

Comprehensive Progress Report

Mission:

Our mission is to create a safe, inclusive, and STEM focused learning environment where students engage in rigorous and relevant learning experiences.

Vision:

We exist to develop lifelong learners and future ready citizens that embrace diversity, strive for academic excellence, exude kindness and respect, and demonstrate innovation in an ever changing world.

Goals:

CMS Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 86.1% in SY2024-25 to 91% in SY2025-26. (A2.04 and B3.03)

CMS Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 39.9% in SY2024-25 to 44% in SY2025-26. (A2.04 and B3.03)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 68.7% in SY 2024-25 to 71% in SY 2025-26 (A4.01, B3.03, D1.02)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 1.5% in SY 2024-25 to 1% in SY 2025-26 (A1.07, A4.06)

Guardrail 3 The percent of Chronic Absenteeism will decrease from 24.94% in SY2024-25 to 20% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 100% of licensed classroom teachers throughout the 24-25 SY. (C3.04)



! = 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:

Our SIP Goals that align to this indicator are:

Goal 1: The Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will meet or exceed the district goal of 79% by June 2026.

Goal 2: The percent of students scoring College and Career Ready (CCR) on the reading End of Grade assessment in grades 3-8 will meet or exceed the district goal of 40% by June 2026.

CMS Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 86.1% in SY2024-25 to 91% in SY2025-26. (A2.04 and B3.03)

CMS Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 39.9% in SY2024-25 to 44% in SY2025-26. (A2.04 and B3.03)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 68.7% in SY 2024-25 to 71% in SY 2025-26 (A4.01, B3.03, D1.02)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 1.5% in SY 2024-25 to 1% in SY 2025-26 (A1.07, A4.06)

The percent of Chronic Absenteeism will decrease from 24.94% in SY2024-25 to 20% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Limited Development
07/15/2024

How it will look when fully met:	When this objective is fully met, 100% of teachers and teacher assistants will receive timely coaching & feedback to build instructional capacity leading to increased student performance . Also, the administrative team will routinely monitor data, provide the most appropriate interventions to students who are struggling and adjust instructional strategies and support to maximize student academic outcomes.		Brenda Mills	06/30/2026
Actions		6 of 7 (86%)		
7/15/24	Consistently analyze and act on a variety of data to make informed instructional decisions to improve student outcomes.	Complete 06/02/2025	Lea Anne West, Simone McCall, Tonya Morris	06/10/2025
<i>Notes:</i> -Teacher met on 8/19/24 to analyze 23-24 EOY data and vertically plan among grade levels.				
7/17/24	Schoolwide PD on critical thinking strategies and aggressive monitoring. Additional coaching during grade level planning to ensure a targeted focus on content standards. (FAM-S 29, Goals 1, 2 and Guardrail 1)	Complete 06/02/2025	Lea Anne West, Simone McCall	06/10/2025
<i>Notes:</i>				
2/9/25	Enhance observation and feedback cycle from general glows and grows to include specific actions to address the grows (including written / visual examples and models)	Complete 04/04/2025	Brenda Mills	06/10/2025
<i>Notes:</i>				
2/9/25	Monitor small group instruction across grade levels and content areas and provide feedback to teachers.	Complete 06/02/2025	Lea Anne West & Simone McCall	06/10/2025
<i>Notes:</i>				
2/9/25	Use data from the SPG calculator to determine which students need to achieve proficiency for Parkside to attain a B rating. Align this student identification with strategic small group planning based on specific standards.	Complete 02/14/2025	Admin Team	06/10/2025
<i>Notes:</i>				
2/9/25	Continue conducting data meetings with students to set goals and support ownership of the data with their data folders (iReady, MVPA and common assessments)	Complete 06/10/2025	Simone McCall & Lea Anne West	06/10/2025
<i>Notes:</i>				
7/17/24	Walkthroughs with lookfors for SEL instruction and support (FAM-S 30 and 31, Guardrail 3)		Counselors	01/05/2026

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

Initial Assessment:

Our SIP Guardrail that aligns to this indicator is: Guardrail 1-While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps.

EVAAS data will not be available until Fall 2024 however, based on preliminary data as of June 2024 Parkside met this goal.

