

Comprehensive Progress Report

Mission:

At Elon Park Elementary, staff, students, families and all stakeholders collaborate to create an engaged, culturally aware school community. We provide a positive, safe, inclusive learning environment in a diverse school setting where students develop a love of learning and strive to be their best selves.

At Elon Park Elementary, staff, students, families and community members collaborate to provide an environment that is:

E - Empowering

Vision:

P - Positive

E - Engaging

S - Safe

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% in SY2024-25 to 90 % 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 66 % in SY2024-25 to 71.8% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of ML students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 78.5% in SY 2024-25 to 82% in SY 2025-26 (Aligns to A4.01, B3.03 and CMS Guardrail 1)

The amount of OSS incidents will remain the same from 0 in SY 2024-25 to 0 in SY 2025-26. (Aligns to A4.06 and CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts and the School Wide Tiered Attendance Plan with fidelity. (Aligns to A4.06 and CMS Guardrail 3)

The school will retain 100% of licensed classroom teachers throughout the 2025-2026. (Aligns to B3.03 and CMS Guardrail 4)



! = 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>		<p>A coaching caseload has been created for all teachers. Teachers will meet with their coach weekly, bi-weekly or monthly.</p> <p>A planning template has been created and will be used at every PLC planning session. The MCL will guide planning so that both whole group and small group instructional dialogue and share outs will occur on a weekly basis.</p> <p>Walk through form has been created by admin team. Schedule and calendar will be followed to ensure instructional leadership is prioritized this school year.</p>	Limited Development 07/10/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>When this indicator is fully met it will look like regular meetings to discuss data, curriculum, classroom instruction, and walkthrough information. PLC's will unpack the standards and look and plan backwards from the assessment. Administrators will be highly visible in classrooms for observations, walkthroughs, and PLC time. They will prioritize instructional leadership during the day. Constant high quality feedback will be provided to teachers with critical points for development and improvement,. Celebrations and positive observations will be provided as well as non-judgmental points for improvement that focus on improving student engagement and opportunity/access. There will be honest, transparent coaching and opportunities for improvement or leadership.</p> <p>Resources:</p> <ul style="list-style-type: none"> TLP positions: MCL1, EIT2(4), EIT-SE (3) 		Melissa McFarlane	06/30/2026
Actions			0 of 2 (0%)		
	8/20/25	Implement a weekly walkthrough schedule utilizing Q1 look fors and provide teachers with meaningful feedback within 24 hours. During weekly Admin meetings, ILT members will debrief walk through trends and determine next steps. (All Goals)		Melissa McFarlane	12/01/2025
<i>Notes:</i>					

8/29/25	A walk through form and coaching tracking system will be created and used by the admin. team that has alignment of look fors across grade bands (K-2, 3-5) for approved resources, independent work routines and academic monitoring during Q1. (Goals 1-2, Guardrail 1)		Melissa McFarlane	12/01/2025
<i>Notes:</i>				
Implementation:		02/17/2025		
Evidence	2/17/2025 coaching framework is established.			
Experience	2/17/2025 coaching framework is established. coaching meetings occur at regular intervals.			
Sustainability	2/17/2025 continue to grow and refine skills of coaches to support the needs of teachers			

