

Comprehensive Progress Report

Mission:

We, the Long Creek Community, are committed to promoting academic and social excellence while developing leaders of tomorrow through:

- Providing student with inquiry-based learning and service opportunities in the local and global community
- Teaching students to lead with character and integrity
- Providing a nurturing and challenging learning environment that is innovative and values diversity

Vision:

Long Creek will be the premier creative arts magnet fostering a culture of innovation, collaboration, and inquiry to drive academic excellence where lifelong learners exceed goals and embrace endless opportunities.

Goals:

District 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 66% in SY2024-25 to 74% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1: The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 15.9% in SY 2025-26 to 20.9% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease from 35.07% in SY2024-25 to 25.07% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 80% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

School Goal-Family Engagement: The percent of families feeling supported will increase from 51.6% in SY 2024-25 to 65% in SY 2025-26 as measured by family surveys. (Aligns to E1.06)

EVAAS Goal: We will exceed growth as evidence by the Educator Value-Added Assessment System. (Aligns to A2.04, B3.03, CMS Goal 1 and CMS Goal 2)

We will increase our EC subgroup performance grade from a F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Goal 4)



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>2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek leaders are directly involved in the educational program working on the design and implementation of the instructional program while providing feedback through walkthroughs and observations.</p> <p>To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>Goals:</p> <p>District 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 57.8% in SY2023-24 to 61.8% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>District 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 18.5% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>EVAAS Goal: We will exceed growth as evidence by the Educator Value-Added Assessment System. (Aligns to A2.04, B3.03, CMS Goal 1 and CMS Goal 2)</p> <p>As of June 2025, 66% of K-2 students are scoring at or above in DIBELS. We have not met for CCR on Reading EOG. We have unofficial proficiency data showing 18.6% of students scoring CCR. Long Creek met EVAAS growth for the previous school year.</p>	Limited Development 07/30/2024		

What successes did you experience related to this indicator in meeting your goals this year?

As of June 2025 the successes we experienced related to this indicator in meeting our goal is that constructive feedback was provided to teachers to reflect upon practices and teacher effectiveness as determined by formal observations and summative evaluations. Staff met with administrators to review observations and summatives. Staff were provided time to review drafts in advance and shared artifacts as needed to support work. Administration attended grade level plannings to support instruction and data analysis. The principal held weekly meeting with MCLs to coach and plan. MCLs and facilitators supported a coaching caseload on a more consistent basis to begin the year.

What challenges aligned to this indicator do you anticipate needing to address for the 2026-2026 school year?

As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator will continue to be the number of new staff. Efforts have been made to hire experienced staff during this transfer period. There will be six new classroom teachers, one new EC SBS teacher, two new encore teachers, and a new teacher assistant. Staff are coming from CMS as well as out of state hires. This is a large number new to the school to support with learning school/district practices. At this time, there are four teacher residents and seven teachers supported through the Beginning Teacher Program.

What opportunities exist to address these challenges in the 2025-2026 school year?

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year is to create a schedule for walkthroughs with built in time for coaching. This will become a consistent focus in weekly admin and ILT meetings to determine trends and match the appropriate support.. There are PD opportunities being considered for best practices in instruction and management to support diverse learners, creative arts, and restorative practices.

<p>How it will look when fully met:</p>	<p>Core Walkthroughs are completed regularly and teachers are receiving timely feedback that is provoking reflection and improvement of instructional delivery. Teachers are indicating they are receiving timely, transparent feedback rooted in best practice on a consistent basis to improve outcomes for students. Teacher feedback will be aligned to PDPs and school goals/guardrails. This intentional focus with targeted support will ensure high quality, high performing staff. Instructional leadership will engage in coaching to develop teachers by first building trust then growth. The instructional leadership team is aware of opportunities for growth and working on the development of all teachers. School survey, teacher evaluation data, and student outcomes on assessments will indicate objective is being fully implemented.</p>		<p>Kristal Tuck</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
<p>9/16/24</p>	<p>Title I BUDGET: \$800 (Computer Equipment) Vendor: Swivl and Apple</p> <p>ACTION: School has allotted to use \$800 of Title I funds to purchase an ipad for an instructional coach to support teachers in best practices for academics and SEL. The Instructional Leadership Team Coaches continue to implement Relay coaching practices following the district's professional learning cycle. The ipad will be used to further support coaching practices along with a newly purchased Swivl. Teachers will be able to work with coaches to review footage of teaching practices, identify growth and determine next steps following the guide in rigor and/or management. Coaches will use the iPad to record teachers, take pictures of student work to later analyze, and provide teachers with immediate feedback. Consistent, individualized coaching practices are needed to move from operationalizing to optimizing to support continuous growth. (Goal 1, Goal 2 and Guardrail 1)</p>	<p>Complete 01/23/2025</p>	<p>Kristal Tuck</p>	<p>01/23/2025</p>

