

Comprehensive Progress Report

Mission:

School: The mission of Windsor Park Elementary is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

District: The mission of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

Vision:

School: The Windsor Park staff will provide students with the skills and strategies needed to be prepared and highly successful for a globally competitive market.

District: Charlotte-Mecklenburg Schools (CMS) strives to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

Goals:

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by Hispanic), on (ELA) End of Grade assessments in grades 3-5 will increase from 38.3% in SY2024-25 to 40% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 1.6% in SY2024-25 to 1.3% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

CMS Guardrail 4: The school will retain 87% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Duty-Free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

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
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Initial Assessment:

The SIP goals that align with this indicator are Goals 1 & 2: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26.

August 2025: Successes for the 2024-25 school year include coaching, modeling, and constructive feedback provided regularly. This year, the administration monitored curriculum and classroom instruction and provided timely, transparent, constructive feedback to teachers during core action walkthroughs and formal/informal observations. There was an increase in the number of daily classroom visits from MOY to EOY.

Unofficial 2024-2025 EOY data reflects improvement as 22.2% of students scoring College and Career Ready (CCR) on Reading End of Grade Assessments has increased from 17.7 from the previous year. 78% of our Kindergarten through 2nd grade students scored at or above benchmark as measured by DIBELS in comparison to 77% from 2023-2024.

Opportunities for the 2025-2026 school year include new staff members joining our team, including teacher leaders who can offer 1:1 support in facilitation of these indicators and will support teacher buy-in. Actions also include analyzing the data and determining the need for additional coaching and PD for support staff weekly.

Summer SIT Update-June 2025: Successes for the 2024-25 school year include coaching, modeling, and constructive feedback provided regularly. This year, the administration monitored curriculum and classroom instruction and provided timely, transparent, constructive feedback to teachers during core action walkthroughs and formal/informal observations. There was an increase in the number of

Limited Development
07/31/2024

daily classroom visits from MOY to EOY.

Unofficial 2024-2025 EOY data reflects improvement as 22.2% of students scoring College and Career Ready (CCR) on Reading End of Grade Assessments has increased from 17.7 from the previous year. 78% of our Kindergarten through 2nd grade students scored at or above benchmark as measured by DIBELS in comparison to 77% from 2023-2024.

Opportunities for the 2025-2026 school year include new staff members joining our team, including teacher leaders who can offer 1:1 support in facilitation of these indicators and will support teacher buy-in. Actions also include analyzing the data and determining the need for additional coaching and PD for support staff weekly.

2024-2025 Narrative of Current Implementation: Aligned with the *Wise Ways* framework, our school has implemented quarterly professional development sessions with an area of focus centered around MTSS and multilingual learners. However, challenges persist as professional development for non-certified staff is limited. We will incorporate end-of-year data to further assess progress against established goals. These efforts including refined time for embedded mini professional development session centered around multilingual best practices in K-5 classrooms.

How it will look when fully met:

When the objective is fully met, the building principal, assistant principal, and school leadership team are visible and engage staff in ongoing professional development, plan strategically, and model a problem-solving process for school improvement. School leaders will also support the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving to guide instruction.

Classroom walkthrough data; staff, student, and family survey data; student outcome, and teacher evaluation data will be used to determine that the objective has reached full implementation.

Merita Little DOE
6.26.25

06/30/2026

Actions

0 of 2 (0%)

7/31/24	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)		Merita Little and Haven Blanks	12/01/2025
<p><i>Notes:</i> Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>				
7/31/24	The Principal will utilize Title I Funds to fund coaching support for designated teachers through the Multi-Classroom Leader 1 Differential (Multi-Classroom Lead/Expanded Impact Teacher Salary Category, Budget: \$6,000). This specialized instructional support will focus on the areas of critical thinking, coaching/feedback, and data analysis to support teacher development. Coaches will be monitored weekly as instructional cycles will be included as an agenda item during weekly instructional leadership meetings. Evidence of application of feedback to teachers around content/instruction will be monitored during regular classroom visits. Goal 1 and 2.		Merita Little, Karimah Croston, Lead Teachers	05/30/2026

Notes: Budget:
\$6,000 (Multi-Classroom Lead 1 Differential)

Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

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

Initial Assessment:

Aligned Goals: District Goal: Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029. Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26.

(Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26.

(Aligns to A2.04 and B3.03 and CMS Goal 2)

August 2025: Current implementation reflects an additional 45-minute block has been embedded in our master schedule for intervention and SEL. i-Ready data indicates that 38% of our 3rd graders, 69% of our 4th graders, and 67% of our 5th graders met their annual typical growth in reading. 50% of our 3rd graders, 57% of our 4th graders, and 62% of our 5th graders met their annual typical growth in math. Unofficial 2024-2025 EOY data reflects improvement-52.4% GLP Composite and 33.6% CCR Composite in comparison to 2023-2024 data which reflects 47.6% GLP and 31.6 CCR Composite.

Opportunities that the SIT will address for 2025-2026 are to calibrate classroom observation and assessment data, and make adjustments to interventions (student) and professional development and on-demand coaching as needed. The goal is to continue to strengthen core instruction, push higher-level students, and differentiate instruction by leveraging support staff for strategic small groups.

Summer SIT Update-June 2025: An additional 45-minute block has been embedded in our master schedule for intervention and SEL. i-Ready data indicates that 38% of our 3rd graders, 69% of our 4th graders, and 67% of our 5th graders met their annual typical growth in reading. 50% of our 3rd graders, 57% of our 4th graders, and 62% of our 5th graders met their annual typical growth in math. Unofficial 2024-2025 EOY data reflects improvement-52.4% GLP Composite and 33.6% CCR Composite in comparison to 2023-2024 data which reflects 47.6% GLP and 31.6 CCR Composite.

Opportunities that the SIT will address for 2025-2026 are to calibrate classroom observation and assessment data, and make adjustments to

Limited Development
08/01/2024

interventions (student) and professional development and on-demand coaching as needed. The goal is to continue to strengthen core instruction, push higher-level students, and differentiate instruction by leveraging support staff for strategic small groups.

2024-2025 Narrative of Current Implementation: Aligned with the *Wise Ways* framework, our school has developed and implemented a tiered instructional team to ensure teachers deliver evidence based instruction based on student needs. Successes for the 2025-26 school year include our weekly Monday MTSS PD Sessions focused on Tier Instruction and Interventions. We partnered with the district MTSS contact to establish an MTSS Leadership Team to monitor progress during core instruction and W.I.N. and to monitor student growth through data analysis. The implementation of Student Talks, an additional time each week to discuss MTSS data (subgroups, attendance, D/F Report, etc) to close gaps, determine small flexible groups, and intentionally plan for instruction was effective.

Impact includes an increase in intervention support delivery with fidelity. Tier 1 students receive 89%, Tier 2 receive 70%, and Tier 3 receive 78% intervention support delivery with fidelity.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

When this objective is fully met, staff will consistently identify students who need support and attempt to provide them within the general education setting (small group instruction) and monitor progress. The school regularly implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Information that will determine the full implementation is student progress through benchmarks progress monitoring and classroom visits.

**Haven Blanks DOE
6.26.25**

06/30/2026

Actions

0 of 4 (0%)

8/1/24	<p>Title 1 Funds will be used for instructional materials (Budget: \$15,234.61, Instructional Materials Category, Vendor: Bender-Burkot, Cost TBD; Vendor: Lakeshore, Cost TBD; Vendor: CMS Warehouse, Cost TBD; Vendor: School Specialty, Cost TBD; Vendor: Staples, Cost TBD;).</p> <p>BranchingMinds will be monitored bi-weekly as well as student work samples to track the effectiveness of the interventions. The impact of interventions will increase growth in reading comprehension and math computation. Goal 1 and 2.</p>		Merita Little, Haven Blanks, Karimah Croston	05/30/2026
<p><i>Notes:</i> Budget: \$15,234.61 (Instructional Materials Category, Vendor: Bender-Burkot, Cost TBD; Vendor: Lakeshore, Cost TBD; Vendor: CMS Warehouse, Cost TBD; Vendor: School Specialty, Cost TBD; Vendor: Staples, Cost TBD;)</p> <p>Aligned to CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by Hispanic), on (ELA) End of Grade assessments in grades 3-5 will increase from 38.3% in SY2024-25 to 40% in SY2025-26.</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>				
9/19/25	<p>Title 1 Funds will be used for instructional support (two Title I Tutors, Instructional Salary Category, Cost: \$36,767.77, benefits excluded) to increase reading proficiency through small group instruction. The instructional coaches will work collaboratively with admin to create weekly check-ins during PLCs and instructional walks with established look-fors based on areas of need.</p>		Principal Little, Karimah Croston	05/30/2026
<p><i>Notes:</i> Budget: \$36,767.77 (2 Title I Tutors. Instructional Salary Category)</p> <p>Title I funds for two Title I Tutors to focus more time on small groups.</p> <p>Aligned to CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by Hispanic), on (ELA) End of Grade assessments in grades 3-5 will increase from 38.3% in SY2024-25 to 40% in SY2025-26.</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>				
8/1/24	<p>DOS will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Goal 4)</p>		Merita Little, Haven Blanks, Sharina Houston	06/10/2026

Notes: Aligned to CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by Hispanic), on (ELA) End of Grade assessments in grades 3-5 will increase from 38.3% in SY2024-25 to 40% in SY2025-26.

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

8/1/24 Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)

Merita Little, Haven Blanks, Kristina Clark, Kayla

06/10/2026

Notes: Aligned to CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by Hispanic), on (ELA) End of Grade assessments in grades 3-5 will increase from 38.3% in SY2024-25 to 40% in SY2025-26.

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Implementation:

06/04/2025

Evidence

6/4/2025
Master Schedule (included in folder)

Experience

6/4/2025
CMS scheduling tenants were used to create and adjust the schedule as needed.

Sustainability

6/4/2025
Create 2025-2026 master schedule and support

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The SIP goals that align with this indicator are Goals 1 & 2. Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26.

(Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26.

(Aligns to A2.04 and B3.03 and CMS Goal 2)

August 2025: Successes for the 2024-25 school year include coaching, modeling, and constructive feedback provided regularly. This year, the administration monitored curriculum and classroom instruction and provided timely, transparent, constructive feedback to teachers during core action walkthroughs and formal/informal observations. There was an increase in the number of daily classroom visits from MOY to EOY.

Unofficial 2024-2025 EOY data reflects improvement as 22.2% of students scoring College and Career Ready (CCR) on Reading End of Grade Assessments has increased from 17.7 from the previous year.

Opportunities for the 2025-2026 school year include new staff members joining our team, including teacher leaders who can offer 1:1 support in facilitation of these indicators and will support teacher buy-in. Actions also include analyzing the data and determining the need for additional coaching and PD for support staff weekly.

Summer SIT Update-June 2025: Successes include evidence of ML and vocabulary strategies used in all grade levels and in connect/special area classes. PLC planning protocols were modified based on teacher feedback, allowing teacher leaders to collaborate as well as have individual planning. Vertical planning and teacher coaching support were provided to designated teachers to build their capacity. Teacher discretionary moves discussed in vertical planning were implemented in core instruction, particularly in-the-moment student feedback.

Unofficial 2024-2025 EOG data indicates improvement, as 22.2% of our 3-5 students scored CCR in comparison to 17.7% CCR in 2023-2024. DIBELS shows 55.4% of third graders showed at or above benchmark per their composite score in comparison to 50.7 the previous year.

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07/25/2024

2024-2025 Narrative of Current Implementation: Successes for the 2024-2025 school year include partnering with members of the Learning and Language Acquisition department at the beginning of the year to support classroom teachers in disaggregating data and determining action steps. Differentiated PD was provided on ML Amplifications and implementation. Walkthroughs and student work samples were used as part of fidelity checks. Weekly communication was distributed in our staff and family newsletter around extending amplifications and vocabulary strategies to make learning comprehensible to all.

The increase in amplifications and scaffolds was effective. Vertical content teams met weekly and ML and Instructional Support Staff participated in planning sessions to internalize content area standards. Do Nows and Exit Tickets were incorporated during core instruction to monitor student progress.

How it will look when fully met:

When the objective is fully met, the following will be evident during classroom visits and instructional planning. Teachers will include standards-based objectives and their criteria for mastery. During strategic instructional planning sessions, teams should develop unit plans that assure that students master standards-based objectives and also provide opportunities for enhanced learning, and review the standards to align goals, assessment items, and curriculum to show that the objective has reached full implementation.

Information that will be used to determine that the objective has reached full implementation are conversations during coaching sessions that include standard prioritization, and articulation of where learning targets lie in lessons and pre-/post-tests data to determine student mastery of standards-based objectives.

**Zakeisha Burns
DOE 9.22.25**

06/30/2026

Actions

0 of 4 (0%)

7/31/24

The leadership team will conduct monthly professional development sessions to increase teacher depth of knowledge in content and rigor in literacy instruction by providing Elevating All Learners, differentiated sessions focused on engagement strategies for multilingual learners, exceptional children, and talent development students. (Goal 1 and 2)

Administration,
Instructional
Leadership, WP Staff

05/30/2026

Notes: Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

UPDATES: Forthcoming pending MOY DIBELS & MVPA Data

7/31/24 Title 1 Funds will be utilized to fund instructional/data planning periods for Summer Instructional Planning (Category: Extended Employment Salary, Cost: \$9,297.40, benefits included) and individual coaching through Contacted Coaching Services (Category: Instructional Materials, Cost: 19,264.66), and Substitute Teacher Coverage for Professional Development Sessions (Category: Instructional Salary, Cost: \$6,000) quarterly to ensure staff have appropriate resources and training (Thinking Maps Training, Cost: \$1,855.00, Category: Instructional Materials, Budget Remaining: \$3145.00) to ensure their learners are proficient or above proficient in ELA assessments through the provision of substitutes. Professional Development will focus on strategies and resources to make learning comprehensible for all. Professional Development for Semester 2 will be focused on Thinking Maps and Math Talks. (Goal 1 and 2).

Samantha Reichard,
Melissa Sykes, WP
Staff

05/30/2026

Notes: Title I Funding:
 Summer Planning-(Category: Extended Employment Salary, Cost: \$9,297.40, benefits included)
 Individual Coaching-Contacted Coaching Services (Category: Instructional Materials, Cost: 19,264.66)
 Substitute Teacher Coverage for Professional Development Sessions (Category: Instructional Salary, Cost: \$6,000)
 Training (Thinking Maps Training, Cost: \$1,855.00, Category: Instructional Materials, Budget Remaining: \$3145.00)

Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

UPDATES: Forthcoming pending MOY DIBELS & MVPA Data

7/31/24 Instructional teams will collaborate with the leadership team to analyze data (formal/informal benchmarks) weekly to create small group plans and field experiences for core content during skills block, all block, and math core. FAM-S29, Goal 1, 2.

Kristina Clark

06/10/2026

Notes: Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

UPDATES: Forthcoming pending MOY DIBELS & MVPA Data

7/31/24	Indicator A2.04: Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Administration & Instructional Leadership	06/10/2026
<p><i>Notes:</i> Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>UPDATES: Forthcoming pending MOY DIBELS & MVPA Data</p>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	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>		<p>District SMART Goal: Percent of students scoring CCR (college and career ready) on reading end-of-grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.</p> <p>School Goal 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. We will monitor our daily attendance rate, our Chronically Absent Rate, Unexcused vs Excused absences, absences of subgroups and how attendance performance connects to K-5 student proficiency, and 3-5 CCR in Reading.</p> <p>Link to Attendance Plan (copy and paste): https://docs.google.com/document/d/1dIW9G_JXTzpeDTJDoekS0HqwN-1XRjnJ/edit?usp=sharing&oid=103579435616527848728&rtpof=true&sd=true</p> <p>Summer SIT Update-June 2025-Successes for the 24-25 school year include our school-wide implementation of the Character Trait of the Month, and weekly recognition of good attendance and behavior. Our Student Services department met with classroom teachers and administration to discuss EdHandbook data, student absences, and the</p>	Limited Development 08/01/2024		

monthly D/F report. Our student services team also worked directly with our special area team to plan quarterly Class DoJo celebrations to support a safe and caring environment. The impact of these practices includes a 93.9 Attendance Rate and 17.3% Chronic Absences as well as 8 OSS, and 61 Incidents YTD. Teachers and counselors now use EdHandbook and other data (referral, absenteeism, D and F reports, etc.) weekly to determine what supports are needed.

The SIT will address opportunities for 2025-2026, strategically by continuing onboarding and professional development to new hires and novice/guest teachers in the areas of SEL, attendance, and parent communication.

2024-2025 Narrative of Current Implementation: Successes for the 2024-2025 school year include Student Attendance Recognition every week. Our Student Services department met with classroom teachers and administration to discuss Ed Handbook data, student absences, and the monthly D/F report. Our student services team also worked directly with students in small groups to determine activities and topics that may interest our scholars to support a safe and caring environment. The impact of these practices includes a 93.3 Attendance Rate and 19.8% Chronic Absences. Teachers and counselors now use data (referral, absenteeism, D and F reports, etc.) weekly to determine what supports are needed.

<p>How it will look when fully met:</p>	<p>When the objective is fully met, all staff will provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency through SEL.</p> <p>Information that will be used to determine that the objective has reached full implementation are student/parent interviews, Panorama, and a school climate survey to determine whether the school provides a safe and positive environment that allows students to thrive.</p>		<p>Merita Little DOE 6.26.25</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>8/1/24 Teachers will implement daily Social Emotional Learning time using the Caring Schools Curriculum (K-5), Second Steps Curriculum (Pre-K), and elements from the Capturing Kids' Hearts program (Morning Meetings & Journaling as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)</p>		<p>All WP Staff</p>	<p>06/10/2026</p>

Notes: Aligned to CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 1.6% in SY2024-25 to 1.3% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Aligned to CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

8/1/24 Indicator A4.06: Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.

WP Admin Team

06/10/2026

Notes: Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Aligned to CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 1.6% in SY2024-25 to 1.3% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Aligned to CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

8/1/24 The leadership team will monitor the attendance plan which includes daily implementation by internal staff, programs created by student services, and parent communication/town halls to ensure the school-wide goals are accomplished. The impact of meetings includes clear expectations and processes regarding chronic absences and specific talking points for teachers to guide conversations about excessive and unexcused absences with families. (Attendance, Guardrail 3)

Link to Attendance Plan: (copy & paste)
<https://docs.google.com/document/d/1oF5I5cdMQEdMPTmsKqdbiNhZAeAuLomMScljSkoxYvA/edit?usp=sharing>

WP Leadership & Student Support Team

06/10/2026

Notes: Aligned to CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 1.6% in SY2024-25 to 1.3% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Aligned to CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

8/1/24 Indicator A4.06: Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

WP Admin, Student Services

06/10/2026

Notes: Aligned to CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 1.6% in SY2024-25 to 1.3% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Aligned to CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

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

Initial Assessment:

District Goal: Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029 due to the provision and overview of take home (materials) strategies of the curriculum.

August 2025: Successes for the 2024-25 school year include hosting ML and Reading and Math Parent Nights that engage parents/guardians in their child's learning. We strategically use the Let's Talk app and Parent Square to strengthen community partnerships that positively impact student success.

Parent Square reports indicate 1,968 posts (179 school posts, 1,664 class posts, 166 group posts) and 56,448 direct messages this year. ParentSquare data shows that 99% of our parents are contactable through the platform.

Opportunities that the SIT will address for 2025-2026 are to continue using Parent Square and provide more onboarding opportunities for parents and scholars on how to access platforms (ParentSquare and Infinite Campus).

We will also host ML Family sessions to support academic learning and provide information for ACCESS testing and WIDA screening during the periods of October-March.

Summer SIT Update-June 2025: Successes for the 2024-25 school year include hosting ML and Reading and Math Parent Nights that engage parents/guardians in their child's learning. We strategically use the Let's Talk app and Parent Square to strengthen community partnerships that positively impact student success.

Parent Square reports indicate 1,968 posts (179 school posts, 1,664 class posts, 166 group posts) and 56,448 direct messages this year. ParentSquare data shows that 99% of our parents are contactable through the platform.

Opportunities that the SIT will address for 2025-2026 are to continue using Parent Square and provide more onboarding opportunities for parents and scholars on how to access platforms (ParentSquare and Infinite Campus).

We will also host ML Family sessions to support academic learning and provide information for ACCESS testing and WIDA screeners during the periods of October-March.

Limited Development
08/01/2024

2024-2025 Narrative of Current Implementation: Successes for the 2024-25 school year include hosting various school events that engage parents/guardians in their child’s learning. We strategically use district communication apps and platforms and Parent Square to strengthen community partnerships that positively impact student success. Parents are now familiar with our school behavior matrix, hallway and bathroom protocols, attendance policy, as well as weekly school updates via school newsletter. We have seen an increase in parent participation in school events such as curriculum and family nights.

How it will look when fully met:

When the objective is fully met, an environment where families feel valued and welcomed, engaged students and families that represent the diverse population of the school, provision of intensive outreach to unresponsive families, and an increase of the skills of families to support student learning at home will be evident.

Information that will be used to determine full implementation includes evidence of outreach using a variety of venues (i.e., website, ParentSquare, mass phone messages, emails, and parent night participation). Documentation of information provided to families regarding interventions, student response, and progress on repeated assessments will also serve as evidence of implementation.

**Haven Blanks DOE
6.26.25**

06/30/2026

Actions

0 of 4 (0%)

8/1/24 The PTO and ML teacher will hold three Events with support/resources for our Multilingual Families to ensure access for all families in leveraging our existing tools for student academic support. (Goal 1)

All WP Staff

06/10/2026

Notes: Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Aligned to Guardrail 3: The percent of Chronic Absenteeism will decrease from 17.3% in SY2024-25 to 15% in SY2025-26.

(Aligns to A1.07, A4.06 and CMS Guardrail 3)

8/1/24 The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children's academic progress. (Goal 1, Guardrail 3)

All WP Staff

06/10/2026

Notes: Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Aligned to CMS Guardrail 3: We will monitor our daily attendance rate, our Chronically Absent Rate, Unexcused vs Excused absences, absences of subgroups and how attendance performance connects to K-5 student proficiency, and 3-5 CCR in Reading in part, through Title I Funds.

8/1/24	<p>The school staff will use Title I funds to ensure families receive support throughout the school year to ensure their learners are proficient or above proficient in ELA assessments, and the FSA will facilitate Family Literacy Nights throughout the school year to ensure access for all families in leveraging our existing tools for student academic support. Title I Funds will be used to provide families with snacks (Category: Parental & Family Engagement, Vendor: Dunkin Donuts, Cost \$66, Remaining Budget: \$434.00) during family engagement events and decodable readers (Category: Parental & Family Engagement, Vendor: TBD, Est. Cost \$1,661.44); that will support skills at home. We will use Carry Over Funds from the Title I Parent Engagement funds to create instructional resources to use at home (Category: Parental & Family Engagement \$2,169, Vendor Graphic Productions)(Goal 1; FAM-S 3)</p>		Merita Little, Haven Blanks, Karimah Croston, ML	06/10/2026
<p><i>Notes:</i> Title I Funding: Snacks (Category: Parental & Family Engagement, Vendor: Dunkin Donuts, Cost \$66, Remaining Budget: \$434.00) Decodable Readers (Category: Parental & Family Engagement, Vendor: TBD, Est. Cost \$1,661.44)</p> <p>Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>				
8/7/24	<p>The school will use Title I funds for a Parent Advocate (Category: Parental & Family Engagement, Cost: \$37,064.44, benefits excluded) to connect with individual families about student academic performance related to ELA Assessments to build partnerships with families toward achieving academic growth goals. (Goal 4, Goal 2, FAM-S 3)</p>		Merita Litte, Karimah Croston	06/10/2026

Notes: Budget: \$37,064.44 (Parent Advocate)

Aligned to SIP Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-25 to 87% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Aligned to SIP Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22.2% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

UPDATES: Forthcoming (pending data from parent events)