

Comprehensive Progress Report

Mission: By focusing on individual student success, we will develop S.M.A.R.T citizens who will reach their full potential.

Vision: We will develop studious, motivated, ambitious, respectful, and talented (S.M.A.R.T) contributors in an ever-changing world.

- Goals:**
- 1-The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 83.8% in SY 2024-25 to 85. 8% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)
 - 2-The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 40.8 in SY 2024-25 to 42.8% in SY2025-26. (Aligns to A.204 and B3.03 and CMS Goal 2)
 - 3-The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 81.9 in SY 2024-25 to 83.9 in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
 - 4-100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
 - 5-The percentage of OSS/ISS incidents will be maintained at 0% for the 2025-26 school year." (Alligns to CMS Guardrail 2)
 - 6-The school will retain 100% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
 - 7. The percent of Chronic Absenteeism will decrease from 19.1 % in SY 2024-25 to 17.0% in SY 2025-26 (Align A4.06 and CMS Guardrail 3)



! = 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>			2024-2025 Narrative Current Implementation: In May 2025, Paw Creek's status regarding its school improvement goal to meet or exceed	Limited Development 08/01/2024		

the expected Educator Value Added Assessment System (EVAAS) growth for the overall school index from SY 2023-24 to SY 2024-25 was still unknown. This goal indicated a shift in performance from the 2023-2024 results, though the specific point increase or decrease had not yet been determined. Throughout the year, the Administrative Team at Paw Creek Elementary concentrated on enhancing instructional practices through mini observations and targeted feedback (coaching). By utilizing the Paw Creek 2024-2025 Instructional Priorities and the Relay Get Better Faster Scope and Sequence, the school established a clear framework for teaching. A dedicated coaching team conducted regular calibrated team walks, promoting collaboration among educators. After each observation, coaches engaged in meaningful discussions with teachers, sharing insights and strategies to align their instructional approaches. Each coach managed a caseload of K-5 teachers, meeting weekly to provide tailored support. These sessions created a safe space for teachers to discuss challenges and celebrate successes, with coaches offering constructive feedback to facilitate professional growth. Additionally, mini observation feedback sessions provided immediate, actionable insights, helping teachers refine their classroom management and student engagement techniques, thereby fostering a positive learning environment. Recognizing the importance of collaboration, the coaches organized structured planning sessions where teachers aligned lesson plans with curriculum standards and shared resources. These sessions encouraged camaraderie and ensured that every voice was heard. Paw Creek Elementary's commitment to continuous improvement and data-informed decision-making has driven success for both students and educators. As we transition into the 2025-2026 school year, our focus will be on addressing observed challenge areas, such as developing early career teachers into skilled instructors through data-driven instruction. We will continue to enhance teachers' skill sets by unpacking standards, utilizing KUD (Know, Understand, Do) frameworks, and implementing student work protocols. Additionally, we will monitor and observe flexible grouping in K-2 classrooms to ensure effective instruction and 3-5 small groups. It is essential to ensure that math pacing with our new curriculum meets students' needs while aligning effectively with CMS pacing.

Dibels 2024-2025

2nd Grade: 77.5% on or above grade level (up 5% from 23-24)

1st Grade: 82.3% on or above grade level (up 4% from 23-24)

Kinder: 91.8% on or above grade level (down 4% from 23-24)

iReady Math 2024-2025

2nd Grade: BOY 14% - MOY (26%) - EOY (50%)

1st Grade: BOY 9% - MOY (29%) - EOY (60%)

Kindergarten: BOY 11% - MOY (41%) - EOY (67%)

K-2 Overall BOY 11% - MOY (32%) - EOY (59%)

EOG:

5th - grade EOG Reading increased from GLP 47.1 (23-24) to 63.1 (24-25) and CCR increased from 29.8 (23-24) to 41.7 (24-25)

5th - grade EOG Math increased from GLP 72.4 (23-24) to 78.4 (24-25) and CCR increased from 46.7 (23-24) to 67.6 (24-25)

4th - grade EOG Reading increased from GLP 53.1 (23-24) to 67.1 (24-25) and CCR increased from 36.7 (23-24) to 45.0 (24-25)

4th - grade EOG Math decreased from GLP 78.4 (23-24) to 82.9 (24-25) and CCR slightly decreased from 67.0 (23-24) to 66.4 (24-25)

3rd - grade EOG Reading decreased from GLP 57.1 (23-24) to 51.5 (24-25) and CCR increased from 29.3 (23-24) to 35.8 (24-25)

3rd - grade EOG Math increased from GLP 76.2 (23-24) to 83.6 (24-25) and CCR increased from 51.5 (23-24) to 63.4 (24-25)

Composite

Reading (3rd - 5th) increased from GLP 52.8 (23-24) to 60.5 (24-25) and CCR increased from 31.6 (23-24) to 40.8 (24-25)

Math (3rd - 5th) increased from GLP 75.6 (23-24) to 81.9 (24-25) and CCR increased from 54.5 (23-24) to 65.7 (24-25)

2023-2024 Narrative Current Implementation: In June 2024, Paw Creek (met/not met unknown at that time) the school improvement goal to meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for the overall school index in SY 2022-23 and SY 2023-24. This represented a (point increase/decrease unknown at that time) from the 2022-2023 results. Walkthrough data related to small group instruction based on data-informed decisions was monitored. According to MAP, Paw Creek had observed growth compared to BOY/MOY data. MAP data indicated improvement in all domains for grades 4-5, surpassing the previous year's performance. Students received explicit instruction in reading comprehension during their reading activities. Flexible grouping strategies were implemented to cater to diverse student needs. A robust intervention plan was in place to provide support for struggling readers. Paw Creek Elementary's success was built on a foundation of professional development and data-driven practices. Coaching Caseloads were implemented for teachers, ensuring weekly coaching sessions for feedback and support. Administrative Calibrated Walls provided visibility into teachers' work weekly. Teacher effectiveness was monitored through pulse checks, and individual student progress was tracked using data systems. Data transparency was a priority, with school-wide presentations and individual teacher trackers for weekly use. Systems were in place for monitoring student and teacher performance, including Principal coaching sessions and ILT observations. Additional data analysis systems supported student and teacher growth. Collaboration was emphasized through shared data presentations and Principal-led Data Analysis meetings. Individual data meetings with teachers and structured systems ensured a focus on student progress and growth. Paw Creek Elementary's commitment to continuous improvement and data-informed decision-making drove success for students and educators. As we transition into the 2024-2025 school year, we foresee upcoming challenges. The introduction of new math curriculum and updated science standards will necessitate teachers to acquaint themselves with these modifications. While these challenges are present, we view them as opportunities for growth in the upcoming academic year. To address these challenges effectively, teachers will require continuous support to build confidence in teaching the new curricula. Providing timely and proactive professional development that is consistent will ensure teachers are well-prepared and ready to implement the new content and curriculum materials effectively.

DIBELS 2023-2024:

Kindergarten DIBELS BOY 41.60% - EOY 95.70% = Growth 54.10%

First-grade DIBELS BOY 57.90% - EOY 78.60 = Growth 20.70%

Second-grade DIBELS BOY 55.90% - EOY 72.60 = Growth 16.70%

23-24 K-2 Overall at/above: 81%

EOG:

3rd grad EOG Reading increased from GLP 47.0 % to 57.1 and CCR increased 27.0% to 29.3%

3rd-grade EOG Math decreased from GLP 77 to 76.2% and CCR 62.0% to 51.5%

4th-grade EOG Reading increased from GLP 49.1% to 53.1 % and CCR increased 35.7% to 36.1%

4th-grade EOG Math increased from GLP 58.0% to 78.4% and CCR increased 39.3% to 67.0%

5th-grade EOG Reading decreased from GLP 49.0% to 47.1% and CCR increased 25.0% to 29.8%

5th-grade EOG Math increased from GLP 65.3% to 72.4% and CCR increased 39.6% to 46.7%

5th-grade EOG science increased from GLP 72.3% to 80.0% and CCR increased 63.7% to 68.6%

Composite

Reading (3rd - 5th) increased from GLP 48.4% to 52.8% and CCR increased from 29.5% to 31.6%

Math (3rd - 5th) increased from GLP 66.5% to 75.6% and CCR increased from 46.6% to 54.5%

when fully met:

established a robust system for monitoring curriculum planning and classroom instruction, characterized by the following key elements:

- **Regular Administrative Presence:** The principal and administrative team will be consistently visible in classrooms and during Professional Learning Communities (PLCs). They will provide timely and constructive feedback through both formal and informal observations, ensuring that teachers receive guidance that is relevant and actionable.
- **Coaching Support:** A structured coaching caseload will be in place, allowing teachers to receive personalized support from members of the administrative team. This tailored approach will help educators refine their instructional practices and address specific challenges they may face.
- **Collaborative Data Analysis:** Teachers will regularly convene to analyze student performance data and discuss feedback from the "Get Better Faster" trajectory. This practice will cultivate a collaborative environment focused on continuous improvement, encouraging educators to share insights and strategies.
- **Ongoing Observations and Feedback:** Teachers will participate in weekly mini-observations and formal evaluations, during which the administration will provide comprehensive feedback. This feedback will be targeted to enhance instructional practices across the school, emphasizing the critical role of constructive feedback in professional growth.
- **Structured Planning Sessions:** The principal and Administration Team will facilitate planning through the IPA (Instructional Planning Approach) method. They will collaborate with teachers during planning sessions and coaching meetings to effectively unpack and internalize the Literacy, Math, and Science curricula, ensuring that all educators are aligned and supported.

Evidence of Full Implementation: To determine that the objective has reached full implementation, the following data, resources, and evidence will be utilized:

Observation Logs: Documentation of classroom observations, including notes on feedback provided and follow-up actions taken by teachers.

Coaching Records: Logs detailing coaching sessions, topics discussed, and improvements noted in instructional practices.

