

## Comprehensive Progress Report

**Mission:** Every person in the school functions as a teammate to provide a safe, nurturing, and equitable environment that fosters accountability for success. Purposefully planned instruction targets our students needs and is paramount.

**Vision:** A community oriented school promoting personal, social, and academic excellence for students, staff, and families in order to reach their highest potential.

**Goals:**

By June 15 2025, Madison Elementary will increase its overall performance composite to 50%. (A 1.04, A2.04, A3.01, A3.04, A3.05, A3.06, A4.01 C 2.01)

By June 15 2025, Madison Elementary will reduce the number of lost instructional days resulting from discipline referrals by 10% from 28 days in 2023-2024 to 25 days in 2024-25. (A1.07, A4.06, A4.17, A4.06,)

By June 15 2025, Madison Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 32.3% in 2023-2024 to 27.3% in 2024-2025. (A 4.06, A4.16)

By June 2026, Madison Elementary will have an established comprehensive assessment system where staff understand and have access to academic, behavior and social emotional data sources. A system is in place to review data to inform instruction. (A3.05, A2.01, A4.17, B1.02, B3.02, B3.03, C2.01)

By June 15th 2025, Madison Elementary will increase it's 3rd Grade Reading scores to 50%. (A2.04, A3.01, A3.04, A4.01 A4.17, C2.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, SLT members receive a follow up email and minutes summarizing the meeting. SLT members asked to share information with their representatives. Most of the work around academics, behavior and attendance has been done in pockets but there has been a lack of communication streamlined to the school.	Limited Development 06/01/2022		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Members of the SLT who lead other committee will be tasks to report to leadership what was discussed in their committees</li> <li>There will be a platform/tool used to house all meeting minutes/data/information</li> </ul>		Kelly McCormick	06/13/2025
<i>Actions</i>			<b>1 of 2 (50%)</b>		
	6/1/22	The Leadership Team communicates which staff members represent which stakeholders.	Complete 09/30/2024	Noelle Leslie	09/30/2024
		<i>Notes:</i> 8/19/24-Dr. Leslie communicated committee assignments to all staff			
	6/1/22	The Leadership Team shares minutes/information with their stakeholders (staff, parents, families) within a week's timeframe.		Courtney Adams	06/15/2025
		<i>Notes:</i> 9/11-SLT reps reached out to their stakeholders inquiring concerns that needed to be discussed at the next SLT meeting 10/31 SLT reps continue to reach out to their stakeholders to request topics/concerns that they would like covered at the meeting.			
<i>Implementation:</i>			07/15/2024		
<i>Evidence</i>		7/19/2023			
<i>Experience</i>		7/19/2023			
<i>Sustainability</i>		7/19/2023			

	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
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<b>Initial Assessment:</b>	<p>The Leadership team meets twice a month;</p> <p>Leadership meets the first Tuesday of every month. During this meeting we review indicators and actions and discuss concerns that arise throughout the building.</p> <p>The subcommittee, which is our Instructional Leadership Team, meets the 4th Tuesday of the month to discuss ILT walkthrough data, academic trends and other implementation practices. The ILT identifies potential opportunities for professional learning for staff.</p> <p>Minutes are taken for both meetings; and the SLT chair, creates a summary of what was shared for representatives to utilize to guide their meetings with their stakeholders.</p> <p>We are currently in the process of working with grades 2/3 to find a 2/3 rep.</p> <p>Agendas are generally sent out days before the meeting.</p>	Limited Development 12/14/2023		
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>The Leadership team meets twice a month;</p> <p>The school leadership team meets the first Tuesday of every month. During this meeting we review indicators and actions and discuss concerns that arise throughout the building.</p> <p>The subcommittee, which is our Instructional Leadership Team, meets the 4th Tuesday of the month to discuss ILT walkthrough data, academic trends and other implementation practices. The ILT identifies potential opportunities for professional learning for staff.</p> <p>Minutes are taken for both meetings; and the SLT chair, creates a summary of what was shared for representatives to utilize to guide their meetings with their stakeholders.</p> <p>Agendas are sent out days before the meeting.</p>	<b>Objective Met 09/17/24</b>	<b>Jennifer White</b>	<b>09/17/2024</b>
<b>Actions</b>				
8/23/24	ILT met to discuss the goal/objective of the team, goals for the first 30 days, and next steps for the next meeting.	Complete 08/22/2024	Jennifer White	08/22/2024