Notes: District 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 66% in SY2024-25 to 74% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1:
The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 15.9% in SY 2025-26 to 20.9% in SY 2025-26.
(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

8/7/24	Develop and execute a formal observation, feedback and coaching cycle schedule with identified teacher caseloads that uses the Get Better Faster framework (Goal 1, Goal 2).	Complete 10/11/2024	Kristal Tuck	01/23/2025
<i>Notes:</i>				
8/7/24	Create a structure and schedule that allows for professional development opportunities during PLCs and staff meetings based on school trends and teacher feedback that allows for teachers to engage in professional learning walks and allows opportunities for teacher practice with best practices (Goal 1 and Goal 2).		Kristal Tuck	04/02/2026
<i>Notes:</i>				
8/7/24	Develop and execute an ILT walkthrough schedule with specific look-fors to assess the current state of curriculum implementation, standards alignment, tiered interventions, SEL, PBIS, and classroom management and identified school needs as determined by formal evaluations and observed teacher need. Walkthrough data will be analyzed weekly during ILT meetings to determine necessary next steps. (Goal 1 and Goal 2)		Jennifer Eddins (elected 2025)	06/10/2026
<i>Notes:</i>				
8/7/24	Develop a system for the instructional leadership team to plan for and review W.I.N. time, small groups and support services to ensure data-driven groups and opportunities for flexible groups within grade levels. Teachers will monitor for progress and mastery. This will include tracking sub group data to accurately address and plan for learning gaps. (Goal 1 and Goal 2).		Tessah Sampson (elected 2024)	10/31/2026

Notes:

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek has allocated resources to support effective instruction.</p> <p>To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>Goal: Guardrail 1: The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 9.5% in SY 2023-24 to 15% in SY 2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>As of June 2025, we did not meet the goal to increase the percent of EC students scoring GLP. Unofficial data shows 9.6% of EC students as GLP. Long Creek Elementary is a TSI school. The Students with Disability group have chronically underperformed. During the 2023-2024 school year, SWD met EVAAS growth. There was an achievement of 10.7, growth 80 and letter grade F. The number of EC students increased with the addition of the SBS program as well as students qualifying for EC services.</p> <p>What successes did you experience related to this indicator in meeting your goals this year?</p> <p>As of June 2025 the successes we experienced related to this indicator in meeting our goal is that we began the year with a full EC team (2 teachers and 1 TA). We received an additional EC allotment for a .5 teacher. There was an exchange to hire a full time EC TA. Title I funds were used to pay TLP differentials and hire a BMT. Funds also purchased supplemental programs, resources, technology, funded subs for quarterly data days, paid extended day tutoring staff , and provided hours for summer curriculum development.</p> <p>What challenges aligned to this indicator do you anticipate needing to address for the 2025-2026 school year?</p>	Limited Development 09/28/2023		

As of June 2025 the challenges that we are facing in meeting our 2024-2025 SIP goal aligned to the indicator will be less Title I funds as a result of allotting money to pay for a teacher in order to lower class sizes. This will impact additional supplemental resources as well as having to limit extended day opportunities. Title I provided additional funds for tutoring in addition to the amount provided to the school from the district.

What opportunities exist to address these challenges in the 2025-2026 school year?

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year includes expanding the Teacher Leader Pathway to include additional Expanded Impact Teacher roles. Other opportunities include hiring experienced teachers to fill vacancies as well as exchanging positions to support MTSS and math.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

When this objective is fully met, the Students with Disabilities group will exceed growth based on EVAAS data. Students with Disabilities will have access to the necessary supports, be able to access grade level instruction, and meet their learning goals. The school will increase its GLP and CCR percentages from previous years.

Kristal Tuck

06/10/2026

Actions

2 of 7 (29%)

3/27/25 Using ATSI funding, staff will be hired for extended day tutoring to provide additional instruction beyond the school day for identified EC students. (Goal 1, Goal 2 and Guardrail 1)

Complete 05/16/2025

Kelli Richards

05/16/2025

Notes:

6/18/25 Completed ATSI School Annual Resource Allocation Self-Assessment

Complete 06/16/2025

Kristal Tuck

06/12/2025

Notes: <https://docs.google.com/document/d/1xETMhXFsk-4znjfnT2Lgp9SNy-3Q8moKt7xesldgOk/edit?usp=sharing>

9/8/25 Title I
BUDGET: \$50,879.55 (Classroom Teacher)

ACTION: School has allotted to use \$50,879.55 to fund an additional classroom teacher allotment to support smaller classroom size and grade level departments. (Guardrail 2 and Guardrail 3)

Kristal Tuck

10/31/2025

Notes: District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

The school has allotted to use \$50,879.55 to fund an additional classroom teacher allotment to support smaller classroom size and grade level departments.

