# Comprehensive Progress Report

**Mission:**

At Northwood Elementary, our mission is to ignite a lifelong love of learning by opening the door to a world of discovery. We empower scholars to build strong academic foundations, embrace global citizenship through Mandarin Chinese, and explore diverse career pathways.

**Vision:**

Developing career-ready, internationally-minded citizens through inquiry and self-reflection

**Goals:**

School Performance Goal: By June 2027, Northwood will increase our overall performance composite by at least 3 percentage points from 40.5% to 43.5%. (A4.01)

Guilford Guarantee Goal: By June 2027, every grade level will implement career exploration activities that expose scholars to 12-16 careers within at least two career clusters. (A4.14)

SEL Goal: By June 2027, the school will foster a culture of joyful learning and belonging by ensuring that 100% of scholars have access to Tier 1 social-emotional learning (SEL) and behavior instruction, while increasing the percentage of identified scholars receiving Tier 2 and Tier 3 interventions with documented progress monitoring. (A4.01)

! = Past Due Objectives KEY = Key Indicator

| Core Function: | | | Domain 3: Instructional Transformation | | | |
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| 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:*** | | | Northwood has implemented a full MTSS response program for several years. The school works to have 3 clear levels of support for scholars through the MTSS process. Scholars receive tier 1 instruction aligned to the grade level standards with differentiated support. At tier 2, teachers work with their grade level colleagues in a PLC (professional learning community) to develop intervention plans based on the district's standard treatment protocol to target deficit skills for identified students. The results of these interventions are measured through goal setting and progress monitoring. At tier 3, the Individual Problem Solving (IPS) team develops additional intervention plans which utilize different resources, and we increase the frequency of progress monitoring. Instructional decisions are based on the scholar's individual goals and response to the interventions provided. The school will continue to work to refine this practice and expand the supports for behavior interventions for non-academic needs. The school will also work to refine and identify selected strategies for each level of instruction and intervention with a focus on improving tier 1 core instruction. | Limited Development 09/06/2022 | | |
| ***How it will look when fully met:*** | | | When fully met, the school will have three clearly-defined levels of support for academics, behavior, and SEL. Evidence of full implementation would include the school meeting/exceeding our target goals for reading, math, science, attendance, behavior, and social/emotional. | | **Vivacious Crews** | **06/30/2027** |
| ***Actions*** | | | | **4 of 27 (15%)** | | |
| | | 8/5/26 | All staff will participate in Be Good People training during August workdays. | Complete 09/08/2026 | Shannon Norment | 09/08/2026 |
| | | *Notes:* | | | | |
| | | 9/18/25 | The master schedule will provide staggered times for differentiated reading to maximize the use of tutors so they are able to serve more scholars. | Complete 09/08/2026 | Susan Steen | 09/09/2026 |
| | | *Notes:* | | | | |

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| 9/26/25 | We will utilize Title I funds to pay for substitute pay for the Title I paid teacher. | Complete 09/08/2026 | Susan Steen | 09/09/2026 |
| *Notes:* | We will utilize Title I funds for this action step. | | | |
| 8/4/25 | We will utilize Title I funds to pay for one full-time reading teacher/interventionist who will provide support for identified students. | Complete 09/08/2026 | Vivacious Crews | 09/09/2026 |
| *Notes:* | We will utilize Title I funds for this action step. | | | |
| 8/4/25 | All classroom teachers will review cum folders for the scholars in their class at the beginning of the school year to look at past classroom data to see which scholars may need additional support. | | Susan Steen | 10/13/2026 |
| *Notes:* | | | | |
| 8/12/24 | All classroom teachers will develop small group lesson plans for reading and math on a weekly basis. Teachers will utilize universal screening data, progress monitoring data, and classroom assessment data to develop lessons that are targeted to each scholars'/groups' needs. Teachers will review scholars' data and share small group lesson ideas during weekly PLC meetings. | | Vivacious Crews | 11/10/2026 |
| *Notes:* | | | | |
| 8/4/25 | Kindergarten through fifth grade teachers will develop a reading individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated reading support. | | Vivacious Crews | 11/10/2026 |
| *Notes:* | | | | |
| 8/4/25 | Kindergarten through fifth grade teachers will develop a math individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated math support. | | Sara Carter | 11/10/2026 |
| *Notes:* | | | | |
| 8/6/26 | We will utilize Title I funds to purchase instructional supplies/materials and library books to support the implementation of our core curriculums, the implementation of our World of Discovery Choice program, and the implementation of SEL. | | Susan Steen | 03/09/2027 |
| *Notes:* | | | | |
| 9/3/26 | We will utilize Title I funds to pay for one field trip per grade level. | | Susan Steen | 03/09/2027 |
| *Notes:* | | | | |