<i>Notes:</i>								
8/23/24		Second and third grade teachers will vote on their 2/3 rep			Complete 09/17/2024	Courtney Adams	09/17/2024	
<i>Notes:</i>								
<b>Implementation:</b>					09/17/2024			
<b>Evidence</b>		9/17/2024						
<b>Experience</b>		9/17/2024						
<b>Sustainability</b>		9/17/2024						
<b>!</b>	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Madison has various teams that focus on understanding and unpacking standards and building teacher capacity.</p> <p>ILT-Teacher leaders conduct walkthroughs and coach teachers in the areas of classroom management, classroom engagement, and instructional delivery. The team has structured and outlined who they will coach individually.</p> <p>Vertical-Each classroom teacher is assigned to an ELA or Math team depending on their interest/strength. Vertical teams will discuss common trends and areas that K-5 should focus and develop.</p> <p>PLCs-Each grade level participates in PLCs to analyze data, plan instruction and formulate assessments.</p>			Limited Development 10/12/2021		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6				
<b>How it will look when fully met:</b>						<b>Rhonda Webb</b>	<b>12/15/2024</b>	
<b>Actions</b>					<b>1 of 4 (25%)</b>			
9/23/24		The IPS committee will review roles and responsibilities in the first two IPS meetings			Complete 10/01/2024	Dr. Carrie Moore	10/15/2024	
<i>Notes:</i> 9/23/24-The IPS held their first meeting. Dr. Moore went over the purpose and the responsibilities of each team member.								

8/27/24	Climate and Culture Committee will meet quarterly: 9/12, 11/14, 2/16, 4/6		Douglas Brown	05/01/2025
	<i>Notes:</i> 9/12-Meeting was held; Meeting reviewed sub groups of the committee, the purpose and share the team members 11/14-2nd Quarter meeting will be held on 11/14			
8/27/24	P.R.I.D.E. Committee will meet quarterly: 8/22, 11/21, 2/16, 4/6		Samantha Mitchell	05/01/2025
	<i>Notes:</i> 8/28 The P.R.I.D.E. Committee had it's first meeting on Thursday, August 22nd. We discussed teaching school wide expectations throughout the first week, BE HERE Show PRIDE pep rally, when the ticket system would begin and the first date for the Mustang Store. 10/31 2nd Quarter meeting will be held on November 21st.			
8/27/24	Agendas are created for all team and committee meetings		Rhonda Webb	06/15/2025
	<i>Notes:</i>			
<b>Implementation:</b>		06/01/2022		
<b>Evidence</b>	6/1/2022 Agendas were made and notes were taken in the PLC's			
<b>Experience</b>	6/1/2022 PLC's were held every Tuesday and Thursday.			
<b>Sustainability</b>	6/1/2022 PLC's will continued to be held every Tuesday and Thursday.			

