

Comprehensive Progress Report

Mission:

University Meadows Elementary School is committed to fostering an environment where every student thrives socially, emotionally, and academically. Through personalized learning experiences, holistic support, and a vibrant community, we will cultivate the skills, knowledge, and mindset necessary for our students to excel in all aspects of their lives. We will embrace diversity and promote inclusivity, preparing our students to navigate and contribute positively to a diverse and ever-changing world. With a relentless focus on innovation, collaboration, and continuous improvement, we will equip our students with the resilience, adaptability, and critical thinking skills essential for success in the dynamic 21st-century landscape.

Vision:

Our vision is to empower all students to thrive academically, socially, and emotionally ensuring their success in a diverse and ever-changing world.

Goals:

- The percent of students scoring College and Career Ready (CCR), on the science End of Grade assessments in grade 5 will increase from 27.8% in SY 2024-25 to 34% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The number of students with chronic absenteeism from 33.6% in the 2024-2025 SY to 28.0% in the 2025-2026. (Aligns to C3.04 and CMS Guardrail 4)
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 69% in SY 2024-25 to 74.8% 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 18.7% in SY 2024-25 to 27.3% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The performance grade for the Students with Disabilities subgroup will increase from an F in 2024-25 to a c in 2025-26. (Aligned to A4.01, D1.02, and CMS Guardrail 1)
- The number of OSS/ISS incidents will decrease from 99 in SY2024-25 to 60 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- The school will retain 95% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>During the 2024–2025 school year, the principal maintained a visible presence in classrooms and prioritized instructional walkthroughs and informal observations as a way to monitor curriculum delivery and support high-quality teaching and learning. These efforts allowed for increased alignment between instructional practices and schoolwide academic goals, particularly around standards-based instruction and student engagement.</p> <p>While progress was made in establishing a consistent presence and observing instructional delivery, there remains a clear opportunity to increase the frequency of actionable feedback to teachers. In some instances, feedback was delayed or not detailed enough to identify specific coaching points that would support immediate instructional improvement. This was especially evident with beginning teachers and new staff, who require more frequent and scaffolded feedback to develop their instructional practice effectively.</p> <p>Additionally, while coaching support was provided throughout the year, there is a need to improve the timely identification of individual teacher needs so that coaching cycles can be more targeted and responsive. Ensuring that every teacher—particularly those new to the profession—receives clear, strengths-based feedback paired with specific next steps will strengthen instructional outcomes and professional growth across the building.</p>	Limited Development 08/05/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		If this indicator is fully implemented, the school will have a dynamic and supportive environment where instructional quality is continuously assessed and enhanced. The principal will be seen actively engaging with teachers, conducting regular observations, and providing feedback that is both timely and specific. Teachers will frequently receive detailed feedback on their instructional practices, which will be integrated into their professional development plans. The school atmosphere will be collaborative, with ongoing discussions about		Bilal Tawwab	06/05/2026

teaching strategies and student outcomes.

When this indicator is fully ingrained into the culture and daily life of the school, it will be evident in the everyday interactions among staff. Teachers will view feedback as a valuable tool for professional growth rather than as a mere evaluation. The principal will be a visible and supportive presence in classrooms, working closely with teachers to refine and enhance instructional practices. There will be a shared understanding among staff that regular, constructive feedback is a core component of the school's commitment to excellence and continuous improvement.

Quantitative data reflecting full implementation will include high rates of completed observations and timely feedback reports, with documentation showing that feedback has been provided to all teachers on a regular basis. Surveys and feedback forms will indicate that a majority of teachers find the feedback they receive to be constructive, actionable, and helpful in improving their teaching practices. Qualitative data will include positive teacher testimonials about the support and guidance provided, as well as visible improvements in instructional practices and student engagement. The school will also see an increase in teacher satisfaction and professional growth, as well as measurable improvements in student achievement and classroom performance.