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| 8/6/26 | During weekly planning, our curriculum facilitator, choice coordinator, and administrators will support teachers as they collaboratively plan standards-aligned lessons that utilize our district-adopted curriculums for reading and math and fit within our Career Exploration program. | | Vivacious Crews | 05/04/2027 |
| *Notes:* | | | | |
| 8/6/26 | All teachers will model and explicitly teach active reading skills, critical thinking skills, and vocabulary strategies for reading and comprehending text on a daily basis (ex. Reading STAR and See-Think-Wonder strategies). Third-fifth grade teachers will teach these strategies for online reading in addition to reading hard copies of books or passages. | | Vivacious Crews | 05/04/2027 |
| *Notes:* | | | | |
| 8/6/26 | We will utilize the Beanstack app to increase scholars' motivation for independent reading outside the core curriculum. Kindergarten through second grade scholars will be encouraged to read and document at least fifteen minutes daily. Third through fifth grade scholars will be encouraged to read and document at least 30 minutes daily. | | David Covert | 05/04/2027 |
| *Notes:* | | | | |
| 8/6/26 | We will continue to do "Run the Halls" and monthly drawings for scholars with perfect attendance. | | Shannon Norment | 05/04/2027 |
| *Notes:* | | | | |
| 8/6/26 | On a monthly basis, grade level teams will review scholar work and common formative assessment data during PLCs. | | Vivacious Crews | 05/04/2027 |
| *Notes:* | | | | |
| 8/7/25 | We will utilize Title I funds to provide afterschool tutoring to identified third-fifth grade scholars. | | Vivacious Crews | 05/12/2027 |
| *Notes:* | We will utilize Title I funds for this action step.<br>4/14/26--Afterschool tutoring began on 3/26/26, and it will continue for 7 weeks leading up to EOGs. | | | |
| 8/5/26 | Based on data from the SEL universal screener and teacher recommendations, the counselor and social worker will meet with identified Tier 2 students . The screeners results will be shared with parents to get consent. | | Shannon Norment | 05/30/2027 |
| *Notes:* | | | | |

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| 8/5/26 | The school's Student Support/Attendance team will meet bi-weekly to address attendance, SEL, and other student concerns. The team will work with classroom teachers to develop Tier 2 intervention plans for scholars who have excessive absences. The team will share information with classroom teachers about specific students who have attendance issues and attendance intervention plans. | | Shannon Norment | 05/30/2027 |
| *Notes:* | | | | |
| 8/5/26 | The Social Worker will conduct attendance check-ins daily with identified Tier 2 students targeted by the Student Support Team. | | Kesha Mayo | 06/30/2027 |
| *Notes:* | | | | |
| 8/5/26 | Teachers will teach schoolwide PBIS expectations during the first week of school and then review them throughout the school year (after breaks and at other times as needed). | | Kesha Mayo | 06/30/2027 |
| *Notes:* | | | | |
| 8/5/26 | The school will implement the Be Good People curriculum as a core SEL program. Classes will participate in one topic per week including follow up lessons as time permits within the master schedule. | | Shannon Norment | 06/30/2027 |
| *Notes:* | | | | |
| 8/12/24 | We will conduct an SEL screener at least two times during the school year. | | Shannon Norment | 06/30/2027 |
| *Notes:* | 5/5/26--Based on district guidance, we completed the SAEBRS SEL screener at the beginning of the year and the middle of the year. The district recommended not completing the screener at the end of the year. | | | |
| 8/4/25 | As funding permits, we will utilize tutors to provide small group instruction to scholars who need Tier 2/supplemental support for reading and/or math. | | Vivacious Crews | 06/30/2027 |
| *Notes:* | 5/5/25--We were able to provide tutoring support for K-3rd grade reading. | | | |
| 8/4/25 | Our Individual Problem-Solving (IPS) team will meet weekly to plan and monitor Tier 3/intensive intervention plans for identified scholars. | | Carolyn Turner | 06/30/2027 |
| *Notes:* | | | | |
| 8/4/25 | The character development committee will review the status of the PBIS plan and SEL implementation monthly. They will also review discipline referral data monthly to determine trends and possible proactive interventions to address common occurrences. | | Shannon Norment | 06/30/2027 |
| *Notes:* | | | | |

