academic standards preparing them to be socially responsible global citizens.

**Vision:**

Pinewood Elementary will educate all students to high academic standards by sustaining and improving all aspects of core instruction in order to prepare our students to thrive in the 21st century.

**Goals:**

1. Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 43.5 % in SY2023-24 to 53.5% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)
2. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 14.8 % in SY2023-24 to 22 % in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)
3. Provide a duty free lunch period for every teachers on a daily basis. (B2.01)
4. Provide duty free instructional planning time for every teacher under G.S.115C-105.27 and-301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)
5. Provide positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)
6. The percent of students scoring Grade Level Proficient (GLP), EC student sub group, comprehensive reading and math End of Grade assessments in grades 3-5 will increase from 23% in SY 2023-24 to 33% in and exceed growth for the SY 2024-25.(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
7. The number of OSS/ISS incidents will decrease from 48% in SY 2023-24 to 31% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)
8. The percent of Chronic Absenteeism will decrease from 34% in SY 2023-24 to 30% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 3)
9. The school will retain 95% of its highly effective classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>				Limited Development		

**September 2025:**

08/09/2024

Pinewood Elementary is actively implementing B3.03 by providing structured, differentiated instructional support designed to improve teaching practices and student outcomes. The school uses a tiered coaching model to ensure that all teachers receive feedback and support aligned to their individual needs and performance data.

- Walkthroughs and Observations: Teachers receive consistent, actionable feedback based on classroom walkthroughs and formal observations. This feedback is used to guide instructional adjustments and professional growth.

- Tiered Coaching System: Coaching is delivered on a weekly, biweekly, or monthly basis depending on the teacher's level of need, as determined by walkthrough data and student performance indicators.

- Professional Development Clinics: PD is differentiated and ongoing, targeting instructional strategies, classroom management, and data use. Clinics are designed to build teacher capacity and align with school-wide academic goals.

- Data-Driven Support: Teachers use MVPA assessments (Grades 3–5) and iReady diagnostics (K–5) to monitor student progress toward mastery. These tools inform instructional planning and help identify areas for targeted support.

- Collaborative PLCs: Grade-level PLCs meet regularly to analyze student data, reflect on instructional practices, and plan interventions. These meetings are central to the school's strategy for continuous improvement.

**What challenges are we facing in meeting our 2025-2026 SIP goal target?**

**Staffing and Capacity**

- Vacancies or turnover in key instructional roles (e.g., coaches, interventionists, grade-level teachers) can disrupt the consistency of coaching and feedback.

- Limited staff may make it difficult to maintain the tiered coaching model, especially for teachers needing weekly support.

### **Time Constraints**

- Teachers and coaches may struggle to find dedicated time for walkthroughs, coaching sessions, and data analysis within the instructional day.

### **Differentiation of Support**

- Ensuring that PD and coaching are truly individualized can be difficult, especially with varying levels of teacher experience, content knowledge, and instructional skill.

- Balancing support for new teachers versus veteran staff may require additional planning and resources.

### **June 2025**

Data shows the following for both K-3 DIBELS and End of Grade results for literacy and math.

The percentage of students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 increased from 28.4% in SY 2023-24 to 30.2% in SY 2024-25.(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percentage of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 increased from 41.9% in SY 2023-24 to 45.1% in SY 2024-25.(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percentage of students that are Proficient according to DIBELS K-3 increased from 48.5 % in SY 2023-24 to 56.3% in SY 2024-25 are on track for early literacy skill development. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

**What successes did you experience related to this indicator in meeting your goals this year?**

PLC meetings were focused on instructional standards and pacing. Teams were able to increase in their understanding of data and how to use the data to support instructional shifts in the classroom.

**What challenges are we facing in meeting our 2024-2025 SIP goal target?**

Additional time and staffing could were areas of challenge. Second and fifth grade teaching positions were vacant until 2nd quarter.

Adjusting the master schedule as a result of teacher vacancies.

**What opportunities exist to address these challenges in the 2025-2026 school year?**

Additional time and staffing could be allocated in the future to enhance instructional support and better meet the diverse needs of students.

**SY2024-2025**

According to EOG data, the percentage of Kindergarten through 2nd grade students scoring at or above benchmark as measured by DIBELS early literacy assessment in June of 2023-2024 is 43.5%. The percent of students scoring College and Career Ready (CCR) on EOG reading assessments in 3rd-5th grade was 14.8%. Pinewood exceeded growth and increased a letter grade.

**Some of the successes that we experienced during the 2023-2024 school year were:**

Providing adequate PLC planning scheduling to provide teachers with the time to prepare lesson and review student data.

Professional development and coaching was provided to support the increase in growth that was achieved in the data.

As a result of relay training we began to implement clinics as coaching sessions after walkthrough sessions to support teacher development

and instructional practices.

### Challenges

Included ensuring that the clinics were completed on a consistent rotation along with walkthroughs.

Ensuring that walkthroughs were consistently completed for all staff rotational basis through scheduling or rescheduling in event of addressing student need.

Opportunities to address these challenges include prioritizing scheduling of walkthroughs and delegating others to support with other crisis so that walkthrough interference is decreased.

Schedule clinics and hold self accountable for scheduling them ahead of time so that they are on the teachers calendar as well.