As of June 2024, the success we experienced related to this indicator in meeting our goal was as a result of Weekly PLC meetings for module, small groups, math; monthly MTSS meetings to progress monitor interventions (myPath, Do The Math) and Heart Math Tutoring. We also implemented research-based interventions and progress monitoring; Use of the Branching Minds platform for all Supplemental and Intensive plans for academics and behaviors. Data-informed decisions were made to move students in and out of tiers during the school year.

As of June 2024 the challenges we faced were differentiating support with limited availability of teacher assistants; classroom management and establishing consistent routines and procedures for some teachers. myPath was a challenge as it did not always align to what the student needed most.

As of June 2024 the opportunities that exist to address challenges for the 2024-2025 school year are to continue professional development for teachers and IA's to implement interventions and progress monitoring; provide intensive coaching and strategies to support teachers struggling with classroom management and aggressive monitoring.

As of February 2025: Each grade level has a dedicated WIN block to address individual learning needs. TAs and support staff are utilized to push in/pull out to support students with academic skills. K-3 utilized their WIN time to pull students for foundational skills groups. 3-5 students utilize their ALL block time to work with students on foundational skills as well as standards based instruction.

Math Lead Teacher holds Monthly MTSS Meetings to address Progress Monitoring Data. these meetings are Meetings are taking place on the 4th Friday of each month. During this time teams discuss and analyze progress monitoring data. Plans are reviewed to ensuring that strategies are aligned with student needs.

Limited Development
07/10/2024

How it will look when fully met:	When this objective is fully met, 100% of teachers will be able to analyze informal and formal data to implement targeted interventions that strengthen foundational skills and reduce academic gaps. Additionally, 100% of teachers will demonstrate seamless routines and procedures resulting in fewer behavior issues that interrupt instructional time.		Brenda Mills	06/30/2026
Actions		0 of 4 (0%)		
9/22/25	Teachers will begin creating MTSS plans in the Branching Minds platform and continue inputting student data.		Lea Anne West	03/19/2026
<i>Notes:</i>				
9/22/25	65% of K-5 students will meet or exceed their stretch growth goal according to the EOY iReady benchmark data.		Christopher Monroe	06/10/2026
<i>Notes:</i>				
7/17/24	Implement and use Standard Treatment Protocol to support academically struggling students who need more than Tier 1 instructional resources. (FAM-S 3, Goals 1, 2 & Guardrail 1).		LeaAnne West	06/10/2026
<i>Notes:</i>				
2/9/25	We are continuing services with Heart Math to help support additional small group instruction. This will provide small group intervention support with students with instructional gaps.		LeaAnne West	06/10/2026
<i>Notes:</i>				

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	

Initial Assessment:

Our SIP Goals that aligns to this indicator is: Goal 2-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 and Goal 3-Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.

As of June 2024 Parkside did not meet the district goal for year 3. The 2021-2022 baseline was 7.3%. The 2022-2023 CCR baseline was 38.9%. The target for 23-24 was 50%. As of June 2024, 3rd grade ELA Black and Hispanic students had a CCR proficiency of 18.2%. 3rd grade Black students decreased CCR from 39.1% to 18% and 3rd gr. Hispanic students decreased CCR from 37.5% to 20%.

As of June 2024 the success we experienced related to this indicator included teachers receiving consistent feedback on lesson plans during PLCs. Teachers, facilitators, and admin participated in a variety of PD throughout the year (Thinking MAPs, RELAY, school-based data dives, quarterly math & literacy unpacking, Capturing Kids Hearts, Engaging ML students, and school-based data dives). Finally, only (6) six 3rd gr. students did not meet RTA benchmark.

As of June 2024 the challenges we faced in meeting our 2023-2024 SIP goal targets aligned to this indicator were staffing and a heavy focus on improving students' foundational skills.

Opportunities we have to address our challenges for the 2024-25 school year include an earlier shift to novel studies where students can demonstrate mastery of the standards, increasing TD strategies by expanding Thinking Maps instructional strategies to increase critical thinking skills, utilize a RELAY approach where teacher leaders will create grade-level content lesson plans & teachers will rehearse in planning.

