

Comprehensive Progress Report

Mission:

The mission of Grove Park Elementary School is to provide a safe and inclusive environment which reinforces positive behavior to help educate, support, and prepare citizens of the world.

Vision:

To prepare all students for happy, healthy, and productive lives.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 57.8% in SY2024-25 to 65.6% 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 23.9% in SY2024-25 to 33.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of ML students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 9.7% in SY2024-25 to 19.7% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students chronically absent will be reduced from 27.0% in SY2024-25 to 24.0% in SY2025-26. (Aligns to A4.06 and CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The occurrence of OSS/ISS incidents will decrease from 6.2% in SY2024-25 to 5.2% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Hispanic students scoring Grade Level Proficient (GLP) on ELA End of Grade assessments in grades 3-5 will increase from 38.5% in SY2024-25 to 43.5% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Hispanic students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 42.0% in SY2024-25 to 47.0% 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	

Initial Assessment:

As of June 2025, we did not meet the district goal the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 23.9% in June 2024 to 27.3% in June 2025. As of June 2025, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

As of June 2025, we have not met our goal aligned to this indicator.

A success aligned to this indicator is that data from the Insight Survey showed a Domain Score of 5.7 for Observation and Feedback at Grove Park, which is above the national benchmark of 5.0. A strength was that 92% of respondents agree or strongly agree that "Feedback I get from being observed helps me improve student outcomes."

A challenge aligned to this indicator for 2025-26 "When I get feedback after an observation, I receive support to implement those changes (e.g., someone models suggestions for me, I have time to practice outside of class)." 60% of respondents agree or strongly agree, which is below the national benchmark of 61%.

To address challenges related to modeling and practice in 2025-26, we are continuing to have two MCL2s, one each supporting math or literacy. They will both provide coaching and modeling support for the teachers based on formal and informal observation and feedback cycles. We will also have an EIT on every grade level, with two in third grade, one each supporting math or literacy. We will also partner with UNCC Coaching for Beginning Teachers, which will provide a dedicated coach on campus 2 days per week to support all teachers in years 1-3 of their careers.

Opportunities to address the challenge include establishing a coaching structure for 2025-26 school year. Informal walkthroughs will be completed in the first month, as well as Core Action Walks, to compile data to drive decision-making. In addition, the principal and assistant principal are highly visible and regularly present in classrooms and PLCs.

Limited Development
07/18/2024

How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Principal is highly visible and regularly present in classrooms and PLCs • Teachers receive meaningful feedback on their practice consistently from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs • Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice • Principal will be able to show evidence of provided feedback in written form via walk through data, formal observation data, and PLC notes • Assessment data will show evidence of student growth 		Megan Cahill-Clark	06/30/2026
Actions		0 of 3 (0%)		
7/22/24	Principal will create and implement schedule for informal walk throughs and core action walks to provide regular monitoring and feedback on classroom instruction and inform professional development needs. For quarter one, we will be looking for alignment to the district provisioned resources and pacing across the grade levels, as well as internalization of lessons. We will also be looking for consistent implementation of small group differentiated instruction (FAM-S 29)		Megan Cahill-Clark	12/20/2025
<i>Notes:</i>				
8/20/25	Use \$20,000 Title I Funds to contract with UNCC Beginning Teacher Coaching Program to provide ongoing coaching and feedback to all Grove Park teachers in years 1-3 of their career in order to retain 90% or more of BTs from 2025-26 to 2026-27.		Megan Cahill-Clark	06/10/2026
<i>Notes:</i>				
7/22/24	Create and implement coaching caseloads for staff trained in RELAY strategies to provide observation and feedback to teaching staff. Our school has developed coaching trackers to collect data, feedback, and coaching conversations. This will be reviewed in the instructional leadership team meetings and data will inform further professional development for staff.		Megan Cahill-Clark	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2025, we did not meet the district goal the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 23.9% in June 2024 to 27.3% by June 2025. As of September 2025, our EVAAS growth data shows that we met expected growth in reading and exceeded expected growth in math. Overall, our school met growth expectations.</p> <p>A success aligned to this indicator is that teachers continue to meet with Instructional support staff to analyze student data and create, refine, and adjust student tiered instructional plans.</p> <p>A challenge aligned to this indicator is ensuring that there is adequate focused instructional planning time to analyze student work and create exemplars, and then create small-group plans and provide aligned individualized resources to meet the needs of all students.</p> <p>Opportunities to address those challenges include supporting all instructional leaders (e.g., expanded impact teachers) in leading highly-effective planning meetings so that teachers have clarity on expectations of lessons, know what students are expected to do on assessments, and have the tools to support all types of learners.</p>	Limited Development 09/07/2024		
<i>How it will look when fully met:</i>		Teachers meet a minimum of quarterly h to analyze MVPA data and make adjustments to small-group instructional practices and plans. The Leadership Team meets weekly to analyze school data on various assessments, discuss the results and trends that are evident in Core Action Walkthroughs, and to discuss teacher coaching and support needs.		Megan Cahill-Clark	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	9/7/24	The Instructional Leadership team will meet at least weekly to discuss the continued use of small-group instructional strategies in all classrooms and using student achievement data, Core Action Walkthrough data, and other observation data and feedback to coach all teachers. (Aligned to Goal 4)		Megan Cahill-Clark	12/01/2025