*How it will look when fully met:*

**September 2025:**

#### **Instructional Feedback & Coaching (B1.03)**

- When fully implemented, teachers will receive clear, consistent, and actionable feedback on their daily instructional practices. This feedback will be used to strengthen instructional delivery, promote reflective teaching, and directly impact student achievement.

- Differentiated professional development will be provided through ongoing clinical support tailored to individual teacher needs. Coaching will be delivered using a tiered system — weekly, biweekly, or monthly — based on walkthrough and observation data. This targeted support is designed to improve instructional outcomes and foster continuous growth.

#### **2025–2026 Academic Goals (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)**

##### **Reading (K–2)**

- Increase the percentage of students scoring at or above benchmark on K–3 DIBELS assessments from 56.3% in SY 2024–25 to 65% in SY 2025–26.

**Natashia Pegram**

**06/30/2026**

### **Reading (Grades 3–5)**

- Increase the percentage of students scoring Grade Level Proficient (GLP) on Reading End-of-Grade (EOG) assessments from 29.9% in SY 2024–25 to 37% in SY 2025–26.
- Increase the percentage of students scoring College and Career Ready (CCR) on Reading EOG assessments from 18.1% to 26%.
- Ensure 100% of students exceed growth expectations as measured by EVAAS.

### **Math (Grades 3–5)**

- Increase the percentage of students scoring GLP on Math EOG assessments from 45.1% in SY 2024–25 to 55% in SY 2025–26.
- Increase the percentage of students scoring CCR on Math EOG assessments from 18.1% to 28.1%.
- Ensure 100% of students exceed growth expectations as measured by EVAAS.

### **August 2025:**

When fully implemented teachers will receive clear and consistent feedback on their daily instructional practices. The feedback will help to develop and strengthen their instructional delivery within the classroom which will impact student achievement (B1.03).

Differentiated Clinic PD will be provided through clinical support on an ongoing basis throughout the year to meet individualized needs.

Coaching will be provided on a tiered system (weekly, biweekly or monthly) basis based on the walkthrough results to support increased teacher outcomes.

The percent of students scoring at or above on K-3 DIBELS assessments will increase from 56.3% in SY2024-25 to 65% in SY2025-26.(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on the reading End of grade assessments in grades 3-5 will increase from 18.1% in SY 2024-25 to 26% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of students will Exceed growth designation as measured by DIBELS, EOG assessments and EVAAS results. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

**Actions**

**0 of 1 (0%)**

8/10/24 To strengthen instructional practices and improve student outcomes, Pinewood Elementary will continue implementing structured walkthroughs using Google Forms to provide immediate, actionable feedback on observed instructional strategies. These walkthroughs are designed to ensure that instructional standards, lesson plans, and strategies are being implemented consistently across classrooms.

Teachers will receive guided direction and support based on walkthrough data, which will inform coaching cycles and professional development planning. Instructional clinics will be offered to model varied strategies and reinforce areas of need identified through walkthroughs and student performance data.

Teacher Growth:  
100% of teachers will exceed growth expectations according to EVAAS data for SY 2025–2026.

Student Achievement:

- Increase the percentage of students scoring at or above benchmark on K–3 DIBELS assessments from 56.3% to \*\*65%.
- Increase the percentage of students scoring College and Career Ready (CCR) on Grades 3–5 Reading EOGs from 18.1% to \*\*26%.
- Increase the percentage of students scoring CCR on Grades 3–5 Math EOGs from 18.1% to \*\*28.1%.
- Ensure 100% of students exceed growth expectations as measured by DIBELS, EOG assessments, and EVAAS.

Natashia Pegram

06/30/2026

*Notes:* Utilize \$8664,10 for the year in substitute funding to provide teachers with full-day planning coverage per quarter for standards alignment and curriculum planning.

	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><b>September 2025:</b></p> <p>Pinewood Elementary has developed a clear and strategic approach to</p>	<p>Limited Development 09/27/2023</p>		

structuring and managing organizational resources—money, time, and human capital—to support instructional priorities and improve student outcomes across all subgroups.

### **Human Resources**

- A Reading Specialist also serves as the MTSS Coordinator, ensuring students receive targeted support to address foundational skill gaps through a multi-tiered system of support.
- Instructional staff, including EC, ML, and Extensions teams, collaborate to monitor student progress and adjust instruction based on individual learner needs.
- Teacher leaders and support staff are leveraged to extend coaching capacity and provide small-group interventions.

### **Instructional Support**

- Tailored support is provided at the core, supplemental, and intensive levels, ensuring all students—regardless of background or ability—receive instruction aligned to their needs.
- Walkthroughs and coaching cycles are used to monitor instructional fidelity and guide professional development.

### **Time & Scheduling**

- The master schedule includes protected time for PLCs, coaching, and intervention blocks, allowing for consistent collaboration and instructional planning.
- Time is allocated for data analysis and instructional reflection, particularly in literacy, where targeted small-group instruction is a priority.