Limited Development
07/08/2024

How it will look when fully met:	When this objective is fully met, at least 41% of students in grades 3-5 will increase CCR in literacy through standards-based instruction, while at least 86% of students in kindergarten through 2nd grade will score at or above benchmark in early literacy skills. Students will regularly apply TD strategies to increase critical thinking skills resulting in consistent growth in GLP and CCR in literacy and math. Finally, teachers will improve their instructional delivery by routinely rehearsing lessons during planning.		Brenda Mills	06/30/2026
Actions		3 of 6 (50%)		
7/8/24	Thinking Maps and Aggressive Monitoring PD to increase critical thinking skills, rigor and engagement (FAM S 29, Goals 1, 2 & Guardrail 1)	Complete 06/10/2025	Amber Ross & Andrew Monroe	06/10/2025
<i>Notes:</i>				
7/8/24	Utilize a RELAY approach where teacher leaders will create grade-level content lesson plans & teachers will rehearse in PLC. (FAM-S 29, Goals 1, 2 & Guardrail 1)	Complete 06/10/2025	Simone McCall & Lea Anne West	06/10/2025
<i>Notes:</i>				
3/25/25	Parkside will use \$20K in Title I funds for summer planning. DJV and Parkside have merged. This time will be spent planning lessons for the upcoming school year	Complete 06/30/2025	Brenda Mills	06/30/2025
<i>Notes:</i>				
9/22/25	Teachers will develop and internalize standards-based lessons based on information gathered from unpacking standards and district assessments		Mills	01/06/2026
<i>Notes:</i>				
9/22/25	Teachers will develop small group lesson plans based on data (MVPA, Microphase,DIBELS, Iready, etc.)		S. McCall	02/02/2026
<i>Notes:</i>				
9/22/25	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 (A2.04).		Mills	06/10/2026

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
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Initial Assessment:

Our SIP Guardrail that aligns to this indicator is **Guardrail 3**: The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.

Goal 1: Parkside will maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 1% or less in SY 2022-23 and SY 2023-24.

As of June 2024 Parkside did not meet the district goal for year 3. The successes Parkside experiences were: Out of 64 respondents, 52% of students reported a positive self-perception of their self-efficacy and 87% of students reported a positive self-perception of supportive relationships. on the Fall Panorama Screener.

As of June 2024 the challenges we faced were the lack of students participating in the Panorama survey to SB-49.

As of June 2024, the opportunities we have to address this goal is for the counselor to create clubs to address mental health, conflict resolution and peer support. Parkside will continue implementing Capturing Kids Heart strategies and SEL lessons in the morning to help students self regulate behaviors that negatively impact relationships and academics at school and beyond. Select grades will have character class for additional SEL support. We will also identify students early who exhibit a need for additional behavior support/intervention. We will continue the Cove System as a way to reward individual and grade level positive behaviors.

Goal 2: Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 31.4 percentage points in June 2019 to 23 percentage points in June 2024.

As of June 2024 Parkside met this goal with 5% of Black students had out-of-school suspensions.

As of June 2024 the successes Parkside experienced was using Capturing Kids Heart strategies which helped students understand they are in control of their actions and better choices will lead to positive outcomes. Students also understood that one wrong action does not necessarily mean they will have reportable disciplinary actions

As of June 2024 the challenges Parkside experienced were teachers' understanding of the Parkside behavior matrix.

Limited Development
07/15/2024

As of June 2024 the opportunities that exist for Parkside to address challenges for the 2024-2025 school year are to intentionally review with the entire staff what constitutes teacher-managed vs admin-managed behaviors. Parkside will also provide PD and other support for teachers with classroom management issues.

How it will look when fully met:

When this objective is fully met,

- Out-of-School Suspension (OSS) disproportionality for Black students in all grades will be less than 5%.
- There will also be a demonstrated increase in students' self-regulation of behaviors that negatively impact school success.
- Students will work with the counselor to create student-led clubs that address mental health, conflict resolution and peer support.
- There will be a 5% reduction in the rate of chronic absenteeism among at risk students.
- Finally, 100% of teachers will continue deliver SEL lessons and utilize Capturing Kids Hearts.

Tonya Morris

06/30/2026

Actions

0 of 4 (0%)

9/22/25 Bullying Prevention: Provide a positive school climate, under CMS regulations JICK -R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Mills

12/19/2025

Notes:

7/15/24 Reduce referrals and out of school suspensions by providing professional development on the school-based behavior matrix and implementation of core SEL Curriculum and CKH with fidelity. (FAM-S 30, Guardrail 3).

