

## Comprehensive Progress Report

**Mission:** I do my part because we all matter, and we are better together.

**Vision:** *All students will read on or above grade level.*

**Goals:**

By the end of the 2025-26 school year, we will increase performance composite by 7% based on end-of-year assessments, 56.5% to 63.5%.

By the end of 2025-2026, 100% of MTSS team agendas and minutes will include team data analysis to determine and problem-solve schoolwide trends.

By the end of the 2025-26 school year, Jefferson Elementary School will have at least three family engagement opportunities where families and staff can meet face-to-face to align with the Guilford Guarantee.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>Instructional teams are in place.</li> <li>Teams meet consistently based on our school-wide team framework.</li> <li>All staff are on a minimum of 1 MTSS team to ensure 100% of the staff have a piece of the puzzle.</li> <li>Data is shared in monthly staff meetings.</li> </ul>	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>		<p><b><u>Structure of Instructional Teams and Collaboration</u></b>                      Jefferson has organized grade-level and subject-area teams functioning as Professional Learning Communities (PLCs) that meet regularly to improve instruction and elevate student achievement. These teams operate with a shared purpose: to analyze student learning data, identify areas needing support, and collaboratively develop targeted</p>		Stacey Beringer	06/30/2026

instructional strategies.

### **Data-Driven Meetings and Practices**

In every MTSS Fit team meeting, a dedicated segment is allocated for data analysis. Team members bring relevant assessment and observation data to these meetings, which are systematically reviewed to identify patterns, trends, and instructional gaps. The team then interprets the data, identifying students requiring additional support and highlighting instructional practices that need refinement.

The team formulates clear summaries of their findings to be shared during subsequent staff meetings, ensuring transparency and consistency school-wide. This process addresses four key questions:

- What do we want students to learn?
- How will we assess whether they have achieved these learning goals?
- What instructional strategies will we implement if students do not demonstrate proficiency?
- How will we extend learning opportunities for those who master the content?

### **Addressing Barriers to Achieve School-Wide Goals**

Using data as a foundation, the teams systematically problem-solve barriers hindering student progress towards our shared vision: that 100% of students will read on or above grade level. This includes adjusting instruction, modifying interventions, and providing targeted professional development to staff. Data insights inform timely instructional pivots, ensuring support is precise and impactful.

### **Fostering a Collaborative and Evidence-Based Culture**

Our approach emphasizes a culture of shared leadership where teachers, administrators, and specialists work together to review evidence of student progress, critique instructional strategies, and set data-informed goals for improvement. Regular professional development supports teachers in effective data use, integrating formative and summative assessments to guide instructional planning.

### **Family Engagement**

Aligned with our school-wide vision and research on engagement,

Jefferson hosts two face-to-face family events annually. These events aim to excite families about their children’s future goals, particularly emphasizing literacy development. We actively involve families in understanding student data, celebrating progress, and setting shared goals to reinforce learning at home, building a strong partnership between school and community.

**Community and Partner Engagement**

Our school maintains ongoing partnerships with local organizations, businesses, and community agencies. These collaborations open additional opportunities for student support, literacy activities, and social capital development, particularly for students from diverse backgrounds. These external relationships enhance our capacity to meet student needs beyond classroom instruction.

Ongoing Monitoring and Improvement

Jefferson’s instructional teams utilize a continuous cycle of data collection, analysis, and instructional adjustment to ensure strategies are effective. This cycle fosters adaptive teaching, improves student outcomes, and maintains alignment with our overarching goal of excellence in literacy and academic achievement.

<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/24/25	Each MTSS FIT team will have data analysis on their monthly agenda.		Susan Villarrubia	04/06/2026
<i>Notes:</i>				
9/25/25	Daytime tutors will support teachers by pulling small groups of students based on weekly progress monitoring data and quarter district data and state assessments.		Courteney Mossa	04/15/2026
<i>Notes:</i> Title One funds were used to purchase daytime tutors.				
9/25/25	Our social worker will facilitate meetings and communication with our community partners to ensure that our students and teachers have the materials they need to be successful in and out of the classroom.		Ken Robison	04/25/2026
<i>Notes:</i> Title One funds were used to increase the allotment of our social worker. Title One funds will be used to purchase parent resource materials to support the at-home, academic needs of our students.				