### **Funding**

- Position Exchanges were used to fund the Reading Specialist for the 2025–2026 school year, ensuring continued support for foundational literacy instruction and MTSS coordination.
- Title I funds were allocated to supplement the Teacher Leadership Program (TLP) and Multi-Classroom Leader (MCL) roles, directly supporting instructional improvement and student achievement.
- Resources are directed toward professional development,

instructional materials, and assessment tools such as iReady, MVPA, and DIBELS.

- Funding also supports family engagement initiatives and supplemental programs that reinforce academic goals.

### **What challenges are we facing in meeting our 2025-2026 SIP goal target?**

#### **Staffing Stability and Capacity**

- Teacher vacancies or turnover—especially in tested grades—can disrupt instructional continuity and delay implementation of core strategies.

- Limited availability of instructional support staff may affect the consistency of coaching, intervention delivery, and MTSS implementation.

#### **Targeted Literacy Instruction**

- Despite gains, challenges remain in delivering effective small-group reading instruction that meets the diverse needs of students, particularly in foundational literacy skills.

- Teachers may need additional support in using data to plan and differentiate reading instruction.

#### **Time for Professional Learning and Collaboration**

- Balancing instructional time with the need for ongoing PD, coaching, and PLCs can be difficult within the constraints of the school day.

- Ensuring protected time for data analysis, instructional planning, and feedback cycles is essential but often impacted by scheduling demands.

**June 2025:**

**What successes did you experience related to this indicator in meeting your goals this year?**

Money has been allocated for staff to support students. We used funds for BMT and tutor position. (Aligns to D1.02 and CMS Guardrail 1)

**What challenges are we facing in meeting our 2024-2025 SIP goal target?**

We were not able to hire a tutoring but did host and after school tutoring program for 6 weeks. (Aligns to D1.02 and CMS Guardrail 1)

**What opportunities exist to address these challenges in the 2025-2026 school year.**

An opportunity for the upcoming year will be to provide families with additional instructional resources to support learning at home. (Aligns to D1.02 and CMS Guardrail 1)

**SY2023-2024**

**The SIP goal that aligns to this indicator is: The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 51.0% on the Fall 2021 Panorama Screener (in Grades 3-5) to 59.0% in SY2022-23 and 50.0% in SY2023-24.**

**Pinewood developed clear structuring and managing organizational resources that lead to measurable and consistent student outcomes across all sub groups. Tailored support was provided through a multi-tiered system of support for learners at all levels addressing a strong core instructional program while providing appropriate interventions at the supplemental and intensive level. ML, EC and Extensions programs will continue to monitor impact on student outcomes and**

make instructional adjustments that will target learner needs. Success was determined by EOY results showing increases in GLP and CCR across all subgroups. Pinewood GLP increased by 8.8 pts and CCR 6.6 pts on the school composite. Math gains showed 10.2 pt increase in GLP and Science was 27.4 pt increase from 22-23. Challenges remain around targeted reading instruction. Opportunities remain in reflecting on small group literacy instruction in order to meet the individual needs of Pinewood students.

*How it will look when fully met:*

**September 2025:**

When fully met, this objective will reflect clear structuring and management of organizational resources that lead to measurable and consistent student outcomes across all subgroups. Tailored support will be provided through a multi-tiered system of support for learners at all levels, addressing a strong core instructional program while delivering appropriate interventions at the supplemental and intensive levels. The ML, EC, and Extensions programs will continue to monitor the impact on student outcomes and make instructional adjustments that target learner needs.

A process for evaluating the effectiveness of aligned resource allocation, including funding decisions, will be established to inform planning and decision-making for the following school year.

These processes, when fully implemented, will directly support the achievement of our 2025–2026 academic goals.

**2025–2026 Academic Goals** (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

**Reading (K–2)**

- Increase the percentage of students scoring at or above benchmark on K–3 DIBELS assessments from 56.3% in SY 2024–25 to 65% in SY 2025–26.

**Reading (Grades 3–5)**

- Increase the percentage of students scoring Grade Level Proficient (GLP) on Reading End-of-Grade (EOG) assessments from 29.9% in SY 2024–25 to 37% in SY 2025–26.

Alison Vovchuk

06/30/2026

- Increase the percentage of students scoring College and Career Ready (CCR) on Reading EOG assessments from 18.1% to 26%.

- Ensure 100% of students exceed growth expectations as measured by EVAAS.

**Math (Grades 3–5)**

- Increase the percentage of students scoring GLP on Math EOG assessments from 45.1% in SY 2024–25 to 55% in SY 2025–26.

- Increase the percentage of students scoring CCR on Math EOG assessments from 18.1% to 28.1%.

- Ensure 100% of students exceed growth expectations as measured by EVAAS.2024-2025

**2024-2025**

When objective is fully met there will be clear structuring and managing organizational resources that lead to measurable and consistent student outcomes across all sub groups. Tailored support will be provided through a multi tiered system of support for learners at all levels addressing a strong core instructional program while providing appropriate interventions at the supplemental and intensive level. ML, EC and Extensions programs will continue to monitor impact on student outcomes and make instructional adjustments that will target learner needs.