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
<i>Initial Assessment:</i>		<p>Teachers are familiar with the MTSS process. Teachers are provided with support when needed to ensure that the needs of the students in their class are met. Resources are provided by support staff (EC, ML, TD).</p> <p>New MTSS facilitator has been hired to ensure all interventions (literacy and math) are being done with fidelity and documented.</p> <p>Magic Monday calendar has been drafted so that professional development is provided monthly around ML learners and best instructional practices.</p>	Limited Development 07/10/2024		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When fully met this indicator will look like each teacher faithfully implements their teaching practice with fidelity, staff knowing which strategies and materials to use, accurate identification of students, students remaining in a tier or decreasing in tiers, and collaboration between gen. Ed and EC that is data driven.</p> <p>It will sound like conversation around academic supports for small groups of students, a focus on quality of instruction instead of learner deficits, and difficult conversations around curriculum and making adjustments taking place.</p> <p>It will feel like instruction remaining within the classroom by using small group instruction, improvement and the feeling of success for students, students exiting additional services, and a evidence of a variety of small groups with varying levels of intensity.</p> <p>Resources:</p> <ul style="list-style-type: none"> TLP positions: MCL1, EIT2(4), EIT-SE (3) 			Melissa McFarlane	06/30/2026
Actions			0 of 2 (0%)		
	9/5/25	Establish co-planning and co-teaching schedules and systems based on student data to support increases in student access to grade level instruction. (Goals 1-2, Guardrail 1)		Melissa McFarlane	01/30/2026
	<i>Notes:</i>				
	8/22/25	Include time during Magic Mondays and Staff meetings to discuss specific Math Language Routines and Language Dives that will support ML and EC learners success in reading and math. (Aligns to Goals 1-2, Guardrail 1)		Melissa McFarlane	02/01/2026
	<i>Notes:</i>				
Implementation:			02/17/2025		
Evidence	12/11/2024	12/11/2024: Data action plans			
Experience	12/11/2024	12/11/2024: Data meetings to analyze benchmark 1 assessments.			
Sustainability	12/11/2024	Individual teacher data meetings.			
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>	<p>During planning teachers are reviewing upcoming units of study along side NCSCOS unpacking documents to ensure all standards are being taught and assessed. Teachers review grade level standards alongside curriculum to plan for addressing power standards and any instructional gaps. The staff has common academic vocabulary used across the school. PLCs include standard alignment for direct instruction, independent practice and assessments.</p> <p>Close reading protocol is being created to be used across all grade levels.</p> <p>School-wide PD is being mapped out to include ML strategies and resources for all grade levels.</p>	Limited Development 07/10/2024		

<p>How it will look when fully met:</p>	<p>Looks like: Collaborative Planning with modeling of lessons and strategies to teach and reach all students. Support Staff including EC, ML, and TD teachers at the planning table with Gen Ed teachers differentiating standards aligned that meets the needs of all students. Backwards Design of units with assessments. Utilizing student data to drive instructional decisions.</p> <p>Sounds like: Common Vocabulary and Academic Language from new math curriculum. Discussions about how to scaffold up for students needing support to reach grade level standards and tasks. PLCs having discussions about how to scaffold and enrich instruction that supports the individual needs of all students.</p> <p>Feels like: A culture of asking questions of the new curriculum. Teachers asking what mastery looks like. Teachers have confidence in implementing the new curriculum. Teachers feel empowered with practices and scaffolds for students needing additional support.</p> <p>Progress will be monitored through weekly PLC meetings and data collected during walk throughs. Additionally, student growth and achievement data will be increasing without gaps in subgroups. (i.e. MAP and common assessments)</p> <p>Resources:</p> <ul style="list-style-type: none"> TLP positions: MCL1, EIT2(4), EIT-SE (3) 		Melissa McFarlane	06/30/2026
Actions		0 of 2 (0%)		
9/5/25	Increase the frequency and intentionally of academic monitoring taking place during core literacy and math instruction in all K-5 classrooms. All staff will develop a PDP goal around this as well. (Goals 1-2, Guardrail 1)		Melissa McFarlane	11/01/2025
<i>Notes:</i>				
8/22/25	Define school-wide core practices to include a 2-5 close reading protocol and ALL Block expectations. All teachers will be able to reference and use protocols successfully during literacy instruction. (Aligns to Goals 1-2, Guardrail 1)		Melissa McFarlane	01/01/2026
<i>Notes:</i>				

