**Cyrus P Frazier Elementary** 11/5/2026

# Comprehensive Progress Report

**Mission:** At Frazier, we will create a community that is student centered, provides effective instruction and recognizes growth and excellence.

**Vision:** Life-long learners who seek excellence and make positive contributions to their communities.

**Goals:**

By the End of the 2026-2027 school year, Frazier will increase the overall school composite from 43.7% to 46.7%.

By the end of the 26-27 school year, students at Frazier will participate in at least 2 events per semester to excite students about careers and activities of interest.

By the end of the 2026-2027 school year, Frazier will increase the reading composite from 37.2% to 40.2%%.

! = Past Due Objectives KEY = Key Indicator

| Core Function: | | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | | Practice 1A: Prioritize improvement and communicate its urgency | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| *Initial Assessment:* | | | Our school currently has a team structure that provides teachers with designated weekly time for collaborative instructional planning. Grade-level PLCs meet to plan instruction, review curriculum and pacing, analyze student data, and discuss student needs. Teams are beginning to use assigned roles, including facilitator, recorder, and timekeeper, along with common agendas and planning documents. Multi-Classroom Coaches and administrators support these meetings; however, consistent implementation, documentation, accountability, and follow-through across all teams are still developing. | Limited Development 09/04/2026 | | |

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| ***How it will look when fully met:*** | Full implementation will be evident when all grade-level teams consistently use protected weekly PLC time to plan standards-aligned instruction, review curriculum and pacing, analyze student data and work samples, and determine appropriate whole-group and small-group instructional responses. Each team will use clearly defined roles, common agendas, shared planning documents, and established protocols to promote shared leadership, accountability, and follow-through. Multi-Classroom Coaches and administrators will regularly support and monitor the effectiveness of the team structure.<br><br>Evidence will include the master PLC schedule, meeting agendas and minutes, team role assignments, unit internalization documents, common instructional plans, pacing calendars, data trackers, student work analyses, small-group plans, walkthrough data, and coaching documentation. PLC implementation data, teacher feedback, and student achievement and growth data will be reviewed regularly to determine effectiveness and identify needed adjustments. | | **Lakeisha Heggie**<br>**Term: 2025-2027** | **06/10/2027** |
| ***Actions*** | | **0 of 4 (0%)** | | |
| 9/4/26 | By October 2026, the school will implement a protected weekly PLC schedule for all grade-level teams. Meetings will focus on collaborative instructional planning, curriculum alignment, student data, and instructional responses. Each team will assign and rotate the roles of facilitator, recorder, and timekeeper and use a common agenda and planning template. | | Lakeisha Heggie<br>Term: 2025-2027 | 10/30/2026 |
| *Notes:* | | | | |
| 9/22/26 | Utilize Title I funds to pay for substitute teachers so staff can participate in professional development. | | Felicia Bowser Term: 2025-2027 | 06/10/2027 |
| *Notes:* | | | | |
| 9/22/26 | Utilize Title I funds to pay for substitute teachers so classroom teachers can participate in a data analysis and instructional planning day. | | Kathleen Woodard<br>Term: 2025-2027 | 06/10/2027 |
| *Notes:* | | | | |
| 9/4/26 | School leadership and MCCs will review PLC agendas, meeting notes, unit internalization documents, common plans, data trackers, and | | Lakeisha Heggie<br>Term: 2025-2027 | 06/13/2027 |

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| | | student work to monitor implementation and provide feedback. Teams will use this feedback and student achievement data to strengthen collaboration, address instructional needs, and improve outcomes. | | | |
| | *Notes:* | | | | |

| **Core Function:** | | | **Domain 2: Talent Development** | | | |
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| **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** |
| ***Initial Assessment:*** | | | Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. The school currently review data at various moments in the school year. Consistency in monitoring our progress toward our goals is a need and use of NC Star will support this process in the upcoming school year.<br><br>During the 2024-25 school year, the school counselor will provide common language activities via a monthly SEL lesson calendar that will be provided for classroom teachers. Teachers will provide feedback to the school counselor to guide the months ahead. The counselor will provide professional development via PLC's and staff meetings.<br><br>ILT- to revisit low inference walkthrough schedule to drive professional development.<br><br>4/21/26: End of year feedback has been received from Eureka and CKLA coaches.<br><br>Planning and preparation is evident in classrooms. Work is needed with higher level questioning and peer discourse across grade levels. | Limited Development<br>08/01/2016 | | |
| | | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| ***How it will look when fully met:*** | | | The school will use the data collected to plan school wide and/or grade level professional development and decide on school improvement | | **Lakeisha Heggie**<br>**Term: 2025-2027** | **06/13/2026** |