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 and CF have engaged in team walkthroughs, calibrating and discussing their observations. The principal has created a walkthrough for the Instructional Leadership Team to use as they complete their walkthroughs. This will serve as data to identify areas of strength as well as common areas of need amongst the team. The principal has assigned the ILT to walkthrough classrooms and give positive "glows" on the great things that they are seeing in the class.	Limited Development 10/11/2021		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		<ul style="list-style-type: none"> <li>The principal spends at least 50% of her time in classrooms (around 3 hours).</li> <li>The principal maintains high visibility in the classroom.</li> <li>The principal is able to visit every classroom at least once every week.</li> </ul>		Noelle Leslie	06/15/2025
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	6/6/23	Dr. Leslie will conduct weekly walkthroughs through all classrooms. This strategy supports our school's efforts to exit the TSI list.		Noelle Leslie	06/15/2025
		<i>Notes:</i>			
	7/19/22	Principal will create and use a walkthrough form to monitor teachers effective facilitation of structures and routines	Complete 09/13/2022	Noelle Leslie	09/30/2025
		<i>Notes:</i>			
<b>Implementation:</b>			06/01/2022		
<b>Evidence</b>		6/1/2022			
<b>Experience</b>		6/1/2022			
<b>Sustainability</b>		6/1/2022			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li><b>Time</b>-In order to ensure that teachers have a grounded understanding in what they are teaching; each grade level has two days of PLCs; one for reading and one for math. We have allotted more literacy time in 3-5 due to that being a concern school wide.</li> <li><b>Money:</b> \$18,500 for Staff Development, \$9000 Supplies and Materials, \$7000 for Field Trips, &amp;14,500 Computer Software and Materials, \$742 for Parent/Family Engagement, \$1500 Other Food Purchases</li> <li><b>Human Resources</b>-Staff have been assigned to work with certain grade levels and to push in to provide supplemental support. This year Mrs. McLean is working with 1st and 2nd, and our tutor will be serving 2nd-5th. Specialist have been assigned to certain grade levels to push in and/or work with small groups.</li> </ul>	Limited Development 09/15/2024		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>Instructional time is allotted according to our instructional priorities.</li> <li>Federal and local funds are aligned and have a direct positive impact on targeted goals and priorities.</li> <li>Supplemental staff are strategically assigned to grade levels according to their instructional need and school priorities (literacy)</li> <li>External partnerships are created and sustained to support the whole child (resources for academic, social emotional and health)</li> </ul>		Regina Ambrose	06/13/2025
<b>Actions</b>				<b>2 of 6 (33%)</b>		
	9/17/24	Based on feedback from the Scheduling committee last year, additional time has been allotted in the master schedule for CKLA/ELA time.	Complete 08/19/2024	Courtney Adams	08/19/2024	
<i>Notes:</i>						
	9/17/24	Each grade level/department has been given a targeted amount of funds to spend on instructional items. (K-5-500 each; Specialist-250; EC \$100)	Complete 09/20/2024	Regina Ambrose	09/20/2024	
<i>Notes:</i> 9/20 Teachers were given until mid September to create a list of items. 10/31 Most teachers have received items that were ordered.						
	11/4/24	Title I money will geared toward afterschool tutoring two days a week from November to April to accelerate learning		Deasia Robinson	04/24/2025	
<i>Notes:</i>						
	9/17/24	Tutor assigned to MES will serve 2nd-5th grades		Harriet Williams	05/31/2025	



<i>Notes:</i> 10/2/24 Mrs. Williams will start tutoring				
9/17/24	Local staff development funds were use to purchase "The Literacy 50" for all staff to build capacity on teaching literacy.		Regina Ambrose	05/31/2025
<i>Notes:</i> 9/15/2024 Books were delivered the school 10/				
9/17/24	Mrs. Burnell McLean will primarily serve 1st and 2nd grade		Andrea Burnell-McLean	06/13/2025
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>			
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<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
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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>		We currently have a process where we elicit members of the interviewing committee. Questions are mainly prepared by Dr. Leslie (principal). The committee is encouraged to add to the list of questions.	Limited Development 02/06/2024		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		<ul style="list-style-type: none"> <li>We have a pre-set interview team. A teammate on the team will have the opportunity to join the team.</li> <li>The team uses a list of questions that guide the interview.</li> <li>The team is diverse and encompasses all areas of the school.</li> </ul>	<b>Objective Met 03/05/24</b>	<b>Sheila Meadows</b>	<b>08/16/2024</b>
<b>Actions</b>					
	2/6/24	SLT will discuss who will be a represented on the team.	Complete 03/06/2024	Jennifer White	03/06/2024
<i>Notes:</i>					
	2/6/24	The interview team will consist of the SLT Team and the team member of the team we are hiring.	Complete 03/05/2024	Brittani Level	04/09/2024
<i>Notes:</i>					
<b>Implementation:</b>			03/05/2024		
	<i>Evidence</i>	3/5/2024			
	<i>Experience</i>	3/5/2024			
	<i>Sustainability</i>	3/5/2024			

