

Comprehensive Progress Report

**Mission:** The mission of Kirkman Park Elementary School is to prepare students to be college and career ready for the 21st century. We will teach character education as earnestly as we teach the core curriculum. As such, we will teach and instill in our students a healthy respect for the diversity of the world around them, as well as a genuine love for learning.

**Vision:** At Kirkman Park Elementary School, we seek to build a growth mindset by expanding minds, inspiring creativity, and building character.

**Goals:**

- By the end of 2024-25, increase 2023-24 Reading Composite Proficiency by at least 3 percentage points from 48.2% to 51.2% (C2.01).
- By the end of 2024-25, Kirkman Park will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 43.0% to 38% (A4.09).
- By the end of 2024-25, increase 2023-24 Math Proficiency (grades 3 through 5) by at least 3 percentage points from 53.1% to 56.1%. (C2.01)
- By the end of 2024-25, increase 2023-24 Science Proficiency (5th Grade) by at least 3 percentage points from 60.0% to 63.0% (C2.01)
- By the end of the 2024-2025 academic school year, Kirkman Park will increase the percentage of students meeting grade-level benchmarks in literacy and math by 15% through targeted tiered interventions, while also increasing family engagement in school activities by 25%. (B3.05)



<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>		
<b>Effective Practice:</b>			<b>Practice 1A: Prioritize improvement and communicate its urgency</b>		
		<b>A1.01</b>	<b>The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			Kirkman Park will implement three district level instructional frameworks. Spanish Immersion students will continue to engage in ELA instruction with the American Reading Company (ARC) literacy program. Second, teachers in grades K-5 traditional will engage in English language arts instruction using CKLA (core knowledge language arts). All teachers will engage in mathematics instruction using Eureka mathematics. All teachers will be given professional development in the appropriate implementation of these curricula. In order to increase teacher's capacity, Title I funds will be used to secure additional coaching days for Eureka, CKLA, and ARC throughout the school year. Furthermore, Title I funds will be used and a mathematics impact coach will be added to the staff in order to provide daily coaching on Eureka components and best mathematical teaching practices.	Limited Development 08/20/2016	
			Priority Score: 3      Opportunity Score: 3      Index Score: 9		
<i>How it will look when fully met:</i>			The principal frequently and effectively communicates with the staff throughout the school year. This communication will occur in a variety of mediums both orally as well as in written form. Communication ranges from general, such as the staff newsletter; to the specific, such when classroom walkthrough observations are conducted and written feedback is given immediately upon the completion of the walkthrough. Furthermore, the principal oversees the communication among school based teams to ensure that there is a free flow of information and that all stakeholders are effectively informed about school business.		<b>Yajaira Owens</b>
<b>Actions</b>				<b>0 of 3 (0%)</b>	
	10/22/20	The school's instructional leadership team will meet twice monthly and provide direct coaching support to all BT 0-3 teachers in the school, or new to Kirkman Park.			Josette Hamrick
<i>Notes:</i> These lead teacher will receive coaching using the New Leaders framework.					06/06/2025
	10/17/22	Title I funds will be used to ensure that staff uses tiered instruction to deliver evidence-based instruction aligned with the individual needs of students across all tiers.			Josette Hamrick
<i>Notes:</i> Title I funds will be used to complete this action.					07/10/2025

10/22/20	The Instructional Leadership Team will analyze student performance data to identify trends and areas for improvement. This will involve conducting monthly data meetings where teachers share insights and adjust instruction based on evidence.			Yajaira Owens	08/30/2025
<i>Notes:</i> The team members selected will be formally interviewed by the principal and curriculum facilitator. Title I funds will be allocated to support the Instructional Leadership Team (ILT).					
<b>Implementation:</b>				10/14/2019	
<b>Evidence</b>	10/14/2019 New district priorities around LETRS PD for teachers K-3.				
<b>Experience</b>	10/14/2019 District changed academic priorities and is no longer pursuing this action.				
<b>Sustainability</b>	10/14/2019 Refocus on new district priorities.				
		<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/13/2016	
<b>How it will look when fully met:</b>			What will this look like when fully implemented: The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	Yajaira Owens	06/05/2026
<b>Actions</b>				<b>0 of 3 (0%)</b>	
10/18/19	The District School Improvement team will provide feedback on a recurring basis.			Weaver Walden	06/05/2026
<i>Notes:</i>					

