

Comprehensive Progress Report

Mission:

Our mission is to develop positive, accountable, willing scholars by providing them with a high quality learning experience focused on strong academic and social foundations.

Vision:

Our vision is to produce lifetime learners who are equipped to handle the academic and social challenges of a global society.

Goals:

Increase the percentage of K - 2 students scoring at or above benchmark in early literacy as measured by DIBELS from 81% to 91% by June 2029 at Reedy Creek. (A4.01 and B3.03 and CMS Goal 1)

The percent of OSS/ISS incidents will decrease from 2.5% in SY 2024-25 to 2% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23.8% to at least 36.2% by the EOY 2025-2026 in order to reach the district goal of 50% by 2029. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR), within our students with disabilities subgroup, on math End of Grade assessments in grades 3-5 will increase from 7.8% in SY2024-25 to 15% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will retain 100% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percentage of chronic absenteeism will decrease from 16.2% to 10.2% by EOY 2025-2026. (A1.07 and A4.06 and CMS Guardrail 3)

We will increase our students with disabilities subgroup performance grade from a F to a D or higher in 2025-2026. (Aligned with A4.01, D1.02, and CMS Goal 4)

We will exceed growth as evidenced by the Educator Value-Added Assessment System.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

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

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of May 2025, our school administration completed 168 formal walkthroughs. Informal walkthroughs were also completed weekly for gradelevels. With the ebb and flow of the school year and required off-campus meetings, the ILT worked to be in classrooms regularly. The team did trail off in number of formal walkthroughs beginning in March due to the numerous testing windows. After walkthroughs, teachers received immediate feedback. Five of our teachers were also coached by district level specialists for additional supports.

We did not meet our goal with our 3rd grade Black and Hispanic students scoring at the College and Career Ready level. Only 16.7% of our 3rd grade Black and Hispanic students scored at the College and Career Ready level in ELA. The 3rd grade cohort increased CCR of 4.3% at BOY to 16.7% at EOY. In addition, our overall 3rd grade reading composite increased 11% GLP to 32%. We did not meet our EVAAS goal of exceeding growth, in fact we did not meet growth for the first time in years.

We experienced success meeting the needs of our k - 2 students, our goal was to have students scoring at or above benchmark in early literacy as measured by DIBELS at 66.3%. We ended up with 73% of our students scoring at or above benchmark. Our students with disabilities jumped from 31.1% to 52.5%.

This year we face the challenge of our fifth grade teachers learning and implementing two curriculums'. We also face the challenge of third and fourth grade teachers learning a new math curriculum as they teach it to students. We have redistributed PLC roles to accommodate these changes.

We have the opportunity to start the year over, focused on data driven decisions. We also have the opportunity to start and end the year with the same administrative and facilitator support.

According to our Insight Survey, 88% of teachers agreed that feedback received was focused on improving their performance and were provided extra steps to follow to improve their instruction. According to the Insight survey, 83% of teachers agreed with the statement, "The feedback I get from being observed helps me improve student outcomes." In addition, Reedy Creek completed 41 walkthroughs via Qualtrics with an ELA average score of 2.47 and an average Math score of 2.9. We completed 23 ELA Qualtrics observations, 6 Math and 12 Foundational Skills Qualtrics observations.

Limited Development
07/18/2024

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When there is evidence of full implementation, our school will have the following in place.

Principal and assistant principals are highly visible and regularly present in classrooms and PLCs.

Administrative team will spend 50% of their school day in classrooms or participating in curriculum and instruction meetings with staff.

Teachers receive meaningful feedback on their practice consistently from administration throughout the year from formal and informal observations and walkthroughs.

Teachers will use feedback from walkthroughs and evaluations to make adjustments in their instruction.

Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction

Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice.

Facilitators and administrative team are trained in Getting Better Faster coaching and are able to create a sustainable plan to coach any staff member that needs support after CORE action walks.

Once full implemented, our K - 2 students will be scoring at or above benchmark in early literacy as measured by DIBELS from 81% to 91% by June 2029 at Reedy Creek.

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23.8% to at least 36.2% by the EOY 2025-2026 in order to reach the district goal of 50% by 2029.

The percent of students scoring College and Career Ready (CCR), in our students with disabilities group, on math End of Grade assessments in grades 3-5 will increase from 7.8% to 15% by EOY 2025-26.

**Rachel Corn
(elected 2020)**

06/30/2026

Actions		3 of 6 (50%)		
7/18/24	Establish an observation process for equitable evaluations that focus on curriculum look-fors. (Goal #1, Goal #2, guardrail #1)	Complete 02/13/2025	Rachel Corn	12/01/2024
<i>Notes:</i>				
7/18/24	Monitor the implementation and effectiveness of FAM - S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. Each staff member should receive at least weekly walkthrough feedback. (FAM-S, Goal #1, Goal #2, guardrail #1)	Complete 05/30/2025	Rachel Corn	06/10/2025
<i>Notes:</i> Walkthroughs are scheduled to include visits and feedback. These are not happening weekly. We have not aligned our FAM - S thoroughly to align to our walkthrough form (work in progress).				
7/18/24	Monitor the effectiveness of instruction using the core actions walkthrough form provided by the district. ILT will conduct at least 2 core action walks per month. (Goal #1, Goal #2, guardrail #1)	Complete 05/30/2025	Rachel Corn	06/10/2025
<i>Notes:</i> We are not conducting Core Action walks at the school level. We are doing these with district personnel. We are doing walk throughs regularly.				
9/21/25	During weekly admin meetings, we will analyze the walkthrough data to identify trends and inform next step actions. This will tie into our coaching plan which outlines all tiers of teachers and will be used to inform next action items in our coaching logs. Logs and walkthrough data will be reviewed weekly.		Rachel Corn (elected 2020)	06/01/2026
<i>Notes:</i>				
8/24/25	Monitor the effectiveness of instruction using the core actions walkthrough form provided by the district. ILT will conduct at least 2 core action walks per month. (Goal #1, Goal #2, guardrail #1)		Rachel Corn	06/10/2026
<i>Notes:</i>				
8/24/25	Establish an observation process for equitable evaluations that focus on curriculum look-fors. (Goal #1, Goal #2, guardrail #1)		Rachel Corn	06/10/2026
<i>Notes:</i>				
Implementation:		05/30/2025		
Evidence	5/30/2025 Copies of walkthrough data and feedback are available in google. 5/30/2025			

