

Comprehensive Progress Report

Mission:

Through the arts and academics, students will be inspired to become creative problem solvers, productive citizens, and life-long learners.

Vision:

Univeristy Park Creative Arts Elementary School creates high levels of learning for all students by integrating the arts in the curriculum.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 62.7% in SY2024-25 to 66.7% in SY205-26 (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 26.3% in SY2024-25 to 30.0 for SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 54.5% in SY 2024-25 to 60% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Out of School Suspensions (OSS) will remain at 0% in 2025-2026. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of chronically absent students will decrease from 20.93% in 2024-2025 to 18% in 2025-26. (Aligns to A4.06 and CMS Guardrail 3)

The school will retain 75% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP) on the science End of Grade assessment in grade 5 will increase from 67.4% in SY 2024-25 to 71% in SY 2025-206 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

	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
		<i>Initial Assessment:</i>	<p>2024-2025 Current Implementation: During the 24-25 school year, we had identified a lack of veteran teachers with a strong skill set of instructional practices as a resource inequity in our school. As a result, we had hired a new teacher coach for supporting teachers who were new in the profession and part of the beginning teacher support program. This provided these novice teachers with support in addition to having a mentor and a regular instructional coach. Unfortunately, the new coach needed to unexpectedly retire near the end of the 3rd quarter of instruction. However, the coaching had been effective. All of our beginning teachers met the BTSP expectations and are being retained for the coming school year.</p> <p>2023-2024 Current Implementation: UPCA has aligned resources allocation for success for money, time, human resources) within UPCA by offering bonuses which was a success. Recruitment bonuses and retention bonuses. Based on data, that has been collected over 95% of staff members will stay at UPCA due to the bonus incentive and culture challenges. Some of the challenges we face are due to staff members who are not invested and continue to not use CMS rules and regulations. These are the challenges and due to the challenges. We have found opportunities for students and teachers alike to increase CCR data with effective instruction on a daily basis.</p>	Limited Development 09/27/2023		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When fully implemented, consistent check-in meetings with learning community specialists for content areas will be held. The CORE action walkthrough form for subsequent determination of instructional moves during PLC meetings will be consistently used. Teachers understand and use the Branching Minds platform. There will also be targeted use of MTSS meetings to make instructional tiered groups aligned to high leverage instructional standards.			Shanna Rae	06/30/2026
Actions			5 of 6 (83%)		
9/28/23	To stream line what small group instruction will look like at UPCA, funds were used to purchase over 300 acrylic station stands with room to hold all materials. Each stand will have an area where teachers will add objectives and list the skill that learners will be working on such as word work, air, independent reading etc. The same applies to math. (EVAAS, Title I)		Complete 02/23/2024	Shanna Rae	02/23/2024
<i>Notes:</i>					
9/27/23	University Park Creative Arts will use CSI funds as an attendance bonus for all UPCA staff members. The criteria for this bonus are indicated below: <ul style="list-style-type: none"> • Staff, employed by CMS, must have been working full time at University Park Creative Arts on or before September 1, 2023. • Staff must return to work full-time at UPCA and remain at UPCA for the 2024-2025 school year to receive both stipend installments. This bonus excludes Substitutes, Guest Subs and part time employees. (Funds 105) • Staff members must also have a Proficient or higher overall score on their 23-24 end of year evaluation. (EVAAS, CSI) 		Complete 06/08/2024	Dianne Burke	06/09/2024
<i>Notes:</i>					
3/18/25	We are ordering headphones so that we have enough for grades 3-5 for all end of year testing. Total cost 3,799.62.		Complete 01/31/2025	Shanna Rae	05/01/2025
<i>Notes:</i> 3,799.62					

9/15/25	<p>EAST CAROLINA UNIVERSITY</p> <p>9,600.00 This program will assist with the onboarding of new teachers into the program, including providing information and managing logistics for their initial training.</p>	Complete 05/31/2035	Shanna Rae	05/31/2025
<i>Notes:</i> Fund 050 9,600				
9/27/23	<p>Within the 2023-24 school year, our school identified the following resource inequity, instructional capacity, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches. Additionally, a new teacher coach has been hired to specifically support the beginning teachers throughout the school. (EVAAS, Title I)</p>	Complete 06/08/2025	Dianne Burke	06/08/2025
<p><i>Notes:</i> CSI/ATSI-Comprehensive Needs Assessment Resource/Fiscal Addendum Only</p> <p>***Resource Allocation for CSI/ATSI Schools*** (See D1.02): Based on the data analysis and current needs listed above, how will the school plan to align and allocate resource(s) (money, time, human resources, instruction/training) within each school's instructional priorities? Core Function: Dimension D - Planning and Operational Effectiveness Effective Practice: Resource Allocation 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 Initial Assessment: As of June 2023, weekly specialists meet and support the content leads on a monthly basis for 80% of the school year. Teachers received support directly from the district MTSS specialist 4 times this school year. 100% of the Core Content teachers received core action walkthroughs and feedback. The principal, math facilitator and a teacher attended 100% of the RELAY trainings. 20 minutes of the 80-minute planning session was leveraged to student data (student learning artifacts) and D/F report (student grades) during PLC.</p>				