Actions		1 of 3 (33%)		
9/4/25	Develop a schoolwide classroom walkthrough schedule that ensures every teacher is observed regularly (weekly/bi-weekly) with a focus on curriculum implementation, instructional strategies, and student engagement.	Complete 09/25/2025	Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/4/25	Review walkthrough and observation data monthly to identify instructional trends, celebrate strengths, and determine professional development needs. Share these findings with staff transparently.		Bilal Tawwab	06/10/2026
<i>Notes:</i>				
9/4/25	Deliver written feedback to teachers within 48 hours of each observation, hold quick face-to-face debriefs, and schedule follow-up visits to monitor implementation of feedback, engage in coaching conversations, and provide modeling or resources as needed.		Bilal Tawwab	06/30/2026
<i>Notes:</i>				
Implementation:		06/10/2025		
Evidence	6/8/2025			
Experience	6/8/2025 Pursuing this action involved first identifying potential teacher leaders by assessing their strengths, interests, and readiness to take on leadership roles. Clear pathways were developed to define leadership opportunities with differentiated roles tailored to match educators' skills and professional goals. Professional development sessions were organized to enhance leadership capabilities, focusing on areas such as effective communication, instructional coaching, and collaborative practices. Teachers were encouraged and supported to take active leadership roles within PLCs, mentor their peers, and participate in activities that foster a positive school culture and informed decision-making. Throughout the process, ongoing support, feedback, and recognition were provided to motivate sustained engagement. All initiatives were intentionally aligned with the school's mission and vision to ensure that teacher leadership contributed directly to instructional improvement and enhanced student outcomes.			

Sustainability

6/8/2025

To sustain these efforts, it will be important to maintain ongoing professional development tailored to evolving leadership needs and to regularly update leadership pathways to reflect staff growth and school priorities. Continued support and coaching for teacher leaders will be necessary to deepen their skills and confidence. Creating regular opportunities for teacher leaders to share successes and challenges will foster collaboration and motivation. Additionally, aligning teacher leadership initiatives with the school's mission and goals will ensure their work remains focused on improving instruction and student learning. Finally, recognizing and celebrating teacher leaders' contributions will help sustain engagement and encourage others to step into leadership roles.

	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:			This year, resources were strategically used to support instructional priorities, including after-school tutoring for EC students and professional development focused on increasing their access to grade-level standards. Time and staffing were also aligned to enhance inclusive practices. Continued refinement is needed to ensure consistent alignment as student needs evolve.	Limited Development 09/15/2023		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			This indicator will be fully met when we have aligned resource allocation (money, time, human resources) within each school's instructional priorities and we are no longer designated by the state as low performing or targeted school improvement.		Bilal Tawwab	06/10/2026
Actions				11 of 13 (85%)		
	9/1/25	Establish regular, structured collaboration time between EC teachers and general education classroom teachers to co-plan instruction, share student progress, and align strategies that support EC students' access to grade-level standards and successful inclusion in the classroom.		Bilal Tawwab	09/30/2025	
<i>Notes:</i>						
	9/4/25	Design a master schedule that provides common planning periods for grade-level teams and protects this time from non-instructional tasks, ensuring teachers can focus on unpacking standards, analyzing student work, planning mastery paths, and aligning support.	Complete 09/25/2025	Katrina Perry	09/30/2025	
<i>Notes:</i>						
	9/4/25	Assign support staff to grade levels and students based on data-driven needs, ensuring staff time directly supports Tier I instruction and intervention.	Complete 09/25/2025	Katrina Perry	09/30/2025	
<i>Notes:</i>						