9/8/25 Title I
BUDGET: \$17,500 (Teacher Leader Pathway Differentials)

ACTION: School has allotted to use \$17,500 to fund TLP differntials for one MCL and two EITs. (Distritc Goal 1 and 2)

Kristal Tuck

10/31/2025

Notes: District 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 66% in SY2024-25 to 74% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

The school has allotted \$17,500 to fund TLP differntials for one MCL and two EITs. (Distritc Goal 1 and 2)

9/28/23 Within the 2024-2025 school year, our school identified the following resource inequity: human resources; as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students, specifically SWD, to highly effective teachers and coaches. There will be two Multi-Classroom Leaders serving grades K-2 and 3-5. MCLs will have a dedicated coaching load. Three Expanded Impact Teacher 2 (EIT2) will lead fourth and fifth grade. EIT2s will lead science and math planning, support data driven small group planning, and serve as a model classroom. (Goal 1 and Goal 2)

Kristal Tuck

06/10/2026

Notes: Title I
 BUDGET: \$21,000 (Extended Day Tutoring)
 ACTION: School has allotted to use \$21,000 of Title I funds to provide extended day tutoring to students utilizing classroom teachers.

CNA (School Annual Resource Allocation):
<https://docs.google.com/document/d/1xETMhXFsk-4znjfnT2Lgp9SNy-3Q8moKt7xeseldgOk/edit?usp=sharing>

9/28/23 Within the 2024-2025 school year, our school identified the following resource inequity: Instruction/Training; as a result, our school plans to mitigate this inequity by engaging in professional development to increase leader capacity around instructional best practices and the performance of Students with Disabilities. (Goal 1, Goal 2 and Guardrail 4)

Kristal Tuck

06/10/2026

Notes: CNA (School Annual Resource Allocation):
<https://docs.google.com/document/d/1xETMhXFsk-4znjfnT2Lgp9SNy-3Q8moKt7xeseldgOk/edit?usp=sharing>

3/27/25 Using ATSI Funding, EC staff will develop curriculum to supplement current resources. Hours will be provided for extended employment. (Goal 1, Goal 2 and Guardrail 1)

Kristal Tuck

06/10/2026

Notes:

Implementation:

06/10/2024

Evidence	<p>6/10/2024</p> <p>Out of School Tutoring (OSTT) was new to Long Creek this year. OSTT funds were provided by the district covered two virtual programs. Braintrust was a virtual program for third-fourth graders during WIN. Braintrust data: -Spelling: 74% to 79% (+6%) -Phonological Awareness: 48% to 65% (+35%) -Decoding: 55% to 67% (+21%)</p> <p>Another virtual program supported students in ASEP.</p> <p>Students with Disabilities were not included in OSTT programs this year due to conflicts with service time during WIN. OSTT was scheduled during WIN after school with students enrolled in ASEP.</p>			
Experience	<p>6/10/2024</p> <p>This objective was tedious at times because there were multiple tutoring programs going on at the same time.</p>			
Sustainability	<p>6/10/2024</p> <p>Partnering with qualified and attentive tutoring companies that are concerned with achievements over profits.</p>			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek tiers support by tailoring instruction for students across all tiers.</p> <p>To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>Goals:</p> <p>District 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 57.8% in SY2023-24 to 61.8% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p>	Limited Development 07/30/2024		
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District 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 18.5% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

EVAAS Goal: We will exceed growth as evidence by the Educator Value-Added Assessment System. (Aligns to A2.04, B3.03, CMS Goal 1 and CMS Goal 2)

As of June 2025, 66% of K-2 students are scoring at or above in DIBELS. We have not met for CCR on Reading EOG. We have unofficial proficiency data showing 18.6% of students scoring CCR. Long Creek met EVAAS growth for the previous school year.

What successes did you experience related to this indicator in meeting your goals this year?

As of June 2025 the successes we experienced related to this indicator in meeting our goal considering goal actions is that all grade levels K-5 had a dedicated WIN time following the master schedule. This time was used for interventions in the classroom as well as time for TD, EC and ML services. The school implemented 90 minute planning for grade levels this year. Teachers collaborated to review lessons and discuss supplemental resources. Each quarter, the MCLs led data dives for spring DIBELS and MVPA data where teachers looked at their classes individually and then as a whole grade level. Teachers identified strengths, areas for growth, students of concern, and students on track to pass the EOG. Additionally, coaching case loads were assigned to provide targeted support to teachers to build capacity regarding their instructional practice.

