

Comprehensive Progress Report

Mission: Students will experience a nurturing and safe environment where they are valued and are able to discover and learn

Vision: We Create the stepping stones for students to succeed

Goals:

By June 2025, Shadybrook Elementary School will increase the School Performance Composite from 65% to a minimum of 68% and Exceed Academic Growth

By June 2025, Shadybrook Elementary School will decrease the percentage of chronic absenteeism by 5% from 19.3% to 14.3%

By June 2025, Shadybrook Elementary will reduce the total number of OSS referrals by 10% from 13 to 11 incidents

By June of 2025, Shadybrook Elementary School will implement a linked teaming structure that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social and emotional support.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		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.		Weaver Walden	06/09/2025
Actions			0 of 2 (0%)		
	8/31/17	Communicate and advocate for various needs of the school and students to appropriate designee.		Weaver Walden	06/02/2025
	<i>Notes:</i>				
	9/27/17	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.		Weaver Walden	06/09/2025
	<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:			<p>We have a School Improvement Team established that complies with the North Carolina General Statutes for site-based School Improvement Teams. Mrs. Blackmore has been nominated and approved to serve as our SIT Chair, and Ms. Elizabeth Bristol, our Curriculum Facilitator, will serve as our primary Process Manager. Over the next few weeks, we will be working to identify additional Parent Representatives.</p> <p>Our School Improvement Team will meet twice a month (1st & 3rd Tuesdays of each month) The first meeting will be devoted to reviewing our Indistar plan to discuss our progress on specific goals, review past due and upcoming target dates for actions, review Coaching Comments, analyze applicable data for specific indicators, reviewing our Title I budget and addressing any schoolwide concerns. The second meeting will consist of members of the SIT team meeting with their respective schoolwide team to carry out the goals for the school year.</p>	Limited Development 09/28/2016		
How it will look when fully met:			When this objective is fully met, our School Improvement Team will operate as a true governing body that plays an essential role in our school-wide improvement efforts. All members of our SIT will have a deep understanding of the roles and responsibilities of the School Improvement Team and how to effectively navigate the NCStar (Indistar) platform to ensure that as a school, we are consistently assessing and monitoring our school improvement actions as a team.		Bethany Blackmore	06/09/2025
Actions				0 of 3 (0%)		
	9/5/21	Our SIT Chair Mrs. Blackmore will meet with Mr. Zaeem prior to all SIT meetings to complete the following tasks: Review plus/deltas and Parking Lot items from previous SIT meeting Discuss concerns that have been shared and determine applicable next steps Discuss a tentative outline for next SIT meeting			Bethany Blackmore	06/09/2025
<i>Notes:</i>						

9/16/21	To build the collective capacity of all members of the SIT team, we will engage in various leadership and capacity building activities over the course of the school year (i.e., Learning Walks, Data Digs, Facilitating PL sessions)		Bethany Blackmore	06/09/2025	
<i>Notes:</i>					
9/5/23	Since SIT members serve on the three schoolwide Teams, flow of communication will go back and forth from SIT to Teams to ensure that the work is being carried out as planned in SIT meetings.		Bethany Blackmore	06/09/2025	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		At Shadybrook Elementary, we have implemented a Multi Tiered System of Support to monitor our core instruction and make improvements to our core in order to ensure that fewer number of students are in need of Tier 2 and Tier 3 supports.	Limited Development 10/14/2022		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		The master schedule will provide opportunities for collaborative, data-based problem-solving and decision making among staff to occur in settings such as leadership team meetings, grade-level meetings, cross grade-level meetings, and professional learning communities.		Elizabeth Bristol	06/09/2025
Actions			0 of 4 (0%)		
9/30/24	Planning for differentiation for Academically Gifted/Advanced Learners in the core classrooms		Laura Heflin	06/09/2025	
<i>Notes:</i>					
9/30/24	Utilize tutors to provide Tier 3 interventions in the areas of Math and Reading		Elizabeth Bristol	06/09/2025	
<i>Notes:</i> Utilize Title I funds in the amount of \$32,000 to pay for tutors who will do T3 interventions.					
10/14/22	Facilitate PLCs to ensure that the curriculum is aligned with the standards and matches the rigor as expected		Elizabeth Bristol	06/10/2025	
<i>Notes:</i>					
10/14/22	Provide written feedback on instructional practices in the classroom		Abu Zaeem	06/10/2025	