As of June 2023, the successes we experienced related to this indicator in meeting our goal are teachers were provided with 80 minutes of core content of literacy and mathematics for a 7 day rotation. 4 staff members including the school principal attended and successfully completed the NC RELAY training. The percentage of 3rd - 5th grade students receiving a D or F dropped during this school year. The percentage of “F” students in 2023, dropped from 56.5 in 2022 to 32.5% the spring of 2023 and “Ds” from 70.5% in the Spring of 2022 to 63.1% the spring of 2023. 80% of the certified teachers meet with the MTSS district specialist a minimum of 4 times during the school year, the remaining 20% meet with the MTSS specialist at least twice. As of June 2023, the challenges related to this indicator not being full met were in response to not being fully staffed vacant literacy facilitator positions. This impacted the frequency of an administrator at the ENCORE PLC meetings due to covering core PLC meetings. As of June, 2023 the opportunities to address these challenges in the 2023-2024 school year are to bring in new staff, teachers, and more support. The Teacher Leader Pathway initiative will provide targeted support for grade bands. Expanding the TLP initiative will support the consistent implementation of instructional strategies. In addition, we want to pair teachers to meet students' academic and social needs. We’re advocating for 100% of teachers. ML and EC teachers model instructional strategies in the general and ENCORE classroom.

Limited Development 09/27/2023

9/16/25 New Teacher Mentor Program (Coaching) Support for Beginning Teachers.
 Onboarding support: Assist with the onboarding of new teachers into the program, including providing information and managing logistics for their initial training.
 Administrative assistance for coaches: Assist instructional coaches with administrative tasks so they can focus on their primary role of mentoring and providing classroom support,

Latonya Stafford-Baldwin

05/31/2026

Notes:

Implementation:

06/04/2024

Evidence

6/4/2024
 Our data shows that all of our learners met and or exceeded growth.

Experience	6/4/2024 We utilized Branching Minds to form tier groups, we put interventions in place and teachers followed the progress monitoring schedule.			
Sustainability	6/4/2024 We will create a intervention schedule for each child next year and each child will attend the Intervention lab.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	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
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Initial Assessment:			<p>2024-2025 Current Implementation: During the 24-25 school year, we established our MTSS leadership team, routines, and protocols. In prior years, the MTSS structures and procedures were led through district support, so during the current year we focused on building our capacity to lead MTSS in house. Bi-weekly leadership meetings occurred through most of the school year which allowed for in our MTSS PD for the leadership team and we were able to develop our vision for our school wide systems. Interventions were implemented throughout the school and progress was monitored with fidelity for students receiving academic interventions. Developing our systems and structures for grade level MTSS teams presented a challenge this year and will be a focus moving forward. During this year, the data collected in the Branching Minds program was the primary driver for determining student needs and we identified the need to develop grade level data analysis and problem solving protocols to support a more authentic implementation of our tiered support.</p> <p>2023-2024 Current Implementation: Our EVAAS school goal in 2023-2024 was to exceed growth. Based on MVPA end of year benchmark data we are scoring at the following levels and will exceed growth in all areas (math, reading and science): 4th grade’s EVAAS projection for the 23-24 school year is 17.5 and according to MVPA end of year benchmark for reading, we are trending towards 33.3%. For 5th grade the EVAAS projection is at 7. 9% and according to the MVPA end of year benchmark, we are at 22.8%. For math, we are projected to be at 7.7% for 4th grade and 11.8% for 5th grade. Currently our MVPA data has us</p>	Limited Development 07/30/2024		
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at 42.9% for third grade, 44.2% for 4th grade and 47.4% for fifth grade. For Science our projection is 17.7%. Based on MVPA Science data we are at 42.1%. We have had success in implementing a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. We have experienced success with assigning and aligning coaches grade level case loads. We have had over 40% of our learners removed from Branching Minds tired platform due to growth within their tier level. We have experienced many successes with regard to intervention groups happening each week. Some of the challenges that we faced during the school year were as follows: We had to create a monitored attendance case load since many learners were missing interventions. We had inexperienced teachers who were not familiar with interventions and or progress monitoring, so we had to support in areas that were not previously developed. The opportunities to address these challenges in the coming school year are as follows: effective intervention training with the Encore team will take place, interventions will be set earlier in the school year, the master schedule will list the actual times and locations for Intervention services.