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>		This year we are focusing on regularly sharing our data with staff. Beginning at our August staff meeting data will be shared at every data meeting. At the August staff meeting admin shared 21-22 EOG data and Teacher Working Conditions Survey data. Staff were able to analyze and discuss with groups. This same data was shared with the leadership team as well. We are currently breaking down our BOY mClass and NWEA data with grade level teams. Based on our EOG results from 21-22 our ILT is focusing on Math Instruction. ILT will begin conducting walkthroughs and observing Eureka math instruction and identifying future professional learning needs.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		Staff are well versed in how to disaggregate their data and articulate next steps based on that data.  Teams (ILT, Grade Level) will use classroom observation data and disaggregated student data (pre/post assessments, mClass/NWEA assessments) to customize professional learning for staff regularly.		Kristina Fields	06/12/2026
<i>Actions</i>			<b>7 of 10 (70%)</b>		
	9/30/22	ILT will observe classrooms in pairs and use Eureka's implementation support tool to identify trends among grade level teams.	Complete 10/30/2022	Noelle Leslie	10/30/2022
<i>Notes:</i>					
	9/30/22	ILT will use classroom observation data and the Implementation Support Tool to decide on needed professional learning for staff.	Complete 11/29/2022	Noelle Leslie	11/29/2022
<i>Notes:</i>					
	11/30/22	ILT will provide PD in January on strategies to increase math discourse	Complete 01/10/2023	Crystal Charles	01/10/2023
<i>Notes:</i>					
	2/1/23	Grade level teams will share their grade level data during the staff meeting; (trends, celebrations, areas/skills to target for 2nd semester/3rd quarter	Complete 02/14/2023	Noelle Leslie	02/14/2023
<i>Notes:</i>					

7/26/23	SLT will review academic (EOG/mClass Screener/NWEA) data, attendance data, and behavioral data from the 2022-2023 school year.	Complete 07/25/2023	Kristina Fields	07/25/2023
<i>Notes:</i>				
7/26/23	SLT will review students who fell below the 21st percentile in reading and math and who will receive support from our reading interventionist.	Complete 07/25/2023	Kristina Fields	07/25/2023
<i>Notes:</i>				
7/26/23	Teachers and staff will monitor our reading universal screener data/formative data (DIBELS, MAP, and Benchmark) in order to identify which students need interventions or enrichment.	Complete 02/16/2024	Tiffany Cockman	02/16/2024
<i>Notes:</i>				
9/15/24	The MES Leadership team will share EVAAS data with teachers and staff to plan personalized instruction for students.		Noelle Leslie	06/15/2025
<i>Notes:</i> 9/16/24-Dr. Leslie is meeting with 4th and 5th grade teachers to review EVAAS projection data				
9/15/24	The Mustang P.R.I.D.E. Committee will monitor school wide discipline data, identifying areas of support to teachers and students.		Deasia Robinson	06/15/2025
<i>Notes:</i> 8/22/24-The P.R.I.D.E. committee reviewed the 23-24 Schoolwide discipline data from last year.				
10/26/22	ILT will conduct walkthroughs with assigned staff and interpret walkthrough data at our monthly meeting.		Noelle Leslie	06/09/2026
<i>Notes:</i> 9/15/2024 ILT is focusing on the "foundational field" or the basics of instruction. (Evidence of clear expectations, on pace with schedule, evidence of procedures, use of attention grabbing signal and positive and constructive feedback. At our 9/24 meeting we will look at the walkthrough data. 9/24/24-ILT discussed results from walkthrough feedback; results showed that most classes had strong procedures and expectations in place. Attention grabbing signals were also observed. ILT discussed ways to give effective feedback. The team will use an updated walkthrough form for October that that is aligned with the districts ELA focus. 10/22/24-Walkthrough data was not discussed due to last minute walkthroughs/incomplete walkthroughs conducted. Walkthroughs will continue for the month of November. New assignments were given.				