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>		<p>Behavior expectation assemblies are taking place for every grade level to set up success at the beginning of the year.</p> <p>Elon Park has been recognized as a Capturing Kids Hearts Rising Star school. Behavior committee is working to align all behavior expectations, recognition and celebration is aligned to CKH.</p> <p>Last year, there were</p>	Limited Development 07/10/2024			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>When this indicator is full met it will look like all school-based staff being engaged in professional learning around building positive adult-student relationships (Capturing Kids Hearts). Staff modeling of socio-emotional skills will be taking place on a daily basis and evidence of CKH strategies including social contracts, affirmations, 4 questions, behavior matrix will be evident across the school.</p> <p>It will sound like consistent common language and processes for what supports are appropriate (CKH 4 questions, narrate the positive, student greetings) and there will be parent workshops (to equip parents at home) taking place. It will feel safe to have emotions in school. The environment of the school is safe and welcoming. Everyone is a stakeholder in socio-emotional support.</p>		Amber Brown	06/30/2026	
<i>Actions</i>			0 of 5 (0%)			
	8/22/25	All staff will implement a school-wide behavior matrix and social contract across all classroom settings. Students are explicitly taught behavior expectations and affirmed for demonstrating desired behaviors. (Guardrail 2 and FAM-S 30)		Melissa McFarlane	10/30/2025	

<i>Notes:</i>				
8/22/25	Teachers will implement daily Social Emotional Learning time using Caring Schools Curriculum and strategies from counselor classroom guidance lessons. All staff will use Capturing Kids Hearts strategies to build strong relationships with students across all classrooms and settings. (Guardrail 2 and 3 and FAM-S 31)		Amber Brown	12/01/2025
<i>Notes:</i>				
8/27/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06		Melanie Bender	06/30/2026
<i>Notes:</i>				
8/27/25	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		Melanie Bender	06/30/2026
<i>Notes:</i>				
8/22/25	All staff will implement our Student Attendance Plan to increase the use of our student services team to further build relationships with chronically absent students and decrease chronic absenteeism by increasing parent contact. (Guardrail 3)		Amber Brown	12/01/2026
<i>Notes:</i>				
Implementation:		12/13/2024		
Evidence	12/13/2024 12/13/2024: Every learning space has a social contract fully implemented. All staff members are trained in CKH. Morning meeting occur daily using district curriculum.			
Experience	12/13/2024 12/13/2024: Every learning space has a social contract fully implemented. All staff members are trained in CKH. Morning meeting occur daily using district curriculum.			
Sustainability	12/13/2024 12/13/2024: We will continue to monitor implementation of social contract through Educators Handbook and counselors will continue to support grade levels with morning meeting content.			

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>Parents are joining Parent Square to receive weekly message from the principal.</p> <p>Parent square continues to be the teachers main source of daily communication with parents.</p>	Limited Development 07/10/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>When this indicator is fully met we will have a 100% Parent/Teacher Conference rate, high engagement with a 2-way sharing/communication tool and a variety of events (instructional and community building) with multiple options to attend. There will be resources sent to parents regularly. It will sound like bilingual access, celebratory, positive praise, respectful dialogue, and conversation instead of confrontation. Communication will be transparent, collaborative, a shared responsibility, open and evident that each voice matters.</p> <p>Data points to demonstrate success include parent survey results, parent attendance rates at school events, and PTA membership percentage.</p> <p>Resources we can leverage are Parent Square, student sign-in information for PowerSchool and online instructional resources, agendas, 'Friday Folders/Communication', School Improvement Team open meetings.</p>		Melissa McFarlane	06/30/2026
<i>Actions</i>			0 of 1 (0%)		
	8/22/25	The principal and teachers will consistently use ParentSquare to foster strong relationships between parents and staff by interacting on a 2-way platform, and planning community events that bring parents in the building. (Guardrail 3 and FAM-S 3 and 29)		Melissa McFarlane	10/30/2025

Notes:

Implementation:		12/13/2024		
Evidence	12/13/2024 All school communication is sent through parent square.			
Experience	12/13/2024 12/13/2024: All school communication is sent through parent square.			
Sustainability	12/13/2024 12/13/2024: reinforce use of parents referring to parent square.			