Notes:

9/7/24 Conduct staff meetings after each Data Report Out Session to share the school performance and action planning information with stakeholders. Teachers will collaborate with instructional leaders during quarterly planning to analyze and disaggregate data from MVPA assessments, using the data to create small-group instruction plans to target student support and/or enrichment needs. (Aligned to Goal 4).

Megan Cahill-Clark

02/02/2026

Notes:

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
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Initial Assessment:

As of June 2025, we did not meet the district goal of the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029. In 2024-25, 21.6% of Black and Hispanic students scored at CCR levels. As of June 2025, we do not have our EVAAS growth data.

Our Tier Movement Report for this year shows that in Grove Park Students:

Students decreased in reading Tier 3 from 29% in August 2024 to 23% in June 2025. Students remained the same in Tier 2 15% in August 2024 to June 2025. Students increased in Tier 1 from 54% August 2024 to 53% in June 2025.

Students decreased in math Tier 3 from 22% in August 2024 to 13% in June 2025. Students increased in Tier 2 16% in August 2024 to 20% June 2025. Students increased in Tier 1 from 61% August 2024 to 65% in June 2025.

A success aligned to this indicator is the continuation of our MTSS interventionist for the 2025-26 school year. The interventionist worked with the established groups for reading and met with PLCs to evaluate student progress, movement across tiers, and recommendations for referral to the EC team. She worked with teachers to set up Tier 2 and Tier 3 academic interventions in reading and math. According to Branching Minds reports, 30 students moved from tier 3 to tier 2 as a result of small group interventions. W.I.N. ("What I Need") time was built into the master schedule to allow for small group interventions in reading and math across all grade levels. Another success was the hire of a Title I tutor for reading and a math interventionist who were also deployed to supporting students in need of targeted interventions. In 2025-26, we will continue to have a Title I tutor and we are deploying a dedicated teacher assistant to support with math interventions.

A challenge aligned to this indicator is ensuring staff have the necessary training to appropriately utilize time in the WIN block to provide the interventions identified in the Tier plans, as well as meet the needs of students who are the Tier 1 level through strategic differentiated instruction.

Opportunities to address the challenge include the development of a master schedule that includes dedicated time for the provision of targeted skills and/or enrichment needs. Grove Park will continue to

Limited Development
07/18/2024

have two school counselors to support Tier 2 and Tier 3 for behavior interventions. Interventions and supports will be reviewed and updated based on our end of year data. Purposeful, tiered instruction will continue to be implemented for both academics and behavior.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:

- Teachers implementing core curriculum with integrity
- Diverse use of best practices and strategies that address different learning styles and needs
- Established MTSS team, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Focus is on the quality of instruction rather than student deficits
- Purposeful tiered instruction is being provided for academics and behavior
- Data driven instruction and decision-making
- Accurate identification of student needs rooted in data

Dana Ciccone

06/30/2026

Actions

1 of 4 (25%)

7/18/24

The MTSS Interventionist will provide orientation and training for the use of Branching Minds platform for all teachers K-5 in order to tier students using current assessment data and create relevant student plans for intervention and monitoring of progress (aligned to Guardrail 1).

Complete 09/12/2025

Dana Ciccone

09/30/2025

Notes:

7/18/24

Classroom teachers will create, implement, and monitor plans for any students identified as needing Tier 2 or 3 support in reading, math, and behavior in order to accelerate student achievement outcomes in the corresponding area(s). WIN time will be prioritized in the daily schedule to provide supports and acceleration. The multi-classroom leaders will meet with PLCs monthly to review the academic plans, fidelity of progress monitoring, and student progress trajectories to support teachers with modifications to plans based on the available student data (aligned to Goals 1, 2, 3, and Guardrail 1).

Dana Ciccone

10/03/2025

<i>Notes:</i>				
9/2/25	Implement Heart Math Tutoring Program using \$2500 Title I Funds for contracted services. The goal will be to provide 1-1 tutoring at the Tier 2 level for approximately 30 students in grades K-5 in an effort to increase the percentage of students performing at or above grade level expectations in Math as measured by i-Ready, MVPAs, and EOGs (aligned to Guardrail 1 and Goal 3).		Christine Little	12/31/2025
<i>Notes:</i> Target start date of October 6, 2025				
9/2/25	Purchase and implement PBIS Rewards Platform as part of our Tier 1 Behavior instruction using \$2500 Title I funds for digital license (aligned to Guardrail 3). Staff will positively reinforce desired student behaviors aligned to the Otter's Oath Schoolwide Behavior Matrix.		Christine Little	12/31/2025
<i>Notes:</i>				
Implementation:		06/23/2025		
Evidence	6/23/2025 - Tier Movement plans, staff sign in sheets; notes pages from team planning meetings; data analysis for Grove Park			
Experience	6/23/2025 - MTSS focused on Tiers 2 and 3 and saw good tier movement throughout 24-25			
Sustainability	6/23/2025 - Student EOY data suggests that Tier 1 students would benefit from continued focus and efforts toward differentiating in WIN and small group instruction will continue for 2025-26			

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
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Initial Assessment:

ParentSquare usage data shows that Grove Park had 34,013 direct messages, 1,399 posts, and 358 calendar events year to date.

According to The Teacher Working Conditions Survey Data (Spring 2024) - 89.19% survey respondents agree or strongly agree "Parents/guardians know what is going on in this school." In addition, 67.56% survey respondents agree or strongly agree "Parents/guardians support teachers, contributing to their success with students."

As a new school, we have worked to establish partnerships with families and community members. We have created partnerships with faith communities who have blessed our students and staff to support school culture and physical needs (e.g., Thanksgiving meals, Angel tree, clothing needs). A PTO was established and recruited volunteers to support in school programs and initiatives, raise funds, etc.

A success aligned to this indicator is hiring a full-time family school advocate to assist in building home/school partnerships who will continue with Grove Park in 2024-25. CMS has switched to full implementation of Parent Square and Grove Park used it as the primary method of family communication. Home/school communication folders were purchased and used weekly across the school on Thursdays to provide families pertinent information from the school.

A challenge to meeting our school goal is increasing parent participation in outside events that promote educational outcomes for students.

Opportunities to address this challenge include continuing partnerships with local faith-based organizations to support our school community. Updates are communicated to families weekly via Parent Square from teachers, grade levels, and administrators. We are providing opportunities for parents to participate in revising and planning the school wide initiatives and shared decision making through PTO meetings and School Improvement Team meetings.

Limited Development
07/18/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • 100% parent-teacher communication • Consistent two-way communication tool is being leveraged (Parent Square) • Collaborative relationships; all voices matter • School events have high participation and engagement across all parent groups • Resources and support are made available to parents regularly in support of student learning <p>Language and technology are not barriers; open access</p> <ul style="list-style-type: none"> • Transparent communication with an open-door policy <ul style="list-style-type: none"> ◦ Parent survey results are high in participation and engagement ◦ Parents receive weekly communication from their child's teacher and/or grade level team about what is being taught and how to support at home 			Christine Little	06/30/2026
Actions			1 of 4 (25%)		
7/22/24	Hire family/school advocate with Title I funds for 2025-26 school year to support with parent engagement at the school level, including the curriculum of the home (aligned to Goal 1, 2, 3, and Guardrail 1).		Complete 08/04/2025	Megan Cahill-Clark	08/01/2025
<i>Notes:</i>					
9/29/25	Using \$1443.49 Title I funds, purchase vinyl student take-home folders from Rochester to facilitate home-school communication. Parents will look for this folder weekly on Thursdays and the process is unified across the school. Materials will include literature from PTO and school staff on engagement opportunities, student progress reports/report cards, and work samples. (Aligned to Goals 1, 2, and 3, Guardrail 1).			Megan Cahill-Clark	10/15/2025
<i>Notes:</i>					

3/27/25	Hold Multicultural Night for families to engage in a celebration of our school community while also sharing books and reading resources to be used at home. Use \$1119.35 Title I funds to contract with Barnes and Noble to purchase EL Education aligned titles for take home reading in grades K-5. Use \$292.27 Title I funds to contract with Olive Garden to provide tastings for families to sample foods from around the world. Use \$302.65 Title I funds to purchase supplies and materials from Staples for each grade level/department to create display boards for their countries. (Aligned to Goals 1, 2, and Guardrail 1).		Megan Cahill-Clark	10/24/2025
<i>Notes:</i>				
7/22/24	95% or more of families will participate in Q1 student led conferences to learn about student progress and address any instructional needs. Use \$___ Title I parent engagement funds to provide snacks, drinks, and paper products from Food Lion (aligned to Goals 1, 2, 3, and Guardrail 1).		Christine Little	11/15/2025
<i>Notes:</i>				
Implementation:		06/23/2025		
Evidence	6/23/2025 - attendance sheets from events			
Experience	6/23/2025 - STEM night had a great turnout, as did Math night and all events with student performance components			
Sustainability	6/23/2025 - continue to implement highly engaging events and those that feature student performance, leadership			