9/4/25	<p>University Meadows Elementary School will utilize \$2600.00 of Title I funds to implement the Ron Clark Academy Positive Student Behavior Tracking System. The system will have a direct and measurable impact on student achievement by strengthening the overall learning environment. When students feel recognized, motivated, and accountable for their behavior, classrooms operate more efficiently, allowing for maximum instructional time. Specifically, this system will: Increase instructional time by reducing disruptions, ensuring teachers can devote more minutes each day to high-quality instruction; improve student focus and engagement by setting clear expectations and celebrating positive behaviors that support learning; Promote self-regulation and accountability, helping students develop the social-emotional skills necessary to persevere through challenging academic tasks; enhance equity in achievement by providing consistent, transparent recognition for positive contributions from all students, not just those who are traditionally high performers; and strengthen motivation and effort, leading to improved attendance, task completion, and overall academic performance.</p>	Complete 09/25/2025	Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/4/25	<p>University Meadows Elementary School will utilize \$17,336.03 of Title 1 funds to employ an additional Teacher Assistant (TA) to provide targeted small-group and individualized support, allowing teachers to maximize instructional time and better differentiate for diverse learners. The TA will also assist with progress monitoring, interventions, and classroom management, directly supporting academic achievement and a positive learning environment. This investment aligns resources with our instructional priorities of closing learning gaps and improving student outcomes.</p>	Complete 09/25/2025	Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/4/25	<p>University Meadows Elementary School will utilize \$3600 of Title I funds for a Smore Subscription. Smore will provide a consistent, visually engaging platform for sharing school news, academic updates, events, and resources with families. This tool will enhance communication, increase family engagement, and support a shared understanding of academic expectations and school priorities.</p>	Complete 09/25/2025	Bilal Tawwab	06/10/2026

<i>Notes:</i>				
9/4/25	University Meadows Elementary School will utilize \$36,767.77 of Title I funds to employ (2) Tutors which will provide targeted, small-group and individualized support to students who are below grade level, reinforcing core instruction and accelerating learning. Their support will allow teachers to focus on grade-level instruction while ensuring students receive timely interventions, directly contributing to closing achievement gaps and improving overall student outcomes.	Complete 09/25/2025	Bilal Tawwab	06/10/2026
<i>Notes:</i>				
9/4/25	University Meadows Elementary School will utilize \$39,696.30 of Title I Funds to employ a Behavior Modification Technician which will provide direct, individualized behavioral support to students with significant social-emotional or behavioral needs, helping reduce disruptions, improve classroom climate, and allow teachers to focus on instruction, directly supporting a prosocial school environment and student achievement.	Complete 09/25/2025	Bilal Tawwab	06/10/2026
<i>Notes:</i>				
9/4/25	Provide ongoing, job-embedded professional development focused on instructional priorities such as standards-based planning, data analysis, effective lesson delivery, and differentiation, with time built into staff meetings, PLCs, or early release days.		Instructional Leadership Team	06/10/2026
<i>Notes:</i>				
9/4/25	University Meadows Elementary School will utilize \$15,750 of Title I funds for (TLP Differentials) The Expanded Impact Teacher helps build teacher capacity by mentoring and coaching fellow educators in delivering standards-based instruction. Through modeling effective teaching strategies, providing feedback, and sharing best practices, they will empower teachers to enhance their instructional techniques. This targeted support not only will improve the quality of instruction but also leads to higher student outcomes, as students benefit from a more consistent and rigorous educational experience.	Complete 09/25/2025	Bilal Tawwab	06/10/2026
<i>Notes:</i>				
9/4/25	Budget - \$30,770.49 - Ron Clark Academy Sending staff to Ron Clark Academy will provide immersive professional learning in school culture, engagement strategies, and House system implementation. This training will enhance staff capacity to implement the House program effectively, strengthen prosocial behavior supports, and increase student engagement and motivation.	Complete 09/25/2025	Bilal Tawwab	06/30/2026

<i>Notes:</i>				
9/4/25	Budget: \$15,000 - Extended Employment Funding summer extended employment will allow teachers and instructional leaders to collaboratively plan curriculum, units, and assessments for the 2026–27 school year. This dedicated planning time ensures alignment with standards, instructional priorities, and mastery paths, leading to improved instruction and student outcomes from the start of the school year.	Complete 09/25/2025	Bilal Tawwab	06/30/2026

<i>Notes:</i>				
4/3/25	Budget: \$29,094.19 Funds will be strategically used to enhance instruction and ensure every student has equitable access to materials that support mastery of grade-level standards. Instructional supplies will include writing utensils (pencils, pens, markers), paper products (notebooks, chart paper, sticky notes), manipulatives for mathematics and science (counters, fraction tiles, rulers, measuring tools), literacy materials (leveled books, phonics cards, word walls), and classroom organization tools (binders, folders, storage bins). These resources will allow teachers to implement hands-on, differentiated, and standards-aligned instruction, support small-group and individualized learning, and provide opportunities for students to engage deeply with content. Additionally, supplies will be used to create classroom anchor charts, exemplars, and reference materials that scaffold learning, reinforce key concepts, and promote independent student practice. By providing classrooms with these targeted resources, the school ensures that instructional planning, academic monitoring, and interventions are fully supported and aligned to school improvement goals, ultimately driving measurable growth for all students.	Complete 09/25/2025	Bilal Tawwab	06/30/2026

<i>Notes:</i>				
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Implementation:		06/18/2025		
Evidence	6/10/2025			
Experience	6/10/2025			
Sustainability	6/10/2025			

Core Function:	Domain 2: Talent Development
Effective Practice:	Practice 2B: Target professional learning opportunities

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>During the 2024–2025 school year, the school strengthened its system for attracting and retaining high-quality educators through intentional implementation of the Teacher Leader Pathway program.</p> <p>Targeted professional development, teacher-led learning sessions, and the use of model classrooms further reinforced a culture of collaboration and excellence. Support systems for beginning teachers were crucial in promoting early-career success and satisfaction.</p> <p>While these efforts have led to gains in teacher retention there remains an opportunity to formalize and scale these systems. Regular surveys of new staff and ongoing refinement of incentives will ensure alignment to teacher needs and sustain momentum in building a workplace where educators feel valued and empowered to grow.</p>	Limited Development 09/15/2023		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p>	Index Score: 6		
			<p><i>How it will look when fully met:</i></p> <p>We will have fully met this indicator when we consistently utilize well-established systems to analyze school performance data and aggregate classroom observation data, and when we effectively use this data to make informed decisions about school improvement and professional development needs. Specifically, we will:</p> <p>Implement Data Systems: Establish and maintain robust data management systems that aggregate various types of data, including student performance metrics, standardized test scores, formative assessments, and classroom observation reports. These systems will ensure that data is collected systematically, stored securely, and readily accessible for analysis.</p> <p>Regular Data Review: Schedule and conduct regular data review meetings involving school leadership, instructional coaches, and relevant staff. During these meetings, we will analyze trends, identify strengths and areas for growth, and examine correlations between</p>		Bilal Tawwab	06/30/2026

classroom practices and student outcomes.

Data-Driven Decision Making: Use the insights gained from data analysis to make strategic decisions regarding school improvement initiatives and professional development. For example, if data reveals a need for enhanced instructional strategies in a particular subject area, we will design targeted professional development workshops to address these needs.

Action Planning: Develop and implement action plans based on data findings. These plans will outline specific steps for addressing identified issues, such as adjusting curriculum, modifying teaching practices, or allocating additional resources. The action plans will include clear objectives, timelines, and responsibilities for follow-through.

Monitor and Evaluate Impact: Continuously monitor the impact of implemented strategies by tracking progress against school improvement plan goals and reviewing updated performance data. We will evaluate whether changes lead to the desired improvements in student achievement and adjust strategies as needed to ensure ongoing effectiveness.

Communicate Results: Regularly share data insights and progress with all stakeholders, including staff, parents, and the community. Transparent communication will foster a collaborative approach to school improvement and ensure that everyone is informed about the impact of data-driven decisions.

By embedding these practices into our daily operations, we will ensure that our decision-making process is evidence-based, targeted, and responsive to the needs of our students and staff. The effectiveness of these efforts will be reflected in the achievement of our school improvement plan goals and observable improvements in both student performance and instructional quality.

9/1/25	Establish a formalized data review calendar that includes regular analysis of school performance and aggregated classroom observation data. Use these data meetings to identify trends, prioritize school improvement goals, and tailor professional development offerings to address the most urgent instructional needs.	Complete 09/25/2025	Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/25/25	Review walkthrough and observation data to identify instructional trends, celebrate strengths, and determine professional development needs. Share these findings with staff transparently.		Bilal Tawwab	06/10/2026
<i>Notes:</i>				
Implementation:		06/10/2025		
<i>Evidence</i>	6/10/2025			
<i>Experience</i>	6/10/2025			
<i>Sustainability</i>	6/10/2025			

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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<p>Initial Assessment:</p>	<p>In the 2023-2024 school year, we made progress in implementing the Multi-Tiered System of Supports (MTSS), though we did not fully meet all of our SIP goal targets. While we did not meet every target, we made significant strides toward improving overall support for students.</p> <p>A major success was the improved identification of students needing early intervention. Through more frequent use of data tracking tools and professional development on MTSS, we were able to identify students for Tier 2 interventions earlier, which contributed to a higher rate of success in Tier 2 exits. Additionally, increased collaboration between general education teachers, intervention specialists, and support staff helped streamline the process for developing and monitoring intervention plans.</p> <p>However, we faced challenges in fully meeting our targets. One of the key difficulties was ensuring timely progress monitoring for all students in intervention, due to limited staff capacity and resources. Additionally, inconsistent fidelity in implementing interventions across classrooms, especially in Tier 2, affected some students' progress. Another challenge was the need for more comprehensive professional development to ensure all staff have a deep understanding of MTSS practices.</p> <p>Looking ahead to the 2024-2025 school year, there are several opportunities to address these challenges. We plan to expand professional development focused on data-driven decision-making and intervention fidelity, ensuring that all staff are fully equipped to implement MTSS effectively. By refining our approach to MTSS and strengthening our capacity, we anticipate further progress in meeting our SIP goals in the coming year.</p>	<p>Limited Development 08/05/2024</p>		
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		

How it will look when fully met:

If MTSS is fully implemented at our school, you will see a seamless system of support where students' academic and behavioral needs are proactively identified and addressed. Classrooms will be data-rich environments where teachers continuously assess student progress and adjust instruction to meet varying needs. Tier 1 instruction will be rigorous and differentiated, ensuring that most students succeed without the need for additional interventions. For students who require extra support, timely and targeted interventions will be in place, with clear, evidence-based strategies for improvement.

You will hear collaborative conversations among teachers, support staff, and administrators about student progress and data-driven interventions. The school will buzz with a sense of shared responsibility for every student's success. There will be regular team meetings to discuss student data, plan interventions, and refine instructional practices, with all staff members actively engaged in problem-solving and progress monitoring.

When MTSS is fully ingrained into the school's culture, it will be a core part of daily operations. Every teacher will have the tools and training to implement Tier 1 instruction effectively, and there will be consistent, systematic processes for identifying students who need Tier 2 or Tier 3 interventions. All students will feel supported, with both academic and behavioral needs being addressed in a timely and proactive manner. The school environment will be inclusive and student-centered, with strong collaboration across departments, grade levels, and staff roles.

Quantitative data will reflect steady improvement in student outcomes. We would see higher proficiency rates, reduced achievement gaps, fewer behavior incidents, and lower referral rates for special education services. Tier 1 success rates will be high, with fewer students requiring Tier 2 and Tier 3 interventions as core instruction improves. Qualitative data, such as surveys and observational feedback, will show a positive school climate, where staff feel empowered and students feel supported. Teachers, parents, and students will express confidence in the school's ability to meet diverse needs, and there will be a culture of continuous improvement driven by data and collaboration.

Bilal Tawwab

06/11/2026

Actions		1 of 3 (33%)		
9/4/25	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.	Complete 09/25/2025	Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/29/25	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.		Bilal Tawwab	09/30/2025
<i>Notes:</i>				
9/1/25	Provide targeted professional development and coaching to deepen teachers' understanding of the fluid, responsive nature of the tiered instructional system—emphasizing how and when students move between tiers based on ongoing progress monitoring—and embed this knowledge into planning and intervention decisions.		Bilal Tawwab	06/05/2026
<i>Notes:</i>				
Implementation:		06/18/2025		
Evidence	6/18/2025			
Experience	6/10/2025			
Sustainability	6/10/2025			

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

<p>Initial Assessment:</p>	<p>One of the main challenges we face in engaging families in pursuing educational goals is communication barriers. This can include language differences, limited access to technology, and varying levels of understanding of how to navigate the school system. Additionally, families may experience competing priorities, such as work or personal obligations, that limit their ability to participate in school-related events or support learning at home. There can also be a disconnect between the school's approach to learning and the home environment, making it harder to build a cohesive support system for students.</p> <p>Another challenge is the lack of sustained engagement throughout the school year. While initial outreach efforts may see strong participation, maintaining that momentum and continuing meaningful interactions can be difficult, especially when families feel overwhelmed by their own circumstances or unclear about how their involvement impacts their child's educational outcomes.</p>	<p>Limited Development 08/05/2024</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>If family engagement around educational goals were fully ingrained into the culture and daily life of our school, we would see a strong, collaborative partnership between families, students, and school staff. Families would feel empowered to be active participants in their child's education, and communication between home and school would be seamless and frequent. Engagement wouldn't be limited to parent-teacher conferences or special events, but would become a regular and organic part of school life.</p> <p>This means families would have a clear understanding of their child's academic goals and progress, and they would feel confident in supporting learning at home. The school would provide regular, accessible updates on student achievement and resources to help families address academic challenges early. Family involvement in decision-making, such as contributing to school committees or improvement plans, would also be a common practice.</p> <p>In classrooms, teachers would routinely collaborate with families, ensuring that learning expectations and support strategies are aligned between home and school. There would be a sense of shared responsibility for student success, with families contributing their insights, knowledge, and cultural perspectives to enrich the learning</p>		<p>Bilal Tawwab</p>	<p>06/11/2026</p>

environment.

Quantitative Data:

Increased participation in school events, workshops, and conferences, with a growing number of families attending regularly. Higher student attendance rates and lower absenteeism, as families are more engaged and invested in their child's education. Improved student academic performance, with more students meeting or exceeding grade-level expectations and SIP targets. Increased family participation in surveys, committees, and school governance, reflecting a higher level of involvement in school decision-making.

Qualitative Data:

Surveys and feedback would show that families feel welcomed, informed, and valued as partners in education. Families would report a greater sense of trust and confidence in the school. Teachers and staff would note stronger, more meaningful relationships with families, with regular, two-way communication about student progress and needs. Observations would reveal that family involvement is a regular part of classroom and school life, with families contributing to learning activities, cultural events, and student support efforts.

Actions		0 of 1 (0%)		
9/4/25	The school will strengthen family engagement by hosting monthly Parent University sessions where families learn about grade-level standards, assessment data, and instructional strategies while also engaging in hands-on practice with tools and activities they can use at home to support their child's success. Each session will provide clear take-home resources and create space for parents to share strategies, insights, and knowledge about their child's learning with educators, ensuring two-way communication that informs classroom practice.		Benjamin Hartage	06/10/2026
<i>Notes:</i>				
Implementation:		06/10/2025		
Evidence	6/10/2025			

<i>Experience</i>	6/10/2025			
<i>Sustainability</i>	6/10/2025			