	8/10/17	Engage in instructional leadership team walk through both with school personnel as well as district personnel.		Yajaira Owens	06/08/2026
	<i>Notes:</i>				
	10/10/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Yajaira Owens	06/14/2026
	<i>Notes:</i>				
		<b>B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The leadership team will actively facilitate open and transparent communication between administration and faculty/staff, ensuring that all stakeholders are informed, engaged, and empowered. They will establish and maintain regular communication channels (e.g., newsletters, emails, meetings) that provide updates on school initiatives, policies, and important events. Implement structured opportunities for faculty and staff to provide feedback, including surveys, suggestion boxes, and open forums.	No Development 09/30/2024		
<i>How it will look when fully met:</i>		When these elements are in place, the leadership team effectively serves as a conduit for communication, fostering a collaborative and thriving school environment.		<b>Amber White</b>	<b>06/05/2026</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/30/24	Feedback Integration: Faculty and staff feedback is not only collected but also visibly integrated into decision-making processes. Meeting agendas and minutes reflect concerns and suggestions raised by staff, demonstrating responsiveness.		Amber White	06/10/2026
	<i>Notes:</i>				
	9/30/24	Open Dialogue Culture: A culture of open dialogue exists, where faculty and staff feel comfortable expressing concerns and asking questions. Informal check-ins and open-door policies are prevalent.		Amber White	06/10/2026
	<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			By 2024-2025, Kirkman Park will establish a School Leadership Team that will help to distribute leadership tasks and responsibilities. The team will meet monthly to discuss school improvement and school concerns. The team will focus on problem solving, communication with colleagues and other stake holders, motivation, professional development, and coaching.	Limited Development 10/10/2023		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			By 2024-2025, Kirkman Park will have an effective leadership team with individuals with diverse skills and perspectives that will contribute to achieving school improvement goals. All grade levels, departments, and specialty areas will be represented. All team members will be knowledgeable about school improvement efforts and posses diverse skills that will help move the team toward its improvement goals.		Yajaira Owens	06/09/2025
Actions				0 of 3 (0%)		
9/29/24			Kirkman Park's School Leadership Team will establish a system for regular monitoring and evaluation of school programs and initiatives to measure impact and make necessary adjustments.		LaQuisa Lytch	06/10/2025
Notes:			The ILT will serve as a subgroup for the SLT and Title I funds will be used to fund EEA's for any additional responsibilities that these groups may take on.			
9/29/24			The School Leadership Team will work to strengthen partnerships with families and the community to support student learning and well-being.		Penn Grose	06/10/2025
Notes:						
9/30/24			The leadership team consistently provides timely updates through various channels (newsletters, emails, and meetings), ensuring everyone is informed about policies, changes, and important events.		Phyllis Marshall	06/10/2025
Notes:						
Implementation:				09/29/2024		
Evidence			6/3/2024 Minutes from School Leadership Team meetings and ILT meetings and inhouse PD's.			

Experience			6/3/2024 ILT and School Leadership team meet the first Monday and second Tuesday of the month.			
Sustainability			6/3/2024 will continue to meet to review data and surveys to continue collaboration and strengthen instructional practices.			
		B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
Initial Assessment:			To effectively communicate the message of change within our school improvement plan, the Principal will implement a multi-faceted communication strategy that ensures clarity, engagement, and transparency. The Principal will involve all stakeholders, including teachers, students, parents and community members-in developing and implementation process.his will be achieved through regular meetings, surveys, and focus groups to gather input and foster a sense of ownership.	Limited Development 09/30/2024		
How it will look when fully met:			By being transparent, supportive, and engaging, the principal will help the school community feel more comfortable with the changes and motivated to be part of the process.		Yajaira Owens	06/05/2026
Actions				0 of 2 (0%)		
	9/30/24	Our communication will focus on key goals, objectives, and the rationale behind changes. We will use simple, jargon-free language and visuals to illustrate the benefits of the plan, ensuring that everyone understands the purpose and expected outcomes.			Yajaira Owens	06/10/2026
Notes:						
	9/30/24	We will utilize various channels such as newsletters, social media, school website updates, and informational workshops to reach different audiences effectively. This diversity ensures that our message is accessible to everyone in our community			Yajaira Owens	06/10/2026
Notes:						

	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:			All grade levels have mathematics and reading planning with their coaches weekly. Additional vertical planning is required and intentional planning around NCSCOS standards is needed.	Limited Development 08/20/2016		
How it will look when fully met:			There will be a free flow of communication, back and forth, between all committees and teams to ensure that everyone is aware of their specific duties and expectations for instructional planning.		Yajaira Owens	06/06/2026
Actions				0 of 3 (0%)		
	10/18/21	The school improvement team will meet twice monthly and will assess an indicator during at least one of the meetings. Furthermore, the school has task specific cadre meeting that focus on parent engagement, MTSS/PBIS, school climate, and the instructional leadership team. These minutes will also be indicated in NC Star and each cadre will have appropriate indicators assigned so that the work will be aligned through the school improvement plan.			Yajaira Owens	06/07/2025
Notes:						
	10/4/23	Instructional Leadership Team, which is a subcommittee of the SIT, meets third Tuesday of each Month to review school wide data, calibrate trends observed, and plan for professional development.			Yajaira Owens	06/14/2025
Notes:						
	10/4/23	During the 24-25 School year, Pre K through 5th grade teachers will plan vertically every Wednesday to ensure that they are being mindful of the curricular requirements for the next grade level content.			Yajaira Owens	06/14/2025
Notes: Title I funds in the amount of \$85,611 are being used to purchase the Math coach.						

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
<b>Initial Assessment:</b>			The principal regularly conducts walk through evaluations and provides teachers with immediate feedback on the visit. Furthermore, the principal regularly attends PLC meetings with the curriculum facilitator to ensure effective instructional planning. The principal, along with members of the Spanish immersion team have worked with the district's sister immersion school, to create Spanish pacing guides for both schools. Title I funds will be used to purchase additional coaching days for the three main curricula, and secure a mathematics impact coach for the school. Finally, the principal conducts the state evaluations in keeping with local and state guidelines.	Limited Development 09/13/2016		
			Priority Score: 3      Opportunity Score: 2      Index Score: 6			
<b>How it will look when fully met:</b>			All formal evaluations will be conducted within NC guidelines and GCS protocols.	<b>Objective Met 06/03/24</b>	<b>Yajaira Owens</b>	<b>06/09/2024</b>
<b>Actions</b>						
12/14/20			The principal, curriculum facilitator, mathematics coach and MTSS coordinator will conduct observations of synchronous and asynchronous learning as necessary and directed by GCS remote learning protocols.	Complete 06/03/2024	Yajaira Owens	05/30/2024
<i>Notes:</i>						
10/14/19			The principal will create an Instructional Leadership Team in order to provide on going instructional coaching and support for all teachers in the building.	Complete 06/03/2024	Yajaira Owens	06/04/2024
<i>Notes:</i>						
9/18/17			The principal, curriculum facilitator, and mathematics impact coach, will conduct formal and informal observations with a focus on rigor, student engagement and quality of student tasks	Complete 06/03/2024	Yajaira Owens	06/07/2024
<i>Notes:</i> Refocus on Tier I instruction. Work with GCS MTSS Coordinator to assess and address students that need Tier II and Tier II interventions						
9/24/18			Title I funds will be used and a mathematics impact coach will be hired for the school in order to monitor and improve school wide mathematics instruction and improve assessment data	Complete 06/03/2024	Yajaira Owens	06/08/2024
<i>Notes:</i>						