Notes:

Implementation:

04/24/2023

Evidence

4/24/2023

Experience

4/24/2023

Sustainability

4/24/2023

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
<i>Initial Assessment:</i>		<p>As the principal of Shadybrook Elementary School, it is very important for Mr. Zaeem to operate as the school-wide Instructional Leader of the school. This will entail Mr. Zaeem spending a great deal of time in classrooms to gauge the implementation of instructional best practices, provide teachers and Instructional Assistants with timely, growth-producing feedback, and gauge where additional supports may be needed for students and staff.</p> <p>Formal instructional walkthrough feedback will start being sent to applicable teachers and/or grade level teams beginning the first week of school. Feedback will be structured using a walkthrough document that will combine the CKLA and Eureka look fors.</p>	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		When this objective is fully met, the use of evidence-based high yield instructional practices will be embedded in all grade levels' instructional planning and delivery of instruction. Over time, the school will see a steady increase in the number of students proficient, decreased achievement gaps, and consistently Exceed Academic Growth.		Abu Zaeem	06/09/2025
<i>Actions</i>			0 of 3 (0%)		
9/5/21	The principal/CF will establish and communicate school-wide instructional non-negotiables as a part of the opening staff meeting rotation at the beginning of the school year.			Elizabeth Bristol	06/09/2025
<i>Notes:</i>		our school-wide instructional non-negotiables will be reviewed as a part of weekly/bi-weekly PLC and grade level planning sessions			
9/9/21	Conduct weekly classroom walkthroughs and provide applicable teachers and/or grade level teams with timely instructional feedback			Abu Zaeem	06/09/2025
<i>Notes:</i>		Feedback will be provided based on the CKLA and Eureka look fors with an emphasis on student discourse/citing textual evidence and small group (SOAR) instruction.			

9/2/22 Instructional Leadership Team will do learning walks to collect data to determine areas of professional development. Additional data such as Principal and CF walkthrough data can be used to determine areas of professional development needed for the staff.

Abu Zaeem

06/09/2025

Notes: MAP and IA data will also be used to determine teachers who may need additional support.

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>		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 09/28/2016			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>		When this objective is fully met, Shadybrook Elementary will experience consistent high levels of student achievement as a result of its ability to retain top talent, provide timely supports for teachers as needed, establish a working environment in which all staff members feel valued, respected, and held to the same high standards. There will be a consistent pipeline of educators who will seek and desire to serve in our school.		Abu Zaeem	06/09/2025	
Actions			4 of 6 (67%)			
	9/5/21	Members of the School Improvement Team will have the opportunity to participate in interviews with candidates for vacant positions. An interview scoring matrix will be developed and utilized by all members of the interview team to ensure transparency during the screening and hiring process.	Complete 11/01/2021	Kendrick Alston	11/01/2021	

<i>Notes:</i>				
9/11/21	Our school website and various Social Media pages will serve as one of the recruitment mechanisms by highlighting all of the great work of the staff, celebrations, and student achievements	Complete 04/01/2022	Bethany Blackmore	03/15/2022
<i>Notes:</i> As of September 7th, 2021 we have established an official school Twitter, Facebook, and Instagram account. These Social Media platforms are being managed by Mrs. Blackmore and Dr. Alston				
With the impending retirement of our current Media Coordinator, we will need time to train a new Media Coordinator on how to update and manage our school website.				
5/22/22	Identify opportunities for members of the SIT to participate in local, state, and/or national job fairs to assist with recruitment of potential teachers.	Complete 04/04/2023	Hannah Davis	06/07/2024
<i>Notes:</i>				
9/6/21	Develop a monthly Teacher of the Month and Support Staff of the Month program. All staff members will have the opportunity to nominate a teacher and support staff member each month through a Microsoft nomination form.	Complete 04/04/2023	Stephanie Howard	06/09/2024
<i>Notes:</i>				
10/18/24	In order to support some of the new/less experienced teachers at Shadybrook, we will utilize subs to pull them from the classroom, as needed, to observe other experienced teachers.		Elizabeth Bristol	06/09/2025
<i>Notes:</i> Title I funds have been allocated for substitutes in the amount of \$4,521.				
9/5/21	Establish partnerships with area Universities and Schools of Education to tap into potential Student Interns. These Universities include but are not limited to High Point University, UNC-Greensboro, NC A&T, Elon University.		Abu Zaeem	06/09/2025
<i>Notes:</i>				
Implementation:		06/17/2019		
Evidence	9/27/2017 All positions that have been filled since October of 2016 have used this hiring protocol.			
Experience	9/27/2017 Teachers are selected based on the open position that needs to be filled for the school. They get to view resumes, talk to potential candidates, and have input on their next colleague.			

Sustainability	9/27/2017 Selection and willingness to participate in the hiring process.			
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Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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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
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Initial Assessment:	As of September 7th, the principal has developed a feedback format that will ensure that teachers and grade levels are provided with timely, growth-producing feedback. Over the next few weeks, the principal, along with the curriculum facilitator, will be sharing a data spreadsheet that will capture historical district and state testing data points for all students, as well as formative assessment data for the current year, so that we are able to track student progress over time, identify targeted supports for students and potential professional development supports for teachers and Instructional Assistants.	Limited Development 08/18/2016		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
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How it will look when fully met:	When this objective is fully met, we will have a systematic structure that lends itself to frequent collection and analysis of multiple data points that drive our school wide improvement efforts and Professional Development		Abu Zaeem	06/09/2025
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Actions		0 of 4 (0%)		
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10/18/16	Teachers will be provided with frequent instructional feedback that will focus on Best Practices Observed, Things to Consider, and Next Steps. This structure will be utilized when conducting weekly classroom walkthroughs by Mr. Zaeem and Mrs. Bristol. This data will be analyzed by the principal and curriculum facilitator and Instructional Leadership Team to report to the School Improvement Team common themes that are emerging across the school as it relates to the quality of our school-wide instruction.		Abu Zaeem	06/09/2025
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<i>Notes:</i>				
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9/5/21	As a school team, we will utilize consistent data analysis questions and protocols that will be used to facilitate our conversations when conducting data analysis and determine critical next steps as a school to improve student outcomes.		Elizabeth Bristol	06/09/2025
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<i>Notes:</i>				
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9/5/21	Provide school-wide, grade level, and individualized support to teachers in their use of our district curriculum resources for Mathematics (Eureka) and Reading (CKLA)		Elizabeth Bristol	06/09/2025
<i>Notes:</i>				
10/18/24	Instructional Leadership Team will conduct learning walks to gather the data relating our foci for the year and present it during staff meetings to create more awareness and track the growth over time.		Elizabeth Bristol	06/09/2025
<i>Notes:</i> Title I funds will be utilized to pay the ILT an additional stipend of \$100 per month for their additional amounting in \$4,000				
Implementation:		02/17/2021		
Evidence	6/17/2019 See added emails from Eureka, ARC, and CKLA visits from 2018-2019 academic school year.			
Experience	6/17/2019			
Sustainability	6/17/2019 Continued support will take place with Eureka, ARC, and CKLA during the upcoming school year. Coaching visits will take place and curriculum facilitator will update as needed.			

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>		<p>As a part of our school wide core instruction, emphasis has been placed on ensuring that students are taught grade level standards from the NCSCoS and district required core instructional resources. A small group instruction structure has been established for Literacy and Math "SOAR Time."</p> <p>Members of our School Improvement Team will be working closely with all grade levels to ensure the selection of appropriate evidence-based academic and behavior interventions, proper data collection, and uniform data decision rules to ensure consistently and uniformity across the school</p>	Limited Development 09/28/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully met, we will have a systematic instructional structure that relies on multiple formative data points to provide students with timely and individualized academic, behavioral, and social-emotional support. During grade level PLC meetings, all grade-level teams will utilize consistent data analysis questions to analyze common formative assessment data and work collaboratively with our site-based Curriculum Facilitator and members of our SIT team to identify appropriate strategies and resources to provide all students with timely supports.		Elizabeth Bristol	06/09/2025
<i>Actions</i>			1 of 4 (25%)		
	2/24/22	Facilitate an MTSS Overview with the staff	Complete 08/19/2024	Elizabeth Bristol	08/19/2024
		<i>Notes:</i> During this overview session, the facilitator focused on the Core and Supplemental components of the MTSS framework.			

9/5/21	<p>During SOAR times, students will consistently practice with tasks that align with grade-appropriate skills, that match their current mastery level.</p> <p>Plans for implementation of SOAR groups were discussed during the opening staff meeting on 8/19, set classroom SOAR expectations with students the week of 9/3, and begin implementing SOAR groups the week of 9/16.</p>		Elizabeth Bristol	06/09/2025
<i>Notes:</i>				
9/11/21	Implementing a school-wide tutoring/intervention structure that will ensure Tier 3 interventions are being done consistently and with fidelity.		Abu Zaeem	06/09/2025
<i>Notes:</i> Title I funds in the amount of \$34,100 will be used to pay the tutors.				
10/25/21	Utilize Title I money for tutors to provide Tier 3 interventions starting in September until the end of April		Elizabeth Bristol	06/09/2025
<i>Notes:</i> 3 tutors will tutor from the end of September to end of April. Total funds from Title I will be in the amount of \$34,100.				
Implementation:		01/09/2020		
Evidence	9/12/2018			
Experience	9/12/2018			
Sustainability	9/12/2018			

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:		Prior to the 2021-2022 school year, all members of the staff were trained on the CHAMPS system. Although the school has not experienced significant turnover in classroom teacher and Instructional Assistant positions, refresher training will be incorporated as a part of the work with our Student Engagement committee. As a part of our planning for the 2023 - 2024 school year, we have adopted the SOAR framework as our classroom management system. This framework will embed a school-wide behavior tracking system (Class Dojo), Behavior quarterly celebrations, positive reinforcements, and fair consequences. Attendance will be addressed through monthly meetings of the Attendance MTSS team, and quarterly celebrations and positive reinforcements will be put in place for students with excellent attendance.	Limited Development 07/25/2017		
How it will look when fully met:		When this objective is fully met, each classroom will have posted a behavior matrix with standards of success. Students will be able to manage their emotions, problem solve social situations, be respectful and communicate effectively. Teachers will explicitly teach, and model expected student behaviors, and provide reoccurring instruction of the standards for success. The reporting of incident entered into educator's handbook is expected to decrease.		Elizabeth Bristol	06/09/2025
Actions			1 of 4 (25%)		
9/17/21	Conduct annual MTSS Training/Refresher to ensure all staff members have a clear understanding of how effectively address academic and behavior concerns.		Complete 09/10/2024	Elizabeth Bristol	09/15/2024
<i>Notes:</i> Action is included as an effort to exit TSI designation					
9/6/21	Develop a quarterly student recognition program that will serve as a mechanism to recognize and celebrate students who consistently demonstrate our behavioral expectations.			Kelsey Sanchez	06/08/2025
<i>Notes:</i>					
9/6/21	Develop a school-wide behavior matrix. Teachers will teach students what it means to SOAR (Super-Safe, On Task, Always Respectful, and Really Responsible) during the recess, while in the Hallways, Cafeteria, Restrooms, Bus Lines, Assemblies, on the Bus, and Fieldtrips.			Abu Zaeem	06/09/2025
<i>Notes:</i>					

	9/5/23	Develop a monthly student attendance recognition program that will serve as a mechanism to recognize and celebrate students who are absent/tardy less than two days per month.		Kelsey Sanchez	06/09/2025	
<i>Notes:</i>						
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 6th, we are continuing to build our PLC structure to ensure adequate time for assessment data analysis and whole group & small group instruction planning. Our goal is to build capacity in all grade-level chairs and grade-level teams to ensure the implementation of consistent practices and teacher-led PLC's		Limited Development 08/18/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When this objective is fully met, there will be systematic structures in place that ensure that the school operates as a true Professional Learning Community. All classrooms will consistently utilize highly effective standards-based practices that help lead us as a school to consistently Exceeding Academic Growth.			Elizabeth Bristol	06/09/2025
Actions				0 of 6 (0%)		
	10/17/22	Each grade level will take students on field trips that will extend the learning to the real world. Title I funds in the amount of \$7,000 will be used to cover for the cost of the trips.			Bethany Blackmore	06/01/2025
<i>Notes:</i> Each grade level will be provided \$1,000 to use for field trips for the 24 - 25 SY.						
	10/17/22	Each grade level will work with the Media Specialist to order library books that are aligned to the CKLA units of students for each grade level. Funds have been set aside in Title I budget in the amount of \$3,000 for this purpose.			Bethany Blackmore	06/01/2025
<i>Notes:</i> Title 1 Funds in the amount of \$4,000 have been set aside to purchase library books.						
	10/18/24	Teacher and students will create assignments and artifacts to teacher the content level standards and show their mastery of the content through various ways			Elizabeth Bristol	06/09/2025
<i>Notes:</i> Funds have been allocated through Title I funds in the amount of \$16,785.70 to use for supplies and materials for teachers and students to use for the Math and ELA instruction.						
	10/18/24	The school will update 5 additional projectors in the 3rd and 4th grade hallways so that teachers are able to continue to use the projectors and document cameras to project the curricular material on the board			Elizabeth Bristol	06/09/2025

