

Comprehensive Progress Report

Mission:

Irving Park Elementary, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, by providing a high quality learning environment through rigorous curriculum, STEAM instructional activities, and character development. We ensure our students are well prepared for college and career pathways.

Vision:

Irving Park's vision is to ensure every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

Goals:

- Goal 1 | By June 2027, 60% of Black students will meet or exceed their individual DIBELs growth targets from BOY to MOY and from MOY to EOY.
- Goal 2 | By June 2027, 100% of instructional teams will design and implement one career-aligned, Problem-Based Learning (PBL) culminating project per quarter, requiring student collaboration, problem-solving, and peer presentations as evidenced by quarterly lesson plans and project rubrics.
- Goal 3 | By June 2027, 100% of homeroom classrooms will implement universal Tier 1 attendance monitoring and relational welcoming practices daily to reduce overall school-wide tardiness and absences.



Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Irving Park is introducing a grade-specific Small Group instructional block throughout the day to enable targeted push-in support from ESL, EC, AIG, related service providers, and tutors. Currently, while core instruction is uniform across classrooms, data-driven differentiation and systematic adjustments to daily core pacing (UFLI/CKLA) vary significantly. This new structured model leverages NWEA/MAP, DIBELS, and classroom assessment data to systematically assign students to Tier 2 and Tier 3 interventions, ensuring consistent progress monitoring and structured implementation across all grade levels.	Limited Development 09/28/2023		
How it will look when fully met:			Full implementation of indicator A1.05 establishes a proactive, data-driven cycle of differentiation for all K–5 students by pairing collaborative planning with dynamic instruction. Instructional teams co-design standards-aligned units featuring varied activities, allowing teachers to efficiently select tailored materials without overwhelming individual workloads. To determine student readiness and form instructional groups, teachers evaluate multiple data points, including NWEA, DIBELS, Interim Assessments, and EOGs. All students receive targeted support based on their learning profiles, ranging from tutors meeting with Tier 2 groups at least four times weekly to pre-test assessments identifying proficient students for enrichment opportunities. By continually providing scaffolding within each child's zone of proximal development, teachers dynamically re-evaluate classroom data and adjust small-group assignments at least every six weeks to ensure instruction continuously adapts to evolving student needs.		Tinesha Davis	06/08/2027
Actions				0 of 11 (0%)		
	9/6/26	Deliver UFLI lessons daily according to the district pacing guide (K–3).			Tinesha Davis	10/30/2026
Notes:						
	9/6/26	Arrange small group instruction for 100% of students to weekly address focused skills based on progress monitoring data.			Myeshia McBride	11/01/2026
Notes:						

9/6/26	Explicitly state student discourse opportunities in each CKLA knowledge lesson plan to ensure 100% of students discuss complex texts daily.		Shydasha Floyd	11/01/2026
<i>Notes:</i>				
9/6/26	Ensure all students in grades 3–5 have daily opportunities for independent reading with grade-level texts and log minutes in Beanstack.		Christina Rhone	01/10/2027
<i>Notes:</i>				
9/6/26	Engage in weekly collaborative planning to review data and adjust instructional practices across grade levels.		Rashida Queen	03/01/2027
<i>Notes:</i>				
4/15/25	Collaborate with the AG teacher to provide enrichment activities for high achievers.		Erica Castillo	04/25/2027
<i>Notes:</i>				
4/15/25	Data Dive Day used to analyze and interpret benchmark and assessment data in order to inform future instructional choices (warm up activities, review questions, etc.)		Erica Castillo	05/01/2027
<i>Notes:</i>				
4/15/25	Analyze various assessment data to identify areas of need for students to create small groups and tutor groups.		Erica Castillo	05/10/2027
<i>Notes:</i>				
9/6/26	Conduct vertical team conversations around academic standards to support smooth grade-to-grade transitions.		Myeshia McBride	06/01/2027
<i>Notes:</i>				
1/10/24	All students are assigned a small group for instructional support.		Erica Castillo	06/08/2027
<i>Notes:</i>				
1/10/24	Tutor contacts are established at each grade level to provide standards aligned content for tutors to review with students weekly.		Erica Castillo	06/08/2027
<i>Notes:</i>				

		A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
Initial Assessment:			While teachers routinely log benchmark data into district systems, students often lack direct visibility into their own growth, and progress monitoring records are not uniformly maintained in a student-centered format across classrooms. Last year, 1st and 4th grade successfully piloted student data notebooks, sharing them directly with trusted adults to keep families informed. Although all grade levels have since adopted data notebooks to help students track their own progress, these records are not yet consistently shared back with parents and families across every classroom.	Limited Development 09/06/2026		
How it will look when fully met:			Every student maintains an active Data Notebook to track their own benchmark and progress monitoring data. Teachers and students routinely update these records, using them to guide weekly goal-setting, drive instructional decisions, and lead student-led family conferences.		Debbie Lake	06/10/2027
Actions				0 of 3 (0%)		
	9/6/26	Progress monitor weekly, biweekly, or monthly according to DIBELS-recommended intervals for all students.			Shydasha Floyd	11/15/2026
Notes:						
	9/6/26	Establish Data Notebooks for 100% of students to monitor progress toward MOY and EOY goals.			Erica Castillo	12/01/2026
Notes:						
	9/6/26	Train teachers to guide students in leading conferences with guardians/adults to explain their progress toward personal DIBELS goals.			Erica Castillo	01/30/2027
Notes:						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Career awareness activities occur sporadically throughout the year without a structured school-wide framework or clear alignment to everyday unit competencies.	Limited Development 09/29/2025		
How it will look when fully met:			Full implementation embeds comprehensive career exploration directly into the K–5 curriculum through structured, multi-disciplinary components. Every grade level participates in one annual career-focused field trip spanning diverse career clusters, followed by a reflective post-trip assignment where students identify specific jobs and required skills. Career pathways are further reinforced through four yearly "Future Me Friday" SEL spotlights featuring diverse guest speakers, paired with "Helper Skills" self-assessments. Additionally, the school counselor delivers the "What I Can Be" curriculum to all grades, with 4th and 5th graders completing a Career Aspiration Portfolio to map their interests to concrete future steps. Finally, core subject teachers consistently integrate at least three meaningful career connections per quarter into their daily lesson plans, rounding out a fully embedded experience that includes problem-based projects where students present real-world solutions to their peers.		Michele Matthews	06/08/2027
Actions				0 of 3 (0%)		
	9/6/26	Utilize collaborative planning time to develop problem-solving projects aligned with a unit of study at least twice a year.			Hannah Bjurstrom	04/30/2027
Notes:						
	9/29/25	Career focused field trips			Abbie Crusan	06/08/2027
Notes: Each grade level will plan at least one career focused field trip.						
	9/29/25	Feature "Workplace Wednesdays" on the weekly SEL Spotlight.			Sharell Bailey-Troxler	06/08/2027
Notes:						

