

Comprehensive Progress Report

Mission:

Olde Providence Elementary strives to provide high quality and diverse instruction for all students by emphasizing teacher, parent, and student cooperative efforts.

Vision:

At Olde Providence Elementary School, we are committed to excellence and to addressing the social and emotional needs, as well as the instructional needs, of every student. We believe that all students can achieve and we will work with our students and families to make that happen for every student.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 91.7% in SY2023-24 to 95.4% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 54.9% in SY2023-24 to 61.5% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), (specifically our black subgroup), on math End of Grade assessments in grades 3-5 will increase from 57.7% in SY 2023-24 to 70% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 1% in SY 2023-24 to 0% in SY 2024-25 Guardrail 2.

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

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)

To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

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)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

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

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The percent of students scoring College and Career Readiness (CCR), on math End of Grade assessments in grades 3-5 will increase from 68.1% in 2024-25 to 75% in 2025-26.</p> <p>The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92.3% in 2024-25 to 99% in 2025-26.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 58.6% in SY2024-25 to 70% in SY2025-26 and 87% proficiency (GLP) as indicated on the Reading EOG.</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>2024-2025 EOG data indicates that 68.1% of students scored at the CCR level in 3rd, 4th, and 5th grade math. Our fourth grade CCR was the highest at 76.9% which is a 2.8% increase from the year before. Third grade CCR is 64.6 Our fifth-grade cohort is the lowest at 62.8 which is a decrease of ___ from the previous year. As of August 2025, we have not received individual teacher EVAAS growth data. We will further reflect upon this data when it is released by having individual teacher EVASS meetings. Our subgroup EVASS indicates our MLL students exceeded growth.</p> <p>We had many successes last school year aligned to this goal. Our leadership team was able to give feedback to all of our teachers in the building using the relay model. Additionally, we were able to coach teachers using this model as well and created a google form that captured our walkthroughs and coaching points. An administrator was in all PLCs to ensure the planning of the curriculum was aligned to the district and state standards. Additionally, we coached and supported teachers on the delivery of instruction through the coaching model. We unpacked the standards and discussed small group instruction in each grade level. During CASTLE time we utilized the swarm model having all hands-on deck for that grade level during their CASTLE time (TD, EC, ML, MTSS).</p> <p>Some challenges last school year included we rolled out a new math curriculum with a new position (and new MCL) on our team. One math</p>	Limited Development 07/30/2024		

teacher went on medical leave in May and was unable to give the math EOG. Additionally, we had 2 upper grade teachers teaching all subjects and so a lot of coaching and support was needed for these teachers.

Some opportunities include we decided as a team we will include in the handbook that all teachers will have an additional planning day for reading and math and math small group planning. Additionally, their plans are located weekly in the drive or at their back table and checked by our MCLs weekly. Additionally, the discussions in PLCs will be around unpacking each standard being taught, exemplars, assessments, and strategies to use to teach each standard using our math curriculum.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>First establishing expectations and processes for team planning and for instructional delivery, the principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice. In what ways and how regularly does your principal monitor curriculum and instruction? The principal is called upon to carry out several functions in the school—one of which is being the instructional leader in the building. What does this mean on a practical level?</p> <p>As the instructional leader of the school, the principal’s visibility and focus on rigorous instruction are essential. “Visibility refers to the presence of the principal on the school campus and in classrooms. High visibility by executives has been called management by touring around. In schools, touring has been associated with positive effects on students’ and teachers’ attitudes and behaviors” (Murphy, 2007, p. 77). In highly functioning schools, Murphy found that Personal involvement means that these administrators are directly involved in leading the school’s educational program. Leaders in turnaround organizations in general and highly productive schools in particular have a strong orientation to and affinity for the core technology of their business – learning and teaching in the education enterprise. In the area of pedagogy, they are knowledgeable about and deeply involved in the instructional program of the school and are heavily invested in instruction, spending considerable time on the teaching function. They model the importance of teaching by being directly involved in the design and implementation of the instructional program. They are also knowledgeable about and heavily invested in the curricular program of the school. Finally, they are knowledgeable about assessment practices and personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels. (p. 77)</p> <p>Improving student performance rests heavily on improving classroom instruction. Of course, a teacher’s instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher’s planning and preparation. The principal focuses on instruction. In fact, school turnaround literature calls this a “relentless focus on instruction.”</p>	<p>Objective Met 06/26/25</p>	<p>Molly (Meredith) Arledge, elected 8/22/23</p>	<p>06/30/2026</p>
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Actions				
8/7/24	The principal will develop and monitor a weekly walkthrough calendar for our administrative team with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. We will utilize the Relay model when giving feedback to improve teacher practice and produce positive student academic achievement. (Aligns to All goals and FAM-S 3)	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	12/01/2025
Notes:				
9/12/24	All MCLs will have 3, 6-7 teachers on their caseloads and the leadership team will coach 2 teachers to ensure all teachers who need coaching will be coached using the relay model (walkthrough form we have created. Use coaching template to give teachers feedback on the DOK level of questioning during lessons, RIGOR walkthrough form, small group teaching point, and CASTLE instruction. (Aligns to All goals and FAM-S 3)	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	06/10/2026
Notes:				
Implementation:		06/26/2025		
Evidence	6/26/2025			
Experience	6/26/2025			
Sustainability	6/26/2025			

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:		The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 58.6% in SY2024-25 to 70% in SY2025-26 and 87% proficiency (GLP) as indicated on the Reading EOG. (Aligns to A4.01 CMS Goal 2) As of August 2025, we have not received individual teacher EVAAS	Limited Development 07/30/2024		

growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state (by having individual teacher EVAAS meetings).

2024-2025 EOG data indicates that CCR for fifth grade reading was the highest at 67.3% which is an increase of 7.6% from the previous year. Third grade reading had the lowest percentage of CCR at 44.6% which was a 6.3% decrease from the previous year. Fourth grade CCR in reading was 65.8% which is a 12.4% increase from the previous school year. As we dig deeper into the data the Black subgroup has the lowest CCR % of all subgroups in grades 3, 4, and 5 at the percentage point of 30.0% which is an increase of 1.4 % from the previous year.

We had many successes last school year aligned with implementing a tiered instructional system that supports the individual needs of students across all tiers. Our team were able to implement a school-wide Multi-Tiered System of Support (MTSS) and engage in productive conversations about the behavior and academic performance of students. PLC teams met three times throughout the year to analyze multiple data points (iReady, DIBELS, and MVPA) to create and modify plans to meet students' needs. Staff utilized the CMS Standard Treatment Protocol and worked closely with academic facilitators to select appropriate intervention strategies to meet the learning needs of students. Our teachers met biweekly with the facilitators to discuss progress monitoring and students' responses to intervention. These frequent conversations allowed us to make timely adjustments to interventions, when appropriate, to meet the needs of students. Lastly, our assistants all participated in the swarm model during CASTLE time which allowed all students to receive interventions (what they need) during CASTLE time daily.

While we made some great gains in ensuring that students receive interventions with fidelity, this continues to be a hurdle for us to overcome.

Opportunities to address these challenges this school year include a change in our master schedule (TD, MLL, EC, Speech) so that all grade levels receive what they need every day during CASTLE time. This combined with the instructional assistant's schedule to ensure we maximize instructional time every day even when there are staff absences (students still receive interventions with fidelity). Lastly, our instructional assistants will have planning time to allow for professional development during the school day and opportunities to meet with facilitators for coaching and feedback.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The evidence suggests that the locus of control in a multi-tiered system of support is on classroom instruction. Schools must ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. When this objective is fully met ALL students will receive differentiated instruction based on their needs and meet or exceed EVAAS projections.</p>		Objective Met 06/26/25	Megan Bever, elected 8/22/23	06/30/2026
Actions					
	7/30/24	The principal will assign staff to the interventionist position dedicated to providing K-5 math and reading support for students on Tier II and Tier III MTSS plans, and MLL to help students progress towards meeting grade level expectations. Additionally, we have an additional planning day dedicated to small group instruction planning and data review for each grade level weekly. The MTSS Facilitator will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Goal 4)	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	12/01/2025
	<i>Notes:</i> Hiring Dean of Instruction by August 16, 2024				
	8/7/24	Grade level PLCs will establish a clear teaming agenda with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. This will allow time for teachers to share strategies and unpack standards to increase rigor during instruction. (Goal 4 and FAM-S 3)	Complete 06/30/2025	Megan Bever, elected 8/22/23	12/01/2025
	<i>Notes:</i>				
Implementation:			06/26/2025		

<i>Evidence</i>	6/26/2025			
<i>Experience</i>	6/26/2025			
<i>Sustainability</i>	6/26/2025			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92.3% in 2024-25 to 99% in 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>The percent of students scoring College and Career Readiness (CCR), on math End of Grade assessments in grades 3-5 will increase from 68.1% in 2024-25 to 75% in 2025-26.</p> <p>2024-2025 DIBELS report indicates our K-2 Composite is 92.3% which is an increase of 0.8% from the previous year. Our long-term goal indicates our K-2 composite will be 99% proficient at the end of the 2025-2026 school year. Our targeted cohort includes 2nd grade who has an overall of 87.8% proficiency. Last year's 1st Grade cohort EOY was (87.6%) and the current → 2nd grade (same cohort) this year: (87%). Our 2nd Grade cohort EOY last year is (87.3%) proficient → 3rd Grade (same cohort) this year. (90.9%). Additionally, our Hispanic & African American (combined) subgroups K: 91%; 1st: 77%; and 2nd: 88%.</p> <p>2024-2025 EOG data indicates that 68.1% of students scored at the CCR level in 3rd, 4th, and 5th grade math which is a slight decrease from the year before (1.7%). Our fourth grade CCR was the highest at 76.9 which is an increase from the same cohort at 72.7% last year. Our third-grade students' CCR is 64.6% which is a decrease of from the previous year CCR pat 66.9% which was a 2.4% increase from the year before. As of August 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p> <p>We had many successes for the 2023-2024 school year. Teachers met</p>	Limited Development 07/30/2024		

weekly in PLCs to collaborate on whole group and workshop lessons/activities. An agenda was created by team leaders to ensure that there was time dedicated to modeling the how and why of instructional strategies during every grade level planning. After modeling, teachers and support staff collaborated on differentiating activities and lessons for students above, on, or below grade level proficiency. Teachers continuously referenced grade-level standards to determine mastery and analyze data points such as progress monitoring, MVPA, NWEA MAP, DIBELS, and other classroom assessments. Teachers used data to create and adjust flexible small groups accordingly in literacy and frequently utilized the vertical alignment document that was created at the beginning-of-the-year. The leadership team monitored instructional practices using the RELAY Coaching Model and the walkthrough feedback form. The team also collaborated with members from the DUSI team to stay abreast of current data analysis practices.

Some of the challenges we faced this year include finding effective strategies for increasing TD/AIG student proficiency and CCR scores, ensuring efficient implementation of feedback provided to teachers after walkthroughs, and intentional planning of small group instruction in math.

Opportunities to address these challenges include collaborating with other schools who have demonstrated high growth with the AIG/TD subgroup; implementing the Teacher Leader Pathway (TLP) program to identify highly qualified teachers who can support with teacher coaching, feedback, and follow-through; and creating small group planning templates with clearly identified expectations for intentional small group instruction during math next year to increase our CCR in reading and math for all grade levels. We will spend the majority of our PLC time discussing small group plans in reading and math. Additionally, CASTLE time will provide an additional time in the master schedule for all students to receive differentiated instruction this year.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

Instructional teams must collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-

**Objective Met
09/25/25**

**Alex Gustaitis,
elected 8/22/23**

06/30/2026

tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners. Do instructional teams develop and refine instructional units that are standards-aligned? Do standards-aligned units of instruction include objectives and criteria for mastery? Do unit plans include both pre- and post-tests to gauge student mastery, and are results used to adjust instruction as necessary? Do units of instruction include a variety of differentiated learning activities for each unit objective? Are materials developed, well organized, and readily shared among teachers? Are special education and ELL teachers included on instructional teams as teams work to create standards-aligned instructional units? Instructional teams that consist of groups of teachers organized into grade-levels, grade-level clusters, or subject-areas provide an opportunity for teachers to work collectively to improve instruction and student achievement (Hamilton, et al., 2009). Instructional teams work to “build the curriculum from learning standards, curriculum guides, and a variety of resources [and] organize the curriculum into unit plans that guide instruction for all students and for each student” (Redding, 2007, p. 95). With the adoption, in many states, of the Common Core Standards, this task becomes once again one of prime importance. Instructional teams often operate as Professional Learning Communities (PLCs) (DuFour, 2011; DuFour & Mattos, 2013), but have also been referred to as professional learning networks and communities of practice (Hirsh, 2018). Research has consistently demonstrated that a collaborative school culture, with educators working together in teams, is linked to stronger instruction and higher student achievement (DuFour, 2011; Goddard, Goddard, & Tschannen-Moran, 2007; Hitt & Tucker, 2016; Ronfeldt, Farmer, McQueen, & Grissom, 2015). Collaborative structures enhance the chances of providing the excellent teaching and learning opportunities for all students that are required for school improvement (Hirsh, 2018). Plans for each standards-aligned unit of instruction, which typically involve three to six weeks of academic work within a given subject area or grade level, are developed by instructional teams and shared with all teachers that teach the corresponding unit. Aligning unit plans with standards serves as a check on guide/text/test congruence, and also provides teachers with an organizational structure for their own planning (Glatthorn, 1995). These standards-aligned units of instruction must include standards-based objectives and criteria for mastery, pre-posttests to assess student mastery, learning activities

aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. Relevant research that addresses ways that instructional teams can effectively develop standards-aligned instructional units is summarized below.

Actions

9/25/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.	Complete 06/10/2026	Alex Gustaitis, elected 8/22/23	10/01/2025
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Notes:

8/7/24	The administrative team will develop and execute a school-wide data analysis protocol on their additional planning day to analyze and review interventions, exemplars, and common assessment data at least once a week. (Goal 1, 2; FAM-S 29)	Complete 06/26/2025	Alex Gustaitis, elected 8/22/23	06/10/2026
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Notes:

8/7/24	Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction for core instruction, to meet the needs of all students (Goal 1,2)	Complete 06/30/2025	Alex Gustaitis, elected 8/22/23	06/30/2026
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Notes:

Implementation:		09/25/2025		
<i>Evidence</i>	6/26/2025			
<i>Experience</i>	6/26/2025			
<i>Sustainability</i>	6/26/2025			

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
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Initial Assessment:	The SIP Goal that aligns to this indicator is: The SIP goal that aligns to this indicator is: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will	Limited Development 07/30/2024		
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increase from 64.6% in SY2023-24 to 75% in SY2024-25.

(Aligns to A4.01, A4.06 CMS Goal 2)

Our Chronic Absenteeism rate year was 5.1% for the 2023-2024 school year. 17 students were supported through Tier 2 and Tier 3 Behavior Plans via MTSS last year. There were only 2 out of school suspensions for the 2023-2024 school year.

[24-25 Attendance Plan](#)

Some successes in the 2023-24 school year which aligned to supporting student emotional wellbeing are staff piloted Capturing Kids Hearts curriculum. This also aligned to our behavior and attendance data as we worked on creating a positive environment for all students in all classrooms. Training occurred throughout the year which contributed to building positive rapport with students on a daily basis. Olde Providence also had School Based Mental Health services were offered for the 23-24 year. The CSST team referred 9 students for this support service and met weekly to monitor various needs and actions steps for supporting social emotional wellbeing of students. Caring Schools curriculum aligned lessons and was implemented daily during morning meetings and weekly discussions for all grade levels. Students in grades K-3 received CORE guidance instruction weekly from our counselors and an MTSS facilitator ensured implementation at Tier 1, 2, or 3 interventions for behavioral needs. In addition, we implemented two new, school wide behavior incentives, the “Golden Fork” and “Knights Notes”.

Some challenges included the timeline for students to receive services through Anderson Counseling (our school based mental health partner). Another challenge was that we didn’t have enough Panorama consent/participation for the Spring due to the new House Bill this year.

Opportunities for next year include increased School Based Mental Health allotment so we should be able to serve more students. We will also continue our implementation of the Capturing Kids Hearts curriculum. We have noticed an increase in student anxiety, so funds have been provided to purchase “calm down corner” kits for each classroom. A professional development will be provided at the beginning of next year that corresponds with these kits. A private licensed psychologist has been scheduled to come do a presentation for our families and staff specific to student anxiety as well.

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When we have met our goal, students will score 90% on the Panorama survey at the EOY 2025. We will continue using the Carpturing Kids Hearts program and continue our Caring Schools Curriculum. Social and emotional learning (SEL) equips individuals with the skills necessary to manage themselves, their relationships, and their work effectively and ethically. These skills encompass recognizing and managing emotions, caring for others, establishing positive relationships, making responsible decisions, and navigating challenging situations ethically and constructively. For children, these abilities help them calm down when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Teachers will have the skills to guage students' emotional states, providing strategies to help students with their emotions and are able to determine appropriate supports and itnerventions to meet the students' social-emotional needs.</p>			Megan Bever, elected 8/22/23	06/30/2026
Actions			3 of 4 (75%)		
9/25/25	<p>Bully Prevention: Provide a positive school climate under CMS regulation JICK-R by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p>*Counselors will implement Bully Prevention Awareness and education in the month of October.</p>			Megan Bever, elected 8/22/23	10/31/2025
<i>Notes:</i>					
7/30/24	<p>We will decrease office referrals K-5 by implementing and sharing with parents both minor and major offenses using the digital platform. Administration will have a K-2-3-5 behavior assembly in the gym two times a year (first two weeks of school and second semester). Additionally, Our MTSS/PBIS committee meet monthly and will continue modifying our CORE behavior expectations in all areas of the school. (Guardrail 1, and Guardrail 4, FAM-S31-(Behavior)</p>		Complete 06/30/2026	Megan Bever, elected 8/22/23	06/30/2026
<i>Notes:</i> Teachers will implement the SEL program. It is incorporated in the school's master schedule.					

9/12/24	Administration will send out attendance letters quarterly for 3,6, and 10 day unexcused absences. (Guardrail 1, and Guardrail 4, FAM-S31-(Attendance))	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	06/30/2026
<i>Notes:</i>				
9/25/25	Duty Free Lunch: To provide duty-free lunch period for every teacher on a daily basis.	Complete 09/25/2025	Megan Bever, elected 8/22/23	09/05/2026
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025			
Experience	6/26/2025			
Sustainability	6/26/2025			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The data that aligns to this indicator is the data collected from our Teacher Working Conditions Survey. The following data points show the progress we have made for this indicator:

Some successes include 96.5% of staff feel the school encourages parent/guardian involvement, that teachers provide parents/guardians with useful information about student learning, and parents/guardians support teachers, contributing to their success with students. 93.17% of staff say parents/guardians know what is going on in this school. Our weekly newsletter to parents this year included information from administration and I think this was helpful with keeping parents informed weekly, a master google calendar was created for the staff, a morning email was sent out each morning with information including weekly events, upcoming events and staff absences. Additionally, we added a white board in our conference room including staff absences and weekly events.

Some challenges include that a new principal was assigned to the school as well as the front office secretary position was vacant for the majority of the school year. Our PTA/OP Foundation was a challenge as we had members who have been at the school a long time and at times were resistant to new leadership.

Opportunities for the 2024-2025 school year include; that we will continue to use the daily, weekly, and monthly form of communication as well as the master calendar to keep all staff on the same page. As soon as I receive information from the district it will be communicated to all stakeholders.

Limited Development
07/30/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The school is most effective when the home does its part. Therefore, the connection between the school and the home is essential to school improvement and school success. Helping parents fully engage in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention. A fruitful connection between the school and the home is built upon purpose, communication, education, and association. (Redding, 2006, p. 145).</p> <p>In full implementation parents will receive ALL communication in a timely manner on various platforms (Parent Square, OP Website, teacher weekly newsletters, and social media approved websites. This will improve students achievement by students being prepared and on time. Additionally, parents and students will be aware when assessments and all learning is taking place to enhance their performance.</p>		Objective Met 06/26/25	Molly (Meredith) Arledge, elected 8/22/23	06/30/2026
Actions					
	8/7/24	The principal, AP, and teachers will use ParentSquare and weekly newsletter (Fact Friday from Arledge) for consistent communication between school and home to engage parents in ways that directly relate to and involve them in their children’s academic progress Send Home Connect Letters with resources for MOY and encourage students to go on MyPath at home). (Goal 1, Guardrail 3)	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	12/01/2025
<i>Notes:</i>					
	8/7/24	The PTA and Student Support Services Team will lead the school staff to successfully implement monthly family events for families to connect with staff. Parents meet with individual teachers about student academic performance as it relates to grades and growth in an effort to build partnerships with families toward achieving academic growth goals in Q1 and Q3 and as needed. (Goal 4, Goal 2, FAM-S 3)	Complete 06/10/2026	Molly (Meredith) Arledge, elected 8/22/23	06/10/2026
<i>Notes:</i>					
Implementation:			06/26/2025		
Evidence	6/26/2025				

<i>Experience</i>	6/26/2025			
<i>Sustainability</i>	6/26/2025			