5/9/22	The school will engage in the regular use of Eureka Equip in grades 1-5 as part of the MTSS/RIME process for the 2023-2024 school year.	Complete 06/03/2024	Yajaira Owens	06/10/2024
<i>Notes:</i>				
8/10/17	The principal will conduct the annual NC Evaluation training training in August. All evaluations will be conducted according to state and district guidelines.	Complete 06/03/2024	Yajaira Owens	08/20/2024
<i>Notes:</i> First observation for those staff on the full observation cycle will be announced and will have a pre-observation conference.				
<b>Implementation:</b>		06/03/2024		
<b>Evidence</b>	6/3/2024 Written feedback was collected in a google form and shared with staff members.			
<b>Experience</b>	6/3/2024 Administrator conducted daily walkthroughs and provided feedback and coaching. In addition, ILT conducted 3 walkthroughs, providing feedback and customized PD based on the data collected.			
<b>Sustainability</b>	6/3/2024 Administrator and ILT will continue to do walkthroughs and collect data and provide Professional Development.			

		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>At Kirkman Park Elementary School, the leadership team implemented an Early Warning System by first identifying champions among the staff who were passionate about the initiative. They will provide access to an integrated data system that will update daily students' indicators across academics, behavior, and attendance. Regular collaborative meetings will held to review data and design action plans for students showing signs of risk.</p> <p>By following these steps, Kirkman Park can effectively implement, monitor, and analyze an Early Warning System to support the MTSS framework, ensuring that all students receive the support they need to succeed.</p>	Limited Development 09/25/2024		
<b>How it will look when fully met:</b>			<p>When the Early Warning System (EWS) are fully met at Kirkman Park Elementary, it would likely create a vibrant and supportive learning environment. High Academic Achievement: Students would consistently perform well in state-required tests, with proficiency levels in reading, math, and science significantly above average. Engaged and Motivated Students: Students would be actively participating in class, showing enthusiasm for learning, and demonstrating a genuine love for education. Inclusive and Diverse Environment: The school would celebrate its diverse student body, with programs and activities that promote cultural awareness and respect for all backgrounds. Strong Support Systems: There would be robust support systems in place, including counseling services, special education programs, and resources for economically disadvantaged students. Effective Teaching Practices: Teachers would employ innovative and effective teaching methods, tailored to meet the individual needs of each student. The student-teacher ratio would remain low, ensuring personalized attention<sup>1</sup>.</p>		Shameka Whitsett	06/10/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	9/25/24	The Intensive Problem Solving Team will be established and consist of a counselor, CF, EC teacher, Principal, and Social Worker. The Team will define each member's role within the IPS team and how we will use early warning systems data to identify students that need intensive intervention.			Josette Hamrick	06/10/2025

<i>Notes:</i>				
9/25/24	The IPS Team will review DIBELS, NWEA, and teacher data and analyze key indicators such as attendance, behavior and course performance to identify students.		Josette Hamrick	06/10/2025
<i>Notes:</i>				
9/25/24	The IPS Team will assign and provide Interventions. They will match identified students with appropriate interventions. These interventions will be tiered based on the level of support needed, ranging from universal supports to more intensive, individualized interventions.		Josette Hamrick	06/10/2025
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Throughout the school year, the principal will use a variety of tools to evaluate and coach teachers. The principal will use the GCS instructional framework as a coaching tool when conducting walk-through classroom coaching visits. The form will be completed and emailed to the teacher before the principal leaves the classroom upon each visit. The principal will also use the NCEES system to conduct required formal observations of teachers. By law, teachers must receive feedback from these observations within ten days of each observation. It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			The principal will establish an interview team that consists of a cross-section of the staff to address openings that may occur throughout the school year or in preparation for a new school year.		Yajaira Owens	06/09/2026
<i>Actions</i>				2 of 3 (67%)		
	1/25/21	All mid-year PDPs will be completed by established district guidelines		Complete 02/11/2022	Yajaira Owens	01/27/2022