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school fosters a safe, welcoming, and conducive learning environment through a multi-faceted approach centered on physical maintenance, restorative behavioral frameworks, and proactive social-emotional support. Facility repairs are addressed promptly through immediate local custodial action and coordinated district maintenance. Behaviorally, the school relies on clear, consistent expectations reinforced by standard initial instruction, visible building-wide posters, and restorative practices that prioritize resolving conflict and repairing harm over traditional punishment. Social-emotionally, a dedicated daily SEL block delivered directly by the school counselor ensures continuous, expert-led support for student well-being. However, morning routines currently vary by classroom, and missing students are not yet systematically welcomed or incentivized at the classroom level to actively support and reinforce daily attendance.	Limited Development 10/02/2025		
How it will look when fully met:			When fully realized, Irving Park's vision for a safe, welcoming, and conducive learning environment will manifest across four core areas: Safety, Relationships, Teaching and Learning, and Institutional Environment. The physical facility will combine seamless security measures—such as natural surveillance and controlled access—with impeccable upkeep to guarantee daily physical safety. Behaviorally, staff and students will adhere to a proactive, consistently enforced matrix of clear expectations, defaulting to restorative practices to resolve conflict and cultivate prosocial behaviors. Socially and emotionally, every student will be greeted personally at the door each day, while active classroom incentives drive down chronic absenteeism and regulated, supportive teachers foster positive peer relationships. Ultimately, this friendly culture will be embodied by all staff—from administration and teachers to custodians, clerks, and cafeteria workers—through warm interactions with students, cordial visitor greetings, and respectful community-wide communication.		Rashida Queen	06/30/2027
Actions				0 of 5 (0%)		
	9/6/26	Greet 100% of students at the door daily with a warm, relational welcome.			Natalie Hopkins	09/30/2026
Notes:						
	10/2/25	Daily SEL lessons for students developed by school counselor.			Christina Ellis	10/30/2026
Notes:						

9/6/26	Have students track their own daily attendance within their Data Notebooks.		Erica Castillo	12/01/2026
<i>Notes:</i>				
9/6/26	Develop classroom-level incentives for perfect class attendance (e.g., extra recess, special treats).		Abbie Crusan	02/01/2027
<i>Notes:</i>				
10/2/25	Building walkthroughs weekly to monitor for physical building needs.		Kimberly Leighty	03/02/2027
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	A4.20	All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students rarely have formal touchpoints to articulate their personal career goals or connect daily academic tasks to future aspirations within the physical classroom environment.	No Development 09/06/2026		
<i>How it will look when fully met:</i>		Classrooms feature dedicated displays illustrating content-area career connections and diverse professionals. Students regularly reflect on and write about their personal career goals in designated prompt exercises.		Rashida Queen	06/08/2027
<i>Actions</i>			0 of 2 (0%)		
9/6/26	Establish a classroom display space in every room highlighting diverse professionals and career connections specific to the content area.			Jonathan Drye	01/30/2027
<i>Notes:</i>					
9/6/26	Facilitate student writing reflections in notebooks responding to prompts such as: "What do you want to be when you grow up?"			Hannah Bjurstrom	06/08/2027
<i>Notes:</i>					

		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Parent outreach regarding absences often happens retroactively through automated district calls rather than immediate, supportive daily contact from school staff.	Limited Development 09/06/2026		
<i>How it will look when fully met:</i>			Communication regarding attendance is immediate, personalized, and solution-oriented. Homeroom teachers and the attendance team communicate directly with families early each morning to identify and remove barriers to regular attendance.		Lakshmi Neerukonda	12/01/2027
<i>Actions</i>				0 of 3 (0%)		
	9/6/26		Require homeroom teachers to send a ClassDojo message by 7:25 AM daily to any student who is not present on time.		Tinesha Davis	11/15/2026
<i>Notes:</i>						
	9/6/26		Attendance team members will contact families of students who are Chronically absent to identify barriers to regular attendance from a systems perspective.		Jonathan Drye	01/15/2027
<i>Notes:</i>						
	9/6/26		Conduct daily morning check-in calls via the Attendance Team for Tier 2 attendance students to identify and resolve attendance barriers.		Debbie Lake	10/01/2027
<i>Notes:</i>						