<i>Notes:</i> Title I funds have allocated \$10,000 to update 5 additional projectors in the 3rd and 4th grade hallways				
10/26/20	All grade levels will engage in weekly instructional planning sessions with CF and Admin for content-specific planning. During these planning sessions, we will utilize NCDPI Unpacking and Crosswalk documents to ensure standards-based instruction		Elizabeth Bristol	06/09/2025
<i>Notes:</i> Action is included as an effort to exit TSI designation				
This action is an effort to exit the school from Low Performance designation				
9/16/21	Develop/Utilize a consistent data analysis protocol for all grade-level teams to use when engaging in collective data analysis of assessment data		Abu Zaeem	06/09/2025
<i>Notes:</i> Action is included as an effort to exit low performing designation				
This action is an effort to exit the school from Low Performance designation				
Implementation:		02/21/2023		
Evidence	2/7/2023 Teachers were able to plan and collaborate weekly for 90 minutes sessions. Each grade level will participate in at least one field trip this school year. Reading A-Z and other resources are being used to enhance individual learning experiences in the classroom.			
Experience	2/7/2023 The objective was met through teaching field trips on each grade level, access to Light Box Books series in the Media Center, A to Z Reading program, and weekly PLC Instructional Planning sessions.			
Sustainability	2/7/2023 Students will continue to be supported academically through individualized learning experiences. Weekly PLC sessions will provide constant communication and feedback centered around best instructional practices which will help to sustain this objective.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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>		For the 24 - 25 School Year, all classroom teachers will engage in intentional planning with their content level teachers to ensure a successful transition of students from the grade to grade and level to level.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, not only will there be school wide systems and structures that will ensure consistent internal vertical collaboration, but these systems and structures will also ensure consistent collaboration and communication with our various external stakeholders		Elizabeth Bristol	06/09/2025
Actions			0 of 5 (0%)		
	9/2/22	Host an assembly for 5th graders prior to the school choice deadline with admin from feeder and magnet middle schools.		Carolyn Jordan	02/28/2025
<i>Notes:</i>					
	9/5/23	All classroom content teachers will engage in meaningful content discussions during vertical team meetings to ensure student preparation for the next grade level.		Elizabeth Bristol	06/09/2025
<i>Notes:</i>					
	9/9/24	Host a modified open house for our kindergarten EC children prior to our normal open house scheduled time		Kelli Dennis	06/09/2025
<i>Notes:</i>					
	9/15/21	Develop a structure that ensures timely vertical sharing of pertinent student academic and behavior data across all grade levels.		Bethany Blackmore	06/09/2025
<i>Notes:</i>		Action is included as an effort to exit TSI designation			
	9/2/22	Develop systems for PreK and younger students to get used to the Kindergarten structure prior to the beginning of the year (attend specials, tour the school, meet the teacher)		Stephanie Howard	06/09/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		As of September 7th, our Guidance Counselor conducts guidance classes each week with all K-5 classrooms. During these classes, the NC Guidance Curriculum serves as the primary curricula resource in the design and implementation of guidance lessons. Morning meetings are held in each classroom daily. Teachers have access to other SEL resources that can be integrated into lessons during the day.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		When this objective is fully met, our students will have the necessary skills to not only regulate their emotions but also utilize the various resources they will have at their disposal to assist them in properly advocating and seeking additional assistance. As a staff, it is critically important that we work to build positive relationships with all students and families so that all students feel comfortable to us when there is a need.		Elizabeth Bristol	06/09/2025
Actions			0 of 3 (0%)		
9/9/21	We will develop a Student Council that will allow students to develop their skills in speech writing, public speaking (virtual), and leadership. Student council members will meet monthly with the Guidance counselor to discuss ways that we can make our school better, identify potential service learning projects, etc.			Abu Zaeem	06/05/2025
<i>Notes:</i>					
9/9/21	All Teachers and IA's will be provided with SEL resources that can be implemented in their classrooms each day			Kelsey Sanchez	06/05/2025
<i>Notes:</i>					
10/6/20	Student Engagement Team will put together criteria to determine students who will qualify for the behavior celebrations at the end of each quarter.			Kelsey Sanchez	06/09/2025
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The school is utilizing various forms of communication to assist with our outreach efforts. Weekly Connect Ed calls are made by the principal in an effort to keep parents informed of important events and activities happening in the school. The school has also created multiple official school social media accounts (Facebook, Instagram, and Twitter) as a means to improve communication with families. Based on our most recent Connect Ed delivery report, we are successfully reaching 87% of our families. We have also established a schoolwide Class Dojo account to communicate digitally with parents.</p> <p>We are also working to re-establish our Parent Teacher Associated (PTA) as a school.</p>	Limited Development 02/17/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, Shadybrook Elementary will have a systematic structure that ensures frequent and timely two-way communications with all families.		Abu Zaeem	06/09/2025
Actions			0 of 3 (0%)		
9/5/21	Parent Engagement Committee will organize events throughout the year with parents and family members. \$8,918.46 in Title I budget have been set aside to provide parents with snacks and refreshments for these events.			Elizabeth Bristol	06/09/2025
<i>Notes:</i> Title I funds will be used to purchase food for parents for different events in the amount of \$9,418.46					
9/6/21	Work closely with the Front Office team and ESL support personnel to ensure that all communications to families are delivered in English and Spanish.			Abu Zaeem	06/09/2025
<i>Notes:</i>					
9/7/21	Collect PTA Interest forms during Open House as well as weekly ConnectEd messages.			Abu Zaeem	08/30/2025
<i>Notes:</i>					