How it will look when fully met:

The MTSS meets regularly with detailed agendas to actively monitor the health of core instruction and student progress across tiers to determine adjustments that need to be made in order to ensure all students are demonstrating growth. The number of students responding to core instruction increases as a result of ensuring a strong core. Additionally, an all hands on deck approach to providing supplemental and intensive interventions is employed to maximize support for students performing below grade level. PLCs and the MTSS teams regularly review both academic and behavioral data using consistent protocols for determining related action steps. Data review results in matching individual students to appropriate, research based interventions that are delivered by qualified staff.

Latonya Stafford-Baldwin

06/30/2026

Actions

3 of 6 (50%)

8/6/24

Encore teachers provide small group supplemental interventions for foundational literacy skills according to Tier 2 plans with support and coaching from instructional coaches. (Aligns to Guardrail 1, Goal 1 & 2)

Complete 10/11/2024

Meshel Partee

10/31/2024

Notes:

8/6/24	Establish MTSS teaming structure to include specific roles and responsibilities for grade level teams, SS PLC, and the MTSS Leadership Team. Teams meet with a regular cadence to determine the health of core instruction and intervention effectiveness by reviewing data for student groups and individual student progress. (Aligns to Guardrail 1 & FAM-S 3)	Complete 01/30/2025	Michael Butler	01/30/2025
<i>Notes:</i>				
8/6/24	Within the 2024-25 school year, our CSI -LP school will implement the following evidenced-based intervention to increase overall student performance: Leverage the Teacher Leader Pathway to increase access for all students to highly effective teachers and coaches. (Aligns to Guardrail 1, Goal 1 & 2, Title I & CSI Funded)	Complete 12/20/2024	Shanna Rae	01/30/2025
<i>Notes:</i>				
8/22/25	Staples Order in the amount of 26,690.38. Purchase of instructional supplies and materials to support student achievement and program objectives, including (but not limited to) classroom consumables, learning manipulatives, art supplies etc. All items will be directly used to enhance instructional delivery, student engagement, and academic performance in alignment with the goals of the PRC 105 grant.		Shanna Rae	10/01/2025
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Shanna Rae	05/31/2026
<i>Notes:</i>				
9/30/24	The ML and EC teachers will implement research based co-teaching models in order to support identified students in the general education setting and foster collaboration for teaching and monitoring student progress.		Latonya Baldwin	06/30/2026
<i>Notes:</i> This action is ongoing. At the beginning of the school year, EC and ML teachers were provided with descriptions and expectations for implementing co-teaching models with teachers in their classroom. When implementation was inconsistent, schedules were adjusted to ensure EC and ML teachers could actively participate in PLCs with general education teachers. The EC teachers attended PLCs, modeled lessons, and provided input and feedback on lessons modeled by other PLC members. The teachers are still working to implement the effective co-teaching models.				