<i>Notes:</i>				
2/5/21	Complete 3rd round observations by April 7th, 2022	Complete 04/15/2022	Yajaira Owens	04/07/2022
<i>Notes:</i>				
8/10/17	Select an interview team for instructional openings that occur at the school.		Yajaira Owens	06/07/2026
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development			
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
<i>Initial Assessment:</i>			Data will be regularly reviewed throughout the school year. During PLC's, a review of both classroom data and individual student data will be conducted every four to six weeks. Students within the lowest 20% will be identified as Tier II. If adequate progress is not made as assessed by progress monitoring and/or benchmarks, the MTSS process is set up to then be able to move forward with IST processes with that student. The school leadership team and the instructional cadre will then review the MTSS process by reviewing PLC notes, MTSS student progress data sheets, NWEA MAP data, Amplify data, ARC reading data, and math, reading and science benchmark data. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			Teachers will provide Tier II interventions. Tutors will provide Tier II and III interventions. Progress monitoring data will be used to show student growth and progress. Students who do not show adequate growth will be referred for additional evaluation. In addition, tutoring will be provided afterschool and Saturday Academy will be offered and provided.  After School Tutors will be paid using Title I funds and Teachers working the Saturday Academy will receive EEA's that will be paid using Title I funds.		Yajaira Owens	06/06/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	8/10/17		The MTSS coordinator will coordinate with grade level teachers during PLC's and review DIBELS and CKLA data for students in grades K-3 as the primary data point for determining if students are reaching reading targets. The initial data point will be to ensure that instruction is working for at least 80% of students.		Josette Hamrick	06/07/2025
Notes: Data reviews will occur every 4-6 weeks depending on the calendar.						
Title I funds will be utilized to purchase supplies and materials that will support student reading and math goals.						

2/13/20	The school implements a reliable and valid system-wide screening process for academics (NWEA MAP) and behavior (Educators' Handbook) that includes the assessment and tracking of all students multiple times per year and establishes clear guidelines to determine students in need of targeted intervention		Josette Hamrick	06/12/2025
<i>Notes:</i> The MTSS cadre will be the school's central decision making team using updated MTSS protocols.				
2/13/20	Unit pre-tests and posts-test results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.		Josette Hamrick	06/14/2025
<i>Notes:</i> Title I funds will be utilized to create EEA's for the Instructional Leadership Team so that they can take on additional responsibilities and support instruction.				

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
<i>Initial Assessment:</i>			The school will continue to implement the MTSS process this school year. All staff will receive professional development on the process during the course of the school year. The school will also need to monitor each stage of the process, ensuring that teachers implement tier II interventions during the designated I/E time.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>			By June 2024, all teachers will consistently implement effective tier I core instruction with a specific focus on ensuring at least 80% of students are successful with core instruction. Only then will an examination of students not being successful be reviewed. Differentiation and personalized learning activities will address unfinished learning during small group instruction. In order to ensure that Kirkman Park is addressing the individual needs of all students, the school will partner with the school psychologist and continue the MTSS process this school year.		Yajaira Owens	06/14/2025
<b>Actions</b>				<b>0 of 4 (0%)</b>		
9/28/16			Classroom observations with instructional feedback to enable more differentiated teaching practices will be conducted at least bi-weekly in all classrooms.		Yajaira Owens	06/07/2025
<i>Notes:</i>						

2/10/20			The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.		Josette Hamrick	06/07/2025
Notes:			The school has engaged in DIBELS and NWEA MAP for universal screening. Data will be used to determine eligibility for Tier 2 interventions.			
2/10/20			Instructional teams use the student learning data to identify students in need of instructional support or enhancement		Josette Hamrick	06/07/2025
Notes:			Data review will occur during PLC's and will be Led by the Instructional Leadership Team. Title I funds will be used to support the ILT and to pay for substitutes. Tutors will be informed of specific skills with which to target for students receiving enrichment.			
10/25/22			During supplemental problem solving, teachers will provide students with interventions in accordance with the district's standard protocols.		Josette Hamrick	06/07/2025
Notes:						
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			MTSS team has been assembled to review data. MTSS Team meets to do data review monthly and teacher recommendations for students with absences or behavior issues to identify necessary next steps, intervention plans specific to concern. MTSS Team will work with classroom teachers to further support students and their needs as it relates to academics and behavioral	Limited Development 09/29/2022		
How it will look when fully met:			Teachers meet with MTSS Teams to review student attendance, behavior data and make recommendations to the MTSS team for further interventions. MTSS Team will work with classroom teachers to further support students and their needs as it relates to academics and behavioral		Josette Hamrick	06/10/2025
Actions				0 of 4 (0%)		
10/8/23			In core instruction, Amplify data will be reviewed every 6 to 8 weeks as part of the school's MTSS process. Grade level teachers will engage in tier I instruction (CKLA, Eureka).		Josette Hamrick	06/07/2025
Notes:						



10/8/23	During supplemental problem solving, teachers will provide students with interventions in accordance with the district's standard protocols.		Josette Hamrick	06/07/2025
<i>Notes:</i>				
10/28/22	Teachers will receive PD on MTSS. In addition, teachers will focus on core instruction and how to support students that don't master skills.		Josette Hamrick	06/10/2025
<i>Notes:</i>				
10/28/22	Teachers will continue MTSS PD and implementation with the use of the standard treatment protocols for reading and math.		Thomas Niedziela	06/10/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Kirkman park engages in the PBIS model of positive reinforcement. Teachers spend at least the first ten days of school explicitly teaching school wide and classroom expectations. School wide expectations are also posted throughout the school. Teachers also convey these expectations through weekly communications with parents.	Limited Development 08/10/2017		
How it will look when fully met:			The number of classroom discipline referrals will decrease by 10% each year. As a result, the number of out of school suspensions for the school will also decrease each school year.		Phyllis Marshall	06/06/2027
Actions				0 of 2 (0%)		
	10/21/19	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.			Shameka Whitsett	06/06/2025
Notes: Teachers have submitted classroom management plans.						
	10/14/19	The school will implement the three tier intervention model for MTSS in regards to behavior. All staff will continue to implement Tier 1 positive behavior strategies and procedures (DOJO, Pride Paws). Students will be referred for supplemental, Tier 2, behavior interventions as needed (engaging in Check In/ Check Out procedures) and then Tier 3 intense interventions as needed.			Shameka Whitsett	06/10/2025
Notes:						

	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:			For the 2023-2024 school year, There are two BT-01 teachers and one BT-02 teacher who will need intensive instructional support throughout the school year. New staff members are a mix of experienced educators from out of the country, out of the district and two first year teachers.	Limited Development 08/04/2016		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			PLC meetings with grade level teams will focus on understanding the state standards as written in the NC SCOS Teacher will be trained in differentiating instruction and instructional practices and implanting the standards PLC meetings incorporate the use of data when addressing both student intervention as well as student acceleration The MTSS coordinator will also have access to student reading data and will address those students not growing with tier I core instruction and tier II interventions, both completed in the classroom. Teachers will considers the most appropriate elements for mastery and constructs criteria for mastery including common assessments.	Objective Met 01/08/24	Josette Hamrick	06/09/2024
Actions						
	3/15/21	Restructure weekly PLC's for ELA and math in order to build in specific practice time for teachers to engage with the material prior to teaching it to students		Complete 01/08/2024	Thomas Niedzeila	05/30/2024
Notes:						
	8/4/16	Review NC SCOS as well as NC unpacking documents		Complete 01/08/2024	Josette Hamrick	06/07/2024
Notes:						
	8/4/16	Analyze data, ensure MTSS coordinator has access to students not meeting mastery after core instruction, as well as teacher classroom interventions, approximately every four weeks.		Complete 12/08/2023	Josette Hamrick	06/07/2024
Notes:						
	8/4/16	Refocus PLC agendas in mathematics to include data analysis and teacher practice each week and a means of improving teacher efficacy around mathematics instruction		Complete 12/15/2023	Thomas Niedzeila	09/07/2024
Notes: Progress is being made towards the goal but continue support is needed.						
Implementation:				01/08/2024		
Evidence			1/8/2024			

Experience			1/8/2024			
Sustainability			1/8/2024			
		A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Kirkman Park is a one to one school. Every student will have a device and will be able to use these devices throughout the school day to access CKLA, Zern, or any other online instructional resource.	Limited Development 10/27/2022		
How it will look when fully met:			By June 2027, Kirkman Park will provide standardize devices for all students. Students will not have to rely on bringing their own devices. Student engagement and participation will increase by incorporating educational technology into lesson plans, homework and extracurricular activities.		Thomas Niedziela	06/09/2027
Actions				0 of 2 (0%)		
10/8/23		Student familiarization with technology helps prepare young learners for a more technology-driven world and work environment; therefore, students will learn how to use technology and programs responsibly.			LaQuisa Lytch	06/10/2027
Notes:						
10/8/23		Kirkman Park will review funds and make an effort to dedicate a portion of our Title I funds to maintenance costs, spare devices, costs of digital infrastructure, and more.			Teresa Jackson	06/10/2027
Notes:						

		A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our curriculum not only outlines core content and skills but also incorporates objectives that empower students to take an active role in managing their own learning. By engaging in structured planning sessions, teachers will design lessons that are cohesive and intentional, integrating strategies that encourage student agency, self-assessment, and goal-setting. Each team will utilize data-driven insights to tailor instruction to meet diverse student needs, ensuring that all learners are equipped with the tools and knowledge necessary to track their progress.	Limited Development 09/30/2024		
How it will look when fully met:			We will foster a culture of continuous improvement, where both teachers and students actively engage in the learning process, leading to enhanced academic outcomes and a deeper understanding of the material.		Louiza Abu Khalaf	06/06/2027
Actions				0 of 2 (0%)		
	9/30/24	Curriculum Alignment: Ensuring that instructional materials and activities are aligned with state standards and our expanded curriculum objectives.			Josette Hamrick	06/10/2027
Notes:						
	9/30/24	Interdisciplinary Approaches: Encouraging cross-curricular connections that enrich the learning experience and help students apply knowledge in real-world contexts			Josette Hamrick	06/10/2027
Notes:						

		A2.27	Instructional Teams and teachers embed cultural education into learning experiences in the curriculum.(6825)	Implementation Status	Assigned To	Target Date
		<b>Initial Assessment:</b>	Lesson plans reflect the integration of cultural themes and narratives relevant to the student population. Instructional teams will meet regularly to discuss and plan culturally inclusive lessons and units. Sharing of best practices and resources among teachers to ensure consistency and depth in cultural education.	Limited Development 09/30/2024		
		<b>How it will look when fully met:</b>	It will increased student engagement and understanding of diverse cultures. Enhance academic performance through the relevance of culturally inclusive curriculum. A supportive school climate that values diversity and fosters mutual respect among students.		Thomas Niedziela	06/06/2027
		<b>Actions</b>		<b>0 of 2 (0%)</b>		
	9/30/24	Professional Development:  Regular training sessions for instructional teams focused on culturally responsive teaching strategies and resources. Collaboration with cultural organizations and community members to enhance curriculum relevance.			Thomas Niedziela	06/10/2027
		<i>Notes:</i>				
	9/30/24	Collaborative Planning: Instructional teams meet regularly to discuss and plan culturally inclusive lessons and units. Sharing of best practices and resources among teachers to ensure consistency and depth in cultural education.			LaQuisa Lytch	06/10/2027
		<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Kirkman Park will create an attendance team for the 2023-2024 school year. The team members include the school social worker, counselor, data manager, principal and the CIS coordinator. The team will meet weekly to review daily student attendance and target students who may be trending to chronic absenteeism.	Limited Development 10/23/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			This team will meet consistently on a weekly basis and will focus on having a set protocol for intervening at 3,6, and 10 absences.		Laurel Mancari	06/10/2025
Actions				0 of 4 (0%)		
	9/30/24	Kirkman Park's attendance team will collect and analyze attendance data weekly to identify patterns and trends.			Penn Grose	06/10/2025
Notes:						
	9/30/24	Launch a school-wide campaign promoting the importance of attendance, using posters, newsletters, and assemblies.			Laurel Mancari	06/10/2025
Notes: Use Title I funds to pay for incentives.						
	9/30/24	Host informational workshops for families about the impact of attendance on academic success and provide resources for overcoming barriers to attendance.			Josette Hamrick	06/10/2025
Notes: Title I funds will be used to purchase foods during our family nights.						
	9/30/24	Develop an incentive program that rewards students for improved attendance, such as monthly recognitions or prizes.			Laurel Mancari	06/10/2025
Notes: Use Title I funds to pay for incentives.						
Implementation:				06/03/2024		
Evidence			8/1/2023			