[2023-2024 CNA](#)

SIP Needs Assessment Information

**Actions**

**0 of 1 (0%)**

<p>9/27/23</p>	<p>During the 2025–2026 school year, Pinewood Elementary continues to address identified resource inequities, particularly in staffing highly qualified personnel within the Exceptional Children (EC) program. To mitigate this challenge, the school is leveraging professional development opportunities and partnering with district leadership to strengthen EC programming and instructional capacity.</p> <p>A Reading Specialist has been funded through position exchanges to support MTSS implementation and provide targeted literacy interventions for students in grades K–5 who are significantly below grade level. This role is critical in addressing foundational skill gaps and ensuring students receive differentiated support aligned to their needs.</p> <p>2025–2026 Academic Goals  K–3 Literacy (DIBELS): Increase the percentage of students scoring at or above benchmark from 56.3% in SY 2024–25 to 65% in SY 2025–26.</p> <p>Grades 3–5 EOG Proficiency: Demonstrate overall grade-level proficiency of 37% or more in reading and 55% or more in math.</p> <p>College and Career Readiness (CCR): Increase CCR in literacy from 18.1% to 26%, and in math from 18.1% to 28.1%.</p> <p>Growth Measures: All students will exceed growth expectations as measured by EVAAS.</p>		<p>Natashia Pegram</p>	<p>06/30/2026</p>
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Notes: 2025-2026

Utilized \$53,423.53 to purchase teacher allotment for 1st grade position to support with K-2 foundational skills and hiring high quality teachers.

2024-2025

Link to CNA:

[https://drive.google.com/file/d/18itUq26GmHsV37Nqu5lbdfbyqQfYzSAR/view?usp=drive\\_link](https://drive.google.com/file/d/18itUq26GmHsV37Nqu5lbdfbyqQfYzSAR/view?usp=drive_link)

Utilize \$5,000 of Title I Budget for Heart Tutoring to support student foundational math development 1st-5th grade.

Reading Teacher to support MTSS for students in K-5 who are significantly below grade level.

Students in K-2 will have 53.5% or greater of students will be proficient in literacy by the end of the 2024-2025 school year as determined by DIBELS results.

Demonstrate overall grade level proficiency of 47.5% or more of students in 3rd-5th grade as measured by the 2024-2025 EOG assessments.

CCR in literacy for 3-5 students will increase to 22% or more by 2024-2025 school year as measured by EOG assessments.

We will Exceed growth designation as measured by DIBELS, EOG assessments and EVAAS results.

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

June 2025

Teachers were more aware of tiered instruction but we need to continue to work on ensuring that the core is strong enough so not as many interventions are needed. Utilization of QTEL strategies and PACE resources were utilized to support our Multilingual Learners (MLs). According to ACCESS results, 60% of students in grades 1–5 met growth target, an increase of 16.8% from last year and 13.9% of students exited the program an increase of 6.3% from last year. Continued practices will support tiered within the classroom and as these achievement levels increase less interventions will be needed because the core is meeting the need. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

What successes did you experience related to this indicator in meeting your goals this year?

Teachers developed a stronger understanding of the tiered intervention system. They consistently conducted progress monitoring and participated in monthly leadership and data meetings within PLCs to review student progress. Branching Minds was effectively utilized to store and analyze student data. Additionally, teaching assistants received training to deliver targeted interventions.

What challenges are we facing in meeting our 2024-2025 SIP goal target?

Staffing to support interventions and large numbers of students performing below grade and challenging to serve them all in the suggested group size.

What opportunities exist to address these challenges in the 2025-2026 school year.

We will continue to strengthen core instruction in academics, attendance, and behavior to enhance overall academic outcomes. A deeper analysis of progress monitoring data will be conducted regularly to inform and adjust instruction accordingly.

2024-2025

According to EOG data, the percentage of Kindergarten through 2nd

Limited Development  
08/10/2024

grade students scoring at or above benchmark as measured by DIBELS early literacy assessment in June of 2023-2024 is 43.5%. The percent of students scoring College and Career Ready (CCR) on EOG reading assessments in 3rd-5th grade was 14.8%. The percentage of students scoring College and Career Ready (CCR) on EOG science in 3rd-5th grade was 45.2%.

Some of the successes that we experienced during the 2023-2024 school year were

Standard aligned curriculum was provided by district along with a variety of resources to support teaching.

A review of MVPA data three times within the year was used to reflect EOGs and make a plan on supporting student progress.

Branching Minds platform was utilized to support progress.

OTSS tutoring supported students that were in need of additional support.

Our Bridge tutoring also supported students that were showing deficits in literacy and math.

Some challenges that we facing to meet our 2024-2025 targets are the implementation of progress monitoring for students that are in need.

Chronic absenteeism for our greatest need students, ensuring consistent small group sessions are occurring with TA groups.

Some of the opportunities that exist that could address these challenges could be to

Split the class so that the TA does not have to cover classes and can continue with small groups.

Ensure that families understand the academic impact that absenteeism has on student success and find resources to meet their needs in order to help decrease their absenteeism.

Consistently support teachers in planning and monitoring student progress in Branching Minds in order to support growth. Celebrate the teachers when student growth is seen to encourage consistency.