9/25/25	All MTSS FIT Teams will meet monthly to pull, analyze and discuss data. Guided questions will be provided to each team to drive the discussions.		Jenn Cassidy	05/21/2026
<i>Notes:</i> Title One funds were used to purchase the reading teacher. This staff member facilitates our IPS meetings and works closely with our school psychologist to ensure that our Tier 2 and 3 groups for reading and math are aligned to our school-wide vision and follow the standard treatment protocol.				
9/24/25	Each MTSS FIT team meeting will collaboratively analyze a piece or multiple components of data to see what school-wide trends are determined by the team.		Carrie Tomlin	05/23/2026
<i>Notes:</i>				
9/24/25	The 2025-26 standard treatment protocol will be used by each MTSS FIT TEAM - attendance, SEL-BEH, IPS and SPS to ensure structures are in place and implementation is done with fidelity.		Swati Justice	06/01/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4B: Solicit and act upon stakeholder input</b>			
	<b>E2.04</b>	<b>The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>We inconsistently engage in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> <li>Hold fall and spring parent/teacher conferences.</li> </ul>	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>		<p>At Jefferson Elementary School, full implementation of this indicator reflects a comprehensive and strategic commitment to strengthening school-community partnerships, aligning with our school-wide goals to increase our performance composite by more than 7%, actively engage families, and foster a school culture focused on high achievement and student excitement about future goals. strategic family and community engagement.</p> <p>Restructuring our face-to-face events with families to increase excitement about students' future educational pathways and involve families as active partners in their children's learning and development. These gatherings are culturally responsive and accessible in multiple languages, ensuring that all families feel empowered to participate and</p>		<b>Andrea Nix</b>	<b>06/30/2026</b>

share their insights.

### **Community Partnerships and Resources**

The school will develop and nurture ongoing partnerships with local businesses, community organizations, faith-based entities, and agencies—such as youth mental health providers, local universities, and recreational centers—that supplement our resources and support systems. These partnerships aim to address student and family needs that extend beyond academic instruction, fostering the development of social capital, providing additional services, and creating meaningful opportunities for student engagement.

### **Collaborative Goal-Setting and Action Teams**

A designated team comprising teachers, administrators, parents, students, and community representatives will work collectively to explore, plan, and implement collaborative initiatives that meet identified needs. This team aligns their efforts around shared goals, such as improving attendance, promoting postsecondary aspirations, and supporting literacy and behavioral growth linked to our performance goals.

### **Data-Informed MTSS and Partnership Practices**

Every MTSS Fit team meeting incorporates a vital component of data review. During each session, team members present relevant student data, analyze trends, and identify barriers affecting student achievement, specifically toward our goal that 100% of students read on or above grade level. This data-driven process allows the team to problem-solve barriers, adjust interventions, and refine strategies accordingly. Summaries of these analyses are shared with staff members during subsequent meetings to promote transparency and collective improvement efforts.

### **Monitoring, Evaluation, and Continuous Improvement**

Through ongoing communication and collaboration, data collection, and reflection, the school regularly evaluates the effectiveness of family engagement activities and community partnerships. Success stories include increased family involvement at events and out-of-school engagement, alongside improved student growth outcomes. Challenges or unmet goals prompt reassessment and strategy adjustments to

ensure continuous progress toward our vision.

**Systematic Approach for Success**

Ensure partnerships are purposeful, goals are clearly defined, progress is monitored, and adaptations are made to meet evolving needs. Trusting relationships built through face-to-face events and community collaboration foster a shared vision for student success. The systematic review of data at every MTSS team session ensures that barriers are addressed proactively, and efforts are aligned with our overarching goal: that all students are reading on or above grade level by the end of the school year.

<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/25/25	Daytime tutors will consistently monitor the progress of students to support the interventions provided by tutors. Adjustments to groups will be made based on the progress monitoring.		Eddi Johnson	02/26/2026
<i>Notes:</i> Title One funds were used to purchase daytime tutors.				
9/24/25	Clear expectations exist for communicating with parents around the need for and provision of supplemental and intensive support.		Swati Justice	04/20/2026
<i>Notes:</i>				
9/24/25	The team will train staff to effectively use EduClimber as a tool for documentation vs. "behavior" consequences.		Kaitlyn Wilbourne	04/24/2026
<i>Notes:</i>				
9/24/25	MTSS Leadership Team will share monthly updates on our community partnerships and impact on student learning based on data collected.		Jenn Cassidy	05/30/2026
<i>Notes:</i>				
9/24/25	The team will use the comprehensive assessment inventory to determine our focus.		Laura Sharp	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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	<b>E1.11</b>	<b>All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<ul style="list-style-type: none"> <li>• We have used Title 1 funds to provide families with two-way communication by purchasing Remind.com.</li> <li>• We are transitioning to ClassDojo and working on school-wide implementation of the communication tool.</li> <li>• Teachers hold the "required" two parent-teacher conferences each year.</li> <li>• We have inconsistent participation of families at monthly school-related activities.</li> </ul>	<p>Limited Development 09/23/2025</p>		
<p><b>How it will look when fully met:</b></p>	<p>Engage students and families in pursuing education goals.</p> <p>When full implementation is achieved, the indicator will reflect a robust and dynamic culture of family engagement centered on consistent, meaningful two-way communication and strategic efforts to increase student excitement about postsecondary options. Specifically, the indicator will look like this:</p> <p><b><u>Universal Teacher-Family Engagement:</u></b> All teachers will conduct at least two formal, culturally and linguistically appropriate meetings annually with each student's family. These meetings will involve open dialogue about student development across cognitive, socioemotional, and physical domains, and actively incorporate family observations and insights.</p> <p><b><u>Effective Use of Two-Way Communication Tools:</u></b> Teachers will consistently utilize ClassDojo to facilitate ongoing, meaningful communication with families. This communication will go beyond updates and newsletters, engaging families in reflective conversations about their child's progress, interests, and aspirations, thus strengthening relationships and trust.</p> <p><b><u>Increased Family Involvement in Learning and Goal-Setting:</u></b> Families will be actively involved in supporting their children's postsecondary aspirations through regular, collaborative discussions. Teachers will use the information gathered from families to personalize instruction, reinforce learning at home, and guide students in exploring future education and career pathways.</p> <p><b><u>Enhanced Cultural and Linguistic Responsiveness:</u></b> All communication and engagement strategies will be culturally respectful and linguistically accessible, fostering comfort and participation among diverse families.</p> <p><b><u>Student Excitement About Postsecondary Opportunities:</u></b> As a result of these engagement strategies, there will be a noticeable increase in</p>		<p><b>Samantha Zawistowski</b></p>	<p><b>06/30/2026</b></p>

students' enthusiasm and confidence regarding their postsecondary plans. Teachers will observe higher levels of student motivation, curiosity, and goal-oriented behavior linked to the strengthened family partnerships and personalized support.

***Evaluation and Reflection:*** Teachers will regularly review engagement practices and student outcomes, ensuring continuous improvement in family relationships and student readiness for postsecondary pathways.

Overall, the indicator will demonstrate a school community where families feel valued, informed, and empowered to support their children's educational journeys, ultimately fostering greater student excitement and preparedness for life beyond high school.

<b>Actions</b>		<b>0 of 12 (0%)</b>		
9/23/25	Families are aware of core, supplemental and intensive supports that are available for students.		Katie Baynes	11/25/2025
	<i>Notes:</i> Title I funds are being utilized to fund 0.2 of our social worker's position, to make the role full-time. Our social worker supports the MTSS attendance process and co-facilitates our MTSS SEL/BEH team. Additionally, she serves as our community liaison, addressing the direct needs of students and families. This role helps ensure students receive the necessary support to bridge any gaps between home and school, allowing them to stay focused and engage effectively with core instruction.			
9/23/25	Leaders utilize two-way communication with families and communities.		Eddi Johnson	12/20/2025
	<i>Notes:</i>			
9/23/25	Data is used to determine effectiveness of strategies for engaging hard to reach families.		Nidhi Kumar	01/26/2026
	<i>Notes:</i> Title I funds are being allocated to support 0.2 of our social worker's position. Our social worker acts as the liaison between the school and community partners, establishing systems to ensure ongoing and consistent documentation of resource utilization, student needs, and implemented interventions. She tracks the frequency, duration, and intensity of these interventions to ensure our systems operate smoothly and effectively, providing tailored support that meets each student's individual needs.			
9/23/25	Data on student and family voices are collected and examined to support school improvement.		Stacey Beringer	02/13/2026
	<i>Notes:</i>			

9/23/25	Leadership Teams actively seek input from families and communities.		Stephanie Gagnon	02/14/2026
	<i>Notes:</i>			
9/23/25	Families are provided with information and resources that would enable them to understand and support student learning.		Laura Sharp	03/18/2026
	<i>Notes:</i>			
9/23/25	Leadership Teams spotlight or celebrate data on family and community engagement.		Stacey Beringer	03/25/2026
	<i>Notes:</i>			
9/23/25	Family engagement efforts demonstrate opportunities to collaborate in meaningful ways.		Jenn Cassidy	04/10/2026
	<i>Notes:</i>			
9/23/25	Schools see parents/caregivers as an expert on their child and seek their input when problem-solving.		Ken Robison	05/10/2026
	<i>Notes:</i>			
9/23/25	Clear expectations exist for communicating with parents around the need for and provision of supplemental and intensive support.		Courteney Mossa	05/16/2026
	<i>Notes:</i>			
9/25/25	All teachers will host learning stations for our School-wide Student Showcase to share with the community the amazing things that students do at Jefferson and the learning that takes place throughout the year.		Carrie Tomlin	05/24/2026
	<i>Notes:</i> Title One funds will be used to purchase parent resources and food for the events.			
9/23/25	Meaningful opportunities are created to include families with active participation in teaming structures.		Samantha Zawistowski	06/05/2026
	<i>Notes:</i>			