<i>Experience</i>			8/1/2023			
<i>Sustainability</i>			8/1/2023			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Kirkman Park will continue to implement the Eureka Squared and CKLA curriculums as instructional programs that foster mastery of content from grade to grade in each of the core content areas.	Limited Development 08/10/2017		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
<i>How it will look when fully met:</i>			80% of students in 4th and 5th grade will attain grade level reading status, based on the the NWEA Map data.	Objective Met 06/03/24	Josette Hamrick	06/09/2024
<i>Actions</i>						
	10/22/20	Provide professional development for teachers in kindergarten through 5th grade in CKLA and Eureka through coaching visits, weekly walkthroughs with feedback by the administrators as well as the Instructional Leadership Team.		Complete 06/03/2024	Josette Hamrick	06/06/2024
	<i>Notes:</i>		Title I funds in the amount of \$85,611 are being used to purchase the Math coach.			
	10/28/22	Teachers will continue MTSS PD and implementation with the use of the standard treatment protocols for reading and math.		Complete 06/03/2024	Josette Hamrick	06/10/2024
	<i>Notes:</i>					
	10/4/23	During the 23 - 24 School year, Pre K through 5th grade teachers will plan vertically every Wednesday to ensure that they are being mindful of the curricular requirements for the next grade level content.		Complete 06/03/2024	Thomas Niedziela	06/14/2024

Notes: Title I funds in the amount of \$85,611 are being used to purchase the Math coach.

Notes: Title I funds in the amount of \$85,611 are being used to purchase the Math coach.				
Implementation:		06/03/2024		
Evidence	6/3/2024 Wednesday's vertical planning and PLC meetings and coaching visits.			
Experience	6/3/2024 Teachers have planned accordingly to ensure that they unpacked CKLA and Eureka curricula.			
Sustainability	6/3/2024 Teachers will continue to plan and customize lessons.			



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
Initial Assessment:			While the school is a PBIS school, PBIS processes were not often implemented with fidelity by the staff. During the 2023-2024 school year, Kirkman Park Elementary School will recommit to implementing school wide effective and consistent PBIS processes. Title I funds will be used to secure incentives for students. Furthermore, there will also be a focus on tiered behavioral interventions as part of the school's MTSS process.	Limited Development 09/12/2016		
How it will look when fully met:			By June 2023 students will demonstrate social/emotional competencies through expected PBIS and school behaviors, positive relationships among peers and staff, active engagement during classroom instruction including weekly Guidance Classes during specials, the ability to communicate appropriately during times of conflict, and a reduction in OSS and disciplinary referrals. Counselor will obtain and provide lessons for general classroom teachers to support SEL instruction.		Penn Grose	06/09/2027
Actions				0 of 8 (0%)		
	10/4/17	All BT teachers will meet monthly so as to establish a new teacher support system and to address specific classroom and instructional concerns across all grade levels			Josette Hamrick	06/07/2025
Notes:						
	10/4/17	The school's EC teacher will receive professional development in PBIS, autism training, and other behavior support techniques so as to be able to serve as a resource for the staff for students that are identified EC as well as provide strategies to assist with students that are not identified but having significant learning and behavioral difficulties.			Yajaira Owens	06/07/2025
Notes: Attend appropriate professional development as needed.						
	10/4/17	The school's EC teachers will receive professional development in Eureka Math so as to be able engage students K-5 in Eureka math techniques while working on math goals within Number Worlds.			Thomas Niedziela	06/07/2025
Notes: Will send EC teacher to PD as they arise.						

10/4/17	The school's MTSS cadre will meet once per month to will review Educators Handbook data and a representative of the cadre will report on Educators Handbook data at the general staff meeting and to the PBIS cadre. The PBIS cadre will also serve as the school's main behavioral support system for teachers based on the available Educators Handbook data. The PBIS cadre is also charged with directing school wide PBIS implementation efforts.				Phyllis Marshall	06/07/2025
<i>Notes:</i>						
9/20/16	Develop reward system that routinely and consistently rewards behavior using PBIS processes				Penn Grose	06/07/2025
<i>Notes:</i> PBIS cadre						
10/13/16	All staff members will know and implement with fidelity the PBIS policies as documented in observational data and teacher feedback.				Penn Grose	06/08/2025
<i>Notes:</i>						
10/13/16	All teachers will develop and implement classroom management polices that are in keeping with PBIS policies.				Yajaira Owens	06/08/2025
<i>Notes:</i>						
10/4/17	Teachers will receive individualized support in the form of CHAMPS training, CPI PD and BIP PD as needed to address specific behavior concerns.				Yajaira Owens	06/08/2025
<i>Notes:</i> To address specific behaviors where classroom interventions have been unsuccessful.						
		<b>B1.05</b>	<b>The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Principal will conduct multiple surveys throughout the school year to get teacher, parent, student feedback. The feedback will be reviewed by school leadership team to determine changes or improvements.	Limited Development 10/20/2021		
<i>How it will look when fully met:</i>			Interest survey will be emailed or shared on class dojo three times a year to get an understanding of what students, parents and teachers need in school. Feedback will be collected and reviewed in order to make school changes and improvements.		Phyllis Marshall	06/09/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
10/27/22	Principal will create a beginning of the year survey and share with teachers and parents.				Yajaira Owens	06/10/2026