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| 8/4/25 | We will utilize universal screeners for reading and math three times during the school year (beginning of year, middle of year, and end of year). | | Vivacious Crews | 06/30/2027 |
| *Notes:* | | | | |
| 9/6/22 | During PLC meetings, teachers will review universal screening data and progress toward proficiency goals (reading, math, social/emotional, and/or behavior). Teachers will develop Tier 2 intervention plans for scholars based on data review. On a monthly basis, the Tier 2 data will be reviewed to determine if there are students who are not making adequate progress and need to be referred to the Individual Problem Solving Team for Tier 3 intervention. | | Vivacious Crews | 06/30/2027 |
| *Notes:* | | | | |

| **Core Function:** | **Domain 3: Instructional Transformation** | | | |
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| **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:*** | Our school's choice (magnet) theme is World of Discovery~ Career Exploration and Language. During the 2025-26 school year:<br><br>• Each grade level explored 3-5 careers each quarter that were aligned to their CKLA units. At the end of each quarter, scholars chose one of the careers they explored to complete a summative assessment.<br><br>• Our plan was for each grade level to take a career-related field trip aligned to one of the careers they explored, but we had a difficult time finding field trip locations aligned to each grade level.<br><br>• Each grade level held a mini-career day. Each grade level focused on a different career cluster. The idea is that scholars will have participated in a career day from at least 6 different career clusters during their time at Northwood.<br><br>• We held a career wax museum in April. Kindergarten through fifth grade scholars participated, but their preparation and planning was differentiated based on grade level. We also held an evening event so scholars could share their presentations with their families.<br><br>o K-2 scholars chose a career that interested them and did research about that career. On our career day, they dressed as their career and | Limited Development<br>08/04/2026 | | |

presented the following information.

 Kindergarten classes will choose a career and complete a writing assignment with a sentence frame, “When I grow up, I want to be a _____ because _____.” They will draw a picture of themselves as that career

 First grade will do opinion writing about their career choice with 2-3 reasons to support their choice. They will draw a picture of themselves as that career.

 Second grade will write, “When I grow up, I want to be a _____ because _____. To prepare for this job or career, I would need _____ (college/training). A tool I would use is a _____ to help me _____.” They will draw a picture of themselves as that career.

o 3-5 scholars completed a career cluster interest survey in guidance. Then, they selected a career to research based on one of their top three career clusters. They researched what someone in their chosen career does, the beginning salary of the career, the skills needed for the career, the post-secondary pathway to get to that career, a specific post-secondary option that interests them (i.e., a specific college that offers a major that would lead to their chosen career), and an interesting fact about the college or post-secondary pathway they chose. They dressed as their career for career day and presented their career in a wax-museum format.

• As part of our career and post-secondary pathway exploration, we planned for third-fifth grade classes to go on a field trip to a local university. We had a difficult time scheduling field trips with the universities. The only trip we were able to schedule was for our fifth-grade classes to tour A&T. We will continue working to expand this.

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| ***How it will look when fully met:*** | Career exploration will be directly integrated into core curriculum; scholars will explore careers that are aligned to each content area. Scholars will be able to describe careers from different career clusters and the pathways to get to those careers. Scholars will identify their interests and motivators that will help them choose a career. When fully implemented, scholars and other stakeholders will be able to share about our World of Discovery choice theme and how it is different/sets us apart from other elementary schools. | | **Sara Carter** | **06/30/2027** |
| ***Actions*** | | **1 of 8 (12%)** | | |
| 8/6/26 | We will utilize Title I funds to pay half of the choice coordinator's salary in order to make the position full-time. The choice coordinator will support teachers as they plan and implement our "World of Discovery" choice theme as part of our core instructional framework. She will also provide reading and math coaching support to teachers. | Complete 09/08/2026 | Susan Steen | 09/08/2026 |
| *Notes:* | | | | |
| 8/5/26 | We will host a career day where professionals will share information with scholars about their career and the pathway to get to the career. Scholars will have an opportunity to ask questions about the careers. | | Sara Carter | 01/12/2027 |
| *Notes:* | | | | |
| 8/5/26 | We will host a "Futures' Day" where we invite college students to come share about their college experiences. | | Sara Carter | 04/13/2027 |
| *Notes:* | | | | |
| 8/11/26 | We will host a career wax museum. Scholars at each grade level will research a career and prepare a presentation about that career. | | Sara Carter | 05/04/2027 |
| *Notes:* | | | | |
| 8/5/26 | Each grade level will attend either an in-person or virtual field trip aligned to at least one career they are exploring. | | Sara Carter | 05/04/2027 |
| *Notes:* | | | | |
| 8/5/26 | Each grade level will utilize online resources to explore careers and/or schedule virtual guest speakers (ex., Discovery Education, Rubin Aspire, Paws in Jobland, NCcareers.org, US Bureau of Labor and Statistics, etc.). | | Sara Carter | 05/04/2027 |
| *Notes:* | | | | |
| 8/5/26 | Third-fifth grade classes will go on a field trip to a local university to explore college life. | | Sara Carter | 05/04/2027 |
| *Notes:* | | | | |