Data Analysis Reports: Summaries of data collected during teacher meetings, highlighting trends in student performance and areas for improvement.

PLC Agenda - Curriculum Mapping: Evidence of collaborative planning sessions where teachers and administrators have worked together to align the curriculum with instructional strategies.

By employing these methods, Paw Creek Elementary will ensure that the systems and protocols for monitoring curriculum planning and classroom instruction are not only implemented but are also effective in fostering an environment of continuous improvement and academic excellence.

Actions

0 of 2 (0%)

8/1/24 High Leverage Action Step:
Establish a weekly process to monitor student growth and achievement data using best practices. Teachers will analyze student work and data during planning to guide instructional strategies and interventions. The Administrative and Instructional Leadership Teams will conduct classroom observations to ensure alignment with CMS core indicators and standards, maintaining consistency in teaching practices. (Aligns to CMS Goal 1 DIBELS K-2, Goal 2 CCR/EOG 3-5, Guardrail 1 GLP/EOG 3-5, G.S.115C-301.1)

Danielle Belton
(04/28/21)

11/25/2025

Notes:

8/1/24 The Administrative Team and the Instructional Leadership Team will work together to support classroom teachers by offering timely weekly feedback, holding observation meetings, demonstrating effective teaching practices, and participating in planning sessions. Title 1 funds will be utilized to cover substitute costs while teachers engage in professional development. (This initiative aligns with CMS Goal 1 DIBELS K-2, Goal 2 CCR/EOG 3-5, Guardrail 1 GLP/EOG 3-5, G.S. 115C-301.1, and Title 1 funding.)

Danielle Belton
(04/28/21)

12/10/2025

Notes: Paw Creek Elementary will allocate \$52,500 of Title I funds for a Multi-Classroom Leader (MCL) salary. The MCL will strengthen our school-wide program for all students, with a special focus on at-risk students, by providing: Instructional monitoring, Effective teacher modeling, Targeted support for instructional quality and teacher development. This investment is justified by its contribution to two key objectives: Early Literacy Goal: Increase the percentage of K-2 students at or above the DIBELS benchmark in early literacy from 83.8% (SY 2024-25) to 85.8% (SY 2025-26). Reading EOG Goal: Increase the percentage of 3rd-5th grade students scoring College and Career Ready (CCR) on reading End-of-Grade assessments from 40.8% (SY 2024-25) to 42.8% (SY 2025-26). This initiative aligns with CMS Goal 2, A.204, and B3.03.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

2024-2025 Narrative Current Implementation: As of May 2025, Paw Creek Elementary has made remarkable strides in developing a rigorous, standards-aligned curriculum that enhances student achievement and fosters instructional excellence. This progress is clearly reflected in the significant growth of our students in key academic areas, along with the establishment of robust instructional systems. The recent EOG assessment results for grades 3 to 5 reveal significant trends in student performance that warrant reflection and analysis. 5th Grade Performance GLP Increase: From 47.1% (2023-2024) to 63.1% (2024-2025) CCR Increase: From 29.8% (2023-2024) to 41.7% (2024-2025). The substantial increase in both the Grade Level Proficiency (GLP) and the College and Career Readiness (CCR) rates indicates a positive trend in 5th-grade reading skills. This improvement is attributed to targeted interventions, enhanced instructional strategies, and increased student engagement in reading activities/strategies. It reflects our commitment to fostering literacy and suggests that our efforts are beginning to yield results. In Math 5th GLP Increase: From 72.4% (2023-2024) to 78.4% (2024-2025) CCR Increase: From 46.7% (2023-2024) to 67.6% (2024-2025). Similarly, the 5th-grade math scores show a remarkable increase in both GLP and CCR. This performance suggests that our math curriculum and teaching methods are effectively meeting the needs of our students. The rise in CCR is particularly encouraging, as it indicates that more students are prepared for the challenges of middle school math. In science, 5th GLP scores have risen from 72.3% to 80.4% based on MVPA 3 performance data, although we will not receive official EOG scores until August 2025. 4th Grade Performance in Reading:GLP Increase: From 53.1% (2023-2024) to 67.1% (2024-2025) CCR Increase: From 36.7% (2023-2024) to 45.0% (2024-2025).The growth in 4th-grade reading proficiency mirrors the success seen in 5th grade, reinforcing the effectiveness of our reading programs. The increase in CCR reflects a growing readiness among students for more complex texts and critical thinking skills. In Math 4th grade: GLP Increase: From 78.4% (2023-2024) to 82.9% (2024-2025) CCR Decrease: From 67.0% (2023-2024) to 66.4% (2024-2025). While the GLP shows a positive trend, the slight decrease in CCR raises concerns. This discrepancy suggests that, despite overall proficiency, fewer students are achieving the higher levels of readiness necessary for future success. We must investigate the factors contributing to this decline and adjust our approach accordingly. 3rd Grade Performance in Reading: GLP Decrease: From 57.1% (2023-2024) to 51.5% (2024-2025) CCR Increase: From 29.3% (2023-2024) to 35.8% (2024-2025) The decline in GLP for 3rd-grade reading is concerning,

Limited Development
08/01/2024

despite an increase in CCR. This indicates that while some students are improving their readiness for future challenges, a significant portion is struggling to meet grade-level expectations. We need to focus on early intervention strategies to support these students. In Math: GLP Increase: From 76.2% (2023-2024) to 83.6% (2024-2025) CCR Increase: From 51.5% (2023-2024) to 63.4% (2024-2025). The growth in 3rd-grade math is a bright spot, as both GLP and CCR have improved. This suggests that our math instruction is resonating with students and helping them build a strong foundation for future learning. Additionally, foundational literacy data from K–3 DIBELS shows remarkable growth. Kindergarten students on or above grade level have surged from 41% to an impressive 95.7% by the end of the year, while first graders have improved from 59% to 78.6%. To support this growth, our school has maintained a daily Flex Grouping schedule for grades K–5, which allows for targeted Multi-Tiered System of Supports (MTSS) interventions and enrichment opportunities. Our Tier 2 and Tier 3 systems include reading small group teachers and teacher assistants who focus on essential skills such as decoding, fluency, and comprehension. We have identified decoding gaps among students moving into grades 4 and 5 through formative assessments, and we plan to address these issues by training newly hired teachers in Orton-Gillingham strategies and incorporating curriculum supports that have been successfully piloted in first-grade classrooms. Moreover, we foster a strong culture of achievement through regular celebrations and intentional incentive structures that encourage goal setting among students. They are taught to articulate their thinking and reasoning, particularly in math, and to monitor their progress using classroom data trackers. As we reflect on the recent EOG assessment results, we see significant improvements in reading and math for most grades, particularly in 5th grade. However, the mixed results in 4th and 3rd grades indicate areas that require further attention. To address these challenges, we must: - Analyze Data: Delve deeper into the factors affecting 3rd-grade reading and 4th-grade math College and Career Readiness (CCR).- Enhance Interventions: Implement targeted support for students who are not meeting proficiency standards.- Foster Collaboration: Encourage collaboration among teachers to share effective strategies and best practices. By focusing on these areas, we can continue to improve student outcomes and ensure that all students are prepared for their academic futures. Looking ahead to the 2025–2026 school year, Paw Creek is preparing to tackle new challenges, including increased class sizes in 3rd grade and the retirement of three veteran teachers, who will take with them invaluable experience and expertise. To support our incoming educators across various grade levels, we will implement a

comprehensive onboarding plan that includes targeted professional development, mentorship, and collaborative planning. We will continue to emphasize Orton-Gillingham strategies for early literacy and foundational reading skills, facilitating student progression. The school will maintain its flexible grouping model across K–5, ensuring that all students receive appropriate Multi-Tiered System of Supports (MTSS) interventions and enrichment. Additionally, Kindergarten will benefit from enhanced instructional support. With strong coaching, effective data systems, and a culture of shared responsibility, Paw Creek is well-prepared to navigate these changes and sustain academic growth in the upcoming year. By addressing both the current assessment results and the preparations for the future, we are committed to fostering an environment where every student can thrive.

2023-2024 Narrative Current Implementation: As of June 2024, Paw Creek has successfully (met OR Exceeded) the established school improvement goal. The objective was to meet or exceed the expected Educator Value-Added Assessment System (EVAAS) growth for the overall school index in the school years 2022-23 and 2023-2024, marking a positive shift from the results of 2022-2023. Unofficial, Paw Creek data has seen improvements in Reading, Math, and Science composite scores. The School EOG Reading Composite score rose from 48.4% in SY 2022-2023 to 55.0% in SY 2023-2024 in GLP, and from 69.2% in SY 2022-2023 to 33.3% CCR in SY 2023-2024. Similarly, the School EOG Math Composite score increased from 66.5% in SY 2022-2023 to 76.4% in GLP in SY 2023-2024, and from 46.6% in SY 2022-2023 to 55.3% CCR in SY 2023-2024. The Science EOG composite score also improved from 72.3% in SY 2022-2023 to 80.4% in GLP, and from 63.4% in SY 2022-2023 to 69.2% CCR in SY 2023-2024. This year, Paw Creek celebrated significant successes in achieving our goals related to this indicator. Weekly reviews of data systems and student progress led by the principal and MLC and facilitators ensured continuous monitoring and timely interventions, with active involvement from all stakeholders supporting targeted students. Conducting four Instructional Leadership Team (ILT) walks throughout the school provided teachers with valuable opportunities to engage in discussions and reflections on individual student data, resulting in targeted support and tailored interventions. The successful implementation of a robust intervention plan yielded positive results, significantly improving student outcomes and academic growth. Moving into the 2024-2025 school year, we anticipate challenges such as class sizes in 3rd grade and the incorporation of six new teachers into our school and the district, requiring support with curriculum implementation. Data reports

indicate ongoing struggles with decoding among students in specific grades levels in 2023-2024 who will progress to grades 4 and 5 in the upcoming school year. Despite these challenges, we have identified opportunities to address them effectively. By providing training to new teachers in the Orton Gillingham program for early grade levels, we aim to Data Successes Challenges Opportunities establish early interventions and enhance comfort with progress monitoring. Additionally, supporting teachers through group interventions where teacher assistants can assist in addressing these gaps will be beneficial. Maintaining the Flexible Grouping model from K-5 will ensure that the individual needs of students are addressed during small group instruction.