Experience	5/30/2025 As of May 2025, our school administration completed 168 formal walkthroughs. Informal walkthroughs were also completed weekly for gradelevels. With the ebb and flow of the school year and required off-campus meetings, the ILT worked to be in classrooms regularly. The team did trail off in number of formal walkthroughs beginning in March due to the numerous testing windows. After walkthroughs, teachers received immediate feedback. Five of our teachers were also coached by district level specialists for additional supports. 5/30/2025			
Sustainability	5/30/2025 We need to create a non-negotiable walkthrough schedule or a way to track occurrences of walkthroughs to ensure we are consistent and equitable for all staff. 5/30/2025			

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

As of May 2025, the instructional leadership team conducted walkthroughs, both formal and informal, regularly. Formal walkthroughs that were school based as well as SPA-D initiated all included written and sometime verbal feedback with the teachers. Formal observations and PDP discussions throughout the year were conducted according to the deadlines. These post-conferences were used to communicate goals and progress towards those goals. EOY PDPs included progress on student performance data as well. Our instructional facilitator team also planned and executed two Extended Planning sessions for teachers to analyze MVPA and other assessment data sources to plan appropriate small group instruction and modify whole group plans as needed. Based on MVPA data, we made strategic staffing decisions and adjustments to 5th grade science and 4th grade math.

We did not fully address this indicator during the 2023-2024 school year.

We successfully had an observation plan and schedule to provide equitable observation and feedback. We had a plan for analyzing benchmark data and common assessments and used day long extended planning sessions to create instructional action plans for all students.

The challenge we faced was having ample time to analyze the data and create the plans during our regularly scheduled days. We used substitutes or teaching assistants to cover for teachers, but that ultimately took away from students learning new material from a certified teacher.

We have the opportunity to use not only formal testing data, but classroom observation data to ensure our students are getting the supports they need. We have the opportunity to create observation , feedback, and professional development to support our school needs.

Limited Development
09/05/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When fully met we will have an observation schedule for all observation windows, including observations and feedback. We will have grade level extended planning days with coverage, twice a year. We will also have a three tiered professional development and school improvement plan. Will have a schoolwide improvement plan based on school wide data trends. We will have professional development plan available that focuses on teachers' instructional strengths and weaknesses gathered by observation and classroom data. The last tier will have supplemental plans developed for individual students.			Rachel Corn (elected 2020)	06/30/2026
Actions			3 of 6 (50%)		
9/5/24	Create an observation schedule and a follow up schedule to ensure that team is not only being compliant, but providing feedback.(Goals #1 - #4)		Complete 02/13/2025	Rachel Corn	03/01/2025
	<i>Notes:</i>				
9/5/24	Attend district data analysis and bring data back to PLC teams to use during extended planning days. (Goals # 1 - 4)		Complete 02/13/2025	Rachel Corn	06/10/2025
	<i>Notes:</i>				
9/5/24	Create a schedule and find coverage for all teachers at each grade level to attend grade level planning two times a year. (Goals # 1 - 4)		Complete 02/13/2025	Rachel Corn	06/10/2025
	<i>Notes:</i> Scheduled EPS days after benchmark window closed. Third benchmark window closes too late before the end of year testing set to begin.				
9/12/25	We will utilize \$111,236.75 of Title I funds for fifteen differentials including 1 MCL1, 5 EIT2, and 5 EIT 3 staff member. This is aligned to our goal to retain 100% of high functioning teachers at our school. This is also aligned to our academic goals to ensure we exceed growth in the upcoming school year by having a large number of high functioning staff who can lead PLC meetings and coach new staff members.			Rachel Corn (elected 2020)	08/29/2025
	<i>Notes:</i>				
8/24/25	Create a schedule and find coverage for all teachers at each grade level to attend grade level planning two times a year. (Goals # 1 - 4)			Rachel Corn	06/10/2026
	<i>Notes:</i>				

8/24/25	Create an observation schedule and a follow up schedule to ensure that team is not only being compliant, but providing feedback.(Goals #1 - #4)		Rachel Corn	06/10/2026
<i>Notes:</i>				
Implementation:		05/30/2025		
Evidence	5/30/2025 Schedule for extended planning sessions and attendance at district data dives. 5/30/2025			
Experience	5/30/2025 As of May 2025, the instructional leadership team conducted walkthroughs, both formal and informal, regularly. Formal walkthroughs that were school based as well as SPA-D initiated all included written and sometime verbal feedback with the teachers. Formal observations and PDP discussions throughout the year were conducted according to the deadlines. These post-conferences were used to communicate goals and progress towards those goals. EOY PDPs included progress on student performance data as well. Our instructional facilitator team also planned and executed two Extended Planning sessions for teachers to analyze MVPA and other assessment data sources to plan appropriate small group instruction and modify whole group plans as needed. Based on MVPA data, we made strategic staffing decisions and adjustments to 5th grade science and 4th grade math. 5/30/2025			
Sustainability	5/30/2025 We will continue to attend and action plan around regular data intervals. 5/30/2025			

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
		<p>August 2025 Update: We have monthly MTSS Leadership Team meetings and grade level MTSS problem solving meetings scheduled on our master calendar for the 2025-26 school year. Math and Literacy Facilitators have planned out a roll out schedule for the implementation of interventions and progress monitoring once beginning of the year testing is completed.</p> <p>As of May of 2025, our school utilized our bi-weekly PLC meetings to</p>	Limited Development 07/18/2024		

implement formal and informal professional development around MTSS and core instruction. Our staff were able to create and utilize plans in Branching Minds to document interventions for students in Tier 2 and Tier 3 for ELA. Our student services team was also able to discuss students on Tier 2 and Tier 3 for behavior and attendance concerns. We created a flowchart for staff to assist in the process of identifying needs and steps for students in academics, behavior, and attendance. We held student concern meetings with relevant stakeholders to assist in identification and establishing/implementing interventions. We currently have 115 students in Tier 3 and 96 in Tier 2 for reading. We have 131 students in Tier 2 and 100 students in Tier 3 for math. Our team struggled to understand the Branching Minds data for behavior and how to get accurate and recent reports with the new implementation of Educator's Handbook and outdated Panorama data. We also were unable to implement Tier 3 Math interventions due to the MTSS facilitator leaving in the middle of the school year.