Durham

06/10/2026

Notes: At the beginning of the year, teachers received a refresher PD on CKH and an initial PD on Educator's Handbook. Teachers reviewed the updated behavior chart outlines teacher vs admin managed behaviors. As of 1/6/25 there have been 2 suspensions for 24-25 compared to 7 during the same time for 23-24.

As of 2/9/25, there has been a decrease in chronic absenteeism compared to last year. Copy and paste the link below for details.

https://drive.google.com/file/d/107hvxo6v_0ugutHgcPRJ8_QsIHUiwFq_/view?usp=sharing

9/3/24 Reduce the rate of chronic absenteeism to 20% by conducting monthly data reviews to identify trends and patterns of at-risk students.

Illisa Henderson

06/10/2026

Notes:

9/22/25 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) (A4.06).

Durham

06/10/2026

Notes:

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:

As of June 2024 the successes Parkside experienced were a substantial increase in participation in family oriented events as measured by sign in sheets and observations. Approximately 300 people attended the Fall Festival and at least 200 people attended the Winternational event. Parent Square was heavily utilized and highly effective when communicating with family partners. The Family Advocate & Social Worker was steadfast in meeting the needs of families by providing resources and services; all students received a Summer Bridge workbook; throughout the year books were provided to students and curriculum night allowed parents to view the curriculum and learning expectations along with literature on how to support students at home. Finally, making sure parents had a voice by administering a BOY survey to address family/student desired needs.

What successes did you experience related to this indicator in meeting your goals this year? As of June 2023-2024 the successes we experienced related to this indicator in meeting our goal are:

Parent Square: 18,402 direct messages, 715 posts, 211 volunteering for events through Parent Square and 223 posts “appreciated”.

Events: Another success was administering a BOY needs survey to our family partners and meeting their needs and providing resources through school events such as Winterfest. Events were well attended and based on resources parents desired combined with a literacy focus.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? As of June 2022-2023 the challenges that we are facing align to the indicator is increasing the number of parents engaged in the planning and organization of events/activities. Additionally, our chronically absent population of students continue to be absent. Currently the efforts of student home visits and incentives have not yielded the progress that we intended.

What opportunities exist to address these in the 2023-2024 school year?

As of June 2022-2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to increase family engagement by mitigating obstacles for our chronically absent students. We will continue to conduct home visits and provide incentives as well as provide parent informational sessions with the support of community leaders. In addition, we will provide surveys to our chronically absent students to identify why their students are

Limited Development
07/15/2024

absent and provide support to alleviate barriers. We will also conduct informational sessions (Parent University) in specific areas to strengthen family partners' capacity to support their child away from school.

Priority Score: 1

Opportunity Score: 3

Index Score: 3

How it will look when fully met:

When this objective is fully met, 100% of parents and students will feel valued and welcome in an environment that:

- engages students and families who represent the diverse population of the school
- engages students and families in problem solving
- provides intensive outreach to unresponsive families
- increases the skills of families to support student learning

**Objective Met
06/13/25**

Tonya Morris

06/30/2026

Actions

7/17/24 Parkside will use Title I funds to ensure families receive support throughout the school year to ensure K-2 students are at or above benchmark as measured by Dibels and 3-5 students will increase CCR in reading as measured by the EOG. Parkside will host a variety of events throughout the school year that engage parents/guardians in their child's learning at home. (FAM-S 3, Guardrail 1)

Complete 06/10/2025

Tonya Morris

06/10/2025

Notes: -Fall Fest
-Weekly lunch with your child
-RTA Night
-Math Night
-Open House
-Curriculum Night

7/25/24 Execute school-specific three tiered Attendance Plan (FAM-S 3, Guardrail 3)

Complete 06/10/2025

Tonya Morris

06/10/2025

Notes:

3/17/25 Title I funds to purchase 2025-26 agendas from the vendor Meridian Student Planners/Jostens (\$3,800) and Thursday folders from the vendor Rochester (\$1,518)

Complete 06/10/2025

Brenda Mills

06/10/2025

Notes: Items purchased in preparation for next school year.

3/28/25	Copy paper requisitioned from the AIJ/CMS warehouse will be used to support teacher communication to parents regarding expectations of our curriculum in school and for effective family and community engagement throughout the school year.	Complete 06/10/2025	Tonya Morris	06/30/2025
<i>Notes:</i>				
Implementation:		06/13/2025		
Evidence	6/13/2025			
Experience	6/13/2025			
Sustainability	6/13/2025			