How it will look when fully met:

When this objective is fully met, the following will be evident:

- Core Instruction: Core instruction in literacy, math, and science has been effectively implemented and internalized by the majority of the teaching staff, ensuring alignment with established standards and goals.
- Intervention Plans: Students in need of interventions have been provided with individualized plans, with their progress monitored regularly and adjustments made with fidelity to ensure effectiveness.
- Achievement Gaps: Achievement proficiency gaps have narrowed for all subgroup populations, with a specific emphasis on supporting Multilingual Learners and Exceptional Children, resulting in improved academic outcomes.
- Diverse Instructional Strategies: A wide range of instructional strategies has been employed, effectively addressing various learning styles and individual student needs, leading to high levels of engagement and understanding.
- MTSS Team Functionality: The Multi-Tiered System of Support (MTSS) team operates efficiently, with clear roles and processes in place, actively monitoring student progress and providing targeted interventions.
- Collaboration Among Staff: There is a strong culture of collaboration among general education and support staff, fostering a unified approach to student support and enhancing overall effectiveness.
- Data-Driven Instruction: Instruction is consistently informed by data analysis, allowing teachers to make informed decisions that enhance learning outcomes and support student needs.

**Latoya Wright
(08/24/2023)**

06/10/2026

- Regular Analysis of Student Work: Teachers regularly analyze student work, including exit tickets and assessments, to identify common misconceptions and strengths, integrating best practices into upcoming lessons.
- Continuous Monitoring of Effectiveness: Teachers continuously monitor their effectiveness through ongoing student feedback and performance assessments, refining their instructional practices to improve student learning outcomes.

Summary of Information for Determining Full Implementation

Data: Student performance metrics, assessment results, and progress reports.

Resources: Curriculum guides, professional development sessions, and data analysis tools.

Other Evidence: Observations, meeting minutes, feedback from students and staff, and documentation of instructional adjustments.

This comprehensive approach ensures that all aspects of the objectives are met and continuously monitored for effectiveness.

Actions		0 of 3 (0%)		
9/26/25	Establish systems and processes to effectively use i-Ready resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Latoya Wright (08/24/2023)	06/13/2025
<i>Notes:</i>				
8/2/24	High Leverage Action Step: The MTSS team will evaluate student outcomes across all tiers and conduct a quarterly analysis of student data and progress to make necessary adjustments to interventions and address academic needs. Furthermore, the team will perform fidelity checks on progress monitoring either weekly or bi-weekly. Additionally, the team will perform fidelity checks on progress monitoring weekly or bi-weekly. (Aligns to CMS Guradrail 1 GLP/EOG 3-5 and and Title 1 funding)		Latoya Wright (08/24/2023)	11/25/2025
<i>Notes:</i> Paw Creek Elementary will allocate \$5,000.00 from the Title I funds to support field trips as part of our commitment to providing students with enhanced real-world learning experiences that foster curiosity and inquiry. These field trips are designed to promote social skills, build				

environmental awareness, and develop critical thinking, empowering students to engage deeply with the world around them. The initiative is designed to contribute to the following goals: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary will allocate \$35,334.24 from Title I funds to purchase instructional supplies and materials for classroom use. This investment is critical to enhancing the quality of education and supporting academic achievement, particularly for students who are at risk of not meeting state standards. The initiative is designed to contribute to the following goals: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

9/15/2025 Action Step/Budget

Instructional Supplies - Objective: To enhance the educational experience of students in grades 2-5 by integrating Scholastic Classroom Magazines into the curriculum, fostering literacy skills, critical thinking, and engagement with age-appropriate, high-interest content. Scholastic Classroom Magazines 2025-2026 (\$3, 437.50). The initiative is designed to contribute to the following goals: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level

Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Objective: To procure laminating film and punches to preserve and enhance classroom materials, increase their longevity and enable the creation of reusable educational resources. Professional Binding Products, Inc. (\$3,090.60).

Paw Creek Elementary will allocate \$2,714.05 from Title I funds to purchase furniture and equipment for classroom and learning environments. This investment is essential to creating a conducive and supportive setting for student learning and academic achievement, particularly for students at risk of not meeting state standards. The initiative is designed to contribute to the following goals: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

8/2/24

High Leverage Action Step:

The MTSS Team will lead monthly grade-level meetings to identify student needs, select interventions, and create support plans. Additionally, maintain the K–5 flexible grouping model for tailored MTSS interventions and enrichment, with regular progress assessments to adjust groups and ensure all students receive appropriate support. (Aligns to CMS Guardrail 1 GLP/EOG Math 3-5, and FAM-S 3).

Latoya Wright
(08/24/2023)

12/10/2025

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

KEY **A2.04**

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Limited Development

2024-2025 Narrative Current Implementation: The results from the 2024-2025 End-of-Grade (EOG) assessments reveal significant advancements in student performance. This year, our emphasis on College and Career Readiness (CCR) has led to remarkable outcomes, with Paw Creek students achieving four times the expected growth in reading. This impressive achievement highlights the effectiveness of our initiatives and the dedication of both our students and staff. Furthermore, this data not only reflects our students' progress but also underscores the commitment of our educators and the supportive environment cultivated at Paw Creek. The data illustrates the CCR rates in Reading for third, fourth, and fifth graders, showcasing notable improvements across these grades. Third graders achieved a CCR rate of 35.8%, representing a 6.5% increase from the previous year. This upward trend indicates a positive shift in student readiness for college and career pathways, suggesting the successful implementation of effective instructional strategies and interventions over the past year. Fourth graders demonstrated even more substantial progress, reaching a CCR rate of 45.0%, which reflects a 8.3% rise in Reading. This improvement suggests that the educational strategies employed at this grade level may be particularly effective, potentially due to enhanced curriculum or teaching methods. Fifth graders showed the most significant growth in Reading, attaining a CCR rate of 41.7% with an impressive increase of 11.9%. This substantial rise indicates that targeted efforts in this grade have been particularly fruitful, likely preparing students well for their transition to middle school. Additionally, third graders performed at or above benchmark levels in DIBELS, reinforcing the critical importance of literacy development. Achieving these benchmark levels indicates that these students are not only improving in CCR but are also cultivating essential reading skills vital for academic success. The significant increases in CCR rates across all three grades underscore the effectiveness of current educational practices while highlighting the ongoing need for a strong focus on literacy development. Continuous improvement in literacy skills is essential as students advance through grades, especially as they prepare for more complex academic challenges. To sustain these positive trends in student performance, we have identified several key strategies. Our approach includes unpacking standards to clarify expectations, implementing effective curricula such as EL Education, and providing additional resources where gaps have been identified. Regular classroom observations by administrators and Instructional Leadership Team (ILT) walks enable us to monitor practices and provide timely feedback, while the spiraling of standards reinforces students' learning over time. During Professional Learning Communities (PLC),

08/02/2024

teachers engage in constructive discussions about student progress, address common misconceptions, and identify essential teaching points. As we prepare for the 2025-2026 assessments, our strategy will involve conducting ILT and vertical team walks to promote the sharing of best practices among educators. A comprehensive review of our curriculum will ensure alignment with state standards, while flexible grouping strategies will allow us to tailor instruction to meet the diverse needs of our students in both Math and Reading. We will enhance our data-driven decision-making processes by triangulating data from various assessments in Math and Reading, enabling us to effectively identify trends and areas for improvement. Special attention will be given to our incoming third graders, focusing on fostering the mindset necessary to achieve Grade Level Proficiency (GLP). This year's data indicates that third-grade students scored 48.8% higher than the district average; however, this reflects a decrease from the previous year's school data. We will implement targeted interventions to address their specific needs. Moreover, we will continue to explore ways to optimize the use of the I-Ready universal screener. We are committed to empowering multilingual (ML) teachers to actively share best practices and strategies that enhance classroom teachers' abilities to effectively support ML students. Our commitment also extends to fostering stronger collaboration between classroom teachers and other groups, such as Early Childhood (EC) and Teacher Development (TD) educators.

2023-2024 Narrative Current Implementation: The 2023-2024 EOG assessments indicated a College and Career Readiness (CCR) rate of 30.4% for Black and Hispanic students in 3rd-grade ELA. Overall, 35% of scholars achieved College and Career Readiness in the spring MVPA performance assessment for 3rd grade. DIBELS data showed that 61% of third graders performed at or above benchmark, with 62% of Hispanic and African American students achieving similar scores. Key considerations included grade-level Professional Learning Communities (PLC), observation data utilizing trackers, evaluation of Flexible Groups, ITL (vertical planning) professional development calendar, as well as data analysis for grade levels teachers, Multilingual (ML), Individualized Education Program (IEP), and Talented and Gifted (TD) students, along with mid-year reflections. The instructional teams displayed a strong commitment to comprehensive planning and teamwork to enhance academic success. Teachers engaged in constructive dialogues on student progress, addressed common misconceptions, and identified essential teaching points. This structured approach facilitated the integration of curriculum-aligned units from the school district,

ensuring clear objectives, mastery criteria, and well-prepared resources for educational activities. Through data analysis and a data-driven approach utilizing trackers, teachers effectively identified and bridged learning gaps by triangulating benchmark and assessment data. The Instructional Leadership Team (ILT) played a pivotal role in supporting school objectives, engaging in collaborative vertical planning sessions, and effectively communicating academic standards. The successful implementation of the Flexible Grouping strategy provided valuable assistance to students below grade level, with teacher assistants and support staff contributing to personalized learning experiences and academic progress. Additionally, the continued execution of the EL Education program with fidelity and integrity in Grades K-5 enriched learning experiences through theme-based, state-aligned practices. Looking ahead to the 2024-2025 school year, Paw Creek will persist in monitoring data to track student growth, enabling us to promptly address areas of need. Regular ILT walks and mini observations will be ongoing. The Flexible Grouping model will continue to be utilized for all students in grades K-5. We aim to involve Multilingual (ML), Talented and Gifted (TD), and Exceptional Children (EC) teachers in grade-level planning sessions to integrate diverse perspectives and specialized expertise, fostering a supportive and cohesive learning environment that addresses the unique needs of every learner effectively. Despite facing challenges due to a significant number of students with ML and EC plans, we plan to facilitate increased check-ins between ML, EC, and TD teachers and grade-level teachers, as well as incorporate professional development sessions led by these educators (ML, TD and EC) to enhance learning experiences for specific student subgroups.