What challenges are you facing in meeting your 2024-2025 SIP goal targets aligned to this indicator?

As of June 2025 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator is consistency in classroom teacher's ability to intentionally and effectively plan for data driven instruction. In reviewing the instructional practice of teachers 14/24 teachers were able to consistently achieve this outcome. In reviewing the needs of the remaining teachers, teacher retention and mid-year turn over played a role in this deficit as did time constraints for coaches to provide real time coaching and feedback in classrooms . This challenge applies to core instruction as well as WIN small groups.

What opportunities exist to address these challenges in the 2025-2026

school year?

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year will be to devise an intentional coaching plan including time for coaches to consistently spend time in classrooms for the upcoming school year. The ability to achieve this outcome is furthered by the staffing model to be utilized to include 2 additional EITs and a Master Math teacher to serve grades K-5.

How it will look when fully met:

When this objective is fully met, all students will have access to rigorous core instruction and small group targeted instruction during content blocks and WIN (What I Need) as part of the MTSS framework. Data (exit tickets, MasteryConnect, iReady, DIBELS, MVPA) will be used regularly to determine instructional decisions and appropriate strategies and scaffolds to support individual students. Core Action Walks will show that teachers are implementing strategies with fidelity and monitoring for progress. Student achievement will increase as a result of targeted instruction and intervention. The impact of the daily SEL curriculum and supports provided during WIN will be evident in students' self-efficacy. Students will respond favorably to being able to understand and do the work.

In addition, A linked teaming structure will exist that demonstrates:

- Teams meet regularly and have regular meeting formats/agendas, minutes, and defined meeting roles.
- Team members have expertise in the area being problem solved, administrative authority, knowledge of the student(s), and knowledge of the school operations.
- Team members include family, community, and multi-agency support when appropriate.
- District or school contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) when appropriate.

Members of this team will review student data weekly and bi-weekly full team meetings will take place to review data and ensure students targeted needs are being met through intervention for academics, attendance, SEL and Behavior.

Kristal Tuck

06/10/2026

Actions		3 of 6 (50%)		
7/30/24	<p>The Targeted MTSS Core Support Team will meet biweekly to:</p> <ul style="list-style-type: none"> --Lead the work of establishing a vision and mission of MTSS implementation across the building. --Align actions with the School Improvement Plan (SIP). --Allocate resources (e.g., time, personnel, materials) for planning and delivery of evidence-based assessment, instruction and intervention. --Develop a plan for ongoing professional development and coaching support to school staff. --Define and communicate CORE district and school-based instructional, curricular, and environmental expectations for academic and SEL support --Analyze data for school-wide academics: --Prepares data reports to share with team members at PLC meetings --Summarize monthly academic data (pulse check) to prompt action towards continuous improvement of the core (Goal 1, Goal 2, and Guardrail 4) 	Complete 11/22/2024	Beth Keller	11/30/2024
<i>Notes:</i>				
6/18/25	Completed ATSI School Annual Resource Allocation Self-Assessment	Complete 06/16/2025	Kristal Tuck	06/12/2025
<i>Notes:</i> https://docs.google.com/document/d/1xETMhXFsk-4znjfnT2Lgp9SNy-3Q8moKt7xesldgOk/edit?usp=sharing				
8/7/24	Develop and monitor a master scheduling structure that will allow support staff dedicated time to address student needs during WIN including MCLs, MTSS facilitator, ML, TD, EC and Instructional Assistants to support whole group and small group instruction, and collaboration between classroom teachers. (Goal 1 and Goal 2)		Beth Keller	01/21/2026
<i>Notes:</i>				
8/8/24	<p>Title I BUDGET: \$20,587.10 (Extended Day Tutoring)</p> <p>ACTION: School has allotted to use \$20,587.10 of Title I funds to provide extended day tutoring to students. (Goal 2 and Guardrail 1)</p>	Complete 05/16/2025	Kristal Tuck	06/10/2026

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Guardrail 1:
The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 15.9% in SY 2025-26 to 20.9% in SY 2025-26.
(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

School has allotted to use \$20,587.10 of Title I funds to provide extended day tutoring.

9/4/25 Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Goal 1 and Goal 2)

Kristal Tuck

06/10/2026

Notes:

8/7/24 Within the 2025-26 school year, our school will implement the following evidenced-based interventions to increase overall performance of Students with Disabilities (SWD): Orton-Gillingham, Spire, Sounds Sensible, and Number Worlds (Guardrail 1).

Kelli Richards

06/10/2026

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:

2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek engages teachers in aligning instruction to standards while refining and developing instructional units and practices.

To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

Goal:

District 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 57.8% in SY2023-24 to 61.8% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 18.5% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

EVAAS Goal: We will exceed growth as evidenced by the Educator Value-Added Assessment System. (Aligns to A2.04, B3.03, CMS Goal 1 and CMS Goal 2)

As of June 2025, 66% of K-2 students are scoring at or above in DIBELS. We have not met for CCR on Reading EOG. We have unofficial proficiency data showing 18.6% of students scoring CCR. Long Creek met EVAAS growth for the previous school year.

What successes did you experience related to the indicator in meeting your goals this year?

As of June 2025 the successes we experienced related to this indicator in meeting our goal considering goal actions is that all grade levels K-5 had a dedicated 45 minute WIN time following the master schedule. This time was used for interventions in the classroom as well as time for TD, EC and ML services. The school continued implementing 90 minute planning for grade levels this year and added two additional 45 minute plannings for literacy and math. The 90 minute planning was reserved for individual coaching meetings and data dives as well as whole grade level data dives for teacher to spend time using the data to form intentional small group plans in response to the data. During the 45 minute math and literacy planning, teachers collaborated to review

Limited Development
07/30/2024

lessons and discuss supplemental resources.

What challenges are you facing in meeting your 2024-2025 SIP goal targets aligned to this indicator?

As of June 2025 the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is classroom teacher's ability to intentionally and effectively plan for data driven instruction. Even though we began the work in this area this year, this is something we still need to continue to focus on schoolwide for both core and small group instruction. There will continue to be a schoolwide focus on using data to inform instruction. Another challenge we faced was maintaining a consistent coaching and walkthrough schedule due to classroom vacancies, scheduling conflicts, staff absences, etc. We have noticed in our DIBELS data that while we are closing gaps in K-2 foundational skills, there is a major disconnect between the proficiency gains in K-2 and the comprehension demands of 3-5. Rising third grader's proficiency showed they left 2nd grade with 53% proficiency according to their EOY DIBELS data, which was an 8% increase from BOY. However, when they took the BOY MVPA at the beginning of the 24-25 school year, it indicated that only 19% were proficient.

What opportunities exist to address these challenges in the 2025-2026 school year?

As of June 2025 the opportunities that exist to address these challenges for the 2024-2025 school year will be continued intentional support for teachers during planning. The two MCLs will solely focus on Literacy instruction and coaching due to the addition of a K-5 math Master teacher to focus on math instruction and coaching. MCLs will continue to meet with teachers individually to review and/or create small group plans to support flexible grouping. WIN time for literacy in K-2 will also include a comprehension and vocabulary component in order to close the academic gaps between 2nd and 3rd grade due to the foundational skills focus in 2nd and the comprehension focus starting in 3rd grade. The ILT will form an intentional and consistent walkthrough schedule with a specific weekly focus and discuss during ILT meetings to identify trends in order to create data driven, needs based PD for staff. Long Creek will continue being a TLP school, and plans to add additional EIT positions for staff members who qualify. These positions would continue providing additional support with instruction and data support on their PLCs.

How it will look when fully met:	Grade-level teams will be implementing the curriculum with fidelity and integrity without hesitation measured by trends from teacher walk through data and teacher evaluation data. Every classroom will display anchor charts and resources that demonstrate standards currently being taught and those already taught. There will be evidence of enriched assessments types that include; summative, formative, and comprehensive assessments. Teachers will review and analyze the rigorous assessments before each unit to support backwards planning. Assessment data will be analyzed after students have completed the standard-based assessments/exit tickets in order to drive instruction and meet school-wide academic goals. iReady, DIBELS, MVPAs and EOGs will indicate academic growth for all students. All students will be authentically engaged in learning in all areas of the classroom through whole group, small group, partner work and independent tasks. Our creative arts magnet theme will be evident in daily instruction while integrated with core content and encore classes.		Rickita Banks (elected 2024)	06/10/2026
Actions		2 of 10 (20%)		
2/13/25	Create a reading behavior structure for 2nd-5th grade where teachers will provide direct instruction in comprehension during WIN and ALL to build the bridge with knowing how to read and being able to comprehend text. (Goal 1 and Goal 2)	Complete 05/16/2025	Jennifer Morris	05/16/2025
<i>Notes:</i>				
3/27/25	BUDGET: \$16,000 (Technology) Vendor: CDWG ACTION: School has allotted to use \$16,000 of Title I funds to purchase additional technology to support students creating content and support teachers with facilitating instruction. (Goal 1, Goal 2 and Guardrail 1)	Complete 06/10/2025	Brandon Nichols	07/01/2025
<i>Notes:</i>				
7/30/24	Create and execute clear guidelines for literacy, math and data planning meetings to strengthen core and small group instruction in order to support all students including procedures for analyzing student work, data, assessments, targeted instructional support. (Goal 1, Goal 2)		Tessah Sampson	10/31/2025
<i>Notes:</i>				

6/23/25	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.		Kristal Tuck	01/21/2026
<i>Notes:</i>				
2/13/25	Create and execute revised school-wide data driven small group expectations to include direct instruction, teacher modeling, student tasks and checks for understanding. (Goal 1 and Goal 2)		Tessah Sampson	01/21/2026
<i>Notes:</i>				
7/30/24	Multi-classroom Leaders will collaborate with teachers to plan, implement, and model standards-aligned instruction and targeted, data driven small group planning; EIT teachers will lead data driven decision-making for instruction and model intentional practice in Grade 5 Science and Math (Goal 1 and Goal 2)		Jennifer Morris	04/02/2026
<i>Notes:</i>				
8/8/24	The leadership team will provide guided data dives aligned with universal screener and MVPA windows in PLC meetings throughout the school year to provide strategic coaching and small group action plans K-5. (Goal 1, Goal 2)		Kristal Tuck	06/10/2026
<i>Notes:</i>				
8/8/24	Title I BUDGET: \$6,416.08 (Instructional Supplies and Materials) Vendor: Lakeshore, School Specialty ACTION: School has allotted to use \$\$6,416.08 of Title I funds to purchase additional supplies and materials to support core and small group instruction. (Goal 1, Goal 2 and Guardrail 1)		Kristal Tuck	06/10/2026

Notes: District 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 66% in SY2024-25 to 74% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1:
The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 15.9% in SY 2025-26 to 20.9% in SY 2025-26.
(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

7/30/24 Develop and execute a school-wide planning meeting structure with dedicated time to analyze data, determine desired student outcomes, unpack standards and assessments following the balanced assessment system, internalize new lessons, develop standards-aligned units of instruction, and collaborate with teammates on high-leverage instructional strategies and instructional delivery in order to reach all students. (Goal 1 and Goal 2)

Kristal Tuck

06/10/2026

Notes:

3/27/25 Title I
BUDGET: \$21,251.20 (Summer Curriculum Planning)

ACTION: School has allotted to use \$21,251.20 of Title I funds for summer curriculum planning for the instructional leadership team and teacher leaders. Curriculum planning hours will be used to prepare small group resources to align with standards and the curriculum, plan the reading behaviors framework and create curriculum maps.
(Goal 1 and Goal 2)

Kristal Tuck

06/10/2026

Notes: District 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 66% in SY2024-25 to 74% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

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

Initial Assessment:

2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek teaches the whole child and has begun work to connect emotional and cognitive development.

To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.

Goal:

Guardrail 2: The percent of OSS/ISS incidents will decrease from 23.8% in SY 2023-24 to 20% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: Percent of chronically absent students K-5 will decrease from 26.52% in SY 2023-24 to 20% in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

As of June 2025, the total number of 65 out of school suspensions. This is an increase from 11 in the 23-24 school year. There was a total of 40 students with a suspension. This increased from 8 students last year. Thirteen students accounted for multiple suspensions. This is an increase from 2 repeat offenders from last year. ISS increased from 3 to 26. There was a total of 16 students with ISS. This increased from last year's 3 students. The chronic absentee rate was 35.07% This is an increase of 8.55% from last year's 26.52%.

What successes did you experience related to this indicator in meeting your goals this year?

As of June 2025, we have experienced success with documenting incidents. While this increased the number of incidents along with disciplinary responses, this year showed a more accurate picture. The new BMT's knowledge from the district level supported additional resources including more accurate record keeping. Long Creek implemented PBIS for a third year. There continues to be an increase in buy-in. The PBIS Store was restructured providing weekly shopping which was a change from previous quarterly shopping. There was a shift to only shop during arrival to protect instructional time. Student leaders also supported the PBIS Store.

What challenges aligned to this indicator do you anticipate needing to address for the 2025-2026 school year?

Limited Development
07/30/2024

As of June 2025, we did not reduce the number of OSS or ISS incidents instead increasing drastically. Challenges moving into next year, will continue to be the necessary resources to meet the high needs of students. This also includes the self-contained SBS program. The program has undergone a district restructure. Our school will serve students with emotional dysregulation. Chronic absenteeism continues to present a challenge with students missing learning. The transient population also contributes to the higher absence count. Some absences were a result of students moving and the school being unable to locate families.

What opportunities exist to address these challenges in the 2025-2026 school year?

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year will be to revisit school expectations. This begins with staff and expectations for school-wide routines during transitions, common areas and in classrooms. All staff are responsible for setting the expectation. There are PD opportunities being considered for best practices in instruction and management to support diverse learners through culturally responsive teaching as well as revisiting restorative practices. As part of the NC MTSS framework, our SEL Curriculum and CASEL resources will be utilized in all classrooms during morning meeting to explicitly teach SEL and social skills. Long Creek's Capturing Kids Heart cohort continues to be pushed back. We are now slated to adopt for the 26-27 school year. There is a great need for the school to adopt. Counselors will teach monthly SEL and character trait lessons following Cambridge Essential traits. PBIS Rewards will assist in reinforcing positive behavior and tracking disciplinary referrals and reflections. Teachers and students will both be mindful of their interactions with others. Teachers will be aware of their biases and ensure they do not impede teaching and learning. The impact of SEL lessons will be evident in the academic improvement on iReady, DIBELS, and classroom assessments. Survey data will show improvement on the expectations and consequences for student behavior and the school environment indicator in regards to relationships and management.

<p>How it will look when fully met:</p>	<p>As part of the NC MTSS framework, our SEL Curriculum and CASEL resources will be utilized in all classrooms during morning meeting to explicitly teach SEL and social skills. Counselors will teach monthly SEL and character trait lessons following Cambridge Essential traits. PBIS Rewards will assist in reinforcing positive behavior and tracking disciplinary referrals and reflections. Teachers and students will both be mindful of their interactions with others. Teachers will be aware of their biases and ensure they do not impede teaching and learning. The impact of SEL lessons will be evident in the academic improvement on iReady, DIBELS, and classroom assessments. Survey data will show improvement on the expectations and consequences for student behavior and the school environment indicator in regards to relationships and management.</p>		<p>Phillip Moultrie (elected 2025)</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>2 of 11 (18%)</p>		
<p>7/30/24</p>	<p>A Long Creek Model for MTSS Behavior will be implemented which delineates by tier for making connections, developing skills, acknowledging desired behaviors, and correcting undesired behaviors while ensuring appropriate system supports meet regularly to review appropriate data. (Guardrail 2)</p>	<p>Complete 11/22/2024</p>	<p>Beth Keller</p>	<p>11/30/2024</p>
<p><i>Notes:</i></p>				
<p>9/16/24</p>	<p>BUDGET: \$3,000 (Furniture & Equipment) Vendor: Lakeshore, School Outfitters</p> <p>ACTION: School has allotted to use \$3,000 of Title I funds to purchase furniture such as classroom rugs to enhance and create learning spaces. Long Creek is committed to creating a welcoming classroom environment. These additional spaces will allow for collaborative whole group setting for daily morning meetings to directly teach SEL skills as well as partner and group space for core content instruction.</p> <p>additional supplies and materials to support core and small group instruction. (Goal 1, Goal 2 and Guardrail 1)</p>	<p>Complete 06/10/2025</p>	<p>Kristal Tuck</p>	<p>03/28/2025</p>

Notes: District 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 57.8% in SY2023-24 to 61.8% in SY2024-25.

(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 18.5% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1:

The percent of EC students scoring Grade Level Proficient (GLP) composite on End of Grade assessments in grades 3-5 will increase from 9.5% in SY 2023-24 to 15% in SY 2024-25.

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2:

The percent of OSS/ISS incidents will decrease from 23.8% in SY 2023-24 to 20% in SY 2024-25

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

8/8/24

Title I

BUDGET: \$8,000 (PBIS Rewards & SEL Supports)

Vendor: Navigate 360

ACTION: School has allotted to use \$8,000 to purchase PBIS Rewards to support school-wide PBIS implementation with students earning points for following school expectations and adhering to the Mustang Way behavior matrix. (Guardrail 2 and Guardrail 3)

Kristal Tuck

04/01/2026

Notes: Guardrail 2:

OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26.

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

School has allotted to use \$8,000 to purchase PBIS Rewards and additional PBIS resources.

8/7/24	Develop and execute a tiered schoolwide attendance plan to decrease our number of chronically absent students. The plan will prioritize attendance through student, parent and staff accountability practices to reduce attendance concerns and increase student outcomes. Students will participate in attendance challenges and celebrations throughout the year to highlight attendance matters. (Guardrail 3) https://docs.google.com/document/d/1xBDlIxtvg818038iv9oCE-lzVeG0cRuSxP2h5vka3ts/edit?usp=sharing		Asaliza Boyd	05/16/2026
<i>Notes:</i>				
8/7/24	Develop and execute a yearlong plan for daily morning meeting lessons to directly teach social and emotional skills. Morning meetings will include Caring Schools curriculum in addition to Long Creek focused SEL lessons and character traits aligned to the school's monthly Fred Carr Character Traits and Cambridge Learner Attributes. (Guardrail 3).		Kristal Tuck	06/10/2026
<i>Notes:</i>				
8/7/24	The administrative team will work in collaboration with the BMT to establish appropriate alternatives to OSS through PBIS implementation, restorative practice, discipline matrix adherence, and targeted support for students requiring supplemental and intensive supports to address disproportionality. OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26 (Guardrail 2 and Guardrail 3).		Phillip Moultrie (elected 2025)	06/10/2026
<i>Notes:</i>				
8/7/24	Instructional Leadership and Student Services will create and facilitate structured professional development for staff focusing on effective classroom management, restorative practices, trauma informed schools, inclusive environments, PBIS, culturally responsive teaching and the newly adopted Capturing Kids' Hearts learning to enhance school culture. PD will help cultivate a community of learners and raise staff awareness of biases. OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26. (Goal 1, Goal 2, Guardrail 2, Guardrail 3)		Phillip Moultrie (elected 2025)	06/10/2026
<i>Notes:</i>				
6/23/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Kristal Tuck	06/10/2026
<i>Notes:</i>				

6/23/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26		Phillip Moultrie (elected 2025)	06/10/2026
<i>Notes:</i>				
9/8/25	Title I BUDGET: \$13,500 (Ron Clark House System PD) Vendor: The Ron Clark Academy ACTION: School has allotted to use \$13,500 to engage in House System PD provided by Ron Clark Academy to enhance school culture. (Guardrail 2 and Guardrail 3)		Jennifer Eddins (elected 2025)	06/10/2026
<i>Notes:</i> Guardrail 2: OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2) Guardrail 3: The percent of Chronic Absenteeism will decrease from 35.07% in SY2024-25 to 25.07% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3) The school has allotted \$13,500 to fund RCA house system PD.				
8/8/24	Title I BUDGET: \$39,696.30 (BMT) ACTION: School has allotted to use \$39,696.30 of Title I funds to hire a BMT to support school-wide PBIS implementation, restorative practices, and behavior intervention support. OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26. (Guardrail 2 and Guardrail 3)		Kristal Tuck	07/01/2026
<i>Notes:</i> Guardrail 2: OSS/ISS incidents will decrease 15% from 91 combined ISS/OSS in SY 2024-25 to 77 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2) School has allotted to use \$39,696.30 of Title I funds to hire a BMT.				

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
		<i>Initial Assessment:</i>	<p>2024-2025 Narrative of Current Implementation: Aligned with the Wise Ways framework, Long Creek builds the essential home-school connection through teaching families the importance of involvement and providing necessary means to support learning at home.</p> <p>To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal.</p> <p>Goal:</p> <p>School Goal-Family Engagement: The percent of families feeling supported will increase from 51.6% in SY 2023-24 to 65% in SY 2024-25 as measured by family surveys. (Aligns to E 1.06)</p> <p>As of June 2025, we have observed increases in parent participation at school events as well as parent feedback. Parents have completed surveys to gain their perspective and better learn their needs.</p> <p>What successes did you experience related to this indicator in meeting your goals this year?</p> <p>Overall, Parent Square has been a successful two-way main source of communication for many classrooms and the school. This is utilized to share all information regarding great things the school has going on within the building. Information is shared each week through the family Mustang Message newsletter. School posts are shared to keep families informed of events and how they can engage in the school. We implemented new events such as Lunch Bunch and Mustang University.</p> <p>100% of parents are connected</p> <p>74% receive emails</p> <p>27% receive text messages</p> <p>54% ParentSquare App notifications</p> <p>What challenges are you facing in meeting your 2024-2025 SIP goal targets aligned to this indicator?</p>	Limited Development 08/08/2024		

As of June 2025 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator are parents consistently engaging in ParentSquare to review information. Challenges continue with parents participating with academic events. We continue to have a large response for awards and encore showcases. Participation is low for Curriculum Nights and SIT/PTO Meetings.

What opportunities exist to address these challenges in the 2025-2026 school year?

As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year will be continuing to seek parent feedback and engaging in academic related events. The school will also consider additional ways to involve families and community partners within the school and in classrooms to support.

How it will look when fully met:

When this objective is fully met, parents are fully immersed in the school and will receive regular school communication through the following: ParentSquare, newsletters, school website, social media, Mustang Message (weekly parent newsletter sent by the principal), phone calls, ParentSquare calls/recordings, and parent teacher meetings. Curriculum Nights and Parent-Teacher Conferences will be held inviting families into school to learn. Parents will be able to articulate what their child is currently learning as well as their progress towards grade-level mastery. Family meetings will be planned by the Student Services team led by the Family School Advocate presenting opportunities throughout the year to bring parents to school and also learning out to them in the community. Sessions will cover academic needs and also areas to support the whole child which directly impact academic needