

Comprehensive Progress Report

Mission:

Manatees SWIM Together To Success!

- Show Kindness
- Work Hard
- Include All
- Maintain a Growth Mindset

Vision:

We will empower every Manatee to reach their full potential through strong academics, a commitment to leadership, resilience, and service to each other and our community.

Goals:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2024-24 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of OSS/ISS incidents will decrease from 46 incidents in SY 2024-25 to 25 incidents in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 8.61% in SY2024-25 to 7.5% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of licensed classroom teachers throughout the 2025-2026. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 68.2% in SY2024-24 to 75% in SY2025-26. (Aligns to A1.07, A4.01, C2.01 and CMS Goal 1)

The percent of MLL students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 4 & 5 will increase from 30% in SY2024-24 to 40% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = 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>An opportunity to address this challenge is to establish clear coaching and support caseloads for each instructional leader at the beginning of the school, ensuring that all teachers receive the support needed to grow and develop throughout the school year. Additionally, direct support from administrators to all PLCs will be provided to ensure that team planning is supportive of creating high-quality, curriculum-aligned learning opportunities for all students. We have established a clear hierarchy of teacher coaching, providing each teacher with coaching support from either an administrator, an MCL, or a peer, based on their previous data and feedback from the administrative team.</p>	<p>Limited Development 08/01/2024</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The following items describe what full implementation of Objective B3.03 will look like:</p> <ul style="list-style-type: none"> • Administrative and instructional leadership team members will engage in weekly team Core Action Walkthroughs, with administrative staff engaging in individual Core Action Walkthroughs as well. Following team walkthroughs, the team will meet to discuss shared observation, noticed trends, and debrief on needed support, feedback, and/or actions based on observations and the Core Action Walkthrough tool. • Administrative staff and instructional leadership team members will be active, consistent participants in grade-level plannings to provide support, feedback, and input to teacher teams, influencing instructional decisions and implementation of instructional resources in alignment with school and district expectations. • Teachers will receive ongoing feedback and coaching, as needed, to support their growth and development in the classroom and in their teaching practice. Coaching and feedback support will be aligned and adjusted based on observations from Core Action Walkthroughs and other instructional visits such as formal/informal observations. 			Rick Mohrien	06/10/2026
Actions			0 of 3 (0%)		
8/1/24	The instructional team, in collaboration with teacher-leaders, will create an Instructional Playbook, consisting of key instructional practices for the school, and utilize it as a tool to focus walkthroughs and provide ongoing coaching/feedback to educators. (Aligned to Goals 1, 2 and Guardrails 1 and 4)			Rick Mohrien	10/30/2025
<i>Notes:</i>					
9/11/24	The administrative team will meet with instructional leaders to debrief about walkthroughs during a weekly meeting.			Rick Mohrien	06/10/2026
<i>Notes:</i>					
8/1/24	The instructional leadership team, consisting of Principal, Assistant Principals, and MCLs, will complete a minimum of 12 informal walkthrough visits to the classroom, aligning them with the district's Core Action walkthrough tool. (Aligned to Goals 1, 2 and Guardrails 1 and 4)			Rick Mohrien	06/10/2026
<i>Notes:</i>					

Implementation:		05/29/2025		
Evidence	5/29/2025 The leadership team facilitated instructional rounds with teacher leaders and coaches to calibrate observation practices and ensure curriculum alignment across grade levels. Data collected from observations was analyzed and used to guide school-wide professional development and team-level support. Feedback was documented in a shared platform so teachers had ongoing access and could reflect on their growth over time.			
Experience	5/29/2025 As an Instructional Team we created our BELIEVE playbook mat that we introduced to staff. Our playbook focused on the power of planning, power of teaching and how if we believe in 5 students in each class we can succeed our SIP goals.			
Sustainability	5/29/2025 Continue to focus back on the playbook and not feel like we need to continuously change what is already working but continue to add to it.			

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
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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 28.9% in SY2024-24 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

This year our school EOG Reading composite showed that 28.9% of our students were College and Career Ready. We had 29.4% of African American students who were CCR proficient and 16.4% of our ML students were CCR proficient. These are all increases from the 23-24SY.

Additionally, we have many data points that indicate strong growth across multiple grade-levels from the previous school year. We increased the percentage of K-3 students performing at or above Benchmark in the EOY Window, Kindergarten went from 72% to 74% and 2nd grade went from 63% to 67%.

Through collaborative planning and the creating trusting relationships, we were able to provide increased amounts of differentiated instruction to all students through the sharing of students across classrooms and content-areas (MLL, TD, EC) to support each student's unique needs and meet them where they were.

Challenges that will be present in the coming school year include continuing to have the tools and resources to identify student needs quickly so that we can respond through tiered instruction as soon as possible. Another challenge that we will likely face will be the vast spectrum of needs that exist within our school, with students performing at various levels and having unique needs--from supporting newcomer MLL students to engaging students who are performing well above grade-level to continue to grow and develop.

Limited Development
08/01/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The following items describe what full implementation of Objective A4.01 will look like:</p> <ul style="list-style-type: none"> • Students are provided with daily opportunities for instruction that are aligned to their unique needs and implemented with fidelity and integrity, resulting in continued growth towards grade-level expectations and standards and beyond. • Teachers will provide ongoing interventions for students with fidelity, documenting intervention data and progress monitoring data within the Branching Minds platform, allowing all stakeholders to monitor and track student growth and progress. • MTSS meetings, both at the school-level and grade-level, will include all relevant stakeholders and supports, including EC, TD, MLL, and School Counselors, ensuring that all necessary factors are considered when creating plans to support students towards continued growth and achievement. • All staff members who are eligible for Orton-Gillingham certification will be certified and implementing Orton-Gillingham in alignment with the needs of student at Mint Hill Elementary School. • Staff will regularly monitor student progress monitoring, formative assessment data, benchmark assessment data, and standardized testing data to ensure students are making progress towards individual growth/achievement goals and school-wide growth/achievement goals. 			Allison Moore (Elected September 2024)	06/10/2026
Actions			1 of 5 (20%)		
10/4/24	<p>Budget: Title 1 Expenditure: \$10,000 (\$10,725 for partnership with Heart Math Tutoring to help with student math growth). MHES will use Title I funds to continue to partner with Heart Math Tutoring. This is a continued partnership that provides research-based support to students that has resulted in positive outcomes for students. Ongoing meetings occur between Heart Math and the ILT. Tutors meet with students each week.</p>		Complete 08/25/2025	Allison Moore (Elected September 2024)	08/25/2025

Notes: The percent of Hispanic students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 3-5 will increase from 16.3% in SY 2023-24 to 25% in SY 2024-25
(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

10/4/24 Budget: Title 1 Expenditure: \$10,000
The school will utilize Title I funds to purchase additional materials and supplies to support the provisioned materials from the district for all curriculum.

Rick Mohrien

10/31/2025

Notes: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in SY2023-24 to 72.5% in SY2024-25. (Aligns to A1.07, A4.01, C2.01 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 29.1% in SY2023-24 to 32.5% in SY2024-25.
(Aligns to A2.04 and B3.03 and CMS Goal 2)
The percent of Hispanic students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 3-5 will increase from 16.3% in SY 2023-24 to 25% in SY 2024-25
(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

9/22/25 Establish systems and processes to effectively use iReady resources as way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Jennifer Mulherin
(Elected September 2024)

10/31/2025

Notes:

3/7/25 Budget: Title 1 Expenditure: \$8500 (\$8,500 Dottie Rose Consultant in Support to enhance STEM instruction throughout the building)

We will partner with Dottie Rose Foundation to support strong alignment between STEM content and standards in our homeroom classrooms as well as our Makerspace Enrichment (special area) classroom. Teachers will be supporter in planning standards aligned instruction that support student growth and achievement in STEM fields. This will support improving the overall quality of our Science and Math instruction, as well as build background knowledge in our students, which will positively impact their reading ability as well.

Jennifer Mulherin
(Elected September 2024)

02/06/2026

Notes:

8/1/24	The MTSS Leadership Team, consisting of, at a minimum, the Principal, Assistant Principals, MCLs, School Psychologist, School Counselors, Social Worker, Dean of Behavior, and School Nurse (as appropriate), will meet twice per month to review MTSS implementation, discuss student needs and plans, and make adjustments to school-wide service delivery models as needed. (Aligned to Goals 1, 2 and Guardrails 1 and 2 and FAM-S3)		Allison Moore (Elected September 2024)	06/10/2026
<i>Notes:</i>				
Implementation:		05/29/2025		
Evidence	<p>5/29/2025 Classroom instruction consistently reflects the school’s curriculum framework and standards, ensuring alignment to grade-level expectations.</p> <p>Lesson fidelity is maintained through regular instructional coaching and peer observations, with feedback focused on maintaining integrity of differentiated practices.</p> <p>As a result, students demonstrate ongoing academic growth, supported by improved benchmark and formative assessment scores. MTSS meetings at both school and grade levels consistently include EC teachers, MLL specialists, School Counselors, classroom teachers, and administrators.</p> <p>These meetings review student academic and social-emotional data, identify barriers, and collaboratively develop personalized intervention plans.</p>			
Experience	<p>5/29/2025 Teachers design daily lesson plans that incorporate differentiated activities tailored to students’ individual learning profiles, including scaffolds, extensions, and language supports.</p>			
Sustainability	<p>5/29/2025 Consistently hold data analysis meetings are embedded into the school calendar, where teams examine progress toward both individual student goals and school-wide achievement targets.</p>			

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

<p>Initial Assessment:</p>	<p>Students were provided with both strong core instruction using aligned curriculum, as well as differentiated small-group support aligned to specific needs, and, when needed, Tier II and Tier III interventions to support continued growth and improvement. Data supporting this opportunity includes the following:</p> <p>Our African American students had a conditional growth percentile in the top quintile, with our Hispanic students showing a conditional growth percentile above the average. Both groups increased their average performance percentile as well.</p> <p>There will be challenges to meeting this goal, but by being proactive and identifying them in advance, we can work to overcome them. These challenges include ensuring that all students have access to tiered interventions on a consistent basis (implementing them with fidelity), supporting students who enter the school community throughout the school year and ensuring that students feel connected to the school and supported by all staff members.</p> <p>Opportunities to address those challenges include supporting all instructional leaders in leading highly- effective planning meetings so that teachers have clarity on expectations of lessons, know what students are expected to do on assessments, and have the tools to support all types of learners. Furthermore, we will work with our front office staff to support the effective enrollment and engagement of new students and families to ensure that staff are able to support students from the minute they join Mint Hill Elementary School.</p> <p>Professional Development will be provided to help teachers to unpack standards, analyze data, and plan high quality instruction to ensure that teachers have internalized lessons at deep levels and are well prepared to meet the needs of students in the classroom.</p>	<p>Limited Development 08/01/2024</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 6</p>	

How it will look when fully met:

The following items summarize what full implementation of actions for Objective A2.04 will look like:

- All classroom teachers will implement all curricular tools for all content areas with integrity (as provided/required by the district) to support the continued growth and achievement of all students. Evidence of this occurring will be demonstrated via data from Core Action Walkthroughs and/or other curriculum monitoring tools (anecdotal notes, etc.) collected during classroom visits/walkthroughs conducted by administrators and other members of the school's leadership team.
- Planning sessions will show a continued focus on collaborative discussion of how to best support student progress towards grade-level expectations and lesson targets. There will be a continued focus on instructional strategies, modeling of instructional resources/practices, and consistent alignment with grade-level standards and exemplars. Classroom walkthroughs by members of the administrative and/or leadership team will show consistent evidence of aligned instruction and the use of appropriate and evidenced-based instructional techniques/resources in all classrooms.
- All teachers will continue to progress towards completion of the LETRS Professional Development Modules. Administrator and/or leadership team walkthrough data, specifically during the Skills and ALL blocks, will show evidence of the learning and implementation of LETRS concepts and knowledge by all teachers.
- Teachers will continue to be provided with the opportunity to be trained on various evidenced-based/evidence-aligned instructional tools/resources, including Orton-Gillingham for supporting literacy skill development for students.
- Students will be provided with instruction that allows them to make continued growth and progress towards meeting exceeding grade-level expectations and standards for their current grade-level. As a school, we will meet/exceed the EVAAS growth measure and provide all students with a high-quality academic experience.

**Allison Moore
(Elected September
2024)**

06/10/2026

Actions		1 of 7 (14%)		
8/13/25	Budget: Title 1 Expenditure: Budget \$2600 Ron Clark Academy House Points Application ; All teachers and staff will utilize the House Points application to support a positive, prosocial, and safe learning environment that allows all students to succeed and meet/exceed academic and personal goals.	Complete 09/05/2025	Jennifer Mulherin (Elected September 2024)	09/01/2025
<i>Notes:</i>				
9/23/25	Budget: Title 1 Expenditure: Budget: \$6368.29, Shared Read Aloud Books to Build Listening Comprehension Skills; The school will utilize Title I funds to purchase additional books for 1st grade to support the provisioned materials from the district for all curriculum.		Rick Mohrien	10/01/2025
<i>Notes:</i>				
8/1/24	Establish, implement, and maintain core PLC systems that ensure that teachers are creating instructional plans that are culturally responsive and are unpacking grade-level standards to ensure that students are provided with differentiated learning opportunities to demonstrate mastery of grade-level content. These planning opportunities will include the support and collaboration of both MLL and EC teachers to ensure that the needs of all students are met (Aligned to Goals 1, 2 and Guardrails 1 and FAM-S 29)		Rick Mohrien	10/01/2025
<i>Notes:</i>				
10/4/24	Budget: Title 1 Expenditure: \$5000 The school will use Title I funds to provide substitutes for teachers to participate in quarterly data-dives/planning sessions that allow teachers to work with MCLs and EITs to plan instructional units that are aligned with district curriculum mandates and aligned to student data and performance.		Jennifer Mulherin (Elected September 2024)	05/06/2026
<i>Notes:</i> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in SY2023-24 to 72.5% in SY2024-25. (Aligns to A1.07, A4.01, C2.01 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 29.1% in SY2023-24 to 32.5% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2) The percent of Hispanic students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 3-5 will increase from 16.3% in SY 2023-24 to 25% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)				

3/13/25	Providing students with grade level access to rigorous texts and standard aligned task cards. Students will work collaboratively through the entire spiral notebook to read and answer grade level questions. They will also record all of their answers and notes to support reviewing at home.		Allison Moore (Elected September 2024)	06/10/2026
<i>Notes:</i>				
8/1/24	All students will have access to a daily instructional block that provides differentiated instruction in core content areas based on student interim assessments and formative measures from the classroom. (Aligned to Goals 1, 2 and Guardrails 1 and FAM-S 29)		Rick Mohrien	06/10/2026
<i>Notes:</i>				
9/16/25	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.		Rick Mohrien	06/10/2026
<i>Notes:</i>				
Implementation:		07/23/2025		
Evidence	5/29/2025 MLL and EC teachers were embedded members of each grade-level PLC, contributing strategies for scaffolding and accommodations. PLC teams maintained detailed records of planning discussions, instructional decisions, and differentiation strategies.			
Experience	5/29/2025 We were able to use Title I money on purchasing items for classrooms and activities that enhance the learning in the classroom. Student assessment data was regularly reviewed during PLCs to: Identify learning gaps across subgroups (including MLLs and EC students) Plan differentiated tasks, flexible grouping, and progress monitoring Teachers developed intervention/enrichment plans based on these reviews.			
Sustainability	5/29/2025 Continue to have a focus of small group instruction and meetings the needs of all our students.			

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
<p><i>Initial Assessment:</i></p>			<p>Several successes have been identified that supported the goals stated above. One success is the strength of morning meeting implementation across the school and staff engagement in building structures and systems to ensure morning meetings are implemented with fidelity. Additionally, school counselors were able to build a comprehensive school counseling program in our first year, providing whole-group, small-group, and individual counseling support and social-emotional learning support for students and classrooms throughout the school year.</p> <p>To address Chronic Absentee we will be intervening immediately to address student attendance, assigning case workers to identify students with challenges related to attendance at school. We will also be creating a school wide intervention plan to reinforce positive attendance, which will allow us to also ensure that all students are getting access to the tiered social-emotional and academic support that they need to be successful.</p>	<p>Limited Development 08/01/2024</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The following items describe what full implementation of Objective A4.06 will look like:</p> <ul style="list-style-type: none"> • The school will continue to use ParentSquare to provide ongoing opportunities for two-way communication amongst all stakeholders • The school will engage in monthly family engagement conversations with all families, ensuring we are listening to family needs and providing supports. • Staff and students will be implementing key elements of Capturing Kids Hearts daily within the building. <p>Mint Hill Elementary Attendance Plan</p>			Rick Mohrien	06/10/2026
Actions			1 of 6 (17%)		
10/4/24	<p>Budget: Title 1 Expenditure: \$53,000</p> <p>The school will use Title I funds to employ a Behavior Management Technician who will support student behavior, engaging in both proactive and reactive supports for students who are not meeting school-wide expectations. They will utilize restorative conversations and actions to support student behavior and help ensure a positive and supportive school environment.</p>		Complete 08/25/2025	Rick Mohrien	08/25/2025
<p><i>Notes:</i> The number of OSS/ISS incidents will decrease from 26 incidents in SY 2023-24 to 13 incidents in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)</p>					

8/1/24	An Attendance Team, consisting of the School Counselors and School Social Worker, will establish and support caseloads of students who are deemed to be Chronically Absent throughout the school year, implementing interventions to support improvement of attendance in alignment with the school's Attendance Plan. Monthly events will include family coffees, SIT meetings, as well as incentives for students that include raffles, lunches with administrators, and dances for students and classes demonstrating high-levels of attendance. Communication of these initiatives and support for attendance will be done through the use of ParentSquare, home visits, and 1:1 meetings with families as needed (Aligned to Guardrails 2)		Rick Mohrien	10/31/2025
<i>Notes:</i>				
8/1/24	All teachers will utilize school-wide procedures for Positive Behavior Intervention, as well as the school's Behavior Matrix, in all classrooms. (Aligned to Guardrails 2 FAM-S30)		Allison Moore (Elected September 2024)	06/10/2026
<i>Notes:</i>				
8/1/24	All staff members will implement key elements of Capturing Kids Hearts, including, but not limited to: Greet at the Door Good Things Social Contracts (Aligned to Guardrails 2 and FAM-S31)		Kimberly Domras and Leah Contovasilis	06/10/2026
<i>Notes:</i>				
9/16/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Rick Mohrien	06/10/2026
<i>Notes:</i>				
9/16/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Rick Mohrien	06/10/2026
<i>Notes:</i>				
Implementation:		05/29/2025		
Evidence	5/29/2025 Teachers collaborate with support staff to develop individualized intervention plans, which may include counseling, small-group SEL lessons, or behavior contracts.			

Experience	<p>5/29/2025</p> <p>All teachers routinely incorporate daily SEL check-ins at the start of class, such as mood meters or brief journaling prompts, to gauge students' emotional states.</p> <p>Teachers use this information to adjust instruction, offer emotional support, or provide space for students to reset as needed.</p>			
Sustainability	<p>5/29/2025 We would like to continue to use Title I funds to have our Behavior Management Technician to help support with behaviors. We would also like to continue to enhance our attendance program. We have hired an attendance secretary that helps with the tracking of attendance and work with the attendance team in promoting attendance and seeking out plans to help families with high absentee rates.</p>			

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

Initial Assessment:

Several data points that provide insight regarding regular communication with families and support provided by the school to support student learning at home. 90% of families surveyed in a mid-year survey indicated that they agreed that they were getting enough information about their student's progress at school, with 95% of respondents agreeing that the school provided enough information about school events and information. 100% of classroom teachers utilized ParentSquare as a communication resource and 97% of families were active and reachable on ParentSquare. Survey data from the mid-year community survey was also used to provide support for families during Family Events, as families indicated they wanted more information regarding how to help understand the information in their student's DIBELS reports and how they could help their students at home.

Successes aligned to this indicator include two community events the school held to bring awareness to school programs, provide resources and tools for families, and provide education on school-based programs and practices. Both events (Math Night and Spring Fest) were well-attended with over 40% of students having a parent/family member in attendance.

A challenge that was faced during this year was continuing to ensure we were able to communicate clearly with all of our families, regardless of home language. The school must continue to have equal access to all information and resources, regardless of home language. While ParentSquare can provide this information and help, we must continue to leverage resources in the community and throughout the district to ensure that all families are getting the necessary information and tools to help their students.

In order to address this challenge, we will be providing our families with a communication survey at the beginning of the year to make sure we are engaging with them in the preferred method of communication.

Limited Development
08/01/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The following items summarize what full implementation of actions for Objective E1.06 will look like:</p> <p>We will engage in monthly family engagement conversations with all families, ensuring we are listening to family needs and providing supports. All families feel fully informed regarding school events and student progress and are willing to engage in two-way communication. There is a robust set of community partners that support the needs of all students and their success in school.</p>			Rick Mohrien	06/10/2026
Actions			1 of 6 (17%)		
8/5/24	<p>Budget: Title I Expenditure: \$1,800, Vendor: Rochester 100; Mint Hill Elementary School will use Title I funds to ensure families receive ongoing communication regarding school events, relevant student work samples, and resources to support their student(s) at home throughout the school year to ensure their learners are proficient or above proficient in ELA assessments through the use of weekly Family/School Communication Folders.</p>		Complete 09/05/2025	Rick Mohrien	08/25/2025
	<p><i>Notes:</i> 100% of families will receive a weekly communication folder home a minimum of once per week, on Thursday (or other selected date if school is not in session) that includes updates on school events, curriculum information, student work samples, and resources to support student learning at home throughout the 25-26 SY.</p>				
8/1/24	<p>All classroom teachers will hold a minimum of one Parent-Teacher conference for all students. For any students performing below grade-level, teachers will hold an additional conference during the second semester to discuss student progress and additional supports for students. (Aligned to Goals 1, 2 and Guardrails 1 and 4)</p>			Rick Mohrien	11/06/2025
	<p><i>Notes:</i></p>				

10/4/24	<p>Budget: Title 1 Expenditure \$53,000 for Interpreter; \$5,000 for Food and \$5,000 for Materials</p> <p>The school will use Title I funds to provide an interpreter to support communication between the school and home on academics and attendance. Additionally, the interpreter will be utilized to support Parent/Family engagement events, which will provide food and materials that increase engagement and support student learning outside of the school. These events will be open for all families, but will provide multilingual resources for families that speak additional languages outside of English. By providing bilingual resources, we aim to enhance communication between the school and families, ensuring that all parents can engage meaningfully in their student's education.</p>		Allison Moore (Elected September 2024)	04/01/2026
<p><i>Notes:</i> The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 29.1% in SY2023-24 to 32.5% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)</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 67% in SY2023-24 to 72.5% in SY2024-25. (Aligns to A1.07, A4.01, C2.01 and CMS Goal 1)</p> <p>The percent of Hispanic students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 3-5 will increase from 16.3% in SY 2023-24 to 25% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>				
1/21/25	<p>Budget: Title 1 Expenditure: \$5,000 The school will use Title 1 Family Engagement funds to hold events that share curriculum resources with families and provide them with the opportunity to learn more about what their students are learning and how they can support them at home.</p>		Allison Moore (Elected September 2024)	04/01/2026
<p><i>Notes:</i> 100% of grade-levels will hold a minimum of 1 event throughout the school year to support family engagement and family awareness of curriculum resources.</p>				
8/1/24	<p>Parents will be invited to all meetings related to their student's specific MTSS intervention progress. The purpose of family participation in these meetings is to provide information on student progress and how families can support their students at home. (Aligned to FAM-S 3) (Aligned to Goals 1, 2 and Guardrails 1 and 4)</p>		Karina Burack	05/22/2026
<p><i>Notes:</i></p>				

8/1/24	All administrative and instructional staff will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their student’s academic progress. This will include, at a minimum, weekly Classroom Newsletters to all families as well as a weekly School Update to all families. (Aligned to Goals 1, 2 and Guardrails 1 and 4)		Rick Mohrien	06/10/2026
<i>Notes:</i>				
Implementation:		05/29/2025		
Evidence	5/29/2025 Teachers regularly communicated learning goals and behavior expectations via ClassDojo, ParentSquare, or other platforms. Two-way communication was encouraged, with translation services offered to ensure equity across language groups. The principal and leadership team communicated weekly with ParentSquare messages, emails, and social media posts.			
Experience	5/29/2025 The school distributed monthly newsletters digitally that included: Curriculum updates by grade level. Hosted quarterly events where teachers and administrators explained academic standards, shared grade-level expectations, and modeled activities parents could use at home. Specific sessions were tailored for multilingual and EC families with interpreters and accommodations provided.			
Sustainability	5/29/2025 Continue to look for opportunities to bring families together and provide information that will help at home. Make it a priority to have translators at events to allow better communication between families and staff.			