How it will look when fully met:

When this objective is fully met, the following will be evident:

- Classroom Environment: Classrooms will be vibrant and dynamic, with students actively engaged in differentiated tasks that cater to various learning styles and abilities. Students will be observed collaborating, discussing, and problem-solving with peers, demonstrating a productive struggle with complex texts and rigorous tasks.
- Classroom Observations: Regular observations will show students actively participating in lessons where they are doing the thinking, with teachers facilitating rather than directing.

**Cassie Webb
(08/24/2023)**

06/10/2026

- Student Work Samples: A diverse array of student work will be displayed, showcasing differentiated assignments across all subject areas. This work will reflect varying levels of complexity, indicating that students are challenged appropriately.
- Teacher Collaboration: Teachers will be seen actively collaborating during planning sessions, sharing strategies, and modeling lessons that align with the standards. Evidence of collaborative planning will be apparent through shared resources and common instructional language.
- Data Analysis: Regular analysis of individual and collective student achievement data will show an upward trend in growth and proficiency in literacy, mathematics and Science. This data will be disaggregated by subgroups to ensure there are no achievement gaps. Assessment data, including MVPA, unit assessments, benchmark and Dibels scores, will indicate improved student performance and engagement levels.
- Core Actions Evidence: Documentation of core actions—such as lesson plans, instructional materials, and assessments—will demonstrate alignment with district curricula and the effective use of backward design principles.
- Professional Learning Communities (PLC): Strong PLC processes will be implemented, demonstrating effective execution and internalization of lesson plans, complete with exemplars for discussion during meetings. All members will actively participate and engage in these sessions, fostering a culture of continuous improvement. This collaboration will ensure that all students have access to complex texts, rigorous tasks, and meaningful work. Teachers will be well-equipped to provide personalized instruction that meets the individual needs of each student.
- Instructional Practices: Teachers will exhibit improved instructional practices, supported by accountability measures that ensure fidelity to planned, taught, and assessed curriculum. Observations and feedback will show that teachers are effectively differentiating instruction and providing personalized support.
- Common Vocabulary and Standards Alignment: A consistent use of academic language and discussions around standard alignment will be evident in classroom interactions. Teachers and students will articulate what mastery looks like for each standard.
- Feedback from Students: Surveys and discussions with students will provide insights into their engagement and the effectiveness of the differentiated instruction they receive.

When fully implemented, Paw Elementary will experience a notable reduction in achievement gaps across all student subgroups, with increased student engagement and success in their learning journeys. The integration of qualitative observations and quantitative data will paint a comprehensive picture of the objective's effectiveness. This robust evidence will confirm that students are actively engaged in meaningful, differentiated work, thereby achieving the desired educational outcomes.

Actions **0 of 3 (0%)**

8/2/24	<p>High Leverage Action Step: Implement a robust school-wide framework by establishing a weekly data analysis protocol within Professional Learning Communities (PLCs) to evaluate attendance, behavior, and common assessment data, driving targeted interventions and instructional adjustments. Develop and utilize structured planning and feedback discussion guides to craft detailed core instruction and small group lesson plans, while fostering a culture of continuous improvement through regular teacher feedback and reflection on implementation. Continuously adapt flexible grouping models by consistently analyzing student assessment results and progress tracking, making dynamic adjustments to group placements to meet individual student needs and optimize learning outcomes. This integrated action step ensures data-driven decision-making, high-quality instruction, and personalized support to improve student achievement across the school.(Aligns to CMS Goal 1 DIBELS K-2 and Goal 2 CCR/EOG 3-5).</p>		Cassie Webb (08/24/2023)	11/25/2025
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Notes:

8/2/24	<p>The principal will implement a flexible coaching plan for multi-classroom leaders, providing targeted support to enhance instructional practices. A weekly schedule will be created for coaching sessions, tailored to individual needs. Prior to each session, the principal will identify specific areas for improvement with the leaders and offer personalized feedback and effective strategies during the sessions. Progress will be monitored through measurable goals, and Title 1 funding will support necessary resources for coaching and professional development. (Aligns to CMS Goal 1 DIBELS K-2 and Goal 2 CCR/EOG 3-5, Title 1 Funding)</p>		Cassie Webb (08/24/2023)	12/10/2025
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Notes: Paw Creek Elementary will invest \$9,000 from Title I funds to employ an Expanded Impact Teacher 3 (EIT3), who will deliver specialized instructional support to enhance teaching quality and student

outcomes by utilizing the skills of a high-performing teacher with added leadership duties. This role allows the teacher to impact a broader group of students beyond their own classroom. The goal of this initiative is to raise the percentage of K-2 students scoring at or above benchmark in early literacy, as measured by DIBELS, from 83.8% in SY 2024-25 to 85.8% in SY 2025-26.

Paw Creek Elementary will invest \$2,000.00 from Title I funds to enhance academic achievement by funding substitute teachers, allowing regular teachers to attend Title I-related professional development or focus on critical tasks like data analysis and intervention planning to address achievement gaps. To boost student performance across key areas, the school aims to increase the percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy, as measured by DIBELS, from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; raise the percentage of students achieving College and Career Ready (CCR) status on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improve the percentage of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary will allocate \$10,000 for workshop expenses, including covering the costs for teachers to attend the Ron Clark Academy. This investment aims to provide professional development opportunities to enhance teaching practices and support academic growth. The initiative is designed to contribute to the following combined goal: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary has allocated \$23,884.15 from Title I funds to support extended employment for curriculum planning during the summer sessions of July and August 2025. This funding is vital for

improving instructional quality and laying the groundwork for a successful academic year, especially for students at risk of falling below state standards. By engaging in proactive planning, staff will be able to develop targeted interventions for at-risk students, ensuring that essential support systems are ready from the first day of the school year. This forward-thinking strategy is key to narrowing achievement gaps. The initiative aligns with the overarching goal of enhancing student performance across critical areas: increasing the percentage of Kindergarten through 2nd grade students achieving at or above benchmark in early literacy on DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; raising the percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and boosting the percentage of students, by relevant groups, scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary allocates \$15,000 from Title I funds for extended employment tutorial pay to support student learning through additional instructional time before and after regular school hours during the school year. Extended hours allow for personalized tutoring and small-group instruction, giving students the extra time and attention they need to master key concepts and skills. This is especially beneficial for students who require remediation or enrichment beyond the regular school day. The initiative is designed to contribute to the following combined goal: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary has allocated \$17,336.03 from Title I funds to hire a part-time (0.5 FTE) Teacher Assistant. The assistant's role will be to facilitate small-group instruction. The initiative is designed to contribute to the following combined goal: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY

2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

Paw Creek Elementary has allocated \$22,979.85 from Title I funds to hire a tutor for 9 months (1.0FTE). The tutor role will be to facilitate small-group instruction. The initiative is designed to contribute to the following combined goal: Increase student performance across key metrics, by raising the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; increasing the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and improving the percent of students scoring Grade Level Proficient (GLP), by relevant student groups, on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

9/23/25 Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Cassie Webb
(08/24/2023)

06/13/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2024-2025 Narrative Current Implementation:As we strive to strengthen students' self-management skills, the administration of the Panorama SEL Teacher Perception Survey in Fall 2024 provided valuable insights into our progress. The results indicated that 79% of students were perceived by their teachers as capable of managing their behavior	Limited Development 08/02/2024		

and remaining focused in class, surpassing previous student-reported results from the Spring. By grade level, self-management ratings were 76.5% for third grade, 79% for fourth grade, and 81% for fifth grade, reflecting a positive trend in student behavior and focus. To enhance these outcomes, we implemented targeted strategies at the beginning of the year, which included whole-class instruction on coping skills aimed at improving stress management and emotional regulation. We identified and supported students requiring additional services through 504 plans, mental health support, behavior plans, and SEL small groups. Our counselors monitored student behavior using data from Educators' Handbook. Notably, third-grade referrals decreased from 12 in Q1 to 6 in Q2, although minor infractions rose from 4 to 10. Fourth-grade referrals remained low, with a slight increase from 2 to 3, while minor infractions rose from 4 to 5. Fifth-grade referrals decreased slightly from 7 (with 3 minor) in Q1 to 6 (with 1 minor) in Q2. To sustain progress, we expanded support for small groups and increased the frequency of grade-level Family Meetings, ensuring that students have access to necessary tools. Additionally, we implemented Parent Workshops focused on Positive Parenting Strategies and Plans to support SEL practices within our community. Our monthly Attendance Challenges reflected our SEL strategies and school-wide expectations for fostering a sense of belonging and promoting continuous learning. Classrooms that met the monthly attendance challenge received recognition, contributing to an increase in our Average Daily Attendance (ADA) to 94.1% from October to April. We began strong with an ADA of 93.7% in October and 93.4% in November, experiencing a dip during winter months. To address this, we introduced additional incentives and reinforced accurate attendance tracking among teachers. By March, our attendance rebounded to 93.56%, culminating in a remarkable 95% or higher attendance rate during testing days for grades K-2 and 97% or higher for EOG grades 3-5. In alignment with the CMS Strategic Plan (Guardrails 2 & 3), the 2024-25 school year will prioritize the comprehensive implementation of an SEL program designed to equip students with the tools to understand and manage their emotions, build positive relationships, and set and achieve meaningful goals. SEL instruction will be integrated across all grade levels through consistent, developmentally appropriate counselor-led lessons and teacher-facilitated practices such as morning meetings and circles. All K-5 classroom teachers will receive ongoing training and support in Capturing Kids Hearts, TLAC, and SEL practices, reinforcing skills to create emotionally safe and respectful learning environments. Our school counselors and support team members will implement a tiered SEL service delivery model, ensuring that both universal/core