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
		<i>Initial Assessment:</i>	<p>2024-2025 Current Implementation: During the 24-25 school year, we worked hard to refine our instructional and PLC practices. Our most impactful action was enhancement of our school-wide PLC protocol. This aligned our entire school with the expectations and outcomes of PLCs. Teachers moved from writing lesson plans in the PLC to coming prepared to live model the upcoming lessons. Feedback within the PLC was used to refine instructional practice and teachers gained greater insight into how our curriculum relates to grade level standards. A challenge that we experienced was defining our school wide data analysis protocols and scheduling long range planning sessions. Throughout the year, grade level teams and PLC leads disaggregated data in PLCs but the alignment of protocols needs to be developed school wide. Additionally, multiple scheduling and logistical conflicts limited the frequency of long range planning sessions.</p> <p>2023-2024 Current Implementation: Our previous 3rd grade ELA goal is met and remains ongoing. Our 3rd grade ELA goal to obtain was 50% CCR for Black and Hispanic students. We are making slow progress on this goal. For the 2022-2023 school year, we ended at 15.9% CCR for our Black and Hispanic students. Our MVPA final benchmark data shows that we ended at 11.4% CCR for our Black and Hispanic students. As of June 2024, we ended at 55.7% GLP for third grade ELA and 24.3% for CCR for our Black and Hispanic students according to the 3rd Grade Reading EOG. We have experienced many successes with regard to this indicator. We used school funds to hire a Coaching consultant for 5 school coaches. The consultant provided monthly professional development sessions, four quarterly walk through data points, and bi-weekly coaching. Some of the challenges that we faced during the school year were as follows: We had a loss of a third grade teacher who left in early October. More than 60% of our learners in 3rd grade received skills block lessons, which means that more than half of the grade level is 2-3 years behind in reading. Interventions were put in place, but more than 70% of the teachers are either guest teachers and or non certified teachers. The opportunities to address these challenges in the coming school year are as follows: hiring an highly effective 3rd grade teacher during the current staffing windows, continuing to coach teachers to implement assertive monitoring and differentiated small group instruction.</p>	Limited Development 07/30/2024		

How it will look when fully met:	Teachers and instructional coaches are well planned at least 2 weeks ahead of implementing plans on a regular basis. Lesson plans have clear alignment to state standards and teachers can consistently identify how standards are addressed within the curriculum and across units of instruction. PLCs include time to unpack standards and assessments and model key components from lessons. Teachers leave PLC meetings with a clear understanding of upcoming content. Teachers develop exemplar responses that can be used to provide students in the moment feedback through academic monitoring. Additionally, lesson plans include differentiated support for students based on disaggregation of assessment data. Teachers collect ongoing classroom data to support flexible, differentiated instructional groupings. As a result of this implementation, student EOY assessment data will demonstrate high levels of both growth and proficiency.		Latonya Stafford-Baldwin	06/30/2026
Actions		5 of 7 (71%)		
7/30/24	Teachers engage in weekly extended PLC meetings with instructional coaches with completed and/or annotated lesson plans 2 weeks in advance in order to use PLC time for modeling and annotating lesson plans. (Aligned to CMS Goal 1 & 2)	Complete 12/02/2024	Elsa Rice	10/31/2024
<i>Notes:</i>				
7/30/24	Leverage new instructional leadership in K-2 to provide professional development in PLCs based on frequent data monitoring. (Aligned to CMS Goal 1, Title I & CSI Funded)	Complete 03/27/2025	Meshel Partee	01/25/2025
<i>Notes:</i>				
8/6/24	Enhance PLC practices that focus on unpacking grade level curriculum and standards through ongoing coaching of instructional leaders in order to ensure all teachers are prepared to implement adopted curriculum with fidelity and alignment to grade level standards and individual students' needs. (Aligns to CMS Goal 1 & 2)	Complete 03/27/2025	Danielle Witherspoon	01/30/2025
<i>Notes:</i>				
3/26/25	Warehouse Paper Order (Price will be added soon)	Complete 04/10/2025	Shanna Rae	04/02/2025
<i>Notes:</i>				
11/13/24	Funds spent on supplies at 4,000. The supplies will be used to support effective instruction.	Complete 04/30/2025	Lakisha Hash	04/30/2025
<i>Notes:</i>				

8/6/24	Instructional coaches and teachers use school wide data analysis protocol to develop small group lesson plans designed to differentiate instruction to meet the needs of all students. (Aligns to Goal 1 & 2, FAM-S 29)		Holly Holman	06/15/2026
<i>Notes:</i>				
9/25/25	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 providing 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)		Latonya Stafford-Baldwin	06/30/2026
<i>Notes:</i>				

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
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Initial Assessment:

2024-2025 Current Implementation: During the 24-25 school year, teachers provided daily SEL support through their morning meetings. Teacher utilized compliment and concern jars to tailor the instruction to students' needs in the classroom. Additionally, our partnership with SYDKML to provide weekly SEL support to our students has been impactful. Data provided by SYDKML indicates improvements in students' social and emotional well being. Our beginning of year coaching with teachers centered around establishing proactive discipline procedures that support students adhering to expected school behavior. While overall incidents reported in PowerSchool increased by 3 incidents from 23-24 to 24-25, referrals for disrespect and disruptive behaviors decreased.

During this school year, we had intended to implement the Ron Clark Academy House System to increase student engagement and provide positive reinforcement of positive school behavior, but the infrastructure and software required to implement the program on our timeline was not approved for purchase. This presented a challenge getting the program off the ground. As a result, we continued with our "Star-bucks" school wide incentive program that allowed students to earn bucks that could be spent in the school store.

2023-2024 Implementation: The SY23-24 goal stated the percent of students reporting a positive self-perception of their self-efficacy on the fall Panorama screener will increase to 56% as a targeted goal. Based on the End of Year Panorama data in 2023-2024, we performed at 56% for the targeted goal which means that we met our targeted goal. Some of the successes that we have had at this school evolves around our weekly SEL sessions that SydKimyl delivers each week for grades 3-5. We had Kindermorn on campus twice a week to support learners who have experienced trauma in their lives. The counselor pulls small SEL groups daily along with the BMT. Finally, each morning, all classrooms are expected to host morning meetings dealing with SEL and each class has a cool down zone designated for learners who need to regroup. Some of the challenges we faced dealt with not being able to service students who have real major Social Emotional Needs that we can't meet at the school level. If not monitored, some teachers did not effectively utilize class meetings, follow the flow chart and/or did not use the problem solution concern jar within their classrooms.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented, all classrooms employ effective classroom management practices that positively support student behavior. Teachers are equipped to provide additional interventions and support to meet students' needs as appropriate. Teachers receive ongoing coaching to increase student engagement and sense of belonging in the classroom so that all students are active participants in learning. Social and emotional competencies are threaded throughout the curriculum, beyond the morning meeting. Teachers implement and discuss the habits of character embedded in the curriculum and students are able to articulate and practice these habits throughout the school day. Lesson plans and daily activities consider the whole child. Students feel comfortable voicing concerns and needs in the classroom and with adults in the building.</p>		<p>Shanna Rae</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>6 of 9 (67%)</p>		
<p>8/6/24</p>	<p>Leverage partnership with SYDKML to provide all students with weekly Social Emotional Learning lessons in order to support students with positive self efficacy and conflict resolution. (Aligns to CMS Guardrail 3 & FAM-S 31)</p>	<p>Complete 10/31/2024</p>	<p>Tarasha Williams</p>	<p>10/31/2024</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>Coaching is provided to teachers for establishing classroom procedures and implementing a proactive discipline and consequence hierarchy to support students with adhering to expected school behavior. (Aligns to CMS Guardrail 3 & FAM-S 30)</p>	<p>Complete 01/30/2025</p>	<p>Michael Butler</p>	<p>01/30/2025</p>
<p><i>Notes:</i></p>				
<p>3/20/25</p>	<p>Fire Truck Educational End of Year SEL 1,2750.00</p>	<p>Complete 03/18/2025</p>	<p>Shanna Rae</p>	<p>03/18/2025</p>
<p><i>Notes:</i></p>				
<p>3/24/25</p>	<p>Fantastic Fire which helps students learn about safety. The cost is \$3,200.</p>	<p>Complete 03/24/2025</p>	<p>Shanna Rae</p>	<p>03/24/2025</p>
<p><i>Notes:</i></p>				
<p>3/26/25</p>	<p>Carowinds (Science fourth and fifth grade Stem project) 3,168.00</p>	<p>Complete 05/09/2025</p>	<p>Shanna Rae</p>	<p>05/09/2025</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>Implement a 3 Tiered attendance plan in order to decrease the number of chronically absent students by 5 percentage points. https://docs.google.com/document/d/1OYVrJftuwocB4sRDnnhKO_dfJFL1MrbKHbiUcTEKipA/edit?usp=sharing (Aligns to CMS Guardrail 3)</p>	<p>Complete 06/10/2025</p>	<p>Tarasha Williams</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				

9/15/25	School Speciality Amount#3,551.25 We purchased school supplies for EC learners to support their interventions and academic outcomes due to them being a sub group.		Shanna Rae	05/31/2026
<i>Notes:</i>				
9/25/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (A4.06)		Shanna Rae	06/30/2026
<i>Notes:</i>				
9/25/25	School climate: 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)		Latonya Stafford-Baldwin	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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
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Initial Assessment:

2024-2025 Current Implementation: During the 24-25 school year, Parent Square greatly assisted with our home to school communication. All teachers utilized Parent Square as the primary communication tool with families. Parent Square became the main hub for parent information, flyers, and school announcements to families. Our principal shared weekly newsletter throughout the year informing families of upcoming events and school wide reminders. Throughout the school year, quarterly, school wide award ceremonies and arts showcases were well attended. These events allowed us to share academic information with families in attendance. A challenge that we experienced this year was inconsistent connection to families with Parent Square. We occasionally heard from families that they had not received the information sent or posted. Additionally, while all teachers had access and used Parent Square for communication, staff have not been fully trained on all features of the program.

2023-2024 Current Implementation: The school regularly communicates with parents about school-wide expectations, curriculum, and what parents can do to support their learners as evidence by blackboard report of 13,581 phone calls since August 2024 up until May 21, 2024. 86% was for outreach and 14% was for attendance. Some of the success that we have experienced was a 75% increase in parent participation for evening events per sign in sheets in comparison to the 22-23 school year. Some of the challenges we faced such as having after school events and expected magnet families who live an hour away to show up at school at 5pm or 6pm when school dismisses at 4:45. We adjusted evening events to start around 6:30 to give families time to attend, however, teachers were tired and a schedule had to be created for the year so that teachers did not have to stay after school late twice a month. Next year, we will have the opportunity to start with a rotation schedule for teachers and set our afterschool events at 6:30pm.

Limited Development
07/10/2024

<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented, teachers and parents engage in regular two way communication regarding students progress. Teachers regularly make contact with parents and families to express positive feedback and areas for ongoing growth for students. Parents are well aware of their role in supporting their child’s learning and we notice an increase in parent engagement with school activities. The school has the resources to communicate with parents who speak languages other than English and those families feel comfortable engaging with staff in the school. Parents regularly use ParentSquare to communicate with the school and engage with individual messages, classroom posts, and school wide communications. Teachers ensure parents are well aware of the content and topics covered in the classroom.</p>		<p>Shanna Rae</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>6 of 8 (75%)</p>		
<p>8/6/24</p>	<p>Two teacher assistants are assigned to serve the roles of “parent advocate” and “Spanish translator” to support families with access to school resources and information. (Aligns to Guardrail 3)</p>	<p>Complete 10/31/2024</p>	<p>Essence Evans</p>	<p>10/31/2024</p>
<p><i>Notes:</i> 11/22/24 - Ms. Evans is supports the school with communication efforts with our families. She serves on the Student Services team and has assisted with planning multiple family engagement events during the first quarter. Ms. Lopez has transitioned to the ML teacher role and supports all of our multilingual and Spanish speaking families through this role.</p>				
<p>2/7/25</p>	<p>Food for February 27th, 2025 Parent Breakfast with Principal Rae to discuss Magnet Options Lunch with Principal Rae to discuss Magnet Options. \$943.80</p>	<p>Complete 02/27/2025</p>	<p>Shanna Rae</p>	<p>02/27/2025</p>
<p><i>Notes:</i></p>				
<p>3/25/25</p>	<p>School Speciality 1,516.00 Take Home Folders</p>	<p>Complete 03/25/2025</p>	<p>Shanna Rae</p>	<p>03/25/2025</p>
<p><i>Notes:</i></p>				
<p>3/26/25</p>	<p>Bon Appetit Soulfood and Catering (3,700) This is for our EOY Parent Night for EOG prep.</p>	<p>Complete 05/02/2025</p>	<p>Shanna Rae</p>	<p>05/02/2025</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>Support for parents provided through The Villagers in the form of parent classes. Parent classes include financial literacy, housing support, and support students academic and social emotional needs. (Aligns to Guardrail 1 & 3)</p>	<p>Complete 06/10/2025</p>	<p>Shanika Washington</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				

8/6/24	Leverage highly attended school performances to include curriculum information nights to provide parents with relevant information about academic expectations. Title I funds are used to provide meals and services for families attending. (Aligns to Goal 1 & 2, Title I funded)	Complete 06/10/2025	Shanna Rae	06/15/2025
<i>Notes:</i>				
8/6/24	Teachers utilize ParentSquare to communicate weekly updates on curriculum and happenings in the classroom. Updates include support for reinforcing learning at home. Administrators and instructional coaches monitor the content and frequency of communication and effect on parent engagement. (Aligns to Goal 1 & 2, Guardrail 3)		Latonya Stafford-Baldwin	06/10/2026
<i>Notes:</i>				
8/6/24	Parents and guardians are informed of student progress related to core and supplemental interventions and parents attend all meetings related to intensive support in order to provide relevant information between the school and home. (Aligns to Guardrail 1 & 3, FAM-S 3)		Dianne Burke	06/10/2026
<i>Notes:</i>				