<p><b>How it will look when fully met:</b></p>	<p><b>2025-2026</b></p> <p>When fully met PLC will be a collaborative where 100% of teachers are using standards, data and engaging instructional strategy methods to guide instructional implementation.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 60.0% in SY 2024-2025 to 66% in SY 2025-2026. 100% of students will Exceed Growth on ELA benchmark assessments.</p> <p>The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessment will increase from 18.2 % in SY 2023-2024 to 26% in SY 2025-2026.100% of students will Exceed Growth on ELA EOG assessment.</p> <p>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.</p> <p><b>2024-2025</b></p> <p>When fully met PLC will be a collaborative where 100% of teachers are using standards, data and engaging instructional strategy methods to guide instructional implementation.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 43.5% in SY 2023-2024 to 53.5% in SY 2024-2025.</p> <p>The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 14.8% in SY 2023-2024 to 22% in SY 2024-2025.</p>		<p><b>Natashia Pegram</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>1 of 5 (20%)</b></p>		
	<p>9/22/24 Based on Fam-S 3 academic achievements will be recognized for students through weekly/biweekly classroom goal personalized tracking and rewarding systems with school news recognitions. We will also host quarterly awards celebrations with parent participation to acknowledge and celebrate academic success.</p>		<p>Family Involvement Task Force</p>	<p>06/10/2026</p>
<p>Notes:</p>				

9/10/24	<p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 60 % in SY 2024-2025 to 66% in SY 2025-2026.</p> <p>The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 18.1 % in SY 2024-2025 to 26% in SY 2025-2026.</p>	Complete 06/25/2025	Hines (MCL1) and Taylor	06/25/2026
<p><i>Notes:</i> MCL 1 was hired to support grade levels K-2. She will serve a caseload of teachers on her grade level to support instructional practices through walkthroughs and coaching.</p> <p>Teacher Leader (Taylor) and EIT 2 will support students' progress in 5th grade science and math.</p>				
8/10/24	<p>Professional development sessions will be held quarterly for teachers to unpack standards, review data and effective instructional strategy planning. These sessions will be led by the facilitators and teams that have EIT staff. Data analysis will support the framework for these planning sessions (A2.04), (B1.03),(B.2.03).</p>		Natashia Pegram	06/30/2026
<p><i>Notes:</i> Budget Utilize \$8,664.10 of Title I budget for professional development cost for subs for quarterly planning sessions for teachers to unpack standards, review data and effective instructional strategy planning (A2.04), (B1.03)(B.2.03).</p> <p>Utilized 10,000 for Heart math tutoring to support math foundation skills for K-2 and 3-5 students. (A2.04)</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 60 % in SY 2024-2025 to 66% in SY 2025-2026.</p> <p>The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 18.1 % in SY 2024-2025 to 26% in SY 2025-2026.</p> <p>Grant Funding: MCL 1 was hired to support grade levels K-2. She will serve a caseload of teachers on her grade level to support instructional practices through walkthroughs and coaching. Utilize \$11,000 for MCL1 hire.</p> <p>EIT 2 will support students progress in 5th grade science and math.</p>				

8/13/24	Data meetings will be held biweekly with teachers reporting and discussing collected data trends and developing plans to meet student needs (A2.04).		Hines (MCL1) and Taylor	06/30/2026
<i>Notes:</i> EIT teachers ( 5th) can take the lead for grade-level weekly planning meetings. Reviewing data with teams and supporting student growth and progress toward mastery in science and math.				
8/20/24	Utilize \$8,664.10 of Title funds for professional development cost for subs for quarterly planning sessions for teachers to unpack standards, review data and effective instructional strategy planning (A2.04), (B1.03)(B.2.03).  The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 60 % in SY 2024-2025 to 66% in SY 2025-2026.  The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 18.1 % in SY 2024-2025 to 26% in SY 2025-2026.		Hines (MCL1) and Taylor	06/30/2026
<i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 60 % in SY 2024-2025 to 66% in SY 2025-2026.  The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 18.1 % in SY 2024-2025 to 26% in SY 2025-2026.  Grant Funding: MCL 1 was hired to support grade levels K-2. She will serve a caseload of teachers on her grade level to support instructional practices through walkthroughs and coaching.  EIT 2 will support students progress in 5th grade.				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			June 2025  Staff members who attended QTEL training sessions over the summer	Limited Development 08/10/2024		

led professional development for K–5 teachers and support staff. To support implementation, learning walks were conducted in classrooms to observe practices, gather insights, and reflect on strategies that promote a supportive learning environment for our Multilingual Learners (MLs). Staff also attended school-based clinics that they were developed based on walkthrough data. (Aligns to A2.04 and B3.03 and CMS Goal 2)

What successes did you experience related to this indicator in meeting your goals this year?

PLC meetings were focused on instructional standards and pacing. Teams were able to increase in their understanding of data and how to use the data to support instructional shifts in the classroom.

What challenges are we facing in meeting our 2024-2025 SIP goal target?

Additional time and staffing could were areas of challenge. Second and fifth grade teaching positions were vacant until 2nd quarter.

Adjusting master schedule as a result of teacher vacancies.

What opportunities exist to address these challenges in the 2025-2026 school year. Additional time and staffing could be allocated in the future to enhance instructional support and better meet the diverse needs of students. (Aligns to A2.04 and B3.03 and CMS Goal 2)

2024-2025

According to EOG data, the percentage of Kindergarten through 2nd grade students scoring at or above benchmark as measured by DIBELS early literacy assessment in June of 2023-2024 is 43.5%. The percent of students scoring College and Career Ready (CCR) on EOG reading assessments in 3rd-5th grade was 14.8%. The percentage of students scoring College and Career Ready (CCR) on EOG science in 3rd-5th grade was 45.2%.