(Tier 1) and targeted (Tier 2/3) supports are data-driven and equity-informed. This model will also focus on reducing chronic absenteeism and tardiness, with a daily ADA target of 95% or higher. The addition of a new social worker will further assist in addressing barriers to attendance, alongside continued improvement of monthly and targeted school-wide initiatives for attendance incentives, parent meetings, conferences, and clear communication of attendance policies and procedures. Our commitment to enhancing students' self-management skills and emotional well-being remains a top priority. Through strategic interventions, community involvement, and a focus on SEL practices, we aim to foster an environment where every student can thrive academically and socially. The percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in Grades 3-5 to 75% in Grades 3-5 in September 2024. (Aligns to A4.06 and CMS Guardrail)

2023-2024 Current Implementation:

In the Spring report from Panorama 2024, it was noted that the percentage of students with a positive self-perception of their self-efficacy remained steady at 57% in grades 3-5, while the percentage of students reporting positive self-perception of their self-management slightly decreased from 67% to 66%. The percentage of students with positive self-perception of their engagement remained unchanged at 66% for grades 3-5. Panorama also showed that throughout the school year, students experienced a slight increase in their sense of belonging from fall to spring, with a rise from 70% to 71%. Challenging emotions also saw a small uptick, increasing from 48% in the fall to 50% in the spring. On the other hand, social awareness improved as students became more empathetic, with a growth from 68% to 69% from fall to spring. These changes reflected the students' evolving connections, resilience, and empathy within the school community over the course of the year. During the academic year 2023-2024, Paw Creek Elementary made significant strides in improving attendance and student engagement. Daily Average Attendance rose to an impressive 93.62%, and Chronic Absences reduced to 18.87%, indicating successful efforts to combat absenteeism. The school also saw a decrease in Tardies, reflecting a more punctual student body. Initiatives like Attendance Branding and attendance incentive activities fostered a culture of punctuality and commitment among students. The organization of 18 scheduled ARC meetings during the last quarter and 16 ARC meetings in the third quarter demonstrated the school's commitment to addressing attendance issues and promoting student success through collaboration. As the school prepares for the 2024-

2025 academic year, the focus will be on effectively managing chronic absenteeism and enhancing attendance rates through strategic planning and consistent efforts. Paw Creek aims to engage parents and guardians in their child's education, implement early intervention strategies, utilize data analysis for targeted interventions, collaborate with community stakeholders for support programs, and work with counselors and social workers to enhance self-perception and self-management among students. These comprehensive approaches reflect Paw Creek's dedication to creating a supportive learning environment that values attendance and student engagement

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When the objective is fully met, the following outcomes will be evident:

- **Increased Student Attendance:** There will be a noticeable rise in student attendance rates, reflected in attendance data, supported by regular tracking against baseline figures.
- **Utilization of Data-Driven Decision Making:** Regular collection and analysis of student performance data will inform instruction and guide decisions regarding interventions and supports.
- **Accurate Identification of Needs:** Data will be used to accurately identify and address individual student needs, ensuring that all students receive appropriate support.
- **Creation of a Safe Environment:** A safe and welcoming environment will be fostered for all students, enhancing their learning experience and emotional well-being.
- **Reduced Discipline Referrals and Suspensions:** There will be a significant decrease in discipline referral rates and suspension numbers, indicating improved student behavior and engagement.
- **High Levels of Student and Family Engagement:** Student participation in classroom activities will be high, as measured by engagement metrics. Additionally, robust family involvement in school-wide extracurricular events will showcase a community-centered approach.
- **Effective Use of TLAC Strategies, Capturing Kids Hearts, and Caring Schools:** The integration of Teach Like a Champion (TLAC) strategies, along with Caring Schools and Capturing Kids Hearts,

**Gabrielle Mirelez
(08-22-2025)**

06/30/2026

will be evident in classroom environments characterized by positive interactions and high academic expectations.

- Positive SEL Outcomes: Students participating in Social-Emotional Learning (SEL) groups will demonstrate an improvement in their social-emotional skills, evidenced by increased self-awareness, relationship management, and emotional regulation.
- Implementation of FLY Groups: Integrating Capturing Kids' Hearts lessons into Social-Emotional Learning (SEL) groups for K-5 students will enhance the effectiveness of FLY (Forming Leading Youth) meetings, promoting essential skills in emotional intelligence, interpersonal relationships, and self-regulation.

Information for Determining Full Implementation:

Data Sources:

- Attendance Data: Regularly updated records showing attendance rates before and after implementing Capturing Kids Hearts, TLAC, and Caring Schools strategies.
- Discipline Data (Students Handbook): Reports tracking the number of discipline referrals and suspensions over time.
- Surveys: Student and teacher survey data assessing engagement levels and perceptions of school climate.

Resources:

- Attendance Plan: A structured plan detailing strategies for improving attendance, accessible via the provided link.
- TLAC, Capturing Kids Hearts, and Caring Schools Training Materials: Resources and training guides used to implement the strategies effectively.

By monitoring these indicators, stakeholders can confirm the successful implementation of the objective and its positive effects on the school community.

8/2/24	Consistently hold meetings with students involved in the Forming Leading Youth (Social Emotional) initiative to implement strategies that help them manage their behaviors using the Capturing Kids' Hearts platform. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS, FAM-S 31).	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025
<i>Notes:</i> Note 11/18/2024: : FLY Group: Plan to start the FLY group the second week after Thanksgiving break.				
8/2/24	The Student Support Services Team will create a comprehensive referral system and establish individualized caseloads for identified students in need of support, ensuring effective management of partnerships with community agencies and resources.(Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS).	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025
<i>Notes:</i> Notes 12/09/2024: One of our counselors spoke about how teachers contact counselors via email or in person if they have a student concern. She mentioned that the counselors sent out teacher surveys to grade 2-5 regarding the teacher's perception of each student's SEL abilities. We looked at those responses and proceeded to intervene with students who were potential concerns for teachers.				
8/2/24	The Student Support Services Team will hold weekly meetings to thoroughly evaluate and discuss the resources and needs of students, utilizing the Standard Treatment Protocol and Data Decision Rules to pinpoint key areas for enhancing support services." (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS).	Complete 06/13/2025	Gabrielle Mirelez (08/22/2025)	06/10/2025
<i>Notes:</i> Note 11/18/2024: Continue weekly meetings to address student concerns and enhance support services. Weekly SSPLC Meetings Participants: School psychologists, school social workers, Miss Flake, or another counselor. Agenda: <ul style="list-style-type: none"> • Discuss student concerns. • Talk about the Standard Treatment Protocol (STP). • Utilize data decision rules to pinpoint areas of enhanced support services. 				
8/2/24	The Student Support Services Team will provide professional development sessions on Caring Schools and Capturing Kids Hearts, including a refresher course for all staff, with the goal of enhancing their confidence in implementing Caring Schools and Capturing Kids Hearts strategies in their classrooms. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS, FAM-S-30).	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025

Notes: Notes 12/09/2024: Counselor Keear talked about how the core SEL curriculum is caring schools and that we implement CKH strategies to support our students emotional health.

8/2/24 The Student Support Services Team will schedule social and emotional learning workshops for parents, creating a detailed agenda for each workshop that includes topics, objectives, and necessary resources. Ensure that information about these workshops is prominently featured in the weekly newsletters to encourage parent participation. (Aligns CMS Guardrail 3 Capturing Kids; Hearts)

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Notes from 1/13/2025: Student Support Services are collaborating with teachers to ensure they are following the Caring School Curriculum, which supports students' emotional learning. We provide classroom lessons, and counselors are actively implementing the Caring School Curriculum to enhance students' emotional development. Workshops for parents are being planned to provide resources for supporting emotional well-being at home during the first semester of this 2024-2025 school year.

8/2/24 The Student Support Services Team will create small and individual social and emotional learning groups based on the specific needs of students, utilizing restorative practices to foster a supportive and inclusive environment. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS).

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Notes from 1/13/2025: We conduct small group sessions; for example, the Fly program started this week. The Fly groups are organized with kindergarten, first, and second grades combined, while third to fifth grades are grouped based on individual student needs, as identified at the grade level or within specific classrooms and situations.

8/2/24 The Student Support Services Team will track daily student attendance and reach out to parents when absences occur. (Aligns CMS Guardrail 3 Capturing Kids) Attendance Plan:
https://docs.google.com/document/d/1x-jMQ-iMhq6cpFziXyELegkP_yNOQa1IFELZ0nJ_Qnc/edit

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Note 03/10/2025: Both the ADA and CA showed a slight improvement from 2023-2024. We hold monthly school-wide attendance challenges, and our attendance celebrations and communications are executed with fidelity. Additionally, attendance is a consistent agenda item in our weekly SST meetings. We are also scheduling ARCH meetings with the families of CA students who have an intervention plan.