Notes:						
10/27/22		Student council will will meet with principal monthly. Student council will survey students and get feedback.			Penn Grose	06/10/2026
Notes:						
		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal will send connect ed messages to families at least once a week. Families and stakeholders will be notified of events, changes, or daily news through class Dojo or blackboard messages.	Limited Development 10/27/2022		
How it will look when fully met:			Connect Ed messages will be sent out to parents every Sunday night as a way to communicate weekly announcements. Class Dojo will also be used as a way of communicating with families. Curriculum Nights will be established throughout the year and Title I funds will be utilized to purchase food and instructional materials that families can take home and support learning.		Yajaira Owens	06/09/2025
Actions				1 of 3 (33%)		
10/8/23		Weekly Connect Ed messages will be sent home with the emphasis of upcoming events throughout the week.		Complete 01/08/2024	Yajaira Owens	06/10/2024
Notes:						
10/10/23		The Community is Schools liaison will coordinate events throughout the school year to ensure that parents, families, and stakeholders are connected and have different forms to communicate.			Penn Grose	06/10/2025
Notes:						
10/8/23		Good two-way communication between school and families will be established in the first quarter of the 2023-2024 school year. Teachers will be calling home and introducing themselves to parents.			Phyllis Marshall	06/20/2025
Notes:						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4B: Solicit and act upon stakeholder input			
		E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			A survey will be shared at the beginning of the school year asking families or community members how they would like to participate at KPE.	Limited Development 10/27/2022		
<i>How it will look when fully met:</i>			The PTO will survey families and community members and will take the results to determine how all stakeholders want to participate at KPE.		Penn Grose	06/10/2026
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/28/22		PTO will create and survey families to get an understanding of how they would like to get involved in their child's education.		Penn Grose	06/10/2026
<i>Notes:</i>						
	10/28/22		KPE will host various parent involvement nights and create opportunities for families to feel comfortable coming to the school.		Phyllis Marshall	06/10/2026
<i>Notes:</i>						
	10/28/22		Data collected from survey will allow the leadership team to review policies that may need to be updated or changed.		Phyllis Marshall	06/10/2026
<i>Notes:</i>						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All teachers will make contact with families the first 10 days of school. Teachers will keep a log of the number of times that they call or meet with families.	Limited Development 10/27/2022		
<i>How it will look when fully met:</i>			Teachers must make at least two positive contacts with parents quarterly.		Amber White	06/10/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/9/23		Administration will collect parent contact logs throughout the school year to ensure that communication has been established.		Yajaira Owens	06/10/2026

Notes:						
10/9/23		Teachers will hold student led conferences once a year.			Laurel Mancari	06/10/2026
Notes:						
		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Kirkman Park Elementary will host 3 parent engagement nights. The parent engagement nights will focus on curriculum and supporting parents with at home techniques that will help students master reading and math skills.	Limited Development 10/27/2022		
How it will look when fully met:			Kirkman Park will host 3 curriculum nights throughout the school year. Parents will be invited to attend and learn math and reading techniques that will help students at home.  Title I funds will be utilized to pay for the food for these curriculum nights and feed parents and families.		Thomas Niedziela	06/06/2025
Actions				0 of 3 (0%)		
10/4/23		We will hold a Math Curriculum Night to inform parents of the math standards that students are currently working on this year and how parents can support students at home.			Yajaira Owens	06/14/2025
Notes: Title I funds will be used to fund the purchase of food for the parents.						
10/4/23		We will hold an ELA Curriculum Night to inform parents of the ELA standards that students are currently working on this year and how parents can support students at home.			Yajaira Owens	06/14/2025
Notes: Title I funds will be utilized to purchase instructional materials that parents can take home and support student learning.						
10/4/23		We will hold parent teacher conferences at the end of the first and third quarters to inform parents of their child's progress and how parents can support students at home.			Yajaira Owens	06/14/2025

Notes:

		E1.04	ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(5180)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>By 2025, Kirkman Park will provide a lunch and learn for parents to learn about reading and math strategies that they can use at home.</p> <p>Title I funds will be utilized to invite parents to these curriculum events and purchase foods.</p>	Limited Development 10/27/2022		
<b>How it will look when fully met:</b>			<p>Parents will attend lunch and learn activity and leave with resources.</p> <p>Title I funds will be utilized to reach parents and provide lunch and learn opportunities.</p>		Laurel Mancari	06/10/2025
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/9/23		By 2025, Kirkman Park will provide a working lunch for parents in K-2 and 3-5 that will provide math and reading resources that will help parents support students at home.		Shameka Whitsett	06/10/2025
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