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| | strategies..<br><br>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)<br><br>Reopening due to 2024 FAM-S indicating that social emotional and behavioral needs of students need to be addressed to improve classroom culture and student interpersonal skills.<br><br>Grade level planning day results.<br><br>Kinder- Created flexible groups for MTSS<br><br>5th grade- MTSS progress monitoring and students moving from Tier 2 to Tier 3.<br><br>2nd grade- MTSS updates for grouping<br><br>3rd grade- Looked at who needs to move from Tier 2 to Tier 3.<br><br>4th grade- MTSS updates/planning for CKLA<br><br>1st grade-MTSS progress monitoring and students moving from Tier 2 to Tier 3 | | | |
| ***Actions*** | | **8 of 18 (44%)** | | |
| 9/26/16 | Analyze various types of data based on time of year and plan/attend professional development based on the needs as demonstrated through the data. | Complete 10/11/2016 | Nicole Partee | 01/31/2017 |
| *Notes:* | Our Title I plan for the 16-17 school year has been approved, and we are now able to plan professional development based on staff request. New teachers have requested to attend CHAMPS professional development, and EC teachers have requested to attend the EC conference. Selected PBIS team members will be attending tier 3 professional development. A survey will be administered to staff to determine individual needs. | | | |
| 9/12/18 | Exit tickets will be used on a consistent basis to help form small groups and identify students that are in constant need of supports. | Complete 06/09/2021 | Ekaterina Brednikova | 06/11/2021 |
| *Notes:* | | | | |
| 9/12/18 | Schoolwide Assessment calendar (for common formative assessments) will be created. | Complete 06/07/2024 | Kathleen Woodard | 06/09/2025 |

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| *Notes:* | | | | |
| 10/16/25 | Restart funds will help fund a MCL 2 position to support 3-5 instruction in all content areas. | Complete 06/12/2025 | Kristie Johnson<br>Term: 2025-2027 | 06/12/2025 |
| *Notes:* | | | | |
| 10/14/24 | Title I funds will be used to pay for an ASCD membership for the principal. | Complete 06/11/2025 | Felicia Bowser | 06/13/2025 |
| *Notes:* | The principal will share current research based strategies with staff during PLC's and staff meetings. | | | |
| 9/26/16 | Determine/create professional development session(s) that aligns with the needs according to the data. | Complete 10/11/2016 | Felicia Bowser | 06/13/2025 |
| *Notes:* | In weekly PLC's we have discussed collaborative planning, meeting with ARC representative, 5th grade Discovery Education Textbook resources, data discussion with a focus on DIBELS and TRC, district math and science coach walk-through with feedback, along with district assessment coordinator met to discuss SchoolNet options. Allowing new teacher to visit other classrooms. | | | |
| 9/30/24 | SEL lesson plans will be provided monthly by the school counselor. | Complete 06/11/2025 | Renee Natson | 06/13/2025 |
| *Notes:* | | | | |
| 10/14/24 | Title I funds will be used to provide staff development throughout the 24-25 school year. | Complete 06/11/2025 | Kathleen Woodard | 06/13/2025 |
| *Notes:* | Classroom teachers will participate in two half day planning sessions during the school day and they will be provided a substitute. | | | |
| 9/19/25 | Title I funds will be used to pay for substitutes for full day planning sessions in grades K-5. | | Cristel Brice | 06/10/2026 |
| *Notes:* | | | | |
| 10/14/24 | Title I set aside funds will be used to purchase food, related supplies, and postage for family engagement events. | | Felicia Bowser | 06/13/2026 |
| *Notes:* | Food will be provided at the annual Title I Family night and the spring curriculum night. Parents will receive students' growth and proficiency data from state and local assessments. Postage will be used to mail EOY report cards and state assessments. | | | |
| 10/13/24 | Title I funds are being used to purchase a daytime tutor. | | Lakeisha Heggie | 06/13/2026 |
| *Notes:* | The daytime tutor will provide small group instruction in K-5 reading and math based on quarterly data. | | | |
| 8/29/17 | MCL's will meet with each teacher to collect and analyze their data on a regular basis in PLC meetings to ensure that we are meeting students | | Kathleen Woodard | 06/13/2026 |

