

Comprehensive Progress Report

Mission:

Our mission is to foster high academic achievement and the growth of creative and critical thinkers, lifelong learners, involved citizens, and 21st-century problem solvers by providing a nurturing, challenging, and innovative LI/TD magnet program that engages gifted and talented students, their families, and the community.

Vision:

All Irwin Academic Center students will be on a career and college ready path before entering third grade. At Irwin Academic Center, our vision is to be a beacon of educational excellence in the education of gifted and talented students. We strive to create an environment where every student is inspired to reach their highest potential. We aim to develop self-motivated learners, quality producers, innovative thinkers, community contributors, and compassionate leaders who celebrate and respect diverse traditions and perspectives.

Goals:

- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 85.9% in SY2024-25 to 89.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 60.8% in SY2024-25 to 64.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The percent of OSS/ISS incidents will decrease from 1.6 % in SY 2024-2025 to 0.8% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- The percent of Chronic Absenteeism will decrease from 4.1% in SY2024-25 to 2.8% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
- The school will retain 85% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
- The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 59.3% in SY2024-25 to 62.7% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)
- The percent of students scoring Grade Level Proficient (GLP), (SWD), on (Reading) End of Grade assessments in grades 3-5 will increase from 29.8 % in SY2024-25 to 34.1% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

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>				Limited Development		

June 2025:

08/08/2024

We are making progress toward full alignment with Wise Ways through consistent classroom walkthroughs, coaching logs, feedback tracking, and differentiated coaching based on real-time student data.

Successes and Challenges: Systematic walkthroughs were conducted using Core Action tools. Coaching logs were kept and reviewed during leadership meetings. Google Sheets captured ongoing feedback and teacher progress. Instructional caseloads were tiered, and self-surveys helped personalize coaching. Peer walkthroughs and feedback follow-ups were embedded in coaching cycles. AP and MCLs held weekly check-ins with the principal. Weekly coaching meetings were also held between the principal and instructional leaders to align goals, review coaching data, and strategize next steps.

Timely feedback was impacted by the wide MCL span across K–5. Some feedback loops were not consistently closed. The Master Teacher will support K–2, allowing MCLs to focus on upper grades and improve follow-up.

Data (Preliminary):

Reading (3–5): GLP increased by 11.4 percentage points from 64.8% to 76.2; CCR increased by 11.8 percentage points from 49.0% to 60.8

Math (3–5): GLP increased by 11.5 percentage points from 68.4% to 79.9; CCR increased by 10.3 percentage points from 49.0% to 59.3

African American (3–5): Reading GLP increased by 12.4 points (53.3% to 65.7); CCR increased by 13.9 points (34.2% to 48.1)

TD/AIG (3–5): Reading GLP increased by 7.9 points (92.1% to 100); CCR increased by 5.7 points (83.3% to 89.0); Math GLP increased by 3.8 points (94.0% to 97.8); CCR increased by 7.8 points (84.5% to 92.3)

Efforts Leading to Gains: Walkthroughs, coaching logs, self-assessments, Core Action alignment, leadership collaboration, and weekly coaching meetings with the principal contributed to instructional improvements and data gains.

As of June 2024, we have made some progress towards meeting this goal.

Our Success consisted of our ILT team performing daily walkthroughs in all grades and provided immediate feedback through Irwin's

walkthrough form. Formal observations were completed as scheduled, with one one-on-one post-conferences providing feedback. Principal, Assistant, and Literacy Specialists all worked together to provide a consistent support system in grade 3 literacy. Assessment data was analyzed during planning and one-on-one teacher conferences to ensure alignment with the most critical standards and mastery for all students. Debriefing sessions were held bi-weekly with the Literacy Specialist to update us on strengths and areas in need for each grade, focusing on grade 3 literacy. Our literacy specialist conducted weekly coaching and modeling sessions for the third-grade literacy teacher. During weekly ILT meetings, walkthrough observations were discussed, and weekly schedules and focus areas were discussed and implemented.

As of June 2024, the challenges we are facing in meeting our 23-24 SIP goal targets aligned to the indicator is not having the time for adequate one-on-one teacher conferences with the administrative team. This will be a primary focus during the 24-25 school year as we will have EITs and MCLs in place to assist with additional tasks that quickly occupy our time.

An Area of opportunity will be developing observation and feedback calibration sessions around the core action walkthroughs to begin at the beginning of school. The Leadership will schedule and conduct a strategic planning session at the beginning of the school year to prioritize initiatives and ensure walkthroughs are a top priority. Develop a clear and structured walkthrough schedule that aligns with the strategic goals of the school. Ensure that the leadership team has designated time and resources to conduct and follow up on walkthroughs consistently throughout the year.

We will implement the Teacher Leader Pathway model and leverage Relay protocols to drive effective and impactful coaching sessions for our teachers and build teacher leadership capacity within our staff.

<p>How it will look when fully met:</p>	<p>Our school operates as a professional learning community where classroom visits, coaching, and actionable feedback are a central part of teacher development. Instructional leaders—including the principal, AP, MCLs, and Master Teacher—routinely visit classrooms to monitor instruction using calibrated walkthrough tools aligned to our instructional priorities. Feedback is delivered quickly and in a clear, growth-oriented manner.</p> <p>Coaching logs are maintained and used to track progress and inform future support. Teachers engage in reflective conversations and set goals based on their feedback, with follow-up observations ensuring consistency. Coaching is differentiated based on teacher and student needs and includes peer-to-peer modeling and observation opportunities.</p> <p>This culture of feedback and support is evident in coaching documentation, walkthrough trends, and teacher reflections. Growth in student data supports the effectiveness of our instructional monitoring systems, and teacher capacity is built through embedded coaching and aligned professional learning.</p>		<p>Barry White Jr</p>	<p>06/30/2027</p>
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Actions		0 of 2 (0%)		
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9/3/25	<p>The principal and instructional leadership teams will intentionally monitor the use of data driven small group instruction in All Block, Skills Block and Centers as well as academic monitoring during whole group instruction with embedded TD/rigorous instructional resources. (Fam-S 3, Fam-S 4, Fam-S 7, Goal 1, 2, 3)</p>		Barry White Jr	10/31/2025
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Notes:

8/9/24	<p>The principal and instructional leadership teams will intentionally monitor the use of instructional/ TD strategies and resources provided in planning during classroom walkthroughs in order to improve higher level learning for all students. (Fam-S 3, Fam-S 4, Fam-S 7, Goal 1, 2, 3)</p>		Lauren Dipiano	06/30/2026
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment: Limited Development

June 2025:

08/08/2024

We are making progress toward fully implementing a tiered instructional system as described in Wise Ways, using consistent progress monitoring and collaborative intervention planning.

Successes and Challenges: Branching Minds data showed a reduction in Tier 3 students and an increase in Tier 1, signaling growth from early intervention. MTSS meetings were conducted biweekly with high participation. MCLs supported intervention design, and Orton-Gillingham training was completed by 80% of K–2 teachers and 100% of Teacher Assistants. The MTSS team supported consistent data reviews.

Challenges included scheduling conflicts with EC, ML, and psychologist staff, and limited ongoing MTSS professional development. Staff also need additional training on MTSS protocols to strengthen implementation fidelity and confidence across all tiers of support. Additional MTSS training will be provided throughout the year to build capacity and consistency across all instructional teams.

Efforts Leading to Gains: Structured biweekly MTSS meetings, increased OG-trained staff, real-time student data analysis, and shared accountability in leadership meetings drove improvement.

As of June 2024, our MTSS process is being done with fidelity.

The Successes consisted of moving students from Tier 3 to Tier 2 and from Tier 2 to Tier 1. We have also had success identifying students who need intervention and more strategic support in math, reading, and SEL. The Tier Movement Report in Branching Minds shows a higher percentage of people moving from Tier 3 to Tier 2 rather than from Tier 1 or 2 up to Tier 3. The MTSS team participated in the FAMS with Dr. Anderson and rated our process mainly in the Operationalizing and Optimizing.

Areas of opportunities include student growth in some areas, as identified on the FAMS, that we will target for next year. An opportunity for Mind, etc., improvement is the parent communication documentation when moving a student from Tier 1 to Tier 2. Providing teachers with a documentation folder, including a checklist of items that must be checked off, can occur before considering moving

students to Tier

Challenges we encountered last year, were during MTSS meetings were held before school, 7:45-8:45. MTSS members often drove in their car and joined via Teams or still at home, which appeared unprofessional and even, at times, unengaged. This frequently was difficult for parents, as this is a time of getting students ready for the day and off to school. The decision to move MTSS from 12:00-1:00 was deemed a more professional setting, and parent attendance increased. We received positive feedback from MTSS members and parents.

Weekly MTSS meetings were held consistently, and 7 staff members are trained in the Orton-Gillingham intervention program, which is used to support literacy instruction for Tier 2 and Tier 3 students. Data from various assessments, including DIBELS, MAP, MVPA's and teacher observations, will be used to inform instructional decisions. The 3-5 Literacy Facilitator was added to the team, providing additional support for identifying and addressing student needs. The Master schedule has been designed to allow for implementation of effective MTSS interventions.

As of June 2023, the challenges we are facing are the restructuring of the MTSS Team to ensure highly effective, seamless MTSS Meetings, as well as continuing to delve into Branching Minds. Every K-2 teacher did not receive Orton-Gillingham training . We will move to in person MTSS meetings during the school day to ensure all members of the team are present and prepared for high quality discussions. A new data template will be created and utilized to allow all team members access to all relevant data for each child in discussion.

Admin will present the changes in the MTSS team structure and continue to be present at each MTSS meeting throughout the year. Adding the 3-5 Literacy Facilitator will allow for additional support with identifying and discussing student needs with regards to MTSS, as well as Branching Minds.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>Our school has implemented a responsive and intentional tiered instructional framework where all staff understand and deliver differentiated support aligned to student needs. Teachers plan instruction and interventions using data from universal screeners, formative assessments, and behavior screeners to ensure high-quality Tier I instruction is accessible for all students.</p> <p>Students who require additional support receive evidence-based interventions during protected intervention blocks. Tier II and Tier III interventions are aligned to student needs, progress-monitored, and adjusted as needed. Teachers meet in biweekly MTSS meetings that include support staff and administrators to evaluate student data and determine the best next steps for support.</p> <p>Schoolwide training ensures shared understanding of the MTSS framework, including the role of Tier I in driving outcomes. Coaches and leaders support implementation through walkthroughs, data reviews, and real-time feedback. Evidence includes meeting minutes, progress monitoring reports, MTSS documentation, and growth across all student groups.</p>		<p>Katrina Gordon</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/8/24 MTSS Team will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 1,2,3 Guardrail 1 and FAM-S 3)</p>		<p>Tamika Crocker</p>	<p>11/14/2025</p>
	<p><i>Notes:</i></p>			
	<p>9/3/25 Student service leads will collaborate with grade level teams to analyze student data after assessments to provide differentiated instruction to meet the needs of all students.</p>		<p>Amy Covian</p>	<p>06/30/2027</p>
	<p><i>Notes:</i></p>			
<p>Implementation:</p>		<p>05/29/2025</p>		
<p>Evidence</p>	<p>5/29/2025</p>			
<p>Experience</p>	<p>5/29/2025 Teachers were provided monthly professional development and provided information/guidance on registering for letrs training. Our MCL monitored registration and completion.</p>			

Sustainability	5/29/2025 Continuing to provide professional development and actively monitor Lets completion.			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

June 2025 – Preliminary Data

We are making great progress toward Wise Ways expectations by maintaining consistent PLC structures, vertically aligned planning, and data-informed instruction to support rigorous, standards-based instruction across all grade levels.

Successes and Challenges:

Instructional teams participated in protected 45- and 75-minute PLCs supported by MCLs, TD teacher, and administrators. Vertical PLCs and quarterly half-day data sessions allowed for cross-grade planning and unit internalization. 80% of K–2 teachers and 100% of teacher assistants completed Orton-Gillingham training, enhancing targeted literacy support. Instructional planning was aligned to assessment data and pacing.

Timely delivery of feedback was a challenge due to MCLs supporting grades K–5. For 2025–2026, the addition of a K–2 Master Teacher will alleviate this stretch, allowing MCLs to focus on upper grades and increasing the speed and consistency of feedback.

Opportunities were missed to consistently follow up on walkthrough feedback. The admin team will divide grade-level responsibilities more strategically to ensure tighter feedback cycles, stronger follow-through on instructional adjustments, and closed feedback loops.

Data (Preliminary):

K–2 DIBELS GLP increased by 11.6 percentage points from 74.3% BOY to 85.9% EOY.

3–5 Reading GLP increased by 11.4 percentage points from 64.8% in 2023–2024 to 76.2% in 2024–2025.

3–5 Math GLP increased by 11.5 percentage points from 68.4% in 2023–2024 to 79.9% in 2024–2025.

Efforts Leading to Gains:

Protected planning time, tiered coaching cycles, walkthrough feedback loops, and professional development focused on small group instruction best practices led to instructional improvements and stronger outcomes.

Limited Development
08/09/2024

As of June 2024, this goal is met.

The Successes consisted of successes to highlight are Grade Level PLCs run as scheduled on the Master Calendar, Literacy and Math facilitators, TD teacher, and Admin are present and engaged at each 75-minute PLC, and data walls were created and displayed current student data to elicit data-driven conversations. When making the Master Schedule for the summer of 2023 for the upcoming year, being creative to have 75-minute PLCs presented challenges. 3-5 PLCs began when students arrived, and Connect teachers provided coverage.

A challenge this upcoming school year will be with support and coverage. This previous year with K-2, TAs covered during recess and taught SS/Science block one day per week for K-2 to have the extended 75-minute PLC. In 3rd grade, OWL Time they occurred Mon-Thurs. After analyzing the most recent student data in PLC, groups were created, and students were given small-group instruction. TD teacher, Literacy and Math facilitator, 2 Guest Teachers were all involved in OWL each afternoon. Success- 3rd Grade BOG 38.7% EOG- 65%.

An area of opportunity will providing ongoing support and coaching by hiring TLP that will bring 4 EITs, MCL1 and MCL2. This will provide the opportunity for ongoing coaching and support! Percent of students scoring CCR (college and career ready) on reading end-of-grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029- EOG data is 26.2% for this cohort. This is an area for opportunities of focus and growth for the upcoming school year. MVPA Q3 4th grade math data decreased by 15 points from Q2. This creates an opportunity for growth as we will have our EIT2 and MCL2 (math) look closely at the pacing guide and make adjustments to weekly lesson plans to deliver instruction that covers all standards being tested.

<p>How it will look when fully met:</p>	<p>Our school consistently fosters a high-functioning, collaborative instructional environment that ensures every student receives standards-aligned instruction rooted in rigorous academic expectations. Grade-level and vertical PLCs are well-established, with protected time for data-driven planning that informs high-impact, scaffolded lessons. Instructional leaders model and coach best practices regularly and help ensure that lesson plans reflect the NC Standard Course of Study.</p> <p>Teachers use formative assessments and data protocols to plan meaningful, differentiated instruction that meets the needs of all learners. A common instructional language is embedded across grade levels, and unit plans include built-in checkpoints and formative assessments. Coaching and feedback cycles are routine, ensuring that lesson execution aligns with school wide expectations.</p> <p>Evidence of full implementation includes detailed unit plans, student work aligned to grade-level standards, walkthrough data, and coaching logs. Instructional planning and delivery are cohesive across classrooms, rooted in student needs, and continuously adjusted based on progress monitoring and reflective team discussions.</p>		<p>Barry White Jr</p>	<p>06/30/2027</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/9/24</p>	<p>Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students. (Goal 1)</p>		<p>Katrina Gordon</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>7/4/25</p>	<p>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.</p>		<p>Barry White Jr</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/3/25</p>	<p>AIG leads will implement curriculum compacting across all grade levels, ensuring that instruction is streamlined and data-driven, with a focus on delivering targeted, standards-aligned small group instruction that meets the needs of every student. (Goal 1, 2, and 3)</p>		<p>Lauren DiPiano</p>	<p>06/30/2027</p>
<p><i>Notes:</i></p>				

Effective Practice:			Practice 4C: Engage students and families in pursuing education goals	Implementation Status	Assigned To	Target Date
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)				
<i>Initial Assessment:</i>			June 2025	Limited Development 08/09/2024		
<p>We are making great progress by providing regular, structured, and instructional family communication with consistent school-wide engagement strategies.</p> <p>Successes and Challenges: The principal provided monthly newsletters, and weekly PTA updates were shared on ParentSquare. All teachers submitted monthly grade-level newsletters and weekly academic updates. Departments submitted monthly communication as well. The ILT hosted two Parent University sessions, a STEM Night in partnership with Discovery Place, and family-friendly assessment informational sessions. MTSS frequently communicated with families regarding intervention meetings and follow-ups.</p> <p>Communications occasionally lacked clarity or overwhelmed families with multiple children. The school will refine messaging and prioritize home strategies that are easy to implement.</p> <p>Efforts Leading to Gains: Clear communication expectations, a unified message structure, and ILT-led family engagement events ensured strong home-school connections.</p> <p>As of June 2024, we have consistently made progress towards this goal.</p> <p>Our success included Grades K-5 submit monthly newsletters to the admin team for review and approval before sending them home. The admin team-maintained data trackers to ensure that all grade levels submit these newsletters consistently. As of May 2024, 100% of grade levels have submitted monthly newsletters to Irwin families.</p> <p>ParentSquare is the district tool that is in place to communicate with families. Irwin utilized this platform before this school year. 99.5% of all families have accurate information in the system and have successfully received regular communication from teachers, grade levels, and administration. Irwin's PTA coordinates their weekly newsletter and submits it to families 100% of the time. Irwin's literacy and math</p>						

specialists have coordinated parent sessions on home involvement and how to support students and teachers. 80% of families participated in Quarter 1 parent conferences on Teams or in person.

As of June 2024, the challenge we face toward improving this goal is maintaining effective parent communication in quarters 3 and 4.

An area of opportunity will be for the MCLs for next school year will be responsible for following up with parent conferences throughout the year and assuring all students who are falling behind have parent conferences scheduled quarterly. Improvement also needs to be made in parent phone calls when a pattern of missing work is discovered. Assuming parents check PowerSchool and Canvas on their own, it needs to be fixed. Thus, we will add that to the planning agenda for the upcoming school year. The counselor will have an active role in meeting and regulating emotions while offering strategies and following up on progress.

How it will look when fully met:

Communication with families is proactive, intentional, and anchored in academic support. Every family consistently receives updates that include academic goals, student progress, and practical strategies to reinforce learning at home. Messaging is clear, consistent, and aligned across all grade levels and departments.

Events such as Curriculum Nights, academic workshops, and strategy sessions are embedded into the school year and reflect the needs and interests of the school community. Families feel well-informed and empowered to partner with the school. Communication is two-way and includes mechanisms such as surveys, virtual town halls, and family advisory groups.

Evidence of full implementation includes regular newsletters, family engagement data, parent feedback forms, and strong participation in learning-centered events. Communication is a key part of the school's culture, reinforcing a strong partnership between home and school in service of student success.

Barry White Jr

06/30/2026

Actions

0 of 2 (0%)

8/9/24	The principal and staff will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)		Barry White Jr	06/30/2026
<i>Notes:</i>				
8/9/24	The Family Engagement Action Team will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance and academic content to build partnerships with families toward achieving academic growth goals. (Goal 1, Goal 2, FAM-S 3)		Famata Haines	06/30/2026
<i>Notes:</i>				