8/2/24	<p>Organize quarterly or semester attendance celebrations, along with an end-of-year event, to recognize and reward students who demonstrate improved attendance each term, thereby fostering a positive school culture centered around attendance. (Align to Guardrail 1 Capturing Kids Hearts and Guardrail 2 OSS/ISS, FAM-S-31 and Title 1 funding) Attendance Plan: https://docs.google.com/document/d/1x-jMQ-iMhq6cpFziXyELegkP_yNOQa1IFELZ0nJ_Qnc/edit</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025
<p><i>Notes:</i> 8/8/2024 Action Step/Budget: \$ 2000 Instructional Supplies for Capturing Kids Heart and social emotional. Objective: Poster will provide a clear and consistent strategy for self-regulation, the posters are expected to foster an environment where students can thrive academically, and the success will be measured through observable behavioral and academic improvements. Really Good Stuff, LLC (\$1,071.97). \$1000 Food</p> <p>Action: Paw Creek Elementary is dedicated to recognizing students' achievements and efforts to enhance their educational outcomes. By fostering increased attendance, we aim to improve academic performance, which aligns with our core values of learning, family, and fun. Supplies will be used to support attendance and Capturing Kids Hearts. In addition, we will have a parent night to support these initiatives.</p> <p>Notes: Guardrail 1: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. Guardrail 2: The percent of OSS/ISS incidents will decrease from 3% in SY 2023-24 to 0% in SY 2024-25.</p> <p>Note 03/10/2025: We held a successful Q1 attendance celebration featuring a movie screening and party. The counselor organized monthly class attendance challenges, a tardy awareness challenge, and a field trip for students who demonstrated improved attendance.</p>				
8/2/24	<p>Organize family meetings for each grade level to reinforce Paw Creek's Core Values and remind students of their importance. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS).</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025

Notes: Note 02/10/2025: We are in the process of completing our family meetings for the third quarter. We successfully held family meetings for the first and second quarters, including an extra session during the second quarter for third grade. Additionally, we tailored and personalized the family meetings for Kindergarten by providing one-on-one class interactions instead of grade-level meetings, due to the significant number of students with attention deficits and behavioral challenges.

8/2/24 The Student Support Services Team will conduct focus groups with students to evaluate and improve their self-perceptions while guiding them in establishing goals. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS)

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Notes 4/7/2025: School counselors are working with targeted groups of students to support with behavior and social-emotional skills. Student services support team collaborates with teachers and parents to address concerns with any students either individually or whole group, and from there address the concerns via guidance lessons, small groups, or individual counseling.

8/2/24 The Student Support Services Team will organize pep rallies and offer incentives linked to student academic and behavioral goals. Additionally, they will hold family meetings to inform students about upcoming incentives for achieving academic, behavioral, and attendance goals. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS, and Title 1 funding).

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Note 05/12/2025: K-2 participated in a pep rally to encourage and motivate students to do their best during their Dibels end of year testing. Additionally, grades 3-5 also had a pep rally to inspire and motivate students to do their best during their EOG exams. Participation in end of year fun activities has been correlated to student behavior, making these events incentives for students to make good choices throughout the day and put in their best effort academically. Student support services team provides monthly attendance challenges to help reduce the school's chronic absenteeism rate and improve daily attendance rates.

8/6/24 The Student Support Services Team will incorporate a multi-tiered system of support information for student referrals and caseload management.

Complete 06/13/2025

Paloma Keear
(08/24/2023)

06/10/2025

Notes: Notes 4/7/2025: Student services support team collaborates with teachers and parents to address any concerns regarding behavior or SEL. SST works with students and collaborates with colleagues when referrals are made to best serve students and their families.

8/2/24	<p>Hold meetings for students with over 10 days of absence to identify and collaboratively address attendance challenges. (Aligns CMS Guardrail 3 Capturing Kids) Attendance Plan: https://docs.google.com/document/d/1x-jMQ-iMhq6cpFziXyELegkP_yNOQa1IFELZ0nJ_Qnc/edit</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/10/2025
<p><i>Notes:</i> Note 4/7/2025: The Social Worker actively supports student success and attendance by facilitating attendance group sessions, promoting attendance through incentives, and promoting a positive school environment. The School Social Worker currently conducts two small attendance groups. Students actively participate and understand the importance of good attendance. The Social Worker works closely with parents through conducting ARC meetings and completing attendance contracts, demonstrating a collaborative approach to addressing student needs. She assists chronically absent student families with resources to help improve attendance. Her efforts reflect a commitment to fostering strong school-home partnerships and implementing interventions that enhance student engagement and well-being. The social worker effectively utilizes data to enhance student success, as demonstrated by her contributions to attendance-related initiatives, such as data presentations at SSPLC and SIT meetings. The Social Worker continues to collaborate with the student support services team to plan and execute school-wide attendance incentives, class parties, and individual student attendance recognition.</p>				
8/2/24	<p>Work collaboratively with teachers to streamline attendance-taking and promptly notify parents when students are absent. Additionally, send reminder letters at 3, 6, and 10 days of absence to encourage improved attendance. (Aligns CMS Guardrail 3 Capturing Kids)</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/12/2025
<p><i>Notes:</i> Notes - 10/14: Current attendance rates: ADA (95.2%), CA (14.9%) To combat tardiness and attendance challenges, a "Don't Be Tardy Campaign" was launched in September, with 481 students rewarded out of 784 enrolled Despite the campaign, 39% of students still arrived late during the two-week period Ongoing efforts will focus on teaching daily and timely arrival, collaborating with parents and staff, and monitoring attendance through databases and district protocol Supplemental attendance groups will be formed for students at risk of becoming chronically absent, and school-wide efforts will continue to support social-emotional health and student engagement strategies.</p>				

8/6/24	<p>The student support service team will regularly review attendance data to identify at-risk students and attendance caseload to monitor their progress to ensure effective support and interventions. (Aligns to CMS Guardrail 2 Capturing Kids Hearts)</p> <p>Attendance Plan: https://docs.google.com/document/d/1x-jMQ-iMhq6cpFziXyElegkP_yNOQa1IFELZ0nJ_Qnc/edit?usp=sharing</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/12/2025
<p><i>Notes:</i> Notes - 10/14: Weekly Attendance Monitoring: The Students Support Services team meets weekly to review attendance data and case loads, closely monitoring the effectiveness of interventions and making adjustments as needed to ensure students receive targeted support. This ongoing review process enables the team to respond promptly to emerging attendance concerns and provide data-driven support to students, teachers, and families.</p>				
8/2/24	<p>During Attendance Awareness Month, we will host Spirit Weeks, share motivational videos, and implement a rewards system for high attendance, encouraging student participation and emphasizing the importance of being present in school. (Aligns CMS Guardrail 3 Capturing Kids)</p>	Complete 06/13/2025	Paloma Keear (08/24/2023)	06/12/2025
<p><i>Notes:</i> Note 05/12/2025: Notes: The Student Support Services Team hosted Attendance celebrations, created and shared motivational videos, and implemented an incentive system for high attendance, encouraging student participation and emphasizing the importance of being present in school. The SST promoted the "Every Minute Matters" campaign. The SST sent out "Every Minute Matters" End of the Year Attendance Contracts to parents of students to highlight the importance of attendance and help encourage good attendance throughout the rest of the school year. Parents were encouraged to return the contracts to an SST member. The students who were present on their testing days were entered into drawings for extra carnival tickets and prizes.</p>				
9/8/25	<p>The Student Support Services Team at Paw Creek will implement a parent engagement initiative, including an incentive program, to boost attendance and active participation in schoolwide meetings. This aligns with CMS Goals 1 (DIBEL K-2), 2 (CCR/EOG Reading 3-5), and Guardrail 1 (GLP Math 3-5), utilizing Title 1 funds.</p>		Janet Frederick (01/23/2025)	11/25/2025
<p><i>Notes:</i></p>				

9/8/25	The Student Support Team will work to strengthen social-emotional and behavioral support by establishing a structured schedule for counselors to deliver three core SEL lessons to all K-5 students. Concurrently, all K-5 homeroom teachers will be required to hold consistent daily morning meetings that incorporate elements of the Capturing Kids' Hearts program. To ensure successful implementation, all staff will receive refresher training on both Capturing Kids' Hearts principles and the MTSS-B process. Finally, the MTSS team will enhance behavioral support protocols by improving its process for addressing small-group student plans and holding more consistent teacher and team meetings. (Aligns CMS Guardrail 3 Capturing Kids; Hearts and Guardrail 2 OSS/ISS)		Gabrielle Mirelez (08-22-2025)	02/13/2026
<i>Notes:</i>				
9/23/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Gabrielle Mirelez (08-22-2025)	06/13/2026
<i>Notes:</i>				
9/23/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Gabrielle Mirelez (08-22-2025)	06/13/2026
<i>Notes:</i>				
Implementation:		09/08/2025		
Evidence	9/8/2025			
Experience	9/8/2025			
Sustainability	9/8/2025			

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
Initial Assessment:		2024-2025 Narrative Current Implementation: Reflecting on the 2024-2025 school year at Paw Creek Elementary, it is evident that our dedication to creating a supportive and engaging educational environment has reached new heights. This year was characterized by significant improvements in communication, collaboration, and student	Limited Development 08/03/2024	

support, all aimed at enriching the educational experience for our students and their families. One of our primary focuses this year was enhancing communication among teachers, staff, and parents. We implemented a comprehensive weekly communication strategy, with teachers sending out newsletters and folders every Monday. This consistent outreach kept parents informed about classroom activities, important announcements, and their child's progress. Additionally, we proudly utilized Parent Square as our main communication platform, ensuring that parents received timely updates and could easily engage with our school community. Our Active Administrative Team and teachers played a vital role in promoting parental involvement. We distributed weekly mini newsletters and a monthly condensed newsletter, which served as valuable resources for families, providing insights into school events, educational resources, and opportunities for participation. To further keep the community informed, we enhanced our presence on social media platforms like Facebook and Instagram. Regular updates and highlights from school events not only celebrated our students' achievements but also fostered a sense of belonging within our school community. Moreover, we established a live messaging system for critical updates, allowing us to reach parents instantly via text and phone calls in emergencies or for important announcements. As we transition into the 2025-2026 school year, we will continue our efforts to support families facing chronic absenteeism and emphasize the importance of consistent school attendance. We aim to enhance academic dialogue with parents, involving and educating them about strategies to support learning at home in reading, math, and science. We will maintain best practices for daily communication with families and increase opportunities for parents to share their voices through surveys. Additionally, we will offer workshops for parents of ML (Multilingual Learners), TD (Talented and Gifted), and EC (Exceptional Children) students to better assist their children at home.

2023-2024 Narrative Current Implementation:

In June 2024, Paw Creek Elementary had enhanced its communication with parents/guardians regarding expectations and the significance of the home curriculum. Communication data was monitored through weekly interactions on ParentSquare. The school achieved success by having a "Take Home Folders" system in place for students, facilitating two-way communication by sharing DIBELS and MAP student reports, MTSS parent letters, progress reports, and report cards. Weekly communication via ParentSquare newsletters and school calendars kept parents informed about school events and classroom activities.

Semester recognition ceremonies were held to celebrate student accomplishments in academics, character development, and attendance. Moving into the 2024-2025 school year, Paw Creek anticipates challenges in guiding families with chronic absenteeism and emphasizing the importance of consistent school attendance. Additionally, with the introduction of new Math and Science curriculums, there is a need for increased academic dialogue with parents to involve and educate them about the changes to support learning at home. Despite these challenges, there are opportunities to address them in the upcoming year by creating avenues for parents to learn about the new curriculums, enhancing their understanding and ability to provide support at home.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When the objective is fully met, the following outcomes will be evident:

Enhanced Communication Channels: Regular newsletters, emails, and updates are sent out, showcasing clear expectations for parental involvement in Literacy, Math, and Science education.

A dedicated portal or app (parent square) where parents can access resources, event schedules, and curriculum support materials.

Parental Engagement: High attendance rates at school-sponsored events, both academic and social, with families actively participating in discussions and activities. Parents are seen collaborating with teachers during workshops aimed at enhancing home learning environments.

Increased Awareness: Parents express a clear understanding of the existing and new curriculums and how they can support their children at home, as evidenced by their participation in workshops and feedback sessions.

Evidence of Full Implementation: To determine that the objective has reached full implementation, the following information will be utilized:

Survey Data: Regular surveys conducted to assess parent satisfaction regarding communication effectiveness, school events, and their understanding of academic expectations.

Analysis of feedback from parents on how well they feel informed and supported in their children's education.

**Janet Frederick
(01/23/2025)**

06/13/2026

Engagement Metrics: Tracking attendance numbers at school events, with a focus on parental involvement in both academic and social activities.

Monitoring participation rates in communication initiatives (e.g., newsletter open rates, engagement on the communication platform).

Resource Utilization:

Review of resources accessed by parents through the communication platform, indicating how frequently they utilize available materials to support their children’s learning.

Documentation of workshops and events held, including attendance and participant feedback.

Qualitative Feedback:

Gathering testimonials from parents about their experiences and perceived improvements in communication and engagement.

Conducting focus groups to delve deeper into parent perspectives on the effectiveness of communication strategies.

By systematically collecting and analyzing this data, Paw Elementary can confirm the successful implementation of its two-way communication strategy and its positive impact on family engagement in education.

Actions		12 of 14 (86%)		
8/7/24	Paw Creek will collaborate with community partners to explore new strategies for increasing parent participation in school events and to provide workshops and resources that enhance their understanding of available community resources. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025

Notes: Note 11/18/2024: Collaborating with Community Partners:
 Local Church Partnership: A reading program will start on Wednesday after Thanksgiving. Efforts are being made to encourage teachers to get parents to sign up, as many parents have shown interest. Amazon Partnership: Amazon provides Christmas gifts for families during the holiday in the month of December. Library Partnership: During International Night, the library provided resources and conducted a workshop about a particular country, allowing parents and kids to learn about another culture.

8/7/24 Create a parent incentive program to encourage attendance at schoolwide meetings as part of the Student Support Services Team, aimed at increasing participation and engagement. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5, Title 1 funding)

Complete 06/13/2025

Busola Stackhouse
(9/6/2022)

06/10/2025

Notes: Action Step Budget:
 \$2000 Food
 \$2000 Materials for Curriculum Nights
 \$3000 Agendas and Take Home Folders: Rochester 100 (\$878.59) - Rochester folders serve as a practical tool that builds a strong bridge between the school environment and home. By centralizing all key communications, documents, and updates, these folders foster enhanced collaboration and a unified approach to a child's education. They ensure that important information—from academic performance updates to essential event notifications—remains organized and accessible, thereby reducing miscommunication. Additionally, the consistent updating of these folders allows parents to quickly track their children's progress and timely address any necessary interventions, creating a streamlined, transparent flow of information between educators and families.
 \$53,000 Interpreter

Action:
 The school will utilize Title I funds to implement workshops designed specifically for multilingual parents. These workshops will equip parents with effective strategies to support their children's learning at home, particularly in English Language Arts (ELA) and literacy. By providing bilingual resources, we aim to enhance communication between the school and families, ensuring that all parents can engage meaningfully in their child's education.

Furthermore, the initiative aligns with CMS Goal 1 DIBEL K-2 and Goal 2 CCR/EOG Reading 3-5, as it directly addresses the need for family involvement in literacy development. The provision of community resource information will empower families, connecting them with additional support systems that can further aid their children's academic success.

Notes: Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81% in SY2023-24 to 86% in SY 2024-25. Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 31.5% in SY2023-24 to 36.5% in SY2024-25.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 75.6% in SY 2023-24 to 80.6% in SY 2024-25

Note 12/09/2024: Announcements are made by our counselors to recognize classrooms with perfect attendance monthly. The Student Support Services team continues to host monthly attendance challenges for classrooms. Our counselors are sharing information about the incentives with classroom teachers, which include rewards for consistent attendance at these important meetings. We believe this will further motivate both students and parents to stay involved and support our efforts to improve attendance and academic success.

8/7/24	Maintain the weekly after school Reading Tutoring Program for 2nd graders in partnership with Woodland and Paw Creek Presbyterian Churches. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5, FAM-S 3)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<p><i>Notes:</i> Note 12/09/2024: Selected 2nd grade students are attending the reading tutoring program at Presbyterian Church.</p>				
8/7/24	Teachers will continue to utilize grant and donation platforms, such as Classroom Central, DonorsChoose, and Amazon, to acquire additional learning materials. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<p><i>Notes:</i> Notes from 1/13/2024: Platforms like DonorsChoose and Classroom Central are being utilized to gather resources for classrooms. The generosity of the community has significantly supported our projects this year.</p>				

8/7/24	Schedule and conduct monthly School Improvement Team meetings alongside PTA meetings to ensure ongoing collaboration and communication among staff, parents, and community members. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<p><i>Notes:</i> Note from 1/13/2025: The SIT meets monthly, with the PTA president attending to provide updates from the PTA. Parents have expressed satisfaction with communication from teachers; however, some noted variability across grade levels. Suggestions for improvement include more timely responses from teachers in specific grades.</p>				
8/7/24	Communicate parent-friendly summaries of students' academic achievements to parents following assessments to ensure clear understanding and engagement with their child's progress. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<p><i>Notes:</i> Note from 03/10/2025: Quarterly Reports: Teachers send both progress reports and report cards home every quarter.</p> <ul style="list-style-type: none"> - Literacy Meetings: Teachers and administration conduct literacy meetings to help parents reflect on students' assessment data, particularly for those identified as at risk. - Parent Communication via Parent Square: Teachers reach out to parents using Parent Square to communicate expectations and provide updates on student progress. 				
8/7/24	Organize workshops aimed at helping multilingual parents learn strategies to assist their children at home. Distribute bilingual resources to facilitate communication. Additionally, provide information on community resources to further support families. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5, Title 1 funds)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<p><i>Notes:</i> Note 03/10/2025: On March 7, we hosted our Parent Power Breakfast Worship for ML parents. In partnership with the Charlotte Mecklenburg Library, we provided information to help enhance children's language, vocabulary, and reading comprehension skills. This marks our second event this year aimed at equipping parents with various strategies to support their children's learning at home.</p>				

8/7/24	Teachers will communicate weekly with students' families to provide updates on academic progress, classroom activities, and any important announcements, fostering a strong home-school connection. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<i>Notes:</i> Note 05/12/2025: Teachers send out electronic newsletters and weekly information in folders sent home, which include updates on academic progress, classroom activities, and important announcements. They also utilize ParentSquare to communicate with parents and share relevant information about their classrooms.				
8/7/24	Collaborate with the District Community Engagement Task Force specialist and community partners to develop and implement parent incentives and programs at Paw Creek, enhancing community involvement and support. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/10/2025
<i>Notes:</i> Note 04/07/2025: Paw Creek Elementary fosters robust community connections through strategic alliances with local organizations, offering dynamic programming to empower families. The school hosts STEM Nights with hands-on activities, International Nights celebrating cultural heritage through student-led food/art exhibits, and Multilingual Parent Workshops addressing academic advocacy for ML skill-building. Parent-counselor collaborations provide dual-language resources on topics such as technology safety.				
8/7/24	Paw Creek will ensure timely and consistent communication through Parent Square, social media, and the monthly school newsletter, featuring weekly reminders, tips for supporting children's learning, attendance highlights, academic progress, behavior expectations, and updates on school events to enhance engagement and accountability. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)	Complete 06/13/2025	Busola Stackhouse (9/6/2022)	06/12/2025

Notes: Notes - 10/14: Weekly mini newsletters and a monthly condensed newsletter with various information and resources for parents
 Teachers sending weekly newsletters and folders home on Mondays
 Using ParentSquared as the primary communication platform
 Regular updates on Facebook and Instagram
 Live messaging for critical updates to parents via text and phone calls.

Notes 04/07/2025: Paw Creek Elementary has developed a comprehensive parent engagement strategy centered on a multi-channel communication framework designed to strengthen home-school partnerships and clarify parental roles. The school organizes monthly curriculum workshops that blend in-person sessions with practical demonstrations (Family Literacy Nights and school-wide events) where educators outline academic goals and model home reinforcement techniques. These workshops are supplemented with grade-specific resource kits containing tailored learning activities for families. To maintain consistent dialogue, the school distributes weekly teacher newsletters alongside monthly parent bulletins, which feature critical updates like event calendars, academic tips, and cultural awareness content and other topics such transportation - including behavioral expectations for bus riders, are also systematically shared through these channels. We also use ParentSquare platform, a dynamic two-way communication portal that enables real-time messaging between parents, teachers, and administrators, ensuring rapid response times and streamlined coordination.

8/8/24 Paw Creek will organize a parent data meeting to help families understand assessment results and provide updates on their children's progress. This meeting will facilitate meaningful discussions between parents and educators, ensuring that families are informed and engaged in their child's academic journey. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5, title 1 funds)

Complete 06/13/2025

Janet Frederick
(01/23/2025)

06/12/2025

Notes: Action Step Budget:
 \$2000 Food - Dominos 1st. Grade Parents Night (\$230.00), Dominos 2nd Grade Parents Night (150.77) and Dominos 5th Grade Parents Night (\$126.41) Parents Meeting Objective: review child's performance data, discuss actionable steps—including the importance of daily punctual attendance and effective use of the individualized Iready platform—and share our school's initiatives aimed at fostering your child's growth, ensuring they successfully finish the year and are fully prepared for the next grade level.
 Panera (\$228.58) - ML Parents Workshop Objective: The workshop

empowers families to enhance home reading by reinforcing the importance of shared reading at home alongside independent reading. Parents and caregivers learn the ABCs of Active Reading—asking questions, building vocabulary, and connecting to their child’s world—while an engaging story is read aloud and children complete a reading interest inventory to guide their free-choice book selection. Families then build their home libraries by selecting a book during the session, with all materials available in both English and Spanish.

Kona Ice (\$1,488.44), Food Lion (1,334.00), FunohCakes (\$2,681.25)

Family Fun Night Objective: Paw Creek Family Literacy Night aims to engage a large majority of school families in a fun, interactive literacy experience that directly supports student achievement. By promoting family engagement and hands-on learning, we expect to bolster student achievement and exceed growth expectations, in alignment with our SIP action steps and content standards.

Chicken - fil-A (\$184.00) Counselors Informative Workshop for Parents Objective: Objective: Provide tools and resources to ensure students' digital safety online, while fostering healthy habits and skills for navigating the modern digital landscape.

Barnes and Noble Book sellers (\$456.67) Counselors Informative Workshop for Parents: Tools and resources for families to implement. FunohCakes (\$1196.91) Paw Creek Elementary Stem Night: To foster excitement and engagement in Science, Technology, Engineering, and Mathematics (STEM) among students and their families.

\$2000 Materials for Curriculum Nights

\$3000 Agendas and Take Home Folders - School Datebooks (\$848.64)

agendas for 4th and 5th graders objective: Equip 4th and 5th grade students with engaging, age-appropriate agendas that foster responsibility and enhance organizational, time management, and academic planning skills. These agendas will serve as practical tools to empower students to manage their daily tasks effectively, develop their personal accountability, and support their continual learning and growth.

\$53,000 Interpreter

Action:

The school will utilize Title I funds to implement workshops designed specifically for multilingual parents. These workshops will equip parents with effective strategies to support their children's learning at home, particularly in English Language Arts (ELA) and literacy. By providing bilingual resources, we aim to enhance communication between the school and families, ensuring that all parents can engage meaningfully

in their child's education.

Furthermore, the initiative aligns with CMS Goal 1 DIBEL K-2 and Goal 2 CCR/EOG Reading 3-5, as it directly addresses the need for family involvement in literacy development. The provision of community resource information will empower families, connecting them with additional support systems that can further aid their children's academic success.

Notes: Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81% in SY2023-24 to 86% in SY 2024-25.
Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 31.6% in SY2023-24 to 36.6% in SY2024-25.
Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 75.6% in SY 2023-24 to 80.6% in SY 2024-25

Updates 04/07/2025: Note: Paw Creek Elementary prioritized transparent communication with families during the second semester (2024-2025) through the following initiatives: K-5 Family Data Meetings – Literacy Family Night
Conducted grade-level sessions to review: Literacy progress (DIBELS benchmarks for K-2, Benchmark MVPA readiness for 3-5). Provided actionable strategies for at-home reinforcement (e.g., reading logs, math games). Multi-Channel Updates: Distributed quarterly progress reports via email and the school portal. Hosted schoolwide parent workshops

8/7/24

Teachers will notify Student Support Services staff to arrange support for students and families in crisis, while Student Support Services will coordinate community referrals and assistance with learning centers or campuses for students who need support. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)

Complete 06/13/2025

Busola Stackhouse
(9/6/2022)

06/12/2025

Notes: Note 11/18/2024: Regular Communication: Teachers are already referring students to the Student Support Service staff. A survey has been sent to all teachers to gather detailed information about student interactions, social-emotional learning, and any concerns. Teachers feel comfortable coming forward with any issues, and the staff is actively monitoring and providing support.

9/8/25 Paw Creek is committed to supporting all families, including EC, ML, TD, and SAC students, in their children's academic journey. The school will host parent data meeting to discuss student assessment results and share progress updates, fostering meaningful conversations between parents and educators. To ensure all families are informed and engaged, particularly multilingual parents, the school will also:
Organize workshops to help multilingual parents learn strategies for assisting their children's learning at home.
Distribute bilingual resources to facilitate communication.
Provide information on community resources to further support families.
Ensure that the data meeting and supporting resources are inclusive of and relevant for parents of Exceptional Children (EC), Talent Development (TD) and Extension (SAC).
(Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5, title 1 funds)

Janet Frederick
(01/23/2025)

11/25/2025

Notes: Paw Creek Elementary will allocate \$38, 923.08 of Title I funds for an Interpreter/Translator position. Interpreter/Translator position. This role is critical for ensuring equitable and effective communication with non-English speaking families during parent data meetings and other crucial school interactions. By facilitating clear communication, the position directly supports the school's goals of: Increasing the percentage of K-2 students who score at or above benchmark in early literacy (as measured by DIBELS) from 83.8% in SY 2024-25 to 85.8% in SY 2025-26.
Increasing the percentage of 3rd-5th grade students who score Grade Level Proficient (GLP) on math End-of-Grade assessments from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.
This position bridges the communication gap that can hinder parental engagement, a key factor in student achievement.

Paw Creek Elementary will allocate \$2,000.00 from Title I funds for food purchases related to parental engagement activities. This investment is vital for fostering strong family-school partnerships and supporting

student success, particularly for those at risk of not meeting state standards. The initiative aligns with the overarching goal of enhancing student performance across critical areas: increasing the percentage of Kindergarten through 2nd grade students achieving at or above benchmark in early literacy on DIBELS from 83.8% in SY 2024-25 to 85.8% in SY 2025-26; raising the percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 from 40.8% in SY 2024-25 to 42.8% in SY 2025-26; and boosting the percentage of students, by relevant groups, scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 from 81.9% in SY 2024-25 to 83.9% in SY 2025-26.

9/15/2025 Action Step/Budget

Objective: To host a Curriculum Night that fosters collaboration between educators, parents, and guardians by providing an opportunity to explore the academic goals, teaching strategies, and learning expectations for the school year, while building a supportive community to enhance student success. 3,000 Curriculum Night - Food on September 30, 2025. Kona Ice (\$ 1,299.00). Funohcakes (1,608.75)

Paw Creek Elementary will allocate \$1,146.68 from Title I funds to buy supplies and materials for parental engagement activities. These include handouts, worksheets, educational resources, and activity kits, which are crucial for hosting effective events such as workshops, training sessions, and family literacy or math nights. These materials provide parents with practical tools to help support their child's education at home. This investment is justified by its contribution to two key objectives: Early Literacy Goal: Increase the percentage of K-2 students at or above the DIBELS benchmark in early literacy from 83.8% (SY 2024-25) to 85.8% (SY 2025-26).

Reading EOG Goal: Increase the percentage of 3rd-5th grade students scoring College and Career Ready (CCR) on reading End-of-Grade assessments from 40.8% (SY 2024-25) to 42.8% (SY 2025-26). This initiative aligns with CMS Goal 2, A.204, and B3.03.

9/8/25	<p>Paw Creek Elementary will ensure that parents are informed of school expectations (academic and behavior) and notified of school events in multiple ways to ensure consistent and timely communication. This action will be measured through PTA and School Parent Survey data collected in the first and end second semester.</p> <ul style="list-style-type: none"> * Open House Events) Grade Level Specifics - Pre-k & K, Extensions and Grades 1 - 5) * Curriculum Nights (September and January) * Weekly Newsletter Messages * Use of Student Planners and communication home folders (Homework and Special Projects) * Monthly Parents News Letters * School Website * Classroom Newsletters * Classroom Websites * School-wide Parent Square Messages (Admin and PTA) * Event Flyers (School and PTA) <p>This action will be measured through parent input from the bi-annual PTA Parent Survey. (Aligns to CMS Goal 1 DIBEL K-2. Goal 2 CCR/EOG Reading 3-5, and Guardrail 1 GLP Math 3-5)</p>		Janet Frederick (01/23/2025)	02/13/2026
<i>Notes:</i>				
Implementation:		09/08/2025		
Evidence	9/8/2025			
Experience	9/8/2025			
Sustainability	9/8/2025			