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| | where they are and provide academic supports as needed. | | | |
| *Notes:* | MCL's will support | | | |
| 9/29/25 | Title I funds will be used to compensate a Ttile I coordinator for additional roles and responsibilities for Title I palnning and programming. | | Lakeisha Heggie | 06/13/2026 |
| *Notes:* | | | | |
| 9/29/25 | Title I  funds will be used to purchase a .5 translator/interpreter position. | | Kathleen Woodard | 06/13/2026 |
| *Notes:* | | | | |
| 9/29/25 | Title I funds will help fund a MCL 3 position to support K-2 instruction in all content areas. | | Ericka  Conyers | 06/13/2026 |
| *Notes:* | | | | |
| 9/29/25 | Title I funds will be used to pay stipends for an EIT 1 and EIT 2 position. | | Lakeisha Heggie | 06/13/2026 |
| *Notes:* | | | | |
| 9/29/25 | Restart funds will help fund a MCL 2 position to support 3-5 instruction in all content areas. | | Kristie  Johnson | 06/13/2026 |
| *Notes:* | | | | |
| 9/29/25 | Restart funds will be used for transportation costs of student field trips. | | Courtney Thompson | 06/13/2026 |
| *Notes:* | | | | |
| ***Implementation:*** | | 09/19/2025 | | |
| ***Evidence*** | 9/19/2025 | | | |
| ***Experience*** | 9/19/2025 | | | |
| ***Sustainability*** | 9/19/2025 | | | |

| **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:*** | | | All teachers are required to present at least two students to IST throughout the school year. Teachers have improved their current | Limited Development 08/01/2016 | | |

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| | practice of utilizing appropriately the support/interventions team for struggling students. New teachers will receive orientation on this process.<br><br>Our school implements the IST process for students with academic and behavioral needs. Based on this process, students are given interventions in their area of need. If little to no progress is made, the team determines whether or not to send the student for further evaluation. Each grade level is represented on this team and the team works closely with our Exceptional Children's department.<br><br>This area is a greater focus for 2019-2020 and 2020-2021 as teachers are exposed to the practices of Multi-Tiered Systems of Support. Staff members will receive training this school year on MTSS and action steps will begin to be implemented along with the MTSS training modules.<br><br>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)<br><br>MTSS training will be provided to teachers in monthly MTSS meetings and PLCs.<br><br>Due to addition of new staff and new members to the team, we are reopening this goal for the 2024-2025 school year.<br><br>Document needs to be created at EOY that names placement of all students, so that MTSS groups and process can begin week 3 and not end of 1st quarter.<br><br>All grade levels have completed full day planning to identify student groups, based on instructional needs. MOY data trends show growth is on an upward trend.<br><br>Update: 4/21 Kinder bootcamp is underway to prepare for DIBELS EOT Testing.<br><br>Update: 4/21 Afterschool tutoring has begun for K-5. | | | |

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| ***How it will look when fully met:*** | Teachers will use the IST/MTSS team for students struggling academically, socially or behaviorally for added support and interventions. Differentiated instruction will take place in the classroom via small group instruction an/or one on one, instruction.<br><br>Teachers will be able to implement tiered support within their classrooms. The growth mindset will be emphasized rather than focusing on deficit thinking related to interventions being implemented and outcomes for students. Effective interventions will be used in the classroom and appropriate Intervention Support Team (IST) strategies implemented if students do not respond to in-class support.<br><br>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)<br><br>MTSS team will use MOY and EOY district and state assessments to determine training steps for teachers/staff<br><br>Staff received a MTSS refresher from Ms. Henderson on 11/4/25 | | **Kathleen Woodard Term: 2025-2027** | **06/10/2027** |
| ***Actions*** | | **4 of 9 (44%)** | | |
| 12/8/20 | Instructional teams use student learning data to identify students in need of instructional support or enrichment within PLC meetings.<br><br>RESTART FLEXIBILITY: Additional Staffing | Complete 06/10/2024 | Felicia Bowser | 06/10/2026 |
| *Notes:* | | | | |
| 12/8/20 | Monitor student outcomes via benchmarks, progress monitoring and universal screening. | Complete 05/25/2022 | Felicia Bowser | 06/12/2026 |
| *Notes:* | | | | |
| 9/3/26 | Title 1 funds will support funding the 1.0 MCC 3, 1.0 MCC 2, 1.0 EIT 1, 1.0 EIT 2, 0.5 Translator/Interpreter positions. | | Felicia Bowser Term: 2025-2027 | 06/09/2027 |
| *Notes:* | | | | |
| 10/25/16 | Review the problem analysis approach for students with demonstrated areas of need with teachers during professional learning communities and intervention support team/MTSS meetings.<br><br>Questions: | Complete 06/10/2027 | Felicia Bowser Term: 2025-2027 | 06/10/2027 |