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| 8/5/26 | Each grade level will implement career exploration activities that expose scholars to 12-16 careers within at least two career clusters over the course of the school year. | | Sara Carter | 06/30/2027 |
| *Notes:* | | | | |

| **Core Function:** | **Domain 4: Culture Shift** | | | |
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| **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** |
| ***Initial Assessment:*** | Northwood views the connection between the school and the home as essential to school improvement and school success. The school seeks to improve students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach. The school strives to communicate what families can do to support their children's learning and where they can find further support. These strategies include: utilizing Class DOJO to communicate with parents, sharing the Title I school compact, involving parent representatives on the school-based leadership team, parent-teacher conferences, sending home student work in weekly folders. We host quarterly family nights to engage families. During the 2025-26 school year, we held three lunch and learn sessions based on parent survey feedback; however, these sessions were not well-attended. | Limited Development 09/06/2022 | | |
| ***How it will look when fully met:*** | When this objective is fully met, parents will be active, engaged participants in their children's learning. They will regularly participate in family nights, parent conferences, and other school-sponsored events. We will have parent representation on our school-based leadership team that represents the demographic make-up of the school. In addition, we will have an active Family Teacher Organization that includes an FTO board with parents who represent the demographic make-up of the school. | | **Susan Steen** | **06/30/2027** |
| ***Actions*** | | **4 of 14 (29%)** | | |
| 8/4/25 | Classroom teachers will call parents of each scholar before open house to introduce themselves and welcome the scholar and family to the school and classroom. | Complete 09/08/2026 | Susan Steen | 09/08/2026 |

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| *Notes:* | | | | |
| 8/4/25 | We will hold an open house before school starts to welcome families, share information about schedules and other grade level information. | Complete 09/08/2026 | Susan Steen | 09/08/2026 |
| *Notes:* | | | | |
| 8/4/25 | We will plan one family engagement night for each quarter. | Complete 09/08/2026 | Susan Steen | 09/08/2026 |
| *Notes:* | We will utilize Title I funds for these parent events. | | | |
| 8/5/26 | We will use Title I funds to pay for 25% of our Communities in Schools Coordinator's salary. Our CIS Coordinator supports and collaborates with scholars, staff, families and community volunteers. | Complete 09/08/2026 | Susan Steen | 09/08/2026 |
| *Notes:* | | | | |
| 8/4/25 | During the first quarter, we will invite parents to our annual Title I night. In addition to sharing Title I information, we will invite families to dream big dreams and set goals for the school year. | | Susan Steen | 10/13/2026 |
| *Notes:* | We will utilize Title I funds for this action step. | | | |
| 8/4/25 | Classroom teachers will hold parent conferences with the parents of all scholars at the end of the first quarter to inform parents of their child's progress. Additional conferences may be scheduled as needed. | | Susan Steen | 11/17/2026 |
| *Notes:* | 11/18/25--As of today, teachers have held conferences with the parents of 363 scholars (74% of families). | | | |
| 8/4/25 | We will engage parents by offering opportunities to volunteer in classrooms and throughout the school to support our scholars and staff. | | Susan Steen | 12/09/2026 |
| *Notes:* | | | | |
| 8/6/26 | We will utilize Title I funds to offset the cost of field trips. | | Susan Steen | 03/09/2027 |
| *Notes:* | | | | |
| 9/6/22 | The school will provide opportunities for parents to provide feedback on school instruction, operations, and parent engagement opportunities. We will provide the survey/feedback at each Title I family night. | | Susan Steen | 05/04/2027 |
| *Notes:* | 12/9/25--We sent the survey out on November 21. As of today, we have only received 27 responses. We are going to resend the survey as a chat instead of a school story on Class Dojo to see if we get more responses. | | | |
| 8/5/26 | Each teacher will send home student work at least once a week on the same day of the week to keep parents informed about student progress. | | Susan Steen | 05/04/2027 |
| *Notes:* | | | | |

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| 8/4/25 | We will utilize Title I funds to support parent engagement efforts. | | Susan Steen | 05/04/2027 |
| *Notes:* | We will utilize Title I funds for this action step. | | | |
| 8/12/24 | Staff will keep track of individual parent communications. The goal is to balance positive and negative contacts. | | Shannon Norment | 06/30/2027 |
| *Notes:* | | | | |
| 9/6/22 | The school staff will utilize multiple forms of communication to inform parents about the instructional program and the progress of their children (i.e., Class DOJO, Canvas, parent conferences, Connect Ed messages, interim progress reports, report cards, assessment reports, newsletters, the school website, social media accounts, etc.). | | Susan Steen | 06/30/2027 |
| *Notes:* | | | | |
| 9/6/22 | Classroom teachers will send at least one class story on Class DOJO weekly to inform parents about what their child is learning in school. Each message will include a question that parents can use to start a conversation with their child about the week's learning. | | Susan Steen | 06/30/2027 |
| *Notes:* | 5/5/26--Classroom teachers have consistently sent weekly messages to families about what scholars are learning at school. Messages have not consistently included a question/conversation starter. | | | |