

## Comprehensive Progress Report

**Mission:**

McAlpine Elementary is a student-centered school community that believes our students can achieve and grow to be lifelong learners. We partner with families and the community to enhance academic excellence through a culture where decisions are rooted in data and every student demonstrates continuous growth through individualized, rigorous, and engaging learning experiences.

**Vision:**

At McAlpine Elementary, students are motivated, empowered, and prepared to positively impact their future and the world.

**Goals:**

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. ALIGN TO: A2.01

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN 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. ALIGN TO: A4.06

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 49.6% in SY2024-25 to 54% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of all Kindergarten through 3rd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 83.9% in SY2024-25 to 86% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The number of OSS will decrease from 5 Incidents in SY 2024-25 to 3 Incidents in SY 2025-26. (Aligns to A4.06 and CMS Guardrail 2)

McAlpine Elementary School will retain 90% of its highly effective classroom teachers throughout the 25-26 school year. (Aligns to B3.03 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 76% in SY 2024-25 to 80% in SY 2025-26. (Aligns to A4.01, B3.03 and CMS Guardrail 1)

The percent of chronic absenteeism will decrease from 12.3% in the 24-25 school year to 11% in the 25-26 school year. (Aligns to A4.06 and CMS Guardrail 3)

We will increase our student with disabilities subgroup performance grade from a F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Guardrail 1)



Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Actions Implemented</p> <p>Observation schedule has been created and used to track completion of evaluations and PDPs. (Goals 1-2, Guardrails 1 and 4)</p> <p>Creation of a walkthrough tool has allowed us to collect data and provide teachers with consistent feedback on the following areas: arrival and morning meeting, expectations and routines, small group, whole group, and student-teacher interactions. (All Goals, FAM-S 29, 30 -31)</p> <p>A coaching framework and cadence was created that outlines clear roles, responsibilities and expectations for coaches and staff. All staff were assigned a coach and received feedback monthly, bi-weekly, or weekly in alignment with school priorities. (Goals 1-2, Guardrail 1 and 4)</p> <p>Walkthrough data is discussed by the administrative team as the first talking point in administrative meetings to identify trends in teacher performance and determine next steps. (Goals 1-2, Guardrails 1 and 4)</p> <p>Discovery Walks were provided for teachers to visit effective teaching practices throughout our building.</p> <p>Assessment:</p> <p>As of May 2025, intentional coaching cycles were implemented. These coaching cycles include walkthroughs, co-teaching, 1:1 meeting, goal setting, modeling, and follow up. Coaching cycles were adjusted throughout the year based on trends in data. We believe that our implementation of intentional coaching cycles has produced positive outcomes for students through individualized teacher development. Our administrative team monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers. We prioritize discussing walkthrough data trends in our admin meetings as the first action item in our meetings each week.</p> <p>As of May 2025, our retention rate is 93.5%. We lost 2 teachers to moving out of the state, 1 to having a baby and 1 to a transfer within CMS.</p> <p>100% of comprehensive and abbreviated observations have been completed and post conferences are being conducted to meet every deadline.</p> <p>Challenges:</p> <p>As of May 2025, the challenge we are facing is consistency in conducting walkthroughs and providing that feedback.</p>	Limited Development 07/10/2024		

Opportunities that Exist:  
 As of May 2025, the opportunities that exist to address these challenges for the 25-26 school year will be to continue to refine the coaching cycles with all staff.  
 We will also focus on refining our walkthrough schedule to support all staff.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

When this objective is fully met, intentional coaching cycles will be implemented. These coaching cycles may include walkthroughs, co-teaching, 1:1 meeting, goal setting, modeling, and follow up. Coaching cycles will be adjusted throughout the year based on trends in data. We believe that implementing intentional coaching cycles will produce positive outcomes for students through individualized teacher development.

Our administrative team will monitor curriculum and classroom instruction regularly and provide timely, clear, and constructive feedback to teachers. We will prioritize discussing walkthrough data trends in our admin meetings as the first action item in our meetings each week.

We will increase to a 90% retention rate for effective staff and teachers.

100% of comprehensive and abbreviated observations will be completed and post conferences will be conducted to meet every deadline.

**Kristen McGuirk**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

8/23/24 Create a walkthrough tool that will allow us to collect data and provide teachers with consistent feedback on the following areas: arrival and morning meeting, expectations and routines, small group, whole group, and student-teacher interactions. (All Goals, FAM-S 29, 30-31)

Kristen McGuirk

09/30/2025

Notes:

7/30/24 Observation schedule will be created and used to track completion of evaluations and PDPs. (Goals 1-2, Guardrails 1 and 4)

Kristen McGuirk

01/01/2026

Notes: Observation schedule was created and shared by the principal on 8/7/24

7/30/24	Walkthrough data will be discussed by the administrative team as the first talking point in administrative meetings to identify trends in teacher performance and determine next steps. (Goals 1-2, Guardrails 1 and 4)		Kristen McGuirk	06/30/2026
<p><i>Notes:</i> We discuss walk-through trends and data during our administrative meetings once a week. This allowed us to tailor coaching plans as needed throughout the year.</p>				
8/23/24	Establish a coaching framework and cadence that outlines clear roles, responsibilities and expectations for coaches and staff. All staff will be assigned a coach and receive feedback monthly, bi-weekly, or weekly in alignment with school priorities. (Goals 1-2, Guardrail 1 and 4)		Kristen McGuirk	06/30/2026
<p><i>Notes:</i> Intentional coaching cycles will be implemented with fidelity. All instructional staff will positively benefit from coaching and feedback. All instructional staff will be supported in their growth with varying levels of non-evaluative coaching to reach their individual goals. Coaching cycles will be adjusted throughout the year based on trends and data. The instructional staff is identified for varying levels of coaching based on evaluation data, student performance data, and walkthrough trends. Implementing intentional coaching cycles will produce positive outcomes for students through individualized teacher development.</p>				
<b>Implementation:</b>			06/23/2025	
<b>Evidence</b>	<p>6/23/2025          6/23/2025--Intentional coaching cycles have be implemented with fidelity. All instructional staff positively benefited from coaching and feedback. All instructional staff was supported in their growth with varying levels of non-evaluative coaching to reach their individual goals. Coaching cycles were adjusted throughout the year based on trends and data. The instructional staff was identified for varying levels of coaching based on evaluation data, student performance data, and walkthrough trends. Implementing intentional coaching cycles produced positive outcomes for students through individualized teacher development.</p>			
<b>Experience</b>	<p>6/23/2025          6/23/2025--We have worked very hard on creating a coaching culture within our school. Our MCLs did an excellent job in creating a non-evaluative environment for the teachers on their individual caseloads.</p>			

<b>Sustainability</b>		6/23/2025 6/23/2025--The continued work that is necessary to sustain our efforts and to continue to meet this objective will be to reevaluating staff based on new hires and trends from data from the previous year to determine coaching cycles.			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Actions Implemented</p> <p>Within the 2024-25 school year, our school identified time as a resource inequity. Our school has mitigated this inequity by reviewing the master schedule and increasing access for students with disabilities to core grade-level instruction. (Goal 2, Guardrail 1)</p> <p>Assessment:</p> <p>As of May 2025, McAlpine has implemented a strong schedule using evidence-based teaching strategies and has seen growth and achievement of our students with disabilities increasing, based on DIBELS progress monitoring data, MVPA and iReady data in reading and math.</p> <p>Challenges:</p> <p>As of May 2025, the challenge we are facing is fine-tuning scheduling for our students with disabilities. We still find that some of our scheduled times interrupt core instruction and will continue to examine how we can create opportunities for students to engage in 100% of core instruction.</p> <p>Opportunities that Exist:</p> <p>As of May 2025, the opportunities that exist to address these challenges for the 25-26 school year are scheduling refinements to support all students in accessing strong core and supplemental instruction.</p>	Limited Development 09/11/2024		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	We will have fully met this indicator when we have implemented the identified evidence based strategies and are seeing the growth and achievement of our students with disabilities increasing. We will no longer be identified as a TSI school and our subgroup grade will be a D or higher.			<b>Kristen McGuirk</b>	<b>10/01/2026</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
9/11/24	Within the 2025-26 school year, our school identified time as an resource inequity. Our school plans to mitigate this inequity by reviewing the master schedule and increasing access for students with disabilities to core grade level instruction. (Goal 2, Guardrail 1)			Kristen McGuirk	06/30/2026
	Notes: ATSI Self-Assessment Artifact: <a href="https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing">https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing</a>				
<b>Implementation:</b>			06/23/2025		
<b>Evidence</b>	6/23/2025 6/23/2025--Our master schedule was shared at the beginning of the school year and implemented throughout the duration of the 24-25 school year.  ATSI Self-Assessment Artifact: <a href="https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing">https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing</a>				
<b>Experience</b>	6/23/2025 6/23/2025--We completely restructured our master schedule and planning. This was a bit of a learning curve for our staff, as we operated on a 6 day rotation with 90 minute plannings every morning to maximize instructional time with students.				
<b>Sustainability</b>	6/23/2025 6/23/2025--After feedback via survey from the staff, we will be moving to a 5 day rotation next year versus the 6 day rotation. This will allow for more consistency for staff and students in regard to the planning aspect.				

**Core Function:** Domain 3: Instructional Transformation  
**Effective Practice:** Practice 3A: Diagnose and respond to student learning needs

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Actions Implemented</p> <p>An MTSS leadership team was established consisting of administration, MCLs, an MTSS interventionist, ML teacher, school psychologist, and a counselor. This team will meet monthly based on district guidelines. This leadership team will focus on data trends, and make decisions at the total school level. (Goals 1-2, Guardrail 1, FAM-S 3)</p> <p>Magic Monday meetings have been implemented and rotate through a focus on the core, students on tiered plans, attendance/behavior. Attendees will include grade-level teams, MTSS interventionist, MCL, AIG, ML, and EC teachers when appropriate. Facilitating these conversations and looking at data trends have positively impacted student growth toward meeting our SIP goals. (All Goals)</p> <p>Assessment:</p> <p>As of May 2025, data is inconclusive regarding EVAAS growth for our overall school index. Achievement levels in GLP and CCR for Reading, Math, and Science appear to be trending upward based on MVPA and iReady EOY data.</p> <p>Magic Mondays and data dives continue to be implemented with support from our MCLs, EITs, Interventionist, and the (SIDI) team. Magic Mondays have rotated through a focus on students who are currently on academic plans, students not on any academic plan (core), students displaying attendance and/or behavioral concerns, and small groups</p> <p>Flexible grouping will be implemented effectively where all teachers utilize a personalized approach</p> <p>Coaching cycles have been intentional and teachers collaborate with their coach to discuss strategies for meeting the individual needs of each learner.</p> <p>Strong PLC structures are in place maintaining a focus on instructional planning as opposed to business and coming prepared with high level questions and equity of voice.</p> <p>MTSS Leadership Team was created and meets on a monthly basis to</p>	Limited Development 07/10/2024		

review data, discuss student progress and make recommendations and determinations for next steps. This team consists of Principal, Assistant Principal, MCLs, counselors, interventionist, and psychologist.

Challenges:

As of May 2025, the challenge we are facing is revamping the master schedule to move to a 5 day rotation schedule as opposed to a 6 day rotation to increase frequency of Magic Monday meetings.

Opportunities that Exist:

As of May 2025, the opportunities that exist to address these challenges for the 25-26 school year will be to implement training for teachers to utilize and focus on iReady data.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

When fully met McAlpine Elementary school will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index. Achievement levels in GLP and CCR for Reading, Math, and Science will continue to grow each year. Magic Mondays and data dives will continue with support from our MCLs, EITs, Interventionist, and the DUSI team. Magic Mondays will rotate through a focus on students who are currently on academic plans, students not on any academic plan (core), students displaying attendance and/or behavioral concerns, and MultiLingual learners (MLs). Flexible grouping will be implemented effectively where all teachers utilize a personalized approach. Coaching cycles will be intentional and teachers will collaborate with their coach to discuss strategies for meeting the individual needs of each learner. Strong PLC structures will be in place maintaining a focus on instructional planning as opposed to business and coming prepared with high level questions and equity of voice.

**Kristen McGuirk**

**06/30/2026**

**Actions**

**4 of 5 (80%)**

8/23/24	An MTSS leadership team will be established consisting of administration, MCLs, an MTSS interventionist, ML teacher, school psychologist, and a counselor. This team will meet monthly based on district guidelines. This leadership team will focus on data trends, and make decisions at the total school level. (Goals 1-2, Guardrail 1, FAM-S 3)	Complete 10/30/2024	Kristen McGuirk	01/01/2026
<i>Notes:</i>				
8/5/24	Magic Monday meetings will be implemented and rotate through a focus on the core, students on tiered plans, attendance/behavior. Attendees will include grade-level teams, MTSS interventionist, MCL, AIG, ML, and EC teachers when appropriate. Facilitating these conversations and looking at data trends will positively impact student growth toward meeting our SIP goals. (All Goals)	Complete 06/10/2025	Anne Broz	06/30/2026
<i>Notes:</i> Magic Monday Meetings will rotate through a focus on students at the core, students on plans, attendance/behavior.				
9/11/24	Within the 2025-2026 school year, our ATSI school will implement increased collaborative planning time for EC teachers to and general education teachers to discuss grade level standards, curriculum, and specific strategies, scaffolds and amplifications to increase access and therefore the overall performance of students with disabilities. MCLs will collaborate with EC teachers for coteaching support. (Goal 2, Guardrail 1)	Complete 06/10/2025	Kristen McGuirk	06/30/2026
<i>Notes:</i> This will continue to be an area of focus. We are working to restructure our plannings to incorporate our EC teachers more and providing the time for them to collaborate with the general education teachers.  Artifact: ATSI School Annual Resource Allocation Review Self-Assessment <a href="https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing">https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing</a>				
11/19/24	Q2: EITs will lead half day data analysis sessions for each literacy, math and 5th science PLC in which teachers will identify individual student needs. (Goals 1-2, Guardrail 1)	Complete 06/10/2025	Kristen McGuirk	06/30/2026
<i>Notes:</i> EITs and MCLs participated in quarterly data dives to review student data and trends.				

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.		Alexis Newberry	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/23/2025		
<b>Evidence</b>	<p>6/23/2025 6/23/2025--We moved to an inclusive model for EC students in grades 3-5. This allowed the students to have access to the standard course of study, while also receiving their EC services.</p> <p>ATSI Self Assessment Artifact: <a href="https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing">https://docs.google.com/document/d/1eViVryFXSkOnWctewyx2mLftwA0Ba_jS7PGV1jpXhRA/edit?usp=sharing</a></p>			
<b>Experience</b>	<p>6/23/2025 6/23/2025--We moved to an inclusive model in grades 3-5 this school year for EC students. This was a bit of a shift. One of the challenges we ran into was the time for EC teachers and general education teachers to collaborate on standards and upcoming lessons.</p>			
<b>Sustainability</b>	<p>6/23/2025 6/23/2025--Although our data shows that SWD decreased by 3.6% (GLP) and increased by 2.9% (CCR), this will be an area of focus for us next year. We are working to restructure our plannings to incorporate our EC teachers more and providing the time for them to collaborate with the general education teachers.</p>			

<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>

**Initial Assessment:**

**Actions Implemented**

Developed a PLC Expectation Guide (SOAR Beliefs) that outlines non-negotiables for PLC pre-work, during the meeting collaboration, and after the meeting next steps. (Goals 1-2, Guardrail 1, FAM-S 29)

Established and implemented a new planning process that ensures PLCs are preparing to deliver instruction by diving deeper into standard alignment, identified look fors for student mastery, and analyzing student work. PLCs will have time built into their 90-minute planning block to review data and plan intentional groups based on student needs.(Goals 1-2, Guardrail 1, FAM-S 29)

Established and provided PD around academic monitoring practices to ensure students are receiving consistent and quality feedback on independent work ( Goals 1-2, Guardrail 1)

Established and implemented differentiation and small group expectations by block (ALL Block, Skills Block, Eagle Time, Math workshop) including the data source, permissible resources, defined the what, when, and schedule for teacher-directed group options for K-2 and 3-5 literacy and math and 5th science. (Goals 1-2, Guardrail 1)

PLCs engaged in quarterly half-day data dives to disaggregate benchmark and universal screener data. PLCs developed an action plan to respond to student data through small group instruction. (Goals 1-2, Guardrail 1)

Teachers and Support Staff participated in 1:1 Data Meetings at MOY with the Principal.

**Opportunities that Exist:**

As of August 2025, the opportunities that exist to address these challenges for the 25-26 school year are ensuring that we continue to have meaningful PD that target areas of need, strengthening teachers' capacity on differentiation and feedback. This year, PD was provided but needs to continue to monitor the delivery of our new initiatives for the 25-26 school year.

Limited Development  
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>When fully met, PLCs will be functioning at the highest level. Teachers will have a 90 minute protected planning time each week and an additional 50 minute planning session together as needed on top of their protected planning time each day. Teachers will engage in collaborative discussion related to specific student data that allows them to incorporate FLEX grouping. The FLEX grouping allows the teachers to provide students with intentional/targeted lessons. Support staff (ML, TD, EC) will be provided time to join a portion of weekly PLC meetings and collaborate with teachers. The ML teacher will push into classrooms to deliver instruction alongside classroom teachers, teacher assistants will serve in an instructional capacity and work with small groups, and quarterly data dives will occur in addition to Magic Monday meetings.</p>			<b>Holly Wall</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
8/23/24	Develop a PLC Expectation Guide that outlines PLC pre-work, during the meeting collaboration, and after the meeting next steps. (Goals 1-2, Guardrail 1, FAM-S 29)			Holly Wall	09/30/2025
<i>Notes:</i>					
8/5/24	Continue to implement strong planning processes that ensure PLCs are prepared to deliver instruction by diving deeper into standard alignment, identifying look fors for student mastery, and analyzing student work. PLCs will have time built into their 90-minute planning block to review data and plan intentional groups based on student needs.(Goals 1-2, Guardrail 1, FAM-S 29)			Anne Broz	10/30/2025

*Notes:* 90-minute PLC meetings will be effectively implemented and led by EITs. Attendees will include grade level teams, appropriate MCL, AIG, ML, and EC teachers when appropriate, and administration. Administration will ensure that PLC times are protected, and occur during designated times.

Strong PLC structures will be in place where EITs are leading PLC meetings, teachers share equity of voice, an agenda is utilized, and teachers are coming prepared with high-level questions. The administration developed a PLC Expectations guide that outlines non-negotiables, focus of conversation, and processes for looking at student work/data.

8/23/24 Establish and implement differentiation and small group expectations by block (ALL Block, Skills Block, Eagle Time, Math workshop) including the data source, permissible resources, define the what, when, and schedule for teacher directed group options for K-2 and 3-5 literacy and math and 5th science. (Goals 1-2, Guardrail 1)

Anne Broz

01/01/2026

*Notes:*

9/24/25 Teachers will utilize required CMS curriculum and ESPAC provisioned resources to engage all students in daily standards-aligned grade level instruction providing all students access to grade level content. Teachers will also provide real time feedback and make necessary adjustments to lessons based on student responses. Teachers will employ questions and tasks to accurately address the analytical thinking required by grade level standards.

Alexis Newberry

06/01/2026

*Notes:*

8/5/24 PLCs will engage in quarterly full day data dives to disaggregate benchmark and universal screener data. PLCs will develop an action plan to respond to student data through small group instruction. (Goals 1-2, Guardrail 1)

Alexis Newberry

06/01/2026

*Notes:*

11/19/24 Q2: Establish and provide differentiated PD tracks along with schoolwide PD for all staff that targets academic monitoring/feedback, high level questioning and access to core grade level instruction. (Goals 1-2, Guardrail 1)

Kristen McGuirk

06/01/2026

*Notes:*

9/24/25	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. ALIGN TO: A2.01		Kristen McGuirk	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/02/2025		
<b>Evidence</b>	6/2/2025  Data dive slides 1:1 data meeting sheets Teacher reflection sheets from data dives			
<b>Experience</b>	6/2/2025 PLCs function at the highest level with 90 minutes of protected planning time plus additional 50 minutes per day. Support staff is included in this planning and in instructional capacities. PLC reset occurred at the mid year mark and TLP PLC were provided with a level of autonomy to meet the specific needs of their PLCs. PD was provided within grade level PLCS around academic monitoring and tools were provided to teachers to support this. Quarterly data dives and one on one meetings were held with the principal as well as teacher/student data conferences.			
<b>Sustainability</b>	6/2/2025  We will continue to support this objective moving into the 25-26 school year with the same goals.			

<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>
<b>Initial Assessment:</b>		Actions Implemented:  Morning meetings have been a focus and we are monitoring implementation by classroom teachers. (Guardrail 2-3, FAM-S 30-31)  Counselors work with classroom teachers to provide SEL lessons to	Limited Development 07/10/2024		

students at least once per month in every classroom. (Guardrail 2)

Counselors and Social Worker collaborate with administration to discuss attendance concerns , schedule parent meetings, and conduct home visits as part of the SSPLC in alignment with our school attendance plan. (Guardrail 3)

Teachers use the McAlpine SOAR behavior Matrix as a basis for their meetings while implementing the Caring Schools curriculum to support varying classroom needs. (Guardrail 2-3, FAM-S 30-31)

#### Assessment:

As of May 2025, students' emotional states appear to be consistently positive, managing their emotions has been focused on, and we have arranged for support and interventions when necessary.

Counselors, Social Worker, and Administration continue to work collaboratively to combat chronic absenteeism through parent phone calls, attendance meetings and contracts, home visits, etc. Counselors have been assigned specific grade levels (Counselor 1: K, 2, 4 & Counselor 2: 1, 3, 5) and loop with them each year for consistency. They lead classroom lessons focusing on SEL and collaborate with classroom teachers on strategies to support individualized needs.

As a school, we continue to explore alternatives to suspension, ensuring that our students are in school and consequences are appropriately assigned and restorative in nature.

Each day, the majority of our teachers begin with a morning meeting to build a sense of classroom community and set students up for a successful day.

#### Challenges:

As of May 2025, the challenge we are facing is that not 100% of our classroom teachers are implementing/leading effective morning meetings.

#### Opportunities that Exist:

As of May 2025, the opportunity that exists to address this challenge for the 25-26 school year is to have all our staff trained in Capturing Kids' Hearts prior to the start of the 25-26 school year.

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>When fully met, McAlpine Elementary School will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Counselors, Social Worker, and Administration work collaboratively to combat chronic absenteeism through parent phone calls, attendance meetings and contracts, home visits, etc. Counselors will be assigned specific grade levels (Counselor 1: K, 2, 4 &amp; Counselor 2: 1, 3, 5) and loop with them each year for consistency. They will lead classroom lessons focusing on SEL and collaborate with classroom teachers on strategies to support individualized needs. As a school, we will continue to explore alternatives to suspension, ensuring that our students are in school and consequences are appropriately assigned and restorative in nature. Each day, teachers will begin with a morning meeting to build a sense of classroom community and set students up for a successful day.</p>			<b>Holly Wall</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
8/5/24	<p>Morning meetings will be implemented daily by classroom teachers using Capturing Kids' Hearts curriculum. (Guardrail 2-3, FAM-S 30-31)</p>			Holly Wall	06/30/2026
	<p><i>Notes:</i> There was a walk-through schedule created to ensure that teachers was conducting morning meetings each day.</p>				
8/5/24	<p>Counselors will work with classroom teachers to provide SEL lessons to students at least once per month in every classroom. (Guardrail 2)</p>			Holly Wall	06/30/2026
	<p><i>Notes:</i> Counselors collaborated with teachers and sent out surveys to grade level teams to determine what topics were applicable during their lessons throughout the year.</p>				
8/5/24	<p>Counselors and Social Worker will collaborate with administration to discuss attendance concerns , schedule parent meetings, and conduct home visits as part of the SSPLC in alignment with our school attendance plan. (Guardrail 3)</p> <p>Link for McAlpine Attendance Plan:  <a href="https://docs.google.com/document/d/1yjXiYXaeH8RgzW1bkV554O3UiR0LF-2oVvawWsOtmpk/edit">https://docs.google.com/document/d/1yjXiYXaeH8RgzW1bkV554O3UiR0LF-2oVvawWsOtmpk/edit</a></p>			Holly Wall	06/30/2026
	<p><i>Notes:</i></p>				

8/23/24	Teachers will use the McAlpine SOAR behavior Matrix as a basis for their meetings while implementing the Capturing Kids' Hearts curriculum to support varying classroom needs. (Guardrail 2-3, FAM-S 30-31)		Holly Wall	06/30/2026
<i>Notes:</i> Teachers used the SOAR behavior Matrix throughout the year. Every Friday, we celebrate students who were seen demonstrating SOAR behavior. This year, we will be implementing the Capturing Kids' Hearts Curriculum for our SEL curriculum.				
9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06		Holly Wall	06/30/2026
<i>Notes:</i>				
9/24/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06		Kristen McGuirk	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/23/2025		
<b>Evidence</b>	6/23/2025 6/23/2025--Our discipline data decreased from 140 incidents (23-24 school year) to 33 incidents (24-25). Our OSS incidents increased from 2 to 5; however, 80% of the incidents were an isolated situation.			
<b>Experience</b>	6/23/2025 6/23/2025--Our staff did an excellent job in enforcing our SOAR behavior Matrix throughout the year.			
<b>Sustainability</b>	6/23/2025 6/23/2025--We will be diving into Capturing Kids Hearts next year. This curriculum and professional development will enhance our teacher's ability to address student behavioral, social, and emotional needs.			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>Actions Implemented:</p> <p>Interpreters assisted with all events hosted for families and students at McAlpine. This has allowed families previously unable to engage with the school due to language barriers an opportunity to get a more in-depth understanding and explanation of school expectations. (All goals)</p> <p>ParentSquare is used as the primary source of communication between home and school, and its translation feature is beneficial to these students' families . (All Goals)</p> <p>A Family Newsletter is sent out each week with important updates for the week ahead through Parent Square. This allows families to stay connected and reach out for support as needed. (All Goals)</p> <p>Family engagement events (ML Open House, All About McAlpine Night, AIG Night, EOG Night, etc.) were scheduled and hosted at McAlpine. Families were able to engage with the school to get a more in-depth understanding and explanation of school expectations. (All Goals)</p> <p>Assessment:</p> <p>As of May 2025, McAlpine has a comprehensive communication system in place that supports families and strengthens the partnership between home and school. ParentSquare is used to send out a weekly family newsletter, teacher communication, and individual messages. Family events have been hosted such as ML Open House, All About McAlpine Night; upcoming events include EOG Night, and AIG Night. Our families interact with activities in stations for literacy, math, technology, and SEL with their students. Interpreters are onsite during these events to assist with translation for families and staff are stationed throughout the building to lead activities throughout the school.</p> <p>Challenges:</p> <p>As of May 2025, the challenge we are facing is reaching all of our ML families. Often our events are attended lightly by the families that would most benefit from school engagement.</p>	<p>Limited Development 07/10/2024</p>		

Opportunities that Exist:

As of May 2025, the opportunities that exist to address these challenges for the 25-26 school year are:

scheduling events for our ML families that will create increased attendance

reaching out to our ML families to offer additional support

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

When fully met, McAlpine Elementary School will have a comprehensive communication system in place that supports families and strengthens the partnership between home and school. ParentSquare will be used to send out a weekly family newsletter, teacher communication, and individual messages. Family events will be hosted such as All About McAlpine Night and EOG/AIG Night. Our families interact with activities in stations for literacy, math, technology, and SEL with their students. Interpreters will be onsite to assist with translation for families and staff will be stationed throughout the building to lead activities throughout the school.

**Kristen McGuirk**

**06/30/2026**

**Actions**

**0 of 4 (0%)**

8/5/24 Interpreters will be requested to assist with open house at McAlpine. This will allow families who have previously been unable to engage with the school due to language barriers an opportunity to get a more in-depth understanding and explanation of school expectations. (All goals)

Kristen McGuirk

08/22/2025

Notes:

8/5/24 ParentSquare will be used as the primary source of communication between home and school. Due to Parent Square being translatable, this feature will allow families who have previously been unable to engage with the school due to language barriers an opportunity to get a more in-depth understanding and explanation of school expectations. (All Goals)

Kristen McGuirk

06/30/2026

Notes:

8/5/24	A Family Newsletter will be sent out each week with important updates for the week ahead through Parent Square. This will allow families to stay connected and reach out for support as needed. (All Goals)		Kristen McGuirk	06/30/2026
<i>Notes:</i>				
8/5/24	Family engagement events (All About McAlpine Night, EOG/AIG Night, etc.) will be scheduled and hosted at McAlpine. This will allow families who have previously been unable to engage with the school due to language barriers an opportunity to get a more in-depth understanding and explanation of school expectations. (All Goals)		Holly Wall	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/23/2025		
<b>Evidence</b>	6/23/2025 6/23/2025--Family engagement events (ML Open House, All About McAlpine Night, TD Night, EOG Night, etc.) was scheduled and hosted at McAlpine throughout the school year. This allowed families who have previously been unable to engage with the school due to language barriers an opportunity to get a more in-depth understanding and explanation of school expectations. (All Goals)			
<b>Experience</b>	6/23/2025 6/23/2025--We have gotten positive feedback from families in regards to communication and partnering together for student success.			
<b>Sustainability</b>	6/23/2025 6/23/2025--We will continue to offer the All About McAlpine Night, Open House, newsletters, ParentSquare, and interpreters.			