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| | Is it a skill problem or a performance problem?<br>What is your hypothesis about "why" this problem is occurring?<br>Do we have data to refute or confirm the hypothesis?<br>Is the hypothesis related to things we can change?<br>Do we have the expertise on the team? | | | |
| *Notes:* | This is an ongoing task and full implementation is expected by end of January. We will review this task in monthly meetings.<br><br>3/5/19 Ms. Lytton is pulling groups but is absent today and unable to report out.<br><br>9/21/2021 This area is a greater focus for 2019-2020 and 2020-2021 as teachers are exposed to the practices of Multi-Tiered Systems of Support. Staff members will receive training this school year on MTSS and action steps will begin to be implemented along with the MTSS training modules.<br><br>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)<br><br>Full implementation of the MTSS referral process began during the 2021-22 school year. This objective will continue to be monitored to ensure the process is implemented with fidelity to help meet the needs of students who need additional support.<br><br>9/16/25 Monthly MTSS meetings will continue and the process will continue to be refreshed for all staff via monthly staff meetings as needed. | | | |
| 12/8/20 | Monitor supplemental and intensive interventions through forms provided by PSYCH Services. | Complete 06/10/2027 | Felicia Bowser Term: 2025-2027 | 06/10/2027 |
| *Notes:* | | | | |
| 9/22/26 | Utilize Title I funds to purchase food for parent engagement events and other allowable school activities, in accordance with Title I spending guidelines. | | Tycorrie Smith term: 2025-2027 | 06/10/2027 |
| *Notes:* | | | | |
| 10/14/24 | Title I funds will be used for Supplies and Materials for curriculum nights, SEL materials, and instructional supplies | | Felicia Bowser | 06/13/2027 |
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| 9/26/16 | Review small group instructional expectations with classroom teachers via math/literacy data teams and plc meetings. | | Felicia Bowser | 06/12/2028 |
| *Notes:* | Small group instruction will become a permanent component of our PLC meetings and math/literacy data team action plans. This will be an ongoing task within our school improvement plan.<br><br>This will be an agenda item on the bi-weekly check-in meetings with the Principal and MCLs. | | | |
| 9/4/26 | Establish and implement a protected, schoolwide intervention and enrichment block in every grade level. During this time, students will receive flexible, evidence-based small-group instruction based on screening, assessment, and progress-monitoring data. PLC teams will review student progress every four to six weeks and adjust groups, instructional strategies, and intensity of support as needed. | | Felicia Bowser Term: 2025-2027 | 06/13/2028 |
| *Notes:* | | | | |

| **Core Function:** | **Domain 4: Culture Shift** | | | |
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| **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** |
| ***Initial Assessment:*** | Frazier Elementary will implement career-focused Club Days and host an annual career fair to help students identify personal aspirations and connect classroom learning to future education and career opportunities. Staff will collaborate with families, local businesses, colleges, and community organizations to provide hands-on career experiences, guest speakers, and mentorship. Students will reflect on these experiences and articulate how their interests, strengths, and academic goals connect to possible career pathways. | Limited Development 09/04/2026 | | |
| ***How it will look when fully met:*** | Full implementation will be evident when all students regularly participate in career-focused Club Days and an annual career fair featuring community partners, local businesses, colleges, and diverse career professionals. Students will be able to identify their interests and strengths, articulate personal aspirations, and explain how their current learning connects to future educational and career goals. | | **Kathleen Woodard Term: 2025-2027** | **06/10/2027** |

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| | Evidence will include student interest surveys, goal-setting and reflection activities, student work samples, Club Day participation records, career fair attendance, schedules and lesson plans, community partnership records, photographs, and feedback from students, families, staff, and community partners. Pre- and post-event surveys will be used to measure growth in students' career awareness and their ability to connect academic learning with future aspirations. | | | |
| ***Actions*** | | **0 of 4 (0%)** | | |
| 9/4/26 | By January 28, 2027, the school will implement its second career-focused Club Day, expanding career pathways and community partnerships based on feedback from the first event. Staff members and community partners will provide hands-on learning experiences that help students connect their interests, strengths, and academic learning to future careers. Students will complete a reflection explaining the career explored, skills practiced, and educational steps associated with that pathway. Evidence will include the Club Day schedule, club descriptions, participation records, community partner involvement, photographs, student reflections, and feedback from students and staff. | | Kathleen Woodard<br>Term: 2025-2027 | 01/28/2027 |
| *Notes:* | | | | |
| 9/4/26 | By April 2, 2027, the school will implement its third career-focused Club Day, building upon student and staff feedback from the previous events. Staff and community partners will provide hands-on experiences representing diverse career pathways and help students connect their academic learning, interests, and strengths to future aspirations. Students will complete a final reflection describing the careers and skills they explored throughout the year and identifying a career pathway they would like to learn more about. Evidence will include the Club Day schedule, club descriptions, participation records, community partner involvement, photographs, student reflections, and feedback from students, staff, and partners. | | Kathleen Woodard<br>Term: 2025-2027 | 04/02/2027 |
| *Notes:* | | | | |
| 9/4/26 | By Spring 2027, the school will host a schoolwide Career Day featuring | | Kathleen Woodard | 06/10/2027 |