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><b>Tier I</b>-Currently our teachers use Eureka and CKLA for core instruction This year we are focusing on ensuring teachers start and end with the standards. We have also focused on supporting staff with internalizing and unpacking lessons to improve the alignment to the standards. Teachers are learning how to align standards, students end of lesson task and high leverage questioning.</p> <p><b>Tier II and Tier III</b>-Our teachers, tutors, and teacher assistants assist in providing supplemental and intensive (Tier II and Tier III) instruction to students who need additional support. BOY data was used to develop supplemental groups. Teachers progress monitor students weekly (well below level students) and bi weekly (below and grade level students)</p>	Limited Development 07/25/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>All staff are <u>regularly</u> progress monitoring students (based on current guidelines) to determine growth and areas of need using valid and reliable tools.</li> <li>Teachers will use formal and informal data to plan tiered small group instruction.</li> <li>Fidelity checks are done regularly (bi-weekly) by principal and CF to assess effectiveness of core and supplemental instruction</li> <li>Walkthroughs are conducted by ILT to determine level of support and potential professional learning opportunities needed</li> </ul>		Rhonda Webb	06/05/2026
<i>Actions</i>			<b>1 of 5 (20%)</b>		
	11/4/24	PLCs are targeted to assist teachers with internalizing and unpacking (Tier I) Eureka and CKLA Lessons using the internalization documents		Noelle Leslie	02/01/2025
<i>Notes:</i>					
	11/4/24	Teachers will receive half day planning to dissecting standards and unpacking upcoming lessons.	Complete 10/24/2024	Rhonda Webb	05/01/2025
<i>Notes:</i>					

11/4/24	Teachers progress monitor students regularly. Students that are well below (red) are progress monitored weekly. Students that are below (yellow) are progress monitored every other week. Students that are on grade level/above grade level are progress monitored every other week.		Rhonda Webb	06/15/2025
<i>Notes:</i>				
11/4/24	Teachers use the district's standard treatment protocol to provide instruction to students who fall below the 20th percentile		Rhonda Webb	06/15/2025
<i>Notes:</i> 9/15/24-Dr. Webb reviewed the standard treatment protocol with all teachers				
11/4/24	The master schedule includes at least 60 minutes of CKLA and Eureka instruction (Tier I) and 30 minutes of W.I.N. time (Tier II and Tier III)		Courtney Adams	06/15/2025
<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
<i>Initial Assessment:</i>		Currently our staff wants to have consistent school wide expectations. Last year we implemented our school wide incentive program (Mustang Tickets and the Mustang store) that incentivized students for demonstrating appropriate behavior. The system worked well. We will continue with this system and hold each other accountable for passing out tickets.	Limited Development 07/19/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>• ALL classrooms are structured and engaged</li> <li>• Transitions to various areas throughout the building are structured and consistent</li> <li>• Teachers have covered and regularly reference school wide expectations</li> <li>• Office referrals have decreased</li> <li>• ALL teachers feel supported (as measured through a monthly survey)</li> <li>• Classrooms are conducive to learning for all learners (measured through a walkthrough tool)</li> </ul>		<b>Curtis Bibb</b>	<b>06/15/2025</b>
<b>Actions</b>			<b>7 of 11 (64%)</b>		
	7/19/22	P.R.I.D.E. committee will review data and discuss/decide on school wide expectations to teach all students.	Complete 08/30/2024	Samantha Mitchell	08/30/2024
		<i>Notes:</i> 8/22/24 Data was reviewed during our first meeting. The next meeting will be 11/4 to review school wide discipline data			
	9/13/22	All teachers will teach the school wide expectations the first week of school	Complete 08/30/2024	Hannah Nelson	08/30/2024
		<i>Notes:</i>			
	8/31/23	There will be a PRIDE assembly to re-introduce the Mustang Incentive system	Complete 08/30/2024	Noelle Leslie	08/30/2024
		<i>Notes:</i> 8/30/24 P.R.I.D.E. assembly was conducted			
	10/1/23	New teachers were provided with P.R.I.D.E. posters for uniformity and consistency of expectations communicated.	Complete 08/19/2024	Regenia Ambrose	08/30/2024
		<i>Notes:</i>			

10/1/23	Students will begin to receive Mustang Tickets (blue-1 point) (gold-5 points) for notable Mustang behavior.	Complete 09/09/2024	Brad White	09/09/2024
	<i>Notes:</i> 9/09/24 Staff began passing out Mustang Tickets to students demonstrating notable Mustang behavior			
9/13/22	The Principal will review expectations on the morning announcements	Complete 09/09/2024	Noelle Leslie	09/09/2024
	<i>Notes:</i> 8/26/24-8/30/24 P.R.I.D.E. expectations were reviewed on the morning announcements			
7/19/22	Staff will take part in a TWCS carousel (Student Conduct) to discuss what they noticed, what they wonder and what we need as a team	Complete 08/19/2024	Rhonda Webb	09/09/2024
	<i>Notes:</i>			
9/17/24	All teachers will enforce and execute the foundational field; 5 common things that should be in all classrooms: on pace with schedule, evidence of clear procedures taught, evidence of clear expectation taught, attention grabbing signals used, and attention grabbing signals taught.		Rachel Hart Parks	01/15/2025
	<i>Notes:</i>			
7/25/23	The staff will review school wide expectations/procedures with students at the beginning of each semester.		Deasia Robinson	01/30/2025
	<i>Notes:</i>			
10/17/24	Title I funds will be used to purchase a day's rental for a video game truck. (\$600) Students who earned Mustang tickets (demonstrating appropriate behavior) will be able to participate in the truck.		Hannah Nelson	01/31/2025
	<i>Notes:</i>			
8/31/23	Students will be allowed to use their Mustang tickets that they earned to purchase items from the school store.		Courtney Adams	06/15/2025
	<i>Notes:</i> 8/22/24 The P.R.I.D.E. committee decided that the first P.R.I.D.E. store will occur the week of 10/28-11/1			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Currently our teachers use Eureka and CKLA for core instruction. This year we are focusing on ensuring teachers start and end with the standards. We have also focused on supporting staff with internalizing and unpacking lessons to improve the alignment to the standards. Teachers are learning how to align standards, students end of lesson task and high leverage questioning.	Limited Development 10/26/2023		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>Teachers have a clear and consistent understanding what students should know, understand, do.</li> <li>Teachers are collaborating to create pre and post assessments</li> <li>Teachers are using a criteria to determine mastery with standards and skills.</li> <li>All learning activities are aligned to standards</li> <li>Materials are collectively decided on and and easily accessible to all teachers</li> <li>Supplemental staff and specialists are included to reinforce and extend learning.</li> </ul>		Rhonda Webb	06/11/2026
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	11/4/24	Teachers will receive half day planning to dissecting standards and unpacking upcoming lessons.			Rhonda Webb	05/01/2025
<i>Notes:</i>						
	9/15/24	Dr Webb (CF) will utilize the Internalization Protocol to guide teachers in dissecting standards and unpacking daily lessons in PLCs			Rhonda Webb	11/30/2025
<i>Notes:</i>						
	11/4/24	Teachers will submit ELA PowerPoints weekly for admin/CF to view, discuss, and use to guide discussions around standards aligned instruction.			Noelle Leslie	12/03/2025
<i>Notes:</i>						



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>		Currently we are sharing the data of where our students currently stand. Dr. Leslie will have grade level meetings to discuss students current level of progress and next steps.	Limited Development 07/19/2022		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		We will address this during the 2023-2024 school year.	<b>Objective Met 07/19/23</b>	<b>Hannah Nelson</b>	<b>07/01/2023</b>
<i>Actions</i>					
	7/19/22	We will address this at the beginning of the 2022-2023 school year	Complete 07/01/2023	Courtney Adams	07/01/2023
<i>Notes:</i>					
<i>Implementation:</i>			07/19/2023		
<i>Evidence</i>	7/19/2023				
<i>Experience</i>	7/19/2023				
<i>Sustainability</i>	7/19/2023				

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>		The team decided that SEL would be a targeted focus for this upcoming year. We are planning to use the Harmony curriculum through guidance lessons and in our morning meetings.	Limited Development 07/25/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Teachers are utilizing morning meetings daily to build community, build relationships, build self awareness and self management skills.</li> <li>Morning Meetings complement guidance lessons (skills and concepts) given weekly from the school counselor (Ms. Level).</li> <li>SEL Screener is administered at least twice a year to monitor students' SEL progress and to set/reset goals.</li> <li>SEL screener data is use to tailor guidance instruction, small groups, and morning meetings.</li> <li>Office referrals will decrease</li> </ul>		Hannah Nelson	06/05/2026
<b>Actions</b>			<b>1 of 4 (25%)</b>		
7/25/23	Staff will be trained on the structure of Morning Meetings including expectations, procedures, and resources to use.	Complete 08/21/2023	Deasia Robinson	08/21/2023	
<i>Notes:</i> Beginning of the year and after winter break					
7/25/23	Grades 4 and 5 will participate in conducting daily morning meetings.		Curtis Bibb	06/11/2025	
<i>Notes:</i>					
11/30/23	Mentors from Northeast Guilford High School will mentor students twice a month		Briana McCullough	06/11/2025	
<i>Notes:</i> 9/15/2024 Dean Miller, Ms. McCullough and Dr. Leslie will meet to discuss the program's partnership with MES this school year 24-25					
9/19/24	Mrs. Nelson, Ms. McCullough, and school psych will meet with students in group counseling weekly. Topics includes self control, coping skills, and attendance and school success.		Hannah Nelson	06/13/2025	
<i>Notes:</i> -9/13/24 Mrs. Nelson emailed teachers to collect/gather referrals for group counseling. Mrs. Nelson also provided consent forms.					

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>			Currently, teachers send home newsletters every other week to provide information on updates in the class. The school uses Class Dojo as the primary mode of communication. Teachers conduct parent/teacher conferences every other quarter to discuss student progress with parents. Some teachers are utilizing weekly folders to send home work. Teachers may call parents when and if necessary.	Limited Development 03/05/2024		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>Parents are well informed of the curriculum and activities happening in their child's classroom regularly</li> <li>There is a school wide system of student folders being sent home weekly; parents expect the folders to come home, check work, sign, and send back.</li> <li>Parents are knowledgeable of how to regularly check their students' grades on Parent Portal</li> <li>Title I meetings are held at least twice to share information on curriculum and ways to extend skills at home</li> <li>Parent teacher conferences are held at least twice a year to share student progress</li> <li>Class Dojo is our primary mode of communication with parents</li> </ul>		Ashley Paschal	12/13/2024
<b>Actions</b>				<b>2 of 6 (33%)</b>		
	3/5/24		Information will be shared from admin during the staff meeting on expectations of take home folders	Complete 08/19/2024	Noelle Leslie	08/19/2024
<i>Notes:</i>						
	10/31/24		The school held a Curriculum Night- a festive event to inform parents on ways to extend and reinforce literacy skills at home.	Complete 10/24/2024	Curtis Bibb	10/24/2024
<i>Notes:</i>			10/24/24-Curriculum Night was held-over 120 families were in attendance. PTA fed parents/families; Upon completion of their "punch card" families were able to receive a small bag of popcorn. The event was from 5:30-7:30			
	10/31/24		Teachers will conduct parent/teacher conferences at least twice this year		Brianna McCullough	11/26/2024

*Notes:* 10/27/24-Email was sent out to teachers about conducting 1st quarter parent teacher conferences throughout the month of November. Teachers will share students' progress and ways that parents can partner to assist in supporting their child.

3/5/24 Newsletters are sent home every other week to share class updates to parents.

Jennifer White

06/15/2025

*Notes:* 8/30/24 All grade level teachers sent home newsletters the first week of school  
9/13/24 Some teachers send home weekly newsletters  
10/31/24 Newsletters are being sent home weekly or biweekly; some teacher teams have been encouraged to send one newsletter for the grade level for consistency.

3/5/24 Take home folders are sent home weekly to share graded/completed assignments and other grade level items

Renesha Calero

06/15/2026

*Notes:* 8/30/24-Mrs. Ambrose placed take home folders in teachers' boxes according to their requests.

3/5/24 Class Dojo is used as the primary mode of communication.

Sheila Meadows

06/15/2026

*Notes:* 8/30/24 All teachers (including new teachers) have created their classes on class dojo  
10/31/24 Teachers are continuing to use Class Dojo regularly. 3-5 will be reminded to use it more frequently.