<b>Initial Assessment:</b>	This indicator was reassessed by the SLT in January 2022	Limited Development 09/13/2016		
<b>How it will look when fully met:</b>	<p>When fully implemented, there is regular and consistent two-way communication between parents and the school at-large, as well as between parents/families and individual teachers. Teachers, or grade level teams, provide regular and real-time updates on individual student progress, both successes and struggles. Teachers will provide regular and real-time updates for parents on curriculum resources that will assist parents in following in real-time the curriculum. It should be noted that access to these resources should also be in Spanish or languages that are significantly represented in the school at the time. Teachers or grade levels will also provide regular and real-time updates on general classroom news (field trips, student celebration, etc). The school keeps parents informed, at least bi-weekly on school and relevant district level events such as school wide parental involvement events, field trips, school wide celebrations, interim report dates, report card dates, testing dates, and opportunities for specific engagement in school operations such as joining the school's PTA, serving as a classroom "mother," or participating on the school's school leadership team. School wide communications are disseminated through Class Dojo, Blackboard Connect, and social media outlets such as Facebook, Snapchat, Twitter, and when appropriate, TikTok. 80% of surveyed parents will indicate they can access curriculum support materials for their children via CANVAS. 80% of parents will indicate they understand how to contact their child's teacher if they need additional assistance. 80% of parents will indicate via a school level survey or the NCTWC survey, they are informed of school events. 80% of parents indicate via the same surveys they understand how to connect to the school and how they can be involved in the school. The school will have an active and robust PTA, led by parents. The PTA serves a conduit between teachers and students and provides support where possible to teachers in the classroom. 100% of staff members will be members of the PTA and at least 85% of parents/families will join the PTA each year. There is also at least one parent who serves on the school's leadership team. In order to increase access to leadership team meetings for parents where transportation may be an issue, a SWIVL is employed and a virtual link is used to live stream the meetings twice monthly.</p>		<b>Yajaira Owens</b>	<b>06/06/2026</b>
<b>Actions</b>		<b>11 of 14 (79%)</b>		
3/8/21	The school will host a family math night using an escape room format and will provide food for parents at the conclusion of the event	Complete 03/25/2021	Josette Hamrick	03/25/2021

<i>Notes:</i>				
4/12/21	Formally propose Kirkman Park Elementary School add a Communities in Schools staff member for for the 2021-2022 school year. This position will paid for with Title I funds (if available)	Complete 05/31/2021	Yajaira Owens	05/30/2021
<i>Notes:</i> Position viability will be fully examined once the 2021-2022 Title I budget is presented to schools and funds availability can be formally assessed.				
9/15/21	Title I funds will be used to employ a parent involvement coordinator in conjunction with Communities in Schools	Complete 08/23/2021	Penn Grose	08/23/2021
<i>Notes:</i>				
10/11/21	CIS Coordinator and Parent Liaison hired for the school to help strengthen parent involvement and better address needs of students.	Complete 08/30/2021	Yajaira Owens	08/30/2021
<i>Notes:</i>				
12/2/21	The parent involvement coordinator will plan and implement a fall festival that will introduce parents back to the school in an in-person setting, outdoors during the school day.	Complete 11/12/2021	Penn Grose	11/12/2021
<i>Notes:</i>				
3/14/22	The school will host a parental involvement event in which reading and mathematics strategies will be discussed with parents by teachers	Complete 03/08/2022	Penn Grose	03/02/2022
<i>Notes:</i>				
2/5/21	Using NWEA MAP parent letters, the school, using MS TEAMS Live, will host parent not by grade band, K-2 and 3-5 and by subject area, reading and mathematics	Complete 03/14/2022	Josette Hamrick	04/16/2022
<i>Notes:</i>				
10/13/16	Class Dojo will be used as the communication tool to help facilitate and strengthen school/home communication.	Complete 06/03/2024	Louiza Abu Khalaf	06/07/2024
<i>Notes:</i> Parents have indicated that they find communicating electronically a more effective way of immediate contact. The ability to have real-time access to their students behavior and academic performance, as well as the ability to receive school wide notices of activities has been very efficient and beneficial. The ability to immediately re-direct behavior has improved the ability for teachers to maximize instructional time.				
9/15/21	Parent involvement coordinator will serve as the liaison between the schools PTO and the community at large	Complete 06/03/2024	Penn Grose	06/09/2024
<i>Notes:</i>				



10/21/19	The curriculum facilitator, math coach, and PIC (parent involvement coordinator) will conduct parental involvement meetings to educate parents on new curriculum and programs, such as Eureka Math, CKLA, and DIBELS.	Complete 06/03/2024	Josette Hamrick	06/10/2024
<i>Notes:</i> We will assess this agenda item following every Spotlight Breakfast. Title I funds will be utilized to increase parent involvement and to purchase materials.				
10/17/22	Title I funds will be used for parent involvement activities with Communities in Schools	Complete 06/03/2024	Penn Grose	06/10/2024
<i>Notes:</i> Title I funds in the amount of 46,69.16 are being used to purchase a parent involvement coordinator				
10/22/20	The school will establish a new parent involvement cadre so as to specifically address more ways to increase parental involvement in the school. A particular emphasis will be placed on Hispanic parent outreach.		Yajaira Owens	06/06/2026
<i>Notes:</i>				
8/10/17	The school will implement opportunities for parents to engage school events that target relationships that need to be fostered throughout the school year.		Yajaira Owens	06/07/2026
<i>Notes:</i> Examples would be Lunch & Learn sessions; The Father-Daughter Open House; The Mother-Son Open House; Donuts with Dads; Muffins with Moms; Title I Back to School Night.				
2/13/20	The principal will create a weekly parent newsletter, as well as a follow up weekly ConnectEd message that will be transmitted through Class Dojo and telephoned with ConnectEd.		Yajaira Owens	06/12/2026
<i>Notes:</i>				