

## Comprehensive Progress Report

**Mission:**

At Whitewater Academy, we focus on providing rigorous grade level instruction while maintaining high expectations for all students. Through a culture of respect and a safe, orderly environment, we will motivate independent thinkers.

**Vision:**

Whitewater Academy will be the school of choice where students become productive citizens. We are dedicated to growing lifelong learners who are college and career ready.

**Goals:**

The percent of students scoring Grade Level Proficient (GLP), on math End of Grade Assessments in grades 3-5 will increase from 60% SY 2024-2025 to 65% SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1) Scores from Unofficial end of Year Report in Navigator.

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 23% in SY2024-25 to 31.85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 2 The percent of OSS/ISS incidents will decrease from 26% in SY 2024-25 to 20% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (3rd-5th grade students), on (ELA) End of Grade assessments in grades 3-5 will increase from 41.0% in SY2024-25 to 50% in SY2025-26.. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

We will increase our students with disabilities subgroup(s) EOG Composite performance score from 13.7% in SY 2024-2025 to 18% in SY 2025-2026.

We will increase ACCESS Proficiency from 37.6% in SY 2024-2025 to 50% in SY 2025-2026.

Guardrail 3: The school will increase the attendance ratio (ADA:ADM) from 92.5% SY 2024-2025 to 94% SY 2025-2026. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 3: School will decrease chronic absenteeism from 29.8% SY 2024-2025 to 20% SY 2025-2026.

Guardrail 4: The school will increase retention of licensed classroom teachers from 90% SY 2024-2025 to 92% SY 2025-2026.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 will increase from <5%in SY 2024-2025 to 10% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1) Scores from Unofficial end of Year Report in Navigator.

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 57% in SY2024-25 to 80.3% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2- The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grade 3-5 will increase from 35.6% in Sy 2024-2025 to 42% in SY 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

! = 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>June 2025</p> <p>The school has aligned resource allocation of money, time, human resources within our instructional priorities to support the growth of our TSI standing for lack of growth with our SWD. We have two full time EC teachers and a Dean acting as an EC teacher. We have two EC TAs, 1 PNA, and 1 BT.</p> <p>Successes: We have had success with our EC department ensuring students are receiving services. EC teachers attend 90 minute PLC with the grade levels they serve. This helps the EC to be familiar with the grade level expectations as well as an opportunity to provide in class supports for the classroom teacher to use while the SWD in learning with the whole class. We have used a push in/pull out model to find a balance between students receiving support within the General Education Classroom as well as more focused support in the EC classroom. Students have responded well, enjoying support in the classroom on grade level work. We have also provided an All Hands on Deck push in model to serve students who need additional support, as well as Spring after school tutoring. Teachers also name and claim their EC students, specifically noting and checking in using a clip board to notate areas of need.</p> <p>Challenges: We have struggled to stay fully staffed in our EC department. We began the year with 2 full time EC teachers and a guest teacher serving in the roll of EC teacher. The guest teacher left in the Fall, as well as one of the EC teachers. A substitute filled the guest teacher spot and a Dean of Students with EC certification took over the other EC teacher spot. We have two EC TAs. We have an PNA who left, and we are using subs and all hands to support, as well as a BT.</p> <p>Effort that led to the data: We have worked hard to support our EC students, both with services from EC teachers and TAs and through training classroom teachers in ways to better support their students. We have pushed in with an All Hands on Deck support system. We have had extensive focus on naming and claiming our EC students, tracking</p>	Limited Development 09/29/2023		

their data, and digging in to where they need the most support in addition to their IEPs. We are excited with the growth many of our SWD have made this year.

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Title 1 funds are used to provide focused after school tutoring in reading to a select group of students in grades 2 and 3 based on student data (Dibels, EOG, IReady). We use EIT3 funding for two teachers who will support with coaching, curriculum planning, and other leadership tasks for the good of the school. We will have an additional BMT to support environment, culture, safety in order to increase focus on instruction. We transitioned an additional staff member to support ML work to increase ACCESS proficiency. We have a high number of new teachers who do not have pedagogical knowledge to support EC students and faced great challenges this year with staffing in the EC department. We are working towards full EC staffing and additional training for 25-26 school year.

<p><b>How it will look when fully met:</b></p>	<p>Teachers will be supported in the following areas: PLC practices, Coaching Practices, strong instruction and assessment, learning walks, superintendent message and annual plan, nuts and bolts of the academy, benchmark data analysis, and RELAY coaching. Teachers will be focused on curriculum and instruction and student growth with heavy supports for behavior, ML students, and students with disabilities. Teachers will have multiple points of contact for coaching, mentoring, and support through admin, EIT2 and EIT3, and MCL1. Our ML and SWD will increase their overall proficiency. The percent of students scoring Grade Level Proficient (GLP), (by SWD), on math End of Grade assessments in grades 3-5 will increase from 11% in SY 2023-24 to 16% in SY 2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1) and The percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 will increase from less than 5% in SY 2023-24 to 10% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1). We will increase ACCESS Proficiency from 21% in SY 2023-2024 to 50% in SY 2024-2025.</p>		<p>Lauren Bloom</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 11 (0%)</b></p>		
	<p>9/11/25 Barnes and Noble- Books, classroom learning materials  Action Step: (under indicator A.2.04, B3.03)  Budget: \$8,304.96 (Supplies and materials for instructional use such as books for classroom libraries, learning games for centers, etc)</p> <p>Actions: The school will use Title 1 funds to purchase materials needed for classroom instruction in order to increase the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy from 46.1% in SY2024-25 to 76.3% in SY2025-26 as measured by Dibels.</p> <p>Notes: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 46.1% in SY2024-25 to 76.3% in SY2025-26 as measured by Dibels, in part, through the use of Title I Funds.</p> <p>(Aligns to A2.04 and B3.03 and CMS Goal 1)</p>		<p>Amanda Huffman</p>	<p>12/01/2025</p>
<p>Notes:</p>				

8/7/24	<p>The school will offer Extended Day tutoring in reading fluency and comprehension to identified students 2nd through 5th grade using to close gaps in reading skills. (Title 1 funded, Fam-S 3)</p> <p>Action Step (under indicator A2.04 and B3.03): Extended Day Tutoring Budget: \$19,923.00 Action: The school will use \$19,923.00 of Title 1 funds to offer extended day tutoring in reading fluency and comprehension to students in grades 2-5. This work will help increase the percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 23% in SY2024-25 to 31.85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>Notes: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26 in part through the use of Title 1 Funds (Aligns to A2.04 and B3.03 and CMS Goal 2) (Title 1 funded, Fam-S 3)</p>		Lauren Bloom	12/02/2025
	<p>Notes: Notes: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26 in part through the use of Title 1 Funds (Aligns to A2.04 and B3.03 and CMS Goal 2) (Title 1 funded, Fam-S 3)</p>			

<p>9/19/25</p>	<p>Action Step: (under indicator A.2.04, B.3.03)  Budget: \$14,278.15 (includes benefits (EIT2, EIT4/MCL2 positions plus benefits)</p> <p>Actions: The school will use Title 1 funds to hire 2 Expanded Impact teachers (EIT2 and EIT4) and 1 Multi-Classroom Leader 2 in order to serve grades 3-5 to support small group instruction, using their proven strengths as evidenced by EVAAS to support PLCs in lesson planning and implementation to raise the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.  (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>.</p> <p>Notes: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.  (Aligns to A2.04 and B3.03 and CMS Goal 2)  , in part, through the use of Title I Funds.</p> <p>(Aligns to A2.04 and B3.03 and CMS Goal 2)</p>		<p>Lauren Bloom</p>	<p>12/02/2025</p>
<p><i>Notes:</i> Notes: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.  (Aligns to A2.04 and B3.03 and CMS Goal 2)  , in part, through the use of Title I Funds.</p> <p>(Aligns to A2.04 and B3.03 and CMS Goal 2)</p>				

9/19/25	<p>Action Step: (under indicator A.1.07, A.4.06) Budget: \$79,392.60 (BMT- 2 positions plus benefits)</p> <p>Actions: The school will use Title 1 funds to hire 2 Behavior Modification Technicians (BMT) in order to support student behaviors using restorative practices to decrease the percent of OSS/ISS incidents from 11.4% in SY 2024-2025 to 9% in SY 2025-2026. Through Navigator report.</p> <p>Notes: The percent of OSS/ISS incidents will decrease from 11.4% in SY 2024-25 to 9% in SY 2025-26.</p>		Anquinette Marsh	12/02/2025
<p>Notes: Notes: The percent of OSS/ISS incidents will decrease from 11.4% in SY 2024-25 to 9% in SY 2025-26.</p>				

9/19/25	<p>Action Step (under indicator A2.04 and B3.03):  Budget: \$34,672.05 (Teacher Assistant 1.0 plus benefits)  Action: The school will use \$34,672.05 of Title 1 funds to hire an additional 1.0 teacher assistant position to serve grades K-5 to support small group instruction to increase the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy from 57% in SY2024-25 to 80.3% in SY 2025-26 as measured by Dibels and to raise the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.  (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>Notes: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 57% in SY2024-25 to 80.3% in SY 2025-26 as measured by Dibels, in part, through the use of Title I Funds.  (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.  (Aligns to A2.04 and B3.03 and CMS Goal 2)  , in part, through the use of Title I Funds.    (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>		Lauren Bloom	12/02/2025
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(Aligns to A2.04 and B3.03 and CMS Goal 1)

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(Aligns to A2.04 and B3.03 and CMS Goal 2)  
, in part, through the use of Title I Funds.  
  
(Aligns to A2.04 and B3.03 and CMS Goal 2)

<p>9/19/25</p>	<p>Action Step: (under indicator A.1.07, A.4.06) Budget: \$61,992.75 (Family Advocate Position, Benefits, Supplies and Materials (Thursday Folders, Agendas, paper, etc))</p> <p>Actions: The school will use \$61,992.75 of Title 1 funds to hire a Family Advocate in order to support student attendance and family needs as related to communication, connection to community resources, and general family support to increase the attendance ratio (ADA:ADM) from 91.0% SY 2024-2025 to 93.0% SY 2025-2026 as measured by the CMS Compass: Annual Engagement Report ADM:ADA Ratio. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>Notes: The school will increase the attendance ratio (ADA:ADM) from 91.0% SY 2024-2025 to 93.0% SY 2025-2026 as measured by the CMS Compass: Annual Engagement Report ADM:ADA Ratio. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>9/19/25- Open Up Math- Supplies and Materials (Parent Related)- \$4,253.76- Parent Support Math Books for grades K-5</p>		<p>Amanda Huffman</p>	<p>12/02/2025</p>
<p><i>Notes:</i> Notes: The school will increase the attendance ratio (ADA:ADM) from 91.0% SY 2024-2025 to 93.0% SY 2025-2026 as measured by the CMS Compass: Annual Engagement Report ADM:ADA Ratio. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p>				
<p>9/12/25</p>	<p>Action Step: (D1.02- aligns under indicator A.2.04, B3.03) Budget: \$145,779.59 (Supplies and materials for instructional use such as meeting rugs, books for classroom libraries, paper, pencils, computer software &amp; supplies, etc)</p> <p>Actions: The school will use \$145,779.59 of Title 1 funds to purchase materials needed for classroom instruction in order to increase the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy from 57% in SY2024-25 to 80.3% in SY 2025-26 as measured by Dibels. and The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>Notes: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS</p>		<p>Lauren Bloom</p>	<p>06/30/2026</p>

will increase from 57% in SY2024-25 to 80.3% in SY 2025-26 as measured by Dibels, in part, through the use of Title I Funds.

(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 23% in SY2024-25 to 31.85% in SY2025-26..

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

9/12/25- Quote from Variquest- \$1571.09- Postermaker and supplies- to provide anchor charts and classroom visuals to support student learning in grades K-5 for both literacy and math.

Quote Number: 00046862 Created Date: 9/8/2025 11:10:31 AM

Opportunity NO: OPP-117638 Valid Thru: 10/8/2025 12:00:00 AM

Items will be used for book baggies, student work copies, items for small groups and center work to promote individualized and group learning in phonics, mathematics, and reading. Paper will be used to create student facing copies of AIR Passages, Fluency passages, and other independent and group work as required by the EL curriculum for modules and ALL Block and the Open Up Math Curriculum.

9/12/25- FSI Office- quote- \$1588.83- office supplies for school use (paper clips, printer ink, post its, charts, etc) to be used to create student facing materials or to be used in the planning for student success.

9/12/25- Barnes and Noble- Quote- \$8,304.96 for Books, classroom learning materials. Action Step: (under indicator A.2.04, B3.03)

(Supplies and materials for instructional use such as books for classroom libraries, learning games for centers, etc)

*Notes:* The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 57% in SY2024-25 to 80.3% in SY 2025-26.

(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 23% in SY2024-25 to 31.85% in SY2025-26..

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

1/24/25	During 90 minute planning, teams will examine SWD and ML students. Teachers will "name and claim" students in grades 3-5, name their progress on assessments and classwork, and set next term goals for reading, math, and science (5th grade only).		Lauren Bloom	06/30/2026
<p><i>Notes:</i> A standing slide is included in planning agendas for 3-5 each week. Data is examined for specifically names SWD. Teams discuss progress, successes, and misses. Discussions are held weekly around where a student has grown and/or where a student may have fallen short. Teachers name next steps to support student needs. Discussions each week are held regarding our ML students. We focus on who we are working with specifically to speak at an audible level, discuss ML students who are making gains in EL protocols such as turn and talk, and think/pair/share, and who we are focused on supporting in the coming week in terms of speaking and listening skills.</p>				
6/23/25	Completed ATSI School Annual Resource Allocation Self-Assessment		Elizabeth Cameron Helms	06/30/2026
<p><i>Notes:</i> 2024-2025-  <a href="https://docs.google.com/document/d/1cUug8qPJtocvKggplZzfYknUQ9LqDvWlrDNBBJNtrHA/edit?usp=sharing">https://docs.google.com/document/d/1cUug8qPJtocvKggplZzfYknUQ9LqDvWlrDNBBJNtrHA/edit?usp=sharing</a>  2025-2026-</p>				

9/11/25	<p>Corrective Reading Materials  Action Step: ((Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)  Budget: \$14,874.87 (Supplies and materials for instructional use for Corrective Reading which includes student books, consumable workbooks, teacher books, and teacher digital licenses)</p> <p>Actions: The school will use Title 1 funds to purchase materials needed for EC instruction in order to increase the percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 will increase from &lt;5%in SY 2024-2025 to 10% in SY 2025-26 as measured by the reading EOG, in part, through the use of Title I Funds. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>Notes: The percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 will increase from &lt;5%in SY 2024-2025 to 10% in SY 2025-26 in part through the use of Title 1 funds (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>		Drew Fitzgerald	06/30/2026
<i>Notes:</i>				
9/29/23	<p>Within the 2025-26 school year, our school identified the following resource inequity, Instruction/ Training, as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices.</p>		Lauren Bloom	06/30/2026
<i>Notes:</i> We successfully incorporated RELAY training and implementation in the 2024-2025 school year. We have room to grow as we seek to grow more teachers and support the needs of our teachers and our students more effectively. We will train MCL2 and EIT 1 and 2 teachers in the Relay method in order to provide more teacher leaders who are trained to coach and support teachers to improve student outcomes.				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
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

Over the past few years we have made significant progress with alignment to the WiseWays description. Our MTSS Leadership Team effectively analyzes Core, Supplemental, and Intensive Data. Through leadership meetings and PLC meetings, teachers and support staff have worked to ensure that data is being utilized to help students master their grade level expectations. Students who are performing below grade level are discussed with the team in problem solving meetings to determine next steps for the individual student, including supplemental or intensive support levels.

**Successes:** K-2 reading interventions are aligned with core instruction through skills block and Orton Gillingham instruction. We have worked to ensure many K-2 teachers are Orton Gillingham trained. We have also aligned our phonics continuum with EL to ensure a fluid, logical movement through phonics skills. Teachers are provided PD during planning times and receive feedback from both administration and mentors concerning their effective delivery of instruction. We follow a well mapped Progress Monitoring schedule that ensures students in all tiers are receiving consistent practice, feedback, and their growth is evaluated often.

**Challenges:** We continue to struggle with ensuring that all staff (particularly 3rd-5th) are providing classroom interventions, to Tier 2 and Tier 3 students with fidelity. Teachers are finding it hard to ensure math interventions are being completed on Dreambox when also being tasked with having students complete specific iReady time within their classroom. In addition, teachers have struggled to find time for the teacher input portion of the dreambox intervention.

**Efforts that led to the data:** Our MTSS facilitator supports all teachers with the creation and implementation of supplemental and intensive intervention plans. The MTSS Facilitator has grade level MTSS chairs who act as direct support to team members in creating and implementing plans. In addition, the MTSS facilitator closely monitors all aspects of MTSS, holding all stakeholders accountable.

**Data:** The percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 decreased from <5% in SY 2023-24 to .06% in SY 2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP), (by SWD), on math End of Grade assessments in grades 3-5 increased from 11% in SY 2023-24 to 18% in SY 2024-25. (Aligns to A4.01, B3.03,

## D1.02 and CMS Guardrail 1)

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**The percent of schools who met or exceeded expected Educator Value Added Assessment System (EVAAS) growth will increase from 71.7% in October 2019 to 95% by October 2024. (aligned to A.4.01, B.303, and CMS Goal 4)**

As of June 2024, 94.2% of Whitewater Teachers met or exceeded expected Educator Value Added Assessment System (EVAAS) growth.

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that 74.2% of Whitewater teachers had positive EVAAS growth of +0.01 or higher. 51% of teachers had positive “Met Expected Growth” results. 23% “Exceeded Expected Growth.”

As of June 2024, the challenges we are facing in meeting our SIT goal targets aligned to the indicator is that 20% of teachers “met expected growth, but had growth measures in the negative (ie -7/35). 6% of teachers did not meet expected growth. Four of these teachers are beginning teachers, or new to Whitewater. One of the two teachers who did not meet growth experienced intense medical needs and took a leave, leaving the classroom to be covered by a substitute.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year is to increase coaching opportunities for Beginning teachers and those new to Whitewater. We will increase opportunities for these teachers to observe teachers with documents “exceeds expected growth” through the use of peer observations.

We will continue to maintain :

Each grade level has an MTSS team lead and is supported by the school MTSS facilitator. The new MTSS facilitator who took over as of 8/2023 began to re-norm our procedures for fidelity. Grade levels meet weekly to discuss students of academic and behavioral concern, review plans and related data. Students with persistent concerns are referred to enter the intervention process. Research based interventions are determined and assigned based on CMS Standard Treatment Protocol. Parents are invited to all Tier 2 and 3 meetings to collaborate with school staff on academic and behavioral interventions.

Over the past few years we have made significant progress with

alignment to the WiseWays description. Our MTSS Leadership Team effectively analyzes Core, Supplemental, and Intensive Data. Through leadership meetings and PLC meetings, teachers and support staff have worked to ensure that data is being utilized to help students master their grade level expectations. Students who are performing below grade level are discussed with the team in problem solving meetings to determine next steps for the individual student, including supplemental or intensive support levels.

Successes: K-2 reading interventions are aligned with core instruction through skills block and Orton Gillingham instruction. We have worked to ensure many K-2 teachers are Orton Gillingham trained. We have also aligned our phonics continuum with EL to ensure a fluid, logical movement through phonics skills. Teachers are provided PD during planning times and receive feedback from both administration and mentors concerning their effective delivery of instruction. We follow a well mapped Progress Monitoring schedule that ensures students in all tiers are receiving consistent practice, feedback, and their growth is evaluated often.

Challenges: We continue to struggle with ensuring that all staff (particularly 3rd-5th) are providing classroom interventions, to Tier 2 and Tier 3 students with fidelity. Teachers are finding it hard to ensure math interventions are being completed on Dreambox when also being tasked with having students complete specific iReady time within their classroom. In addition, teachers have struggled to find time for the teacher input portion of the dreambox intervention.

Efforts that led to the data: Our MTSS facilitator supports all teachers with the creation and implementation of supplemental and intensive intervention plans. The MTSS Facilitator has grade level MTSS chairs who act as direct support to team members in creating and implementing plans. In addition, the MTSS facilitator closely monitors all aspects of MTSS, holding all stakeholders accountable.

<p><b>How it will look when fully met:</b></p>	<p>The percent of students scoring Grade Level Proficient (GLP), (by SWD), on Reading End of Grade assessments in grades 3-5 will increase from &lt;5%in SY 2024-2025 to 10% in SY 2025-26</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>Scores from Unofficial end of Year Report in Navigator.</p> <p>The percent of students scoring Grade Level Proficient (GLP), on math End of Grade Assessments in grades 3-5 will increase from 60% SY 2024 -2025 to 65% SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>Scores from Unofficial end of Year Report in Navigator.</p> <p>TSI Goal</p> <p>We will increase our students with disabilities subgroup(s) EOG Composite performance score from 0.31 Growth Index Score in SY 2024 -2025 to 1.10 Growth Index Score in SY 2025-2026.</p> <p>ML Goal</p> <p>We will increase ACCESS Proficiency from 37.5% in SY 2024-2025 to 50% in SY 2025-2026.</p>		<p><b>Lauren Bloom</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/1/25</p>	<p>Host initial MTSS leadership team meeting with MTSS facilitators and grade level MTSS leads to ensure alignment.</p>		<p>Amanda Huffman</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				
<p>9/1/25</p>	<p>At the end of the first data point of the year, students who are not making progress (ELA,Math,Science) based on the strategies and supports provided in core instruction will be referred to the MTSS team for (Tier 2) support. (Goal 2, Guardrail 1, and FAM-S 3</p>		<p>Amanda Huffman, Cameron Helms, Amy Geldard, Lauren</p>	<p>11/15/2025</p>
<p><i>Notes:</i></p>				
<p>9/1/25</p>	<p>Analyze data at monthly MTSS grade level meetings to ensure all students needing a tiered plan receive interventions.</p>		<p>Elizabeth Cameron Helms</p>	<p>06/30/2026</p>

Notes:

9/30/25 Whitewater will 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 using weekly IReady assigned lessons, standards mastery quizzes, and the teacher toolkit to differentiate iready experience.

Elizabeth Cameron  
Helms

06/30/2026

Notes: Teacher assigned I Ready Lessons based on standards  
Teacher toolkits lessons during teacher small groups  
standards mastery quizzes every month

**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:*

June 2025

**2024-2025 Narrative of Current Implementation:** Our PLCs meet collaboratively for 90 minutes each week to review instructional units. Teams share lessons, frequently discussing ways to extend or remediate core instruction. Teams review standards at the start of the unit. Standards-based discussions are often part of planning, We do not currently engage in pre-testing to gauge students' prior knowledge. All teachers plan for small group instruction to provide remediation and extensions based on mini assessment data and daily lesson data collected using a checklist. We are consistent in using data to plan small group instruction, although implementation varies among teachers and grade levels. Based on MOY feedback and data, we have begun planning standard-aligned units for small groups that include post assessments, mini lessons using the IReady Toolkit, and memory joggers with focus areas identified by standard.

**Successes:** We had a beginning of year programming shift to EL curriculum implemented with fidelity at all levels. We sought district help, conducted walk throughs to look for areas in which PD was needed, and supported all teachers as they implemented EL as written. Mid year, we refocused ALL block including structure and content to more deeply align with the unpacking documents provided by the Literacy department. We worked with our district support to train the ALL block planners and ensure deep, meaningful lessons were delivered as indicated and expected. Teachers are seeing students daily in small groups, doing grade level work during ALL block and supporting both on and off grade level work during IE time. Students are receiving more consistent feedback on written work, indicating exactly what was successful and areas for growth.

**Challenges:** We made significant changes quickly in the beginning of the school year with the implementation of EL, using all components as written. We also depend our work with grade level texts and led the performance area on using the books on SORA, combined with grade level, text dependent questions modeled after MVPA style questions to help students grow. The use of Additional Texts and an improved ALL block structure supported our learners by ensuring two hours daily of grade level reading work. Our teachers felt overwhelmed by the changes. This work spotlighted a competency gap in planning for and delivering standard-based small group instruction, as well as running ALL Block as written. These challenges have led to a more intentional planning process as well as deep planning with the

Limited Development  
08/05/2024

**ALL Block planners, the MCL, and the district literacy support. These challenges have also informed our plans for professional development in the 2025-2026 school year.**

**Efforts that led to the data: Our MCLs spent a great deal of time working with the ALL Block planners as well as the district literacy specialist in developing standard-based open-ended questions, along with standard-based multiple choice assessments that aligned to the novels. Our admin team set new expectations and conducted frequent follow-up walkthroughs to hold teams accountable.**

**Data: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS decrease from 70.3% in SY2023-24 to 57% in SY2024-25 as measured by Dibels, in part, through the use of Title I Funds. (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 increased from 19.9% in SY2023-24 to 23% in SY2024-25 as measured by EOGs, in part, through the use of Title I Funds.**

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**The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 15.9% in October 2021 to 32.1%, by October 2023. (aligned to A2.04, B.303, and CMS Goal 1)**

As of June 2024, 27.1% of Black and Hispanic 3rd grade students combined scored at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA). (aligned to A2.04, B.303, and CMS Goal 1)

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that the percentage of Black and Hispanic 3rd grade students combined who scored at the Grade Level and College and Career Ready (CCR) level – a 3,4 or 5 – in English Language Arts (ELA) was 64.1% of all GLP and CCR students.

As of June 2024, the challenges we are facing in meeting our SIT goal

targets aligned to the indicator is that while an increase is favorable in overall proficiency, the percentage of Black and Hispanic 3rd grade students combined who scored at the College and Career Ready (CCR) level – a 4 or 5 – in English Language Arts (ELA) decreased from 32.8% in 2023 to 27.1% in 2024--a decrease of 5.7%.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year is to increase focused support in grades K-2 to close reading gaps. We will also shift our reading interventionists to focus on high needs as served through our MTSS tier 2 and tier 3 services. We will offer extended hours tutoring for our 2nd and 3rd grade students to solidify reading skills as well. We will offer Corrective Reading as a next step after Orton Gillingham.

--All units and long term plans completed and shared with grade levels; aligned to CMS Pacing Guides, NCSCOS by administration and instructional leadership

--Common assessments used in all grades K-5; assessments come from vetted sources such as CMS, NCDPI, SchoolNet, etc.

--K-5 classrooms will use EL Curriculum to provide an equitable literacy instruction

#### 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 70.3% in SY2023-24 to 76.3% in SY2024-25 as measured by Dibels, in part, through the use of Title I Funds.

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

As of June 2024, 70.3% of Kindergarten through Second grade students scored at or above benchmark in early literacy as measured by DIBELS. (alligned to A2.04, B.303, and CMS Goal 1)

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that the percentage of Kindergarten through Second students combined scored at or above benchmark in early literacy as measured by DIBELS was at 70.3%. This is an increase from

68.3% in 2023.

As of June 2024, the challenges we are facing in meeting our SIT goal targets aligned to the indicator is that while an increase is favorable in overall proficiency, we need to leverage support to bring up our students with disabilities and our ML population, as we are missing bringing a number of these students to at or above benchmark level.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year is to increase focused support in grades K-2 to close reading gaps. We will also shift our reading interventionists to focus on high needs as served through our MTSS tier 2 and tier 3 services. We will offer extended hours tutoring for our 2nd students to solidify reading skills as well. We will offer Orton Gillingham as a next step and follow our MTSS protocols for providing additional support.

The Instructional Teams develop standards-aligned units of instruction for each subject and grade level by responding to student data through weekly 90 minute planning sessions, coaching, and administrative feedback to improve student outcomes. Teachers participate in peer observations centered around designated look fors. These observations are discussed in planning and key points are assigned to improve and strengthen students instruction. 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 19.9% in SY2023-24 to 27.60% in SY2024-25.

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

**How it will look when fully met:**

·When fully implemented, teachers will use rigorous, aligned lessons and tasks to support student learning. This will be measured through informal walkthroughs and reviews of student work which will demonstrate task alignment to SIP and local goals. Team collaboration between support staff will be routine to provide quality specially designed instruction to support all learners. Teachers will differentiate the instruction to meet the needs of students, while supporting strong core instruction.

This will help us to reach:

Goal 1: Required Goal- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 57% in SY2024-25 to 80.3% in SY 2025-26 as well as

Goal 2: Required Goal- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% in SY2024-25 to 31.85% in SY2025-26.

The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grade 3-5 will increase from 35.6% in Sy 2024-2025 to 42% in SY 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Whitewater Goals:

The percent of students scoring College and Career Ready (CCR) on reading MOY Benchmark in grades 3-5 will be 28.82% or higher by 02/01/2026.

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

Whitewater Goals:

Students in grades K-2 will score at or above 78.3% at or above benchmark on the Dibels MOY benchmark by 02/01/2026.

Lauren Bloom

06/30/2026

Actions		0 of 3 (0%)		
8/5/24	Grade levels will meet 90 minutes weekly for collaborative planning to insure a consistent and equitable implementation of the Expeditionary Learning Curriculum. This includes working with ML, and Student Services to meet all needs of students. (3rd Grade Goal, FAM-S 29)		Lauren Bloom	06/30/2026
<i>Notes:</i>				
8/8/24	Teachers will receive Relay Coaching through tiered coaching based on specific teacher needs to provide differentiated instruction to meet the needs of all students to fulfill coaching needs and for ensuring standards aligned instruction. (Goal 1 & 2, FAM-S 29)		Elizabeth Cameron Helms	06/30/2026
<i>Notes:</i> Coaching plan in place 8/25/25 to ensure all teachers, veteran and beginning, are coached on the aspects that they need, based upon observations.				
5/6/25	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.		Lauren Bloom	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>June 2025</p> <p>Leadership opportunities are given to all students in the classroom. Many classrooms are equipped with a calming corner with cool down sensory items and calming strategies that individual students can use throughout the day when needed. School counselors further support Social Emotional learning during small group guidance lessons, small lunch groups and individual counseling. Additional supports are provided by School Counselors when needed and requested by the teacher. Counselors, teachers, BMTS, Social Worker, and the school</p>	Limited Development 08/05/2024		

psychologist collaborate in weekly Student Services Team meetings to ensure interventions are put in place should a student need additional support beyond Tier I.

**Successes:** The Student Services team, consisting of the counselors, BMTs, Social Worker, and administrative team members, have worked closely to meet the needs of all learners. They consistently meet weekly and more frequently as needed to ensure alignment in services. The team examines attendance data, teacher concerns, as well as referral data and patterns. They identify high areas or students of need. They have created a “breakfast bunch” for some students who need a positive check in each morning. They teach specific social and emotional skills to classes and/or students who are demonstrating a need for support. They work well with families to help meet their needs. The team examines all Tier 2 and Tier 3 behavior plans to ensure fidelity of intervention delivery and to track student growth.

**Challenges:** Ensuring that BMTs are able to respond in a restorative manner. We have a number of students with great needs. We have had the district level behavioral members come in to observe and support. We have also worked closely with school counselors, classroom teachers, and our social worker to ensure the whole child is being served. We still struggle with some students with aggressive and highly defiant and disruptive behaviors.

**Effort that led to the data:** Our Student Services Team recognized the need for immediate social emotional support in the classroom and implemented new procedures for the Student Services Team. BMTs went through a re-norming in March after feedback from the district level. We moved to a more restorative approach, which has lowered the number of referrals and increased successful student time in class.

**Data:** The percent of OSS/ISS incidents increased from 21% in SY 2023-24 to 26% in SY 2024-25 based on Educators Handbook.

The school increased the attendance ratio (ADA:ADM) from 91.3% SY 2023-2024 to 91.9% SY 2024-2025.(Aligns to A1.07, A4.06 and CMS Guardrail 3)

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**Percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in Grades 3-5 in September 2021 to 75% in Grades 3-5 in September 2024. (A 4.06 and CMS Guardrail 3)**

As of June 2024, 62% of students reported a positive self-perception of their self-management on the Fall 2023 Panorama Screener in Grades 3-5. (A 4.06 and CMS Guardrail 3)

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that 62% of students reported a positive self-perception of their self-management on the Fall 2023 Panorama Screener in Grades 3-5. (A 4.06 and CMS Guardrail 3)

As of June 2024, the challenges we are facing in meeting our SIT goal targets aligned to the indicator is that the 62% of students reporting a positive self-perception of their self-management on the Fall 2023 Panorama Screener in Grades 3-5 shows no change since the previous survey in Spring of 23, but a 3% decrease since Fall 2022.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year is to increase focused support of self-management with direct instruction, modeling, and counseling from our student services team. Counselors will be pulled from specials rotation to address student needs with small groups and individually.

**Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 36.1% in SY2021-22 to 29.5% in SY2022-23 and 23.0% in SY2023-24 to 20% in SY2024-2025. (Aligns to A4.06 and CMS Guardrail 1)**

As of June 2024, Out-of-School Suspension (OSS) disproportionately for Black students increased by 0.9% when compared to 2022-2023 school year.

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that only .9% more African American students were suspended in 2023-2024 than in 2022-2023. Of the total suspensions, 1.6% fewer of the total number of suspensions were received by African American students when compared to the whole.

As of June 2024, the challenges we are facing in meeting our SIT goal targets aligned to the indicator is that suspensions for the whole school increased from 44 suspensions (32 of which were served by African American students) to 149 suspensions (114 of which were served by

African American Students. We were challenged with a greater number of incidences that were not able to be restored, which did not yield the progress we desired. We also employed an additional BMT, resulting in a more full investigation of situations, which resulted in greater suspensions for violations to the student code of conduct.

As of June 2024 the opportunities that exist to address these challenges for the 2023-2024 school year is to increase our BMTs from 2 to 4. They will work to have restorative practices in place to return students to learning as quickly as is safe and appropriate. We will also utilize our school counselors to provide small group and individual lessons to students, with a specific focus on conflict resolution and anger management.

--Teachers engage in morning meetings and have been trained in non-violent crisis intervention techniques.

--Counselors teach daily lessons to students in K-5 classes to support the highest need emotional students.

--As needed, teachers, support staff, and outside mental health professionals meet as a team to develop crisis and safety plans for students with more acute needs.

--Counseling/social work staff has a concern form for all staff to complete to ensure students receive support for a range of concerns, including McKinney Vento/transportation/housing concerns, uniform and supply needs, grief, interpersonal conflict, self-esteem, anger management, and creating strong social bonds.

--Counseling staff conducts anti-bullying and character lessons to all grades K-5 throughout the school year

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, we will have reduced our overall suspensions, including from mental health-related concerns, to ensure students are present for daily instruction. Teachers will use the counseling/social work submission form to solicit supports for students in an ongoing manner (as evidenced by submission forms submitted over the course of the year). Teachers will provide an affirming and inclusive classroom environment for all learners. With the steps taken, student attendance should increase, as less students are removed due to behavioral or mental health needs.</p> <p>Attendance Plan:  <a href="https://docs.google.com/document/d/15QHqAJ6Qst6eaMySDDlx_fiCLBI34B8H06nBqllhxs/copy?tab=t.0">https://docs.google.com/document/d/15QHqAJ6Qst6eaMySDDlx_fiCLBI34B8H06nBqllhxs/copy?tab=t.0</a></p> <p>Guardrail 3: School will decrease chronic absenteeism from 29.8% SY 2024-2025 to 20% SY 2025-2026.</p>		<p>Elizabeth Cameron Helms</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>1 of 4 (25%)</b></p>		
	<p>8/6/24 Guardrail 3: School will decrease chronic absenteeism from 29.8% SY 2024-2025 to 20% SY 2025-2026 to increase student proficiency. The student services team focuses on attendance heavily. Members of this team have specific grade levels that they will work with for attendance.</p> <ul style="list-style-type: none"> <li>● Our school-wide goal is 20% or lower</li> <li>● Weekly analysis of student absences per grade level.</li> <li>● Data is pulled from the navigator portal.</li> <li>● The Administrative team will be made aware of trends in absences by grade-level monthly.</li> </ul> <p>Attendance Plan- Linked in documents- also  <a href="https://docs.google.com/document/d/15QHqAJ6Qst6eaMySDDlx_fiCLBI34B8H06nBqllhxs/copy?tab=t.0">https://docs.google.com/document/d/15QHqAJ6Qst6eaMySDDlx_fiCLBI34B8H06nBqllhxs/copy?tab=t.0</a></p>	<p>Complete 06/10/2025</p>	<p>Anquinette Marsh</p>	<p>06/20/2026</p>
	<p><i>Notes:</i> Counselors, Student Services, and Social Worker will partner to support consistent attendance.</p>			
	<p>6/23/25 Explicitly teach and utilize our behavior matrix (Whitewater Way) through the support of our teachers, a Behavior Modification Technician, counselors, administration and social worker with use of Educator's Handbook to support student morale, safety, discipline, and culture. (Title 1 Funds, FAM-S 30, SEL)</p>		<p>Anquinette Marsh</p>	<p>06/30/2026</p>

*Notes:* Explicit teaching of the behavior matrix at the beginning of the year will occur with staff and students. Teachers will incorporate reteaching into monthly lessons throughout the 2025-2026 school year.

9/11/25- Completed in grade level sessions lead by BMTs and administrative leads. Each grade level had a session as a whole group during their 90 minute planning time from 9/1/25-9/10/25 Teachers reviewed the behavior matrix and walked through all parts of the school (classroom, hallways, cafeteria, etc). Teachers refer back to the matrix as needed and BMT support behavior around adhering to the Matrix and the Student Code of Conduct.

9/30/25 Provide Duty Free Lunch period for every teacher on a daily basis. (A4.06)

Lauren Bloom

06/30/2026

*Notes:* Provide Duty Free Lunch period for every teacher on a daily basis. (A4.06)

9/30/25 Provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors through the use of class lesson from counselors and a schoolwide positive behavior reinforcement plan. (A4.06)

Natalie Benton

06/30/2026

*Notes:* Character Trait of the Month  
Dolphin Bucks  
Counselor Class Lessons

**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:**

June 2025

Limited Development  
08/05/2024

The school communicates with families weekly via Parent Square messages to keep families abreast of ongoing events and school goals. Teachers are required to communicate academic focus and goals with families, weekly. PTA and administration work together to create experiences for families and students to promote academics and social-emotional well-being. The EC teachers and MTSS facilitator are consistent with sending progress reports home and scheduling parent meetings for students on their caseloads. Teachers in grades 3-5 send home bi-weekly progress reports to keep families informed. K-5 send home progress reports after Benchmark Assessments. We have an active Instagram page as well as heavy involvement with parent Square.

Successes: We do an exceptional job of keeping all families informed of what is taking place at Selwyn, including classroom content and special events. We communicate with families throughout the week regarding events happening at school, both as a whole school and with specific grade level focus. All events big and small are communicated through Parent Square. Instagram is also used to communicate events, highlight staff, and celebrate student success. Community Service events such as multiple mobile Food Pantry events are also shared with families via Parent Square and Instagram. Paper notices and progress reports are sent home through the use of Thursday folders as well to ensure families receive communication both digitally and in paper form.

Challenges: We struggle with reaching all families. Many people will state they were unaware of events or school breaks, despite them being shared on parent Square, in paper form, on instagram, and on the school marquee. We have a teacher who graciously translates many documents to Spanish, but struggle to reach families that speak other languages.

Effort that led to the data: We work hard to ensure teachers, PTO, our Parent Square manager and our Social Media coordinator work together to communicate frequently, and through both paper and digital communications. Our parent Square manager sets aside time weekly to clean up data and has a process in place to support families needing to connect.

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As of June 2024, Whitewater Academy sends home a monthly parent newsletter with dates, events, suggestions, and explanations of instructional shifts/activities. Each grade level sends home a monthly newsletter explaining the content/curriculum to be covered, relevant dates for assessments, and other academic expectations. All Pre-K families are visited in the home to learn about the expectations for the Pre-K Bright Beginnings program and how to support student progress at home. About 90% of families attend a parent conference at the end of the first quarter to meet with the teacher, discuss current student progress, and answer any questions about supporting students academically at home. About 95% of the time, Progress reports are sent home every two weeks in grades 3-5 with a clear print out of recent assignments and grades. Following each interim assessment or state assessment an informative letter is sent home explaining the child's individual performance in reference to grade level expectations. Whitewater Academy communicated with parents 100% on a weekly basis regarding happenings and updates in the school using Parent Square. Whitewater Academy sends home Home Connect Letters after Dibels Benchmark testing with 100% of students assessed.

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that we increased overall communication using progress reports, Home Connect Letters, and overall communication via Parent Square.

As of June 2024, the challenges we are facing in meeting our SIT goal targets aligned to the indicator is that not all children deliver paper copies to home and not all families are connected via Parent Square, despite multiple sign up opportunities.

As of June 2024, the opportunities exist to address these challenges in the 2024-2025 school year are to have Parent Square sign up locations at Open House and all school events. To send multiple copies of fliers home, and to increase connect Ed messages to notify parents

important documents are being sent home.

-Whitewater Academy sends home a monthly parent newsletter with dates, events, suggestions, and explanations of instructional shifts/activities.

--Whitewater Academy regularly uses Parent Square and Connect Eds to communicate to families.

--Each grade level sends home a monthly newsletter explaining the content/curriculum to be covered, relevant dates for assessments, and other academic expectations.

--All Pre-K families are visited in the home to learn about the expectations for the Pre-K Bright Beginnings program and how to support student progress at home.

--100% of families attend a parent conference at the end of the first quarter to meet with the teacher, discuss current student progress, and answer any questions about supporting students academically at home.

--Progress reports are sent home every two weeks in grades 3-5 with a clear print out of recent assignments and grades.

--Following each interim assessment or state assessment an informative letter is sent home explaining the child's individual performance in reference to grade level expectations.

--For third grade students, a comprehensive letter/report is shared regarding the individual child's progress on state Read to Achieve standards. In addition, parent meeting is held in the spring to explain Read to Achieve expectations, action steps, and outcomes.

|                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                         |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|-------------------|
| <b>How it will look when fully met:</b>                                                                                                            | <p>When this objective is fully met:</p> <p>--Families in pre-K and fifth grade will understand the transition process and their opportunities to learn more about the next phase of their school career</p> <p>--All families will be provided with information regarding the curriculum and expectations as related to their students learning and success.</p> <p>--All EL families will be provided with support that is easily accessible to their specific native language regarding school wide activities, curriculum, and social emotional practices.</p> |                    | <b>Lauren Bloom</b>     | <b>06/30/2026</b> |
| <b>Actions</b>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>0 of 4 (0%)</b> |                         |                   |
| 8/5/24                                                                                                                                             | Students will participate in transition activities (, Kindergarten Beginners Day, Whitewater Middle School to inform students of their academic and extracurricular options) to ensure preparation for the next steps of learning. (SEL Goal)                                                                                                                                                                                                                                                                                                                      |                    | Nathalie Benton         | 05/01/2026        |
| <i>Notes:</i> 9/2025- Middle School Representative discussed middle school options during specials with 5th grade classes.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                         |                   |
| 8/5/24                                                                                                                                             | Parents will receive updates multiple times a week through the platforms of ParentSquare, Whitewater Academy Facebook, Whitewater Academy Instagram, and the school Website for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (SEL Goal, FAM-S 3)                                                                                                                                                                                                                         |                    | Elizabeth Cameron Helms | 06/30/2026        |
| <i>Notes:</i> Information is sent out multiple times a week via online platforms. Paper information is sent home on Thursdays in Thursday Folders. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                         |                   |
| 8/5/24                                                                                                                                             | 93% of families will connect with Parent Square to ensure K- 5th grade parents receive regular communication regarding their students academic progress as well as through ongoing access to Infinite Campus Parent Portal to ensure parents are aware of and able to support their student's needs. (SEL Goal)                                                                                                                                                                                                                                                    |                    | Lauren Bloom            | 06/30/2026        |
| <i>Notes:</i>                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                         |                   |
| 8/5/24                                                                                                                                             | School social worker and student services teams will monitor and support student attendance. Students who are chronically absent will be reviewed and supported as needed. (Grade 3 Goal)                                                                                                                                                                                                                                                                                                                                                                          |                    | Anquinette Marsh        | 06/30/2026        |

*Notes:* 9/2025- 501 students had perfect attendance and earned the first attendance reward- Ice Cream Cart