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| | | | community partners and professionals representing a variety of career pathways. Students will participate in age-appropriate presentations and hands-on experiences designed to help them connect their interests, strengths, and current learning to future educational and career opportunities. Students will complete a reflection identifying careers of interest and the skills and education needed to pursue them. Evidence will include the Career Day schedule, presenter list, student participation records, photographs, student reflections, and feedback from students, staff, and community partners. | | Term: 2025-2027 | |
| | | *Notes:* | | | | |
| | | 9/4/26 | By October 28, 2026, the school will implement its first career-focused Club Day. All staff members will facilitate or support a club connected to a career pathway, with community partners invited to provide students with hands-on experiences and information about related careers. Students will select clubs based on their interests and complete a reflection identifying the skills they practiced, careers they explored, and connections between those careers and their current learning. Evidence will include the Club Day schedule, staff and community partner participation, club descriptions, student attendance, photographs, and student reflections. | | Kathleen Woodard<br>Term: 2025-2027 | 10/28/2027 |
| | | *Notes:* | | | | |
| **!** | **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:*** | | | We have required and optional parent/teacher conferences, student led conferences, curriculum nights, Title 1 Parent Sessions, parent data team meetings, IEP meetings, PTA meetings, connect ed messages, student/parent handbook and an open door policy to support our families in this area.<br><br>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)<br><br>The leadership team created and sent home a calendar for the school year that includes all upcoming parent nights for the year.<br><br>Communication is sent through Dojo, Connect Ed, Email, and phone | Limited Development<br>08/01/2016 | | |

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| | calls. Family night held where families were given at home strategies and learning games.<br><br>Kinder Kick-Off was held 3/26/26<br><br>3-5 EOG Night was held 4/16/26 | | | |
| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
| ***How it will look when fully met:*** | There will be an increase in parent involvement as well as parent attendance to school functions.<br><br>Update (10/13/2020): Weekly progress reports will continue to be sent to families to keep them informed about their student(s) continued academic performance.<br><br>Family Engagement Night attendance will increase. Which will increase opportunities for parents to engage with their child academically. Discourse will increase between teachers and families.<br><br>Grade level Newsletters sent home the first Tuesday of every month. | | **Kristie Johnson**<br>**Term: 2025-2027** | **06/10/2026** |
| ***Actions*** | | **2 of 4 (50%)** | | |
| 10/30/23 | Title I funding ($2306.59) is allocated for instructionally focused parent engagement activities. | Complete 06/07/2024 | Felicia Bowser | 06/07/2024 |
| *Notes:* | | | | |
| 9/26/16 | Monthly newsletter will be created and sent home and will include tips for parents. | Complete 09/28/2016 | Kai Easter | 06/10/2026 |
| *Notes:* | Mrs. Sellers collected ideas from staff to share with parents on our monthly calenders (OCTOBER) that will be sent home with parents on 9/30/2016. Emails to staff and monthly calendars are attached. | | | |
| 9/16/25 | Parents will be invited to annual Title I night, curriculum night, student conferences, and MTSS conferences. | | GShearia McNeill | 06/10/2026 |
| *Notes:* | | | | |
| 9/16/25 | Monthly newsletters will be sent home and provide parents with instructionally aligned questions to ask students in order to reinforce academic foci and to foster family engagement. | | Tycorrie Smith | 06/11/2027 |
| *Notes:* | Teachers will send monthly newsletters home. T. Smith will collect for Title 1 binder. | | | |

| *Implementation:* | | 09/16/2025 | | |
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| ***Evidence*** | 10/25/2019 Monthly calendar, nicky's folder, weekly folder, connect ed messages, handbook. | | | |
| ***Experience*** | 10/25/2019 Classrooms communicate with parents via REMIND101 and Class Dojo. The school sends weekly connect messages or more often as needed. Frazier Elementary send home monthly calendars and daily folders. We recently implemented a Wednesday folder for schoolwide communication . We met with parents within the first week of school to share information regarding what students will be learning in their current grade and attendance reports are sent home monthly. A parent handbook is also provided to parents. | | | |
| ***Sustainability*** | 10/25/19 Continue with current actions listed. | | | |