Successes experienced during the 2023-2024 school year:

Pinewood Exceeded growth and increased a letter grade.

The Initial district support provided was useful and helpful within the intial stages of the year.

Ongoing ML professional development led by our ML team and ML

district support provided teachers with tools they needed to support the ML learners.

ML and EC teachers pushing inot planning to become more aligned in the instruction. This is still a work in progress.

Teacher assistants also began supporting small groups and we were being strategic about their use of academic supports when they were not having to cover classrooms.

The use of MVPA data three times a year with clear projections for toward EOG and how to plan forward was useful in planning for upper grades.

Standard aligned curriculum provided by District

Relay training received to support with coaching teachers was a great tool of support.

Challenges:

We continue to develop how we support with meeting the needs of ML learners and meeting the needs of students who continue to be significantly below grade level.

Ensure the best use of teacher assistants to support with small groups without having to use them as subs.

Staffing high needs areas (fifth grade, EC pre-k, EC TA).

Opportunities that exisit that could address these challenges:

Split classes for the day and continue to have teacher assistant cover their small groups unless multiple teachers are absent.

Provide professional development for teachers around ML supports so that all teachers are equipped to service our growing ML population. Send more staff to the QTEL training.

Monitor and review BOY, MOY benchmark data and have discussions and set targeted goals around EC and black student sub groups in order to increase proficiency and growth.

Utilize the staff that we have to ensure that all students needs are met.

<p><b>How it will look when fully met:</b></p>	<p>When this goal is fully met collaborative structures in PLCs (led by MCL1) will be clear, purposeful and will provide teachers with the tools, resources and supports needed to implement standard aligned, rigorous instructional content in the classroom. Classroom walkthroughs will show 100% of planning implementation of core curriculum with teacher having internalized lesson and having full understanding of the standards being taught with supportive structures to support all learners (Hattie, QTEL, ML strategy implementation).</p> <p>Overall increase in composite performance of students performing at or above grade level from 37.5% to 47.5% SY 2024-2025.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in ELA as measured by DIBELS will increase from 43.5% in SY 2023-2024 to 53.5% in SY 2024-2025.</p> <p>The percent of College and Career Ready (CCR) students scoring at or above benchmark in ELA as measured by End of Grade assessments will increase from 14.8% in SY 2023-2024 to 22% in SY 2024-2025.</p>		<p>Courtney Hines</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>1 of 4 (25%)</b></p>		
<p>8/10/24</p>	<p>Weekly planning sessions will be led by facilitators (MCL1) to discuss standards and effective instructional strategy implementation for EL and new Illustrative math curriculum.</p>		<p>Courtney Hines (MCL1) and Kennedy Taylor</p>	<p>06/30/2026</p>
<p><i>Notes:</i> MCL 1 was hired to support grade levels K-2. She will serve a caseload of teachers on her grade level to support instructional practices through walkthroughs and coaching.</p>				
<p>9/19/24</p>	<p>Quarterly planning sessions will be provided to support grade level unpacking standard, planning using core curriculum and data analysis. Budget \$10,000 of Title I funds will be used for funding substitutes to cover planning days for teachers to plan three times per quarter for the 2024-2025 school year.</p>		<p>Hines (MCL1) and Taylor</p>	<p>06/30/2026</p>
<p><i>Notes:</i> MCL 1 was hired to support grade levels K-2. She will serve a caseload of teachers on her grade level to support instructional practices through walkthroughs and coaching and leading quarterly planning sessions.</p>				

9/22/24 Based on the Fam-S report (item 29) consistent core academic practices with the new math curriculum will be implemented with fidelity according to the curriculum math commitments. Consistent walkthroughs of implementation of lessons will be completed with feedback and coaching for teachers to support development within the curriculum.

Hines (MCL1) and Taylor

06/30/2026

*Notes:*

<p>3/10/25</p>	<p>2025-2026</p> <p>We will utilize approx \$5616.91 of Title I funds to purchase instructional supplies to support daily, whole-group instruction and small-group instruction to support student learning and to improve student proficiency.</p> <p>Amazon-\$1200  Rochester- \$ 2,880.90 ?  Agendas-  Extended Employment (Tutoring set aside funding)- \$5,747.00</p> <p>2024-2025</p> <p>We will utilize approx \$12,000 of Title I funds to purchase instructional supplies to support daily, whole-group instruction and small-group instruction to support student learning and to improve student proficiency.</p> <p>Title I Budget for Instructional Supplies:  IMSE Instructional supplies- \$755  Resources for Reading-instructional supplies-\$TBD  Pioneer Instructional Supplies \$520  Kurtz-instructional supplies- \$TBD  Early Childhood/Discount Supply-instructional supplies-\$2135.76  Lakeshore Instructional Supplies \$4100  Bender Burkot- \$7,159.31  Kurtz- \$283.00  Early Childhood- Aprox. \$2200.00  Rochester- \$ 2,880.90  Amazon- \$548.70  School databooks-Approx. \$2,407.00  Paper from Warehouse Title-Approx. \$4,000  Tutoring stipends - Apprx. \$5400.27  TLP Stipend (April/May) \$4262.00  Lakeshore (supplies) -Approx. \$5215.82  AGC-\$3,023.82  BT-\$4,588.47  Extended Employment-\$3,942.30</p>	<p>Complete 06/30/2025</p>	<p>Natashia Pegram</p>	<p>06/30/2026</p>
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Notes: The percent of students scoring GLP, EC student subgroup, comprehensive reading and math EOG assessments in grades 3-5 and will exceed growth. EIT2 will be supporting 5th grade to support student mastery and growth in science and math.

The percent of students scoring at or above on K-3 DIBELS assessments will increase from 56.3% in SY 2024-25 to 65% in SY2025-26.(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Current percentage of OSS within our black student population is 48%.  
The target goal is 31.4%.

Successes that were experienced during the 2023-2024 school year included:

All teachers and staff were trained in Capturing Kid's Heart and year 1 of implementation was done with fidelity.

Monthly meetings will be held for teachers to discuss the plan for morning meetings and student social and emotional well being.

Behavior Assemblies were held and paw tickets were given as rewards to classes and individual students.

Caring school and Capturing Kids Hearts walkthrough were conducted and feedback provided to strengthen both programs

School news lessons on the character trait of the month was led school wide to support how students earn their paws,

Counselors met with families of students that were chronically absent to support school attendance.

Grade levels led EXCEL activities during staff meetings to strengthen the staff community building.

Heart Champions conducted walkthroughs for morning meetings

Challenges:

Low participation for Panorama in all grades

Coverage for Heart champions to conduct more morning meeting walkthroughs

Chronic attendance

New staff need Capturing Kids Heart training

Some opportunities that exist that could address these challenges would be:

Utilize our community partnerships Our Bridge to support parent/home partnerships.

Limited Development  
08/09/2024

Ensure all new staff are trained in Capturing Kids Heart

Work with counselors to develop a plan to have more educational sessions with parents and support school/home plans for families.

**How it will look when fully met:**

When fully implemented there will be a decrease in student within our black student OSS suspension rate from 48% to 31.4 percent in SY2024-25. There will be an increase in overall student attendance.

All teachers that have been trained on Capturing Kid's Heart Training will be trained this year. Those that completed the training last year will go through a refresher professional development throughout the year. Monthly meetings will be held for teachers to discuss the social and emotional well being of students and develop a plan with counselors and social worker to support student development in this area. Strategies will be developed, tracked and revisited to discuss the effectiveness of implementation.

[Attendance Plan](#)

**Johnita Harris**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

8/9/24 Based on Fam-S (Item 30) Monthly meetings will be held to discuss, track and review strategies assigned to celebrate and develop support plans for reoccurring behaviors.

Shasta Staten

06/30/2026

*Notes:* Meetings will be held with grade level teams on a monthly rotational basis.

8/9/24 Community Agency will be offered onsite to provide additional support to meet student needs in on a consistent basis. The agency will work with families and provided services multiple times per week based on student need.

Shasta Staten

06/30/2026

*Notes:* This is based on a referral basis and parent given consent.

9/22/24 Based on Fam-S (item 31) A schoolwide implementation of Capturing Kids Heart will be continued as the core social emotional support resource. All staff will be trained and evidence of full implmentation will be visible within all classrooms. Monthly walkthroughs will be conducted by members of the SEL task force throughout the year to guide professional development and support.

Task Force Team

06/30/2026

*Notes:*

9/22/24	Based on the attendance plan for the 2025-2026 school year. The counseling staff will recognize classrooms with 100% attendance as achieved throughout the year. Individual students will be recongized quarterly with 95% attendance or greater.		Shasta Staten and Johnita Harris	06/30/2026
<i>Notes:</i> Attendance plan uploaded in documents folder.				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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	KEY	E1.06	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>	<p>June 2025</p> <p>According to our parent data for various events there was 6 out of 10 events held this year that had over 100 families in attendance. Some of the highly attended events were winter and spring concerts, math and literacy night, art night and muffins and a grown up. The total number of participants for all events attended excluding awards ceremony was 1,052 families. That shows that we are continuing to strengthen school and community partnerships. This is an area we want to continue to develop to be more specified to students academic growth through home support. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>What successes did you experience related to this indicator in meeting your goals this year?</p> <p>Math Curriculum Night was both helpful and supportive for families. Most events have seen strong attendance, and students have enjoyed participating. These events also provide valuable opportunities for students to practice and reinforce their skills.</p> <p>What challenges are we facing in meeting our 2024-2025 SIP goal target?</p> <p>Having parents come after school has presented some challenges, so offering early morning events may be a more effective option to increase participation. Parents have expressed difficulties with the content and expressed a desire to meet with their children’s teachers</p>	Limited Development 08/09/2024		
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to better understand how to support learning, particularly for Kindergarten through third grade. They are interested in reviewing grade-level topics and would benefit from seeing examples of texts, word problems, and strategies for solving them. To further support families, a Parent University could be established to introduce the content materials through presentations and instructional videos.

What opportunities exist to address these challenges in the 2025-2026 school year. Multiple time options will be offered for various events, including morning, during the school day, and after school, to accommodate different schedules. Student-led conferences will be implemented using trackers to monitor progress. Interpreters will be provided to support families with diverse language needs. Additionally, a parent advocate will attend all parent events to offer assistance and ensure effective communication. Parent University established to introduce grade level content for each quarter. Invite parents into classroom/small groups settings to see instruction in action. Ensure homework is aligned to focus standards.

2024-2025

According to EOG data, 24% of Black/Hispanic third grade students are College and Career Ready. The target for the 2023-2024 school year was not met by a deficit of -26%. However we did show an increase of 11% from the 2022-2023 school year ( +6.1% for Black students and +6.7% for Hispanic students). Pinewood Exceeded growth for the 2023-2024 school year.

This school year there was increased family and community engagement through event participation throughout the school year.

Having a bilingual parent advocate is a necessity for our school. Communication was sent out through our parent advocate with use of parent square and connect ed ensuring that all families were informed of upcoming events in English and Spanish.

Parents and community members support events such as literacy and math nights, art show case, musical events, social emotional wellness night, awards quarterly events, valentine's day dance, project panther, field day, back to school events, curriculum night and Title I meetings and Monthly SIT and PTO meetings.

The community partnerships supported teachers through providing lunches, notes, and donations for the students.

Challenge in family engagement and communication is:

Parent attendance during curriculum night and getting the information to families at the beginning of the year outside of meet the teacher.

The other challenge is the increase of MCV families and ensuring that they also receive the information.

The opportunities to enhance family engagement and communication at the school is to:

Continue to provide several means of communication through getting parents connected to parent square so that they are getting the messages (social media, newsletters etc.).

Sending out a survey to ask parents about meeting times, topics and ideas for events in order to increase attendance and participation.

Continue to promote the PTO and SIT teams in order to increase involvement.

<p><b>How it will look when fully met:</b></p>	<p>Full implementation of this goal will involve consistent and clear communication between parent/guardians around school behavioral, academic, attendance and parental involvement expectations. There will be a strong parent and school partnership that will ignite parents to want to become more engaged and active in school events and activities on a consistent basis. This increased engagement will also impact student outcomes (ie. attendance, learning outcomes, behavior etc.). When full implementation is in effect Students in K-2 will have 53.5% or greater of students will be proficient in literacy by the end of the 2024-2025 school year as determined by DIBELS results.</p> <p>Demonstrate overall grade level proficiency of 47.5% or more of students in 3rd-5th grade as measured by the 2024-2025 EOG assessments.</p> <p>CCR in literacy for 3-5 students will increase to 22% or more by 2024-2025 school year as measured by EOG assessments.</p> <p>We will Exceed Growth designation as measured by DIBELS, EOG assessments.</p> <p>2024-2025 Attendance Plan</p>		<p>Natashia Pegram</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>8/9/24</p>	<p>Parent messages through parent square communicating upcoming events and/or important messaging from the school that families need to know. (E1.06).</p>		<p>Sarah Barnett</p>	<p>06/30/2026</p>

*Notes:* Budget  
 \$3,000 will be used for supplies and materials to support parent engagement communication (E1.06).

Students in K-2 will have 53.5% or greater of students will be proficient in literacy by the end of the 2024-2025 school year as determined by DIBELS results.

Demonstrate overall grade level proficiency of 47.5% or more of students in 3rd-5th grade as measured by the 2024-2025 EOG assessments.

CCR in literacy for 3-5 students will increase to 22% or more by 2024-2025 school year as measured by EOG assessments.

We will Exceed growth designation as measured by DIBELS, EOG assessments and EVAAS results.

8/9/24	<p>Based on Fam-S (Item 3) Ongoing shared experiences through varied social media platforms celebrating student successes to better strengthened the home to school partnership to increase academic school/home support.</p> <p>The goal is to increase our parent engagement from beginning of the year of 100 parents to 350 participants. We also want to increase our SIT and PTA board participation throughout the year and through strengthening the communication this will get families excited and want to participate more.</p>		Sarah Barnett	06/30/2026
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*Notes:*

8/9/24	<p>Grade level monthly newsletters go home to keep parents informed of academic targets, assessments, achievements, upcoming events, etc. Newsletters will be sent through parent square.</p>		Grade Level Teachers	06/30/2026
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*Notes:*

We will continue this goal through 2025-2026 school year.

8/20/24

Utilize \$3,000 of Title I funds for supplies and materials (ie. math at home manipulatives \$500, take home books literacy night \$1000 and donations, science est. \$500 at home materials to support academic engagement and communication (E1.06).

Students in K-2 will have 53.5% or greater of students will be proficient in literacy by the end of the 2024-2025 school year as determined by DIBELS results.

Demonstrate overall grade level proficiency of 47.5% or more of students in 3rd-5th grade as measured by the 2024-2025 EOG assessments.

CCR in literacy for 3-5 students will increase to 22% or more by 2024-2025 school year as measured by EOG assessments.

We will Exceed Growth designation as measured by DIBELS, EOG assessments and EVAAS results.

Sara Barnette

06/30/2026

Notes: