

Comprehensive Progress Report

Mission:

We are committed to increasing student achievement by focusing on social, emotional, and academic learning that will build the foundation students need to succeed in middle and high school, and beyond.

Vision:

Together Everyone Achieves More.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26 . (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of lowest performing subgroup students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 14 in SY 2024-25 to 12 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 95% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to A1.07, A4.06 and CMS Guardrail 4)

Our attendance rate of 93.9% in June 2023 will increase to 95% in June 2029 (Aligns to C3.04 and CMS Guardrail 3)



! = 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
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<p>Initial Assessment:</p>	<p>A strength of Idlewild monitoring short and long term goals is that the Administration Team and ILT team conduct walkthroughs of classrooms on a collaborated tool outlining core tenants of instruction. 100% of staff members were paired with an instructional coach that follows a tiered approach. A challenge that the Idlewild team faced was inconsistency with walkthrough schedules and timely feedback. In order to overcome these challenges, the following action steps have been put into place:</p> <ul style="list-style-type: none"> • Onboarding of a new Assistant Principal • Restructuring of TLP allotments to add additional leadership opportunities such as mentoring, coaching and leading instructional PLC meetings. • Consistent meetings and support for the BTSP through Assistant Principal and EIT3 • Accountability check-ins for coaching during TLP meetings, ILT meetings as well as Administrative Team meetings • Digital coaching feedback form to streamline communication and provide feedback in the moment to the coachee, while also collecting trending data for Administration team 	<p>Limited Development 08/08/2024</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>Principal and School Leadership Team will develop a consistent schedule for conducting systematic walkthroughs of core instruction and providing teachers with timely feedback and action steps for implementation. Principal and School Leadership Team will commit to regularly meeting to review walkthrough data and assign coaching caseload based on trends and patterns in the data.</p>		<p>Trishi Stewart elected 6/11/23</p>	<p>05/29/2026</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>9/10/24</p>	<p>Walk through observational indicators for observation will be addressed quarterly based on walk through feedback and coaching plan feedback. In quarter one, we will focus on efficient use of instructional time through following the master schedule, use of district resources that match the curriculum resources along with resources provided by the ML, SWD and AIG department to meet the needs of all students, and the use of IES core behavior plan. Observational indicators will rotate almost biweekly to monitor fidelity to curriculum, instructional strategies, and student engagement.</p>		<p>Trishi Stewart elected 6/11/23</p>	<p>11/18/2025</p>
<p>Notes:</p>				

9/2/25	During informal and formal observations, look for evidence of alignment with ESPAC curriculum resources and strategies along with materials from ML, SWD and AIG departments are being used to challenge all learners. Ensure that 90% of instructional support (e.g., EC, ESL, interventionists) occurs within the general education classroom. We will monitor co-teaching and push-in practices during walkthroughs and provide feedback to both general and support educators. Specific look fors will continue to change as new PD, resources and needs based on data emerge.		Stewart/Hasan/Doerer	11/18/2025
<i>Notes:</i>				
8/8/24	Collect multiple data points on every classroom teacher in order to create a targeted tiered school coaching plan. Use walkthrough data to identify teacher support levels: Tier 1: Universal support through monthly coaching meetings, PLCs and PD. Tier 2: Targeted coaching cycles for teachers needing moderate support with biweekly support. Tier 3: Intensive, individualized coaching for teachers requiring significant growth or beginning teacher status. Principal will track coaching progress and adjust tiers as needed. Backbone of the plan will be to provide timely, clear, and actionable feedback through documentation. Expectations of all coaches will be to deliver feedback within 48 hours of each walkthrough using a standardized form that will include specific praise, growth areas, and next steps aligned to school goals and instructional frameworks. Principal will oversee and coach all coaches to ensure fidelity (FAM-S)	Complete 02/01/2025	Trishi Stewart elected 6/11/23	02/17/2026
<i>Notes:</i>				
Implementation:		09/02/2025		
Evidence	6/12/2025 Multiple data points have been collected this school year we will take the process to a new level to create a more targeted multi-tiered coaching plan			

Experience	6/12/2025 Collect multiple data points on every classroom teacher in order to create a targeted school coaching plan to determine their strengths and weakness with classroom management, curriculum implementation and student growth. Based on this a coaching plan was established where a partnership was determined based on their greatest need of coachee and strength of the coach. Partnership meet frequently to discuss strategies to address set goal, coach observed in classroom then followed up with next coaching step. This process continued throughout the year and progress shared during ILT meetings. 6/12/2025			
Sustainability	6/12/2025 We will continue very similar model next year, adding a few more coaches to the process with the addition of TLP staff members and work on a more streamline digital feedback form. 6/12/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2024-2025 MTSS System was robust in grades Kindergarten - 5th serving as a large success of the building as K-2 was a focus last year to catch up to 3rd-5th's success in 2023-2024. This year, Math and Literacy MCL's, which are part of the Teacher Leader Pathway program, will lead all grade-levels in compiling and analyzing student assessment data to identify trends and progress, or lack thereof, which would indicate the need for MTSS Interventions as an opportunity to overcome these challenges. We have a cohort of new teachers in K-2 who have limited to no training on MTSS and research-based interventions and implementation which served as a previous challenge. Therefore MCL's will provide Professional Learning to K-2 teachers to building their professional capacity in this area in an effort to overcome this previous barrier. In the 2024-2025 school year, 96% of Tier II interventions were implemented with fidelity in grades 3-5 while only 89% in K-2 according to the Branching Minds intervention usage report.	Limited Development 08/08/2024		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		During weekly PLC meetings, all teachers will analyze student data trends and determine which students require Tier 2 and Tier 3 interventions based on DIBELS and I-Ready data. Facilitators and PLC's will also analyze data to determine student progress on assigned interventions utilizing trackers to outline span of intervention provided. We will focus on Tier III interventions this year as 100% Tier III interventions were implemented with fidelity in grades 3-5 while only 74% in K-2 according to the Branching Minds intervention usage report.		Amanda Helms elected 6/11/23	06/08/2026
<i>Actions</i>			0 of 4 (0%)		
	8/8/24	MCL's will review Branching Minds monthly with each PLC to assess accountability of grade-level teachers data input for assigned students. (FAM-S)		Trishi Stewart elected 6/11/23	10/31/2025
<i>Notes:</i>					

9/17/25	MTSS data paired with formal assessment data (MVPA, I-Ready, Diebels) will be used to hold two data dives during the year where grade level teams will work together with MCL facilitators, AIG teachers, ML teachers and EC teachers focusing on providing support to these subgroups. These data dives will be used to reallocate flexible groups across the grade level to ensure that progression is being made throughout the year, and best practices and district resources are being utilized.		Abby Limaugé, Jessica Hayes, Amanda Helms	05/20/2026
<i>Notes:</i>				
9/3/24	The school will utilize \$119,500 Title 1 funds to purchase three Title 1 Tutors, who are retired CMS teachers. These tutors will provide small-group instruction and Tier 2 interventions to designated students, based on individual student needs.		Trishi Stewart elected 6/11/23	05/29/2026
<i>Notes:</i>				
8/8/24	Twice monthly, PLC planning will be dedicated to student data analyzation and MTSS Intervention need/progress review. Teachers will use detailed trackers to outline dates, area of need, research-based monitoring tool, duration and percentile to ensure consistency. MTSS team will address progress and reallocate interventions as needed. Time is built into teacher schedule with WIN time to address students areas of strengths and weaknesses based on common assessments and benchmark data.		Abby Limaugé, Jessica Hayes, Amanda Helms & Breann	06/08/2026
<i>Notes:</i>				
Implementation:		09/08/2025		
Evidence	6/5/2025			
Experience	6/5/2025			
Sustainability	6/5/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on 2024-2025 EVASS data, Idlewild Elementary (enter results when published). This was accomplished by Facilitator led planning which included unpacking of standards, pacing and creation of rigorous, engaging lessons which served as one of our successes. A challenge we foresee in the 25-26 school year challenge being that we have 17 beginning teachers on staff. Opportunities to overcome these challenges include grade-level facilitators will continue to lead PLC's, with an added day of planning to support small group instruction; additionally, Teacher Leader Pathways teachers will coach and mentor Beginning Teachers to build their capacity and professional knowledge.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		All assigned classroom teachers will implement the Illustrative math curriculum with fidelity to promote student achievement in Math. K-2 teachers will effectively teach Math and Literacy to their assigned homeroom of students with a focus on student mastery of grade-level standards in both subjects. CCR data trends alongside DIBELS data growth will determine if strides were made to provide instructional transformation by providing standards-aligned units of instruction for each subject and grade level while raising the bar on rigorous evidence-based instruction to increase CCR and above benchmark students.		Trishi Stewart elected 6/11/23	05/29/2026
<i>Actions</i>			8 of 15 (53%)		
	9/20/24	School will use \$25,000 of Title 1 funds to purchase supplies and materials to create resources for classroom instruction to ensure that students have access to rigorous, engaging activities to help them achieve mastery of grade-level standards.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>					
	3/11/25	Principal will purchase novel sets from Scholastic Books in the amount of 9400.52 to be used in small-group instruction. These novel sets will teach comprehension skills and provide opportunities for students to collaborate with their peers to discuss the assigned text.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>					
	3/25/25	Principal will purchase Heggerty curriculum for all 1st and 2nd grade teachers, in the amount of \$2061.77, to use during Skills Block instruction to differentiate based on individual student need.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025

<i>Notes:</i>				
3/27/25	The Principal will purchase supplies and materials to promote differentiation instruction across all grade levels which is aligned to grade-levels standards from Direct School Supplies in the amount of \$4996.67	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>				
3/27/25	Principal will purchase Math Counting Books from Barnes and Noble, in the amount of \$448.53, to support foundational Math Skills in Kindergarten and 1st grade.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>				
3/27/25	Principal and three members of the Instructional Leadership Team will attend the AAA Elevate Conference in June 2025 to attend professional development sessions offered for Pre-k to 2nd grade educators. The Elevate conference will include multiple sessions on all core academic strands (including reading, writing, math, science, & social studies), as well as administrative, SEL, school culture, classroom management, and culturally responsive teaching workshops. This team will bring the learned strategies back to the school to implement and increase GLP and CCR in grades K-2. The amount to attend this conference will be \$5840.52.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>				
9/3/24	School will use \$53,423 Title 1 funds for a 2nd grade teacher to reduce class size, so 2nd grade teachers will be able to focus more instructional time on small-group instruction.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i> Percentage of K-2 students scoring at or above Benchmark in early literacy, as measured by DIBELS, will increase from 56.9% in SY23-24 to 60.3% in SY24-25.				
9/3/24	School will utilize \$65,000 in Title 1 funds towards Summer Employment for Curriculum Development to ensure grade-level instruction is organized, standards-aligned, unpacked, rigorous, engaging and differentiated.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i> The school will retain 95% of licensed teachers throughout the 24-25 school year.				

9/2/25	ML/EC/AIG leads will attend PLC meetings for each grade level on the days dedicated to small group instruction to ensure that sharing PACE toolkit & other district created and aligned resources to scaffold learning in each subject area to support 90% inclusion model during Skills/All Block and Small Groups. These stakeholders will also attend 1/2 day data dive meetings quarterly to ensure that group fluidity within 6 week data cycles. (Goal 1, 2)		Trishi Stewart elected 6/11/23	11/18/2025
<p><i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.</p>				
9/11/24	Facilitators will lead assigned PLC's in the unpacking of standards, development of lesson pacing and creation of rigorous, engaging lesson plans across a three day schedule. PLC's will be organized by grade-level in K-2 and by grade-level and content area in 3-5. One day will be dedicated to data, one to whole group curriculum content and the third to small group instruction. Facilitators will conduct frequent walkthroughs of the areas they serve to ensure implementation with fidelity. Benchmark assessment data and student growth will be monitored to determine success and drive future professional development within PLC meetings.		Trishi Stewart elected 6/11/23	11/18/2025
<p><i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.</p>				

9/3/24	Principal will leverage Teacher Leader Pathway program, by utilizing 30,000 Title 1 funds for TLP differentials with no benefits, to recruit and retain teacher leaders who have supporting data that aligns with student achievement of grade-level standards. Teacher Leaders will share resources and serve as model teachers, lead PLC's and serve as the core Mentors for our Beginning Teacher Program.		Trishi Stewart elected 6/11/23	11/30/2025
<p><i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.</p>				
8/8/24	Principal will assign additional facilitators beyond coaching of two MCLs to grade-levels to ensure instruction is being planned effectively and rigorously and that curriculum is implemented with fidelity in all classrooms. (Goal 1,2)		Trishi Stewart elected 6/11/23	05/29/2026
<p><i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.</p>				
9/12/25	School will use \$19,500 of Title 1 funds to purchase supplies and materials to create resources for classroom instruction to ensure that students have access to rigorous, engaging activities to help them achieve mastery of grade-level standards and take students to the next level.		Trishi Stewart elected 6/11/23	06/10/2026

Notes: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.

The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.

9/12/25 School will utilize \$99,000 in Title 1 funds towards Summer Employment with benefits for Curriculum Development to ensure grade-level instruction is organized, standards-aligned, unpacked, rigorous, engaging and differentiated and preparation for the following school year to assist in teacher retention at 95% rate.

Trishi Stewart
elected 6/11/23

06/10/2026

Notes:

9/9/25 Duty-Free Instructional Planning Time for Teachers : The NC SBE's statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week.

Trishi Stewart
elected 6/11/23

06/30/2026

Notes:

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on student data for the 2023-2024 school year, student attendance rate rose to 93.9% in June 2023. Many successes have been had with the following additions: Master Schedule supports built in SEL time each day in all grade-levels. Grade Level Counselors lead small-groups based on SEL and attendance needs. School Admin and School Counselors track behavior and attendance data to determine trends and patterns for groups of or individual students. There is a MTSS system in place for student behavior. These are all strengths of our school concerning MTSS implementation and support structures. A challenge we have experienced is having a transient population which directly feed into our attendance rate and ultimately the students academic success. An additional challenge is the large caseload of behavior interventions through the MTSS process with the appropriate research-based interventions. Through Professional Learning for School Administrators and School Counselor, strategies will be shared with staff and implemented with the student body to further increase our attendance rate and reduce the amount of ISS/OSS for the 2025-2026 school year as an opportunity to overcome various challenges.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		When this objective is fully met: Grade Level Counselors will train school staff on strategies and interventions they can use in the classroom to support students SEL growth. Counselors will conduct multiple small-group sessions for students based on individual needs determined by core-behavior data analyzation. School Social Worker will conduct ARC meetings to increase student attendance rate to 95% for the 2025-2026 school year.		Trishi Stewart elected 6/11/23	05/29/2026
<i>Actions</i>			3 of 10 (30%)		
	2/21/25	School will purchase Social Emotional Supplies in the amount of \$4,437.30 for parents to use at home with their student(s). These SEL supplies will encourage parents to rotate through 10 stations to learn various emotional regulation strategies they can use at home. These strategies are utilized at school with students and it is goal to have parents reinforce them at home.	Complete 05/30/2025	Chad Pauley	05/30/2025

<i>Notes:</i>				
2/21/25	The school will purchase student planners in the amount of \$2,078.59 to empower K-5 students with the tools needed to establish habits that will guide them on a successful learning journey. These planners will establish character traits such as organization and self-accountability, which will foster strong emotional regulation.	Complete 05/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i>				
9/3/24	School Counselor and Assistant Principal will attend the National School Counseling and Leadership Conference to learn strategies to address social-emotional health, attendance and behavior deficits. Counselor and Assistant Principal will provide Professional Development to school staff how they can use the strategies in their classrooms. Behavior matrix data collection will be used to track needs and appropriate SEL lessons will be provided through PLC meetings.(Attendance Plan)	Complete 09/30/2025	Trishi Stewart elected 6/11/23	05/30/2025
<i>Notes:</i> The percentage of OSS/ISS incidents will decrease from 28 incidents in SY23-24 to 20 in SY24-25.				
Trainings will be provided to staff for implementation and walk throughs will be used to look for key implementation indicators to ensure that it is happening in classroom to directly benefit students. (Guardrail 3)				
8/8/24	Grade-level counselors will support classroom teachers in implementing a core-behavior plan that encourages students to make positive behavior choices and addresses appropriate grade-level SEL needs. (FAM-S 30 & FAM-S 31)		Erica Rascoe	11/30/2025
<i>Notes:</i>				
9/30/25	Utilize the Non-Athletic Stipend to compensate L. Hall for leading the Cross-Country team which is built around providing students a safe afterschool program where they can address SEL learning to build confidence alongside running.		Lacey Hall	12/16/2025
<i>Notes:</i> Stipend \$625				
The school will retain 95% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to A1.07, A4.06 and CMS Guardrail 4)				

8/8/24	Grade Level Counselors and School Administrators will stay abreast of current trends and strategies to effectively address positive student SEL growth to support classroom teachers. Professional Development will be embedded into PLC and early release days to address current needs determined by data tracked by referrals and weekly points collected in behavior matrix. (Guardrail 3)		Trishi Stewart elected 6/11/23	05/29/2026
<i>Notes:</i>				
9/2/25	The school will purchase student planners and resource to empower K-5 students with the tools needed to establish habits that will guide them on a successful learning journey. These planners will establish character traits such as organization and self-accountability, which will foster strong emotional regulation. They will also allow students to practice spiral review style questions at home in order to prepare for end of the year assessments. (Guardrail 3)		Trishi Stewart elected 6/11/23	05/29/2026
<i>Notes:</i>				
9/3/24	School Principal and School Instructional Leaders will attend the MSA Conference using 16,000 Title 1 funds to learn strategies to increase rigor, cross-curricular, provide professional development to classroom teachers and foster community partnerships to increase academic achievement for LI/TD learners and overall Magnet enrollment. (FAM-S 29)		Trishi Stewart elected 6/11/23	05/29/2026
<p><i>Notes:</i> Professional Development will be provided in PLC meetings and early release days to assist teachers to meet the targeted needs for students who are CCR and or increase growth for GLP students to the next level.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.3% in SY2024-25 to 64.5% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.8% in SY2024-25 to 33.8% in SY2025-2026.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 55.8% to 60% in SY 2025-26.</p>				
9/9/25	Duty Free Lunch: The NC SBE's statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C- 301.1(a).		Trishi Stewart elected 6/11/23	06/30/2026
<i>Notes:</i>				

9/9/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors.		Trishi Stewart elected 6/11/23	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Family Engagement Action Team led and successfully implemented quarterly family events for families to connect school staff about student academic performance and/or SEL in an effort to build partnerships with families toward achieving academic growth goals. Some challenges we experiences included poor attendance at these events limited the effectiveness of shared information. Communication about events hosted for family engagement was unable to reach all members of the community due to the fact that the community of Idlewild speaks more than 24 different languages. An opportunity we saw to reach all stakeholders in the community, was to employ Parent Square translation as well as utilized Lion Bridge translating services. Parent Square connections are lacking this year as we transferred over to Infinite Campus and will need to work to get these issues resolved. New City Church has also supported the school's efforts in increasing family participation by hosting English Language classes on school grounds. The PTA has continued partnering with the Administrative team to broadcast the calendar of events that will allow more families to get involved in the school community. The school team will also utilize Title 1 funds in order to in act a Family Engagement Plan that will provide resources for families to support the academic success of all students.</p>	Limited Development 07/30/2024		

<p>How it will look when fully met:</p>	<p>In order to increase parent attendance at Parent Engagement events, the School Family Engagement Team focus on shorter, more frequent events that offer an engaging component while still providing pertinent information to parents on how they can effectively engage in student's academic experience.</p> <p>These events will be communicated to families via Principal's weekly update, monthly Family Engagement Newsletter, Parent Square, school Social Media and highlighted in montly grade-level newsletters.</p>		<p>Trishi Stewart elected 6/11/23</p>	<p>05/29/2026</p>
<p>Actions</p>		<p>3 of 7 (43%)</p>		
<p>3/13/25</p>	<p>The Principal and Parent-Engagement Team will offer pizza, from Hawthorne's Pizza, to parents for our monthly engagement event, Terrific Kids, in the amount of \$229.70. The amount may vary slightly each month, based on parent signup for the event. By offerin parents a meal for our Parent Engagement Event, they are more apt to attend as the pizza supplies a meal for their household and eliminates the time constraint of having to go home to prepare food and therefore, have time to attend the event. The provided meal definitely increases the parent attendance at parent engagement events.</p>	<p>Complete 05/15/2025</p>	<p>Chad Pauley</p>	<p>05/15/2025</p>
<p><i>Notes:</i></p>				
<p>8/8/24</p>	<p>Frequent lunch and learn events will be offered to parents to receive information on how they can interact and support their student's academic success. (FAM-S)</p>	<p>Complete 05/30/2025</p>	<p>Chad Pauley</p>	<p>05/30/2025</p>
<p><i>Notes:</i></p>				
<p>2/21/25</p>	<p>School will purchase Social Emotional Supplies in the amount of \$4,437.30 for parents to use at home with their student(s). These SEL supplies will encourage parents to rotate through 10 stations to learn various emotional regulation strategies they can use at home. These strategies are utlized at school with students and it is goal to have parents reinforce them at home.</p>	<p>Complete 05/30/2025</p>	<p>Chad Pauley</p>	<p>05/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/8/24</p>	<p>Grade-level PLC's will share a monthly newsletter with families and highlight focused grade-level standards in Math and Literacy. Newsletters will highlight easy ways parents can support mastery of these standards at home. Thinking Maps which is a PD highlight for our school will be highlighted in newsletter along with in Parent Square and social media to identify the "Map of the Month".</p>		<p>Amanda Helms elected 6/11/23</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				

9/2/25	We will utilize the Ron Clark House System application purchased by Title 1 funds, to track points earned for the 5 character-based houses created by IES staff six years ago. The House System is a direct correlation with our positive core behavior plan where the winning house receives a "house party" in a six-week cycle. We will use the app to track point leaders and individual house leaders per grade level which we will share via Parent Square and social media sites. We will also host weekly house meetings and challenges to boost community and school culture.		Amanda Helms elected 6/11/23	01/21/2026
<i>Notes:</i>				
9/2/25	Staff will partner with our PTA to really increase school involvement in membership alongside events to support student learning and the community at the same time. We will partner together to connect curriculum night with an i-Ready home connection support, uniform drive and provide dinner with Title 1 funds in the fall and then a math carnival and gallery crawl in the spring to showcase student learning and ways to help learning at home. We will capitalize on this partnership to provide incentives to attend these events that appeal to our families.		Amanda Helms elected 6/11/23	05/29/2026
<i>Notes:</i>				
9/30/25	Monthly coffee and learn events will be offered by Student Services team to parents to receive information on how they can interact and support their student's academic success at home. Title One funds (\$1500) will be used to provide refreshments and resources to encourage parent involvement and provide materials to implement the focus of the month at home. The first month will focus on attendance and provide necessary supports. Each coffee event will be followed with a survey to gauge success and as a data point for the following sessions. (FAM-S)		Anna Dobbs	05/30/2026
<i>Notes:</i>				