What extent did we meet each of our goals? We did not meet our goal of 50% of black and Hispanic students being college and career ready in grade three. We had only 17% of Black and Hispanic students college and career ready.

What success did you experience related to this indicator? We had over 30% of our Black and Hispanic students meet grade level proficiency in third grade reading. Branching Minds data shows 53 students received reading and/or math tiered interventions. Based on the data, interventions are working and gaps in reading and/or math are closing. Many students moved from Tier 3 into Tier 2. We also had a large number of intensive students move to Tier 2 as well as students who were in Tier 2 moved to Tier 1. From Spring 2023-Spring 2024, 39 students were referred and qualified to receive individualized educational plans (IEP).

What challenges are you facing in meeting new goals? We are faced with the challenge of starting the year off with lower grade level proficiency than we have in the years past. We are going to be met with the challenge of two new curriculums being implemented in our district. Another challenge is hiring highly qualified teachers to fill all positions.

The opportunities that exist to address these challenges are strengthening our PLCs to create systems to learn and execute the new curriculum. We also have the opportunity to start the year with a new MTSS facilitator and grade level facilitators to ensure alignment and

small group functioning.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When fully implemented our school will have teachers intentionally using data to drive their instruction and inform their teaching decisions. Teachers will leverage district curriculum and all teachers will implement district aligned culturally responsive instruction with integrity and fidelity. The MTSS team will have structures and processes in place for tiered instruction for academics and behavior.

Our K - 2 students scoring at or above benchmark in early literacy as measured by DIBELS will go from 81% to 91% by June 2029. The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23.8% to at least 36.2% by the EOY 2025-2026 in order to reach the district goal of 50% by 2029. The percent of students scoring College and Career Ready (CCR), in our students with disabilities group, on math End of Grade assessments in grades 3-5 will increase from 7.8% to 15% by EOY 2025-26.

We will see and feel Collaboration across general education and support staff (EC, TD, EL, counselors, etc.).

All of our Core Action walkthroughs will show alignment to the curriculum and standards.

Our school will show accurate identification of student needs rooted in data

Teachers will understand the role that data plays in creating a road map for scholar achievement. Based off of the data scholars will be properly identified to participate in small groups, enrichment groups, MTSS groups, and tutoring programs.

We will meet or exceed EVAAS growth

Chronic absenteeism will drop below 18%.

Our K - 2 students scoring at or above benchmark in early literacy as measured by DIBELS will go from 73% to 91% by June 2029. The

**Rachel Corn
(elected 2020)**

06/30/2026

percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23% to at least 36.2% by the EOY 2024-2025 in order to reach the district goal of 50% by 2029. The percent of students scoring College and Career Ready (CCR), in our students with disabilities group, on math End of Grade assessments in grades 3-5 will increase from 9.8% to 15% by EOY 2024-25.

Actions

8 of 12 (67%)

7/18/24	Identify students in need of MTSS interventions and track the effectiveness of tiered interventions. (Goal #1 ,Goal #2, and Guardrail #1)	Complete 02/13/2025	Rachel Corn	12/01/2024
<i>Notes:</i> Based on BOY, DIBELS data, 1st and 2nd grade are on track to meet the end of year goal. Our Kindergarten data reflects a need to focus on intensive intervention groups and small group instruction due to larger portions os students below or well below benchmark.				
9/1/24	Within the 2024-2025 school year, our CSI - LP school will implement accountability structures to ensure our teachers are faithfully implementing effective teaching interventions aligned to the OG curriculum for those students that need intensive interventions. These accountability structures will include ensuring teachers are trained, data is used to determine small groups, and the master schedule allows for protective time for the interventions. (Goal #1, Goal #2, Guardrail #1)	Complete 02/13/2025	Stefanie McNair	12/01/2024
<i>Notes:</i>				
7/18/24	MTSS leadership meetings will take place once a month to include administration, interventionists, teachers, and parents. These meetings will focus on all three areas of need; attendance, behavior, and academics. (FAM-S 3,Goal #1, Goal #2, and Guardrail #1)	Complete 02/13/2025	Rachel Corn	12/13/2024
<i>Notes:</i>				

7/18/24	<p>School will use Title I funds to create four TLP positions and cover the differentials associated with these leadership positions. These positions are used as a retention plan to keep highly qualified staff members in the classroom. Thee TLP positions are used as PLC leaders to align curriculum and ensure grade level accountability. (Goal #1, Goal #2, and Guardrail #1)</p> <p>Budget: \$26,768.48</p>	Complete 02/13/2025	Rachel Corn	12/13/2024
<p><i>Notes:</i> Elementary, Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from ____ in June 2024 to ____by June 2025, with an end goal of ____by June 2029 through the use of their Title I Funds.</p> <p>UPDATES: MOY DIBELS:</p>				
9/12/24	<p>Within the 2024-25 school year, our school will implement evidenced-based intervention(s) to increase overall performance of Students with Disabilities (SWD). Interventions include but are not limited to classroom modifications, use of small groups, differentiated assignments, and use of positive behavior incentive systems. (Aligns to Guardrail 1).</p>	Complete 06/03/2025	Rachel Corn	06/10/2025
<p><i>Notes:</i> We still need to focus on differentiated assignments for our SWD.</p>				
7/18/24	<p>Use the progress monitoring tool to monitor the delivery and impact of interventions and assess students' on-going intervention needs. Fidelity checks with intervention implementation will be conducted by the MTSS facilitator. Trends will be discussed in Leadership Team meetings. (Goal #1, Goal #2, and Guardrail #1)</p>	Complete 06/03/2025	Rachel Corn	06/10/2025
<p><i>Notes:</i> MTSS facilitator is no longer at school, we are looking to adapt and adjust this monitoring tool.</p>				
7/18/24	<p>FAMS 3: Discuss identified needs and progress from MTSS data with families to engage them in the problem solving. (fams 3, Goal #1, Goal #2, and Guardrail #1)</p>	Complete 06/03/2025	Rachel Corn	06/10/2025
<p><i>Notes:</i> We are in transition and looking to identify how many families we have met with so far this year.</p>				

7/18/24	We will use the \$53,423.53 (not including benefits) of Title I funds to hire a teacher. In order to lower our class sizes and to focus on intensive small group instruction, an additional teacher position was needed in our second grade. This is in order to maintain our data aligned to Goal 1 of the districts guardrails, were we currently exceeded the districts goals by reaching double digits above the 4% increase.	Complete 02/13/2025	Rachel Corn	12/13/2025
<p><i>Notes:</i> SCHOOL SMART GOAL: Elementary, Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from ___ in June 2024 to ___ by June 2025, with an end goal of ___ by June 2029 through the use of their Title I Funds.</p> <p>UPDATES:</p> <p>MOY DIBELS data increased by ___ of students scoring at or above benchmark in early literacy</p>				
8/24/25	Use the progress monitoring tool to monitor the delivery and impact of interventions and assess students' on-going intervention needs. Fidelity checks with intervention implementation will be conducted by the facilitators. Trends will be discussed in Leadership Team meetings. (Goal #1, Goal #2, and Guardrail #1)		Sarah Young (elected 2024)	06/10/2026
<p><i>Notes:</i> This will be monitored by all instructional facilitators.</p>				
8/24/25	MTSS leadership meetings will take place once a month to include administration, interventionists, teachers, and parents. These meetings will focus on all three areas of need; attendance, behavior, and academics. (FAM-S 3, Goal #1, Goal #2, and Guardrail #1)		Ashleigh Marshall	06/10/2026
<p><i>Notes:</i></p>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Rachel Corn (elected 2020)	06/10/2026
<p><i>Notes:</i></p>				
9/12/25	We will use \$12,250 of extended employment from our Title One Budget to pay for our teacher leaders to be in our school to plan our academic calendar, create PDs centered around Iready, progress monitoring, data dives, and productive PLC planning methods.		Rachel Corn (elected 2020)	06/15/2026
<p><i>Notes:</i></p>				
Implementation:		06/03/2025		

<i>Evidence</i>	6/3/2025			
<i>Experience</i>	6/3/2025			
<i>Sustainability</i>	6/3/2025			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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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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<i>Initial Assessment:</i>		<p><u>2025 Update:</u></p> <p>As of June 2025, our data indicates that we had a combined total of 44.7% GLP and 23.8% CCR in 3-5th grade Reading Composite scores. We have an unofficial Grade 3 Reading proficiency score of 25.1%CCR and 50.5%GLP. As of June 2025, the successes we experienced related to this indicator in meeting our goal is that 3rd Grade Dibels composite scores indicate that 81% of students are at or above benchmark. Spring 2025 Reading MVPA data indicates that 51.6% of students are at or above benchmark. As of June 2025, the successes we experienced related to this indicator in meeting our goal is that DIBELS composite scores indicate that 81% of students are at or above benchmark. We utilized our facilitators to ensure our teams were using the curriculum and pacing with fidelity and to help our teachers move towards integrity. Some other successes include monthly walks with ESPAD, that included specific actionable feedback. Teachers worked with their PLCs to integrate the data analysis into their PLC time allowing them to look specifically at student data and performance. As of June 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of highly engaging small group instruction and the implementation of effective strategies for our ML and EC learners. The planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 25-26 school year, we will address the challenges by creating more opportunities for our TD, ESL and EC teachers to collaborate with general education teachers to ensure we are offering high quality instruction.</p> <p><u>2024 Update:</u></p>	Limited Development 07/18/2024		
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We utilized our facilitators to ensure our teams were using the curriculum and pacing with fidelity and to help our teachers move towards integrity. Some other successes include monthly walks with ESPAD, that included specific actionable feedback. Teachers worked with their PLCs to integrate the data analysis into their PLC time allowing them to look specifically at student data and performance. As of June 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of highly engaging small group instruction and the implementation of effective strategies for our ML and EC learners. The planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 25-26 school year, we will address the challenges by creating more opportunities for our TD, ESL and EC teachers to collaborate with general education teachers to ensure we are offering high quality instruction. As of May 2025, our facilitators met with instructional PLCs twice each week to ensure team understanding and appropriate application of the standards-aligned curriculum in both reading and math. Teachers also participated in professional learning as required for all content areas that they taught. With the new math curriculum, there were some challenges to overcome in learning it and ensuring that it aligned with the NC Standards and what is being assessed in benchmarks. The ILT and MTSS team worked to identify students who needed interventions to help with their access to the curriculum. In literacy classrooms, the teachers worked to integrate ALL Block with fidelity. This implementation was slow to get started, but by Spring semester, most third through 5th grade were using the materials consistently.

The percentage of Black and Hispanic 3rd grade students who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) EOG will increase from 15.4% in SY 2021-2022 to 32.7% in SY 2022-2023 and 50.0% in SY 2023-2024. As of June, 2024, 16.7% of our 3rd grade Black and Hispanic students scored at the College and Career Ready level in ELA; therefore, we did not meet our goal. This is a decrease from last year, however, according to our unofficial 2023-2024 EOG data, the 3rd grade cohort increased CCR of 4.3% at BOY to 16,7% at EOY. In addition, our overall 3rd grade reading composite from BOY to EOY increased 11% GLP to 32% GLP. 64.7% of 3rd Grade EC students grew from Reading BOG to Reading EOG. 1 student was within 5 points of proficiency. 72.2% of our 3rd Grade EC students grew from BOY to EOY on MAP Math. Our 3rd grade students also grew from 54% to 60% in Dibels. Our overall school

math composite decreased from 56.9% to 52.3% in GLP and 35.5% to 33.6% in CCR.

Successes related to this indicator is the continuation of small groups for all MTSS plans and the continuation of Extended Planning Sessions to unpack upcoming units and analyze and respond to assessment data.

In addition, we will continue the implementation of multiple walkthroughs and bi-weekly PLC meetings to ensure teachers are supported in implementing the curriculum with fidelity. We hired a new 3-5 facilitator and a new MTSS facilitator towards the end of the school year.

The challenges we face in meeting our 23-24 SIP goals include the decrease in the number of teaching assistants who help with small group instruction as well as the significant amount of EC referrals and documentation needed to support students. We lost two instructional leaders (Dean of Students and MTSS facilitator) mid-year to other positions within the district.

Opportunities to address these challenges during the 24-25 school year include revisiting and recreating a more comprehensive strategic plan to readjust the master schedule to allow remaining TAs to continue to support small group instruction. In addition, we have hired a new 3-5 facilitator and a MTSS facilitator to help support and enhance our academic needs. We will revisit instructional expectations and ensure there is an accountability process in place.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school.</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity and fidelity • Walkthroughs with evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Increase in student growth and achievement data for all subgroups without gaps • Teachers will use planning sessions to disaggregate data to inform instructional practices. • Teachers will use Extended Planning session to unpack new curriculum Modules/Units to provide quality needs based instruction to all scholars. • Administrators using PLC planning and PLC monthly meetings to provide the necessary training for teachers to be able to interpret and utilize data to inform their instructional practices for large and small group instruction 		<p>Rachel Corn (elected 2020)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>7 of 11 (64%)</p>		
<p>7/18/24</p>	<p>All staff will implement EL and Open Up curricula, the adopted curriculum and associated resources for Math and ELA in grades k - 5. The Leadership Team will monitor the planning, implementation and reflection through formal and informal observations, feedback and coaching provided during weekly PLCs and one-on-one sessions. (Goal #1, Goal #2, Guardrail #1)</p>	<p>Complete 12/01/2024</p>	<p>Rachel Corn</p>	<p>12/01/2024</p>
<p>Notes:</p>				

7/18/24	Professional development will be provided for all math and ELA teachers, instructional leaders, school leaders on highly effective teaching as defined by evidence of core actions. This PD will support implementation of the EL and Open Up curricula, including unpacking curriculum materials, standards, pacing, modeling, and assessments. The effectiveness of this professional development will be measured through formal and informal observations, assessment data, staff surveys and individual differentiated coaching sessions. (FAM-S 29, Goal #1, Goal #2, Guardrail #1)	Complete 12/13/2024	Rachel Corn	12/13/2024
<i>Notes:</i>				
7/18/24	Teachers will use aligned assessments to track student progress in core instruction and interventions. Teachers will re-loop, reteach and enrich standards using a small or flex group approach. Small group lesson plans and implementation will be monitored by the Leadership Team through formal and informal observations with feedback and coaching provided. Teachers will participate in quarterly planning sessions to unpack curriculum, align lessons to standards, and disaggregate data). Teachers will create small groups based on data for TAs to pull and provide small group support. (Goal #1, Goal #2, Guardrail #1) Title one budget for supplies to support our curriculum: \$1, 250.32, \$5279.12, and \$5, 279.12 from lakeshore, discount school supply, and Forms and supplies. This includes things for our small group math groups, chart paper for our anchor charts and laminator for laminating our small group math games. Aligned with indicator 2.04 these supplies support the implementation of our new curriculum and will allow us to reach our goal of getting off of the low performing list. In order to achieve this goal we will need to go from a D to a C school.	Complete 12/01/2024	Rachel Corn	12/13/2024
<i>Notes:</i>				
7/18/24	Instructional leaders will conduct core action walkthroughs to monitor curriculum implementation, standards-alignment, rigor, engagement, and equitable instructional practices at least twice a month. (Goal #1, Goal #2, Guardrail #1)	Complete 12/02/2024	Rachel Corn	12/13/2024
<i>Notes:</i>				
7/18/24	Continue to utilize the intervention block in K-2 to work within a Multi-Tiered System of Support (MTSS). Targeted instruction on literacy skills will be created and facilitated based on data and research-based best instructional practices. (goal #1 and Guardrail #1)	Complete 11/01/2024	Stefanie McNair	12/13/2024

<i>Notes:</i>				
7/18/24	FAMS 29: Core academic practices exist that are defined across grade levels. These include lesson plans aligned to the district required pacing. Each teacher will follow the master schedule and teach the allotted time for whole class and small group. (Fams 29 , Goal #1, Goal #2, Guardrail #1)	Complete 02/13/2025	Rachel Corn	12/13/2024
<i>Notes:</i>				
12/8/24	Title I Budget: \$3,000 instructional purchase of Time for Kids subscription Action: Reedy Creek Media Center will utilize Title I funds to purchase Time For Kids. This initiative aims to enhance instructional practices that all grade levels receive during their Media Center Encore class. This will be purchased in both print and on line to ensure that all scholars have access to a variety of reading materials during their media center time. (Goal #1, Goal #2, Guardrail #1)	Complete 02/13/2025	Rachel Corn	01/01/2025
<i>Notes:</i> Purchased once a year but used daily. Goal aligned to Increasing the percentage of K - 2 students scoring at or above benchmark in early literacy as measured by DIBELS from 73% to 91% by June 2029 at Reedy Creek.				
9/21/25	Master schedule will be developed that provides duty free instructional planning time for every teacher. Teachers will have 45 minutes daily and a 90 minute planning block on a six day rotation.		Rachel Corn (elected 2020)	06/01/2026
<i>Notes:</i> Due to the district's curriculum requirements and the time constraints of our day, teachers will only receive 225 minutes weekly, with an added 45 minutes every 6 days. This will be on top of the hours given for workdays and early release.				
9/21/25	Facilitators will work with PLC leads to ensure that we are using the PLC protocol, including modeling, unpacking and determining just in time supports for students. This will be done by including these steps in our PLC agendas, reviewing agendas prior to meetings, and providing feedback to leaders after meetings in regards to those actions.		Stefanie McNair (elected 2025)	06/01/2026
<i>Notes:</i>				

8/14/25	Professional development will be provided for all math and ELA teachers, instructional leaders, school leaders on highly effective teaching as defined by evidence of core actions. This PD will support implementation of the EL and Open Up curricula, including unpacking curriculum materials, standards, pacing, modeling, and assessments. The effectiveness of this professional development will be measured through formal and informal observations, assessment data, staff surveys and individual differentiated coaching sessions.		Rachel Corn	06/10/2026
<i>Notes:</i>				
8/14/25	Instructional leaders will conduct core action walkthroughs to monitor curriculum implementation, standards-alignment, rigor, engagement, and equitable instructional practices at least twice a month. (Goal #1, Goal #2, Guardrail #1)		Rachel Corn	06/10/2026
<i>Notes:</i>				
Implementation:		06/03/2025		
Evidence	2/13/2025			

Experience	6/3/2025 We utilized our facilitators to ensure our teams were using the curriculum and pacing with fidelity and to help our teachers move towards integrity. Some other successes include monthly walks with ESPAD, that included specific actionable feedback. Teachers worked with their PLCs to integrate the data analysis into their PLC time allowing them to look specifically at student data and performance. As of June 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of highly engaging small group instruction and the implementation of effective strategies for our ML and EC learners. The planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 25-26 school year, we will address the challenges by creating more opportunities for our TD, ESL and EC teachers to collaborate with general education teachers to ensure we are offering high quality instruction. As of May 2025, our facilitators met with instructional PLCs twice each week to ensure team understanding and appropriate application of the standards-aligned curriculum in both reading and math. Teachers also participated in professional learning as required for all content areas that they taught. With the new math curriculum, there were some challenges to overcome in learning it and ensuring that it aligned with the NC Standards and what is being assessed in benchmarks. The ILT and MTSS team worked to identify students who needed interventions to help with their access to the curriculum. In literacy classrooms, the teachers worked to integrate ALL Block with fidelity. This implementation was slow to get started, but by Spring semester, most third through 5th grade were using the materials consistently.			
Sustainability	2/13/2025			

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of May 2025, K-5 students received classroom lessons from the school counselors on child abuse, coping skills, college and career readiness, emotion regulation, friendship, etc. As of May 2025, the SS	Limited Development 07/18/2024		

plc team has met biweekly to discuss the attendance and behavior of our students. Small groups were created for the purpose of intervening with behavior and reducing the amount of referrals from the previous months for 3rd grade students and the previous year for current 5th grade students. Aligned with the Wise Ways framework, we believe strongly that helping students manage their emotions is imperative in supporting students' academic success. In the 24-25 school year we completed quarterly celebrations to invite families to come to school to celebrate students' achievements in both academics and in character education. Teachers continue to hold morning meetings daily, and counselors push into these meetings as needed. Teachers deliver daily SEL lessons, as a part of our master schedule. Most grade levels rely on an SEL lead to provide lessons using multiple and various resources, including the Caring Schools Curriculum. However, teachers do not use the district endorsed curriculum for SEL in full fidelity. Our SSPLC, as well as our school nurse, have helped to decrease barriers for families and increase overall attendance, meeting weekly to ensure that every student and every family is able to attend school regularly and has the necessary supports to help them. We are continuing to face challenges with attendance and tardies. In order to truly make bigger academic gains we must find ways to mitigate these challenges and to help our families get the support and resources they need in order to get their students to school on time every day. For example, we plan to ensure students with attendance and social-emotional concerns are discussed with every stakeholder through problem solving meetings monthly. We will also review behavior data regularly, at each grade level, to discuss needed supports and topics for lessons.

The SIP goals that align to this indicator are: Out-of-school suspension (OSS) disproportionality for Black students will decrease from 14.5% in SY 2021-2022 to 4.5% in SY 2023-2024 and Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 64% in Grades 3-5 in September 2021 to 69% in 2022 and 74% in Grades 3-5 in September 2024.

As of June 2024, due to SB 49 legislation, we were not able to determine the percentage of students reporting a positive self-perception of their self-efficacy using the Panorama data. We currently are at 21.4% of students who are chronically absent and our Out of School suspension disproportionality of Black students increased from 30.2% to 35.2%.

Successes aligned to this indicator include all of our teachers teaching the Caring School Curriculum daily and being attentive to

their students' social and emotional needs. They provide time for students to discuss emotions and feelings. In addition, our counselors continue to implement the school wide Bullying Prevention Week to support a culture of acceptance and tolerance for all students. Chronic Absenteeism was 21.44% during 2023-2024 school year, that is a decrease of 7.91% from the previous year. The challenges we face in meeting our 23-24 SIP goals include the rise in chronic absenteeism as well as the increase in suspensions. A large amount of the suspensions are from two students who were evaluated and are now in SBS classes. Opportunities to address these challenges during the 24-25 school year include creating a comprehensive attendance plan and holding staff accountable to implement the plan. We will address and discuss attendance concerns during PLC meetings and EPS to ensure support is provided to all students. We will continue to celebrate students with perfect attendance each quarter and semester. We will also continue with quarterly attendance challenges amongst grade levels to focus on decreasing chronic absenteeism. In addition, our counselors will revise the social-emotional calming kit for each classroom and will take more ownership of supporting the MTSS process on behaviors. Conversations will be more inclusive vs being isolated to include the whole child (academics, behavior and attendance).

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When fully implemented, classroom teachers will continue to conduct daily classroom meetings to address character education and rising concerns of scholars or identified issues.</p> <p>Evidence of full implementation will include the following key features:</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity • Small group lessons to address social, emotional and academic needs with counselor • Serving the whole child for all children • Established MTSS teams, structures and processes • Data driven instruction and decision-making • A safe and welcoming environment is provided for all students • Decrease chronic absenteeism to less than 18% 		<p>Rachel Corn (elected 2020)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>5 of 10 (50%)</p>		
<p>7/18/24</p>	<p>Hire an MTSS facilitator (Title one funds) to support the MTSS interventionist in compliance related to Branching Minds. Facilitator will conduct bi-weekly MTSS leadership meetings and bring attendance, behavior, and academic plans to compliance. This includes the meeting deadlines for carry over cases and setting up initial case loads for team members. (Guardrail #2, and # 3, funded by title one)</p>	<p>Complete 02/13/2025</p>	<p>Rachel Corn</p>	<p>12/13/2024</p>
<p><i>Notes:</i> MTSS facilitator was hired but has since resigned. We are no longer using this position.</p>				
<p>7/18/24</p>	<p>Execute a three tiered attendance plan to decrease our number of chronically absent students to remain under 30%. (Guardrail #2 and #3)</p> <p>https://docs.google.com/document/d/1uZSR3ucshEjEi1gGXcja4HmMzbxHH8EL7i-fVj-1WIE/edit?usp=sharing</p>	<p>Complete 02/13/2025</p>	<p>Rachel Corn</p>	<p>12/13/2024</p>
<p><i>Notes:</i> Chronic Absenteeism was 21.44% during 2023-2024 school year, that is a decrease of 7.91% from the previous year.</p>				

7/18/24	In order to reduce OSS/Disproportionality, Calming kits created for each homeroom teacher in order to support social emotional needs of students who are struggling with core interventions. Included with the calming kits will be monthly PD that aligns to building restorative relationships with students. (Guardrail 1.3, title one funding)	Complete 02/13/2025	Stefanie McNair	12/13/2024
<i>Notes:</i>				
7/18/24	Culturally responsive social and emotional skill instruction will be incorporated into our Caring Schools Curriculum. (FAM-S 31, Guardrail #2 and #3)	Complete 06/03/2025	Rachel Corn	06/10/2025
<i>Notes:</i> Still working to ensure teachers are utilizing the CORE curriculum aligned to Caring Schools. With many new staff members, we have not used district support in a few years to realign to this work.				
8/24/25	Core behavior practices are defined at the school level, grade level, and each classroom. Explicit instruction for school-wide behavior expectations is scheduled into the master calendar. Our behavior expectations are outlined in our behavior matrix that acknowledges appropriate behaviors, and consequences for problem behaviors. (FAM-S 30, Guardrail #2 and #3)		Stefanie McNair	12/01/2025
<i>Notes:</i>				
8/24/25	Culturally responsive social and emotional skill instruction will be incorporated into our Caring Schools Curriculum. (FAM-S 31, Guardrail #2 and #3)		Shanice Clinton Smith	12/01/2025
<i>Notes:</i>				
7/18/24	Core behavior practices are defined at the school level, grade level, and each classroom. Explicit instruction for schoolwide behavior expectations is scheduled into the master calendar. Our behavior expectations are outlined in our behavior matrix that acknowledges appropriate behaviors, and consequences for problem behaviors. We will use the \$39,696.30 (not including benefits) of Title I funds to hire a BMT (Behavior Modification Technician) to increase positive behavior initiatives and minimizing loss of instruction in the classroom. Minimizing loss of instructional time will in turn help us to meet our goal of exceeded growth. (FAM-S 30, Guardrail #2 and #3)	Complete 02/13/2025	Rachel Corn	12/13/2025
<i>Notes:</i>				
9/21/25	The master schedule will include a plan to provide a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher.		Rachel Corn (elected 2020)	06/01/2026

Notes: Due to the constraints of our curriculum requirements and planning requirements, staff have 25 minutes of duty free lunch currently.

9/21/25 We will use a school wide positive behavior comprehensive plan to provide a positive school climate by promoting a safe learning environment free of bullying and harassing. This includes having two counselors on campus to work with students to ensure they have an adult advocate to report any incidents that involve bullying or harassing.

Rachel Corn (elected 2020)

06/01/2026

Notes:

9/21/25 During our MTSS leadership meetings, we will analyze data to determine trends related to attendance, behavior, and academics. This will be accomplished by using our attendance data from navigator, our behavior data from Ed handbook and a teacher student of concern protocol, and pulling data from iready, MVPA, and progress monitoring reports.

Rachel Corn (elected 2020)

06/01/2026

Notes:

Implementation:

06/03/2025

Evidence

6/3/2025

Experience	6/3/2025 As of May 2025, K-5 students received classroom lessons from the school counselors on child abuse, coping skills, college and career readiness, emotion regulation, friendship, etc. As of May 2025, the SS plc team has met biweekly to discuss the attendance and behavior of our students. Small groups were created for the purpose of intervening with behavior and reducing the amount of referrals from the previous months for 3rd grade students and the previous year for current 5th grade students. Aligned with the Wise Ways framework, we believe strongly that helping students manage their emotions is imperative in supporting students' academic success. In the 24-25 school year we completed quarterly celebrations to invite families to come to school to celebrate students' achievements in both academics and in character education. Teachers continue to hold morning meetings daily, and counselors push into these meetings as needed. Teachers deliver daily SEL lessons, as a part of our master schedule. Most grade levels rely on an SEL lead to provide lessons using multiple and various resources, including the Caring Schools Curriculum. However, teachers do not use the district endorsed curriculum for SEL in full fidelity. Our SSPLC, as well as our school nurse, have helped to decrease barriers for families and increase overall attendance, meeting weekly to ensure that every student and every family is able to attend school regularly and has the necessary supports to help them. We are continuing to face challenges with attendance and tardies. In order to truly make bigger academic gains we must find ways to mitigate these challenges and to help our families get the support and resources they need in order to get their students to school on time every day. For example, we plan to ensure students with attendance and social-emotional concerns are discussed with every stakeholder through problem solving meetings monthly. We will also review behavior data regularly, at each grade level, to discuss needed supports and topics for lessons. 6/3/2025			
Sustainability	6/3/2025			

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

<p>Initial Assessment:</p>	<p>As of May 2025, our school continued to consistently communicate with parents and guardians around school events as well as ways that our community can support their scholars. We used ParentSquare as well as physical copies of announcements. We held open house, curriculum night, and multiple family nights to support the connections between home and school. We also held a family night targeted for students receiving ML services. Our attendance rate of 94%. Our chronic absentee rate decreased to 16.2% due to the efforts of our student services team. While we work closely with our PTO and School Improvement Team to better understand the needs of our students and community, parent participation in those discussions has decreased over the course of the year.</p> <p>We met our goal of regularly communicating with families and opening our school up to create a warm and welcoming environment. Our teachers used the format "week at a glance" to communicate curriculum updates to families. We held an open house. curriculum night, and Family night, all of which are focused on sharing curriculum and testing information. This past year, we held "donuts for grown ups" in order to meet with families to discuss our social emotional curriculum supports. Families are invited to weekly lunches, allowing easy access to administration and facilitators during the school day. We experienced success when we offered free dinners for families and found they most enjoyed these events where it was informal and more about getting to know one another than a formal educational setting. We also experienced success when our family lunches remained 100% full for k - 2. We were not as successful with our 3 -5 lunches, families who attended were not as engaged with administrative personnel as with our younger students. We were successful with our donuts for grown ups, our attempt to engage families about the importance of attendance, it was attended by 50 families. The challenges we face remain to be communicating with the small percentage of families that do not follow our protocols nor respond to invitations to come to campus events. We are looking at different opportunities to invite and reach families this year through more personal invitations to include phone calls from the principal.</p>	<p>Limited Development 07/18/2024</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	

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

When this objective is fully met, our school community to include all families will feel that the school regularly communicated with them about our expectations and the importance of the curriculum supports at home. Fully met, we will have established an open relationship with all families, where they feel comfortable and confident that we have shared with them that they must have high expectations at home. When fully met, all families will be engaging and checking homework and sharing in reading expectations at home. When this goal is fully met, all families would have had a face-to-face meeting with their perspective homeroom teachers. All parents/guardians will read and support the "week at a glance" that outlines weekly curriculum updates. Reedy Creek Elementary School has an open door policy where all families feel valued and welcome. Systems are in place that support students when families are unresponsive.

When this is fully met, families will feel well connected to the school understanding their role and expectations. The goal is to increase school to home communication by consistently and clearly communicating the school's procedures and expectations and will be measured by parent survey data collected twice a year.

Evidence of full implementation will include the following key features:

100% parent-teacher conference rate

Consistent two-way communication using the new district parentsquare platform.

Collaborative relationships between home, community and school.

Family events such as Fall Around the World(Fall Festival/International Festival), Movie Night, etc.

We will meet our goals as outlined in our plan and we will have successfully engaged parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected. Parents will feel that they have been reached personally and become a partner with school personnel to discuss their students' successes and opportunities.

**Rachel Corn
(elected 2020)**

06/30/2026

Actions		0 of 8 (0%)		
9/12/25	We will use the \$37,664.44 (not including benefits) of Title I funds to hire a family school advocate. This aligns to our goal of increasing effective communication with our community and offering crown service. This position will be used in the front office and provide translation needs.		Rachel Corn (elected 2020)	08/28/2025
<i>Notes:</i>				
9/12/25	We will use \$859.89 on supplies from our title one budget. This will be ordered from staples in alignment to our upcoming family events. The specifics are not available at this time.		Rachel Corn (elected 2020)	10/31/2025
<i>Notes:</i>				
7/18/24	Provide consistent communication through ParentSquare that provides parents with updates on expectations and current events at the school/district. (Goal #1, Goal #2, guardrail #1, # 3)		Rachel Corn	12/13/2025
<i>Notes:</i>				
7/18/24	FAMS 3: A teaming structure exists (MTSS leadership, Support Services, Administration, ILT, and PLC) that facilitates the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academics. Within this structure, parents are regularly communicated with and invited to attend problem solving meetings. (Goal #1, Goal #2, guardrail #1)		Rachel Corn	12/13/2025
<i>Notes:</i>				
7/18/24	Parents will receive weekly newsletters from homeroom teachers that outline curriculum expectations for the week. (Goal #1, Goal #2, guardrail #1, # 3)		Rachel Corn	12/13/2025
<i>Notes:</i>				

2/1/25	<p>School will use Title I funds to ensure families are in constant communication and receive all materials needed to keep them up to date on our curriculum plans. We will purchase student agendas for all students to ensure daily communication with families as well as Nicky Folders to send home weekly instructional materials.</p> <p>Title One BUDGET and Line item for agenda: \$3523.15 Title One Budget and line item for Nicky Folders: \$2,000 Vendor for Agenda: Schoolmate Vendor for Nicky Folders: Rochester100 Aligned to goal: 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).(Goal #1, Goal #2, Guardrail #1, #3).</p>		Rachel Corn (elected 2020)	06/01/2026
<i>Notes:</i>				
9/21/25	<p>Parents will be invited to data decision meetings related to their student's academic needs based on data review. During these meetings, we will provide academic supports they can do at home to support their student's work at school.</p>		Sarah Young (elected 2024)	06/01/2026
<i>Notes:</i>				
7/18/24	<p>School will use Title I funds to ensure families receive support throughout the school year and understand their partnership in achieving our goal of exceeding growth. We will facilitate Family Literacy Nights/curriculum throughout the school year to provide overview and take home (materials) strategies of the curriculum. We will create specific ML family nights to bridge the gap between language barriers and bring community partnerships in for easy access. We will invite families to be on campus for two donuts for grownups, one ML night, two family curriculum nights, and our Fall Festival.</p> <p>Title one Budget Donuts for grown ups: \$1,000 Title one Budget Family Night Fall: \$ 3,724 Title one Budget Family Night Spring: \$3,724 Title one Budget Fall Festival : \$3,000 Title one Budget ML Night: \$1,000 Vendor: Food Lion Alignment to goal: 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).Getting families involved will help to support meeting our goals. (Goal #1, Goal #2, Guardrail #1, #3).</p>		Rachel Corn	06/01/2026

Notes: Elementary, 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from ____ in June 2024 school year to ____ in June of 2025 and to ____ by June 2029 as measured by EOGs, in part, through the use of their Title I Funds.

UPDATES: Fall parent night took place, Spring family night is on Feb 18, Donuts with grown ups is upcoming in March

Implementation:		06/03/2025		
Evidence	6/3/2025			
Experience	<p>6/3/2025</p> <p>As of May 2025, our school continued to consistently communicate with parents and guardians around school events as well as ways that our community can support their scholars. We used ParentSquare as well as physical copies of announcements. We held open house, curriculum night, and multiple family nights to support the connections between home and school. We also held a family night targeted for students receiving ML services. Our attendance rate of 94%. Our chronic absentee rate decreased to 16.2% due to the efforts of our student services team. While we work closely with our PTO and School Improvement Team to better understand the needs of our students and community, parent participation in those discussions has decreased over the course of the year. 6/3/2025</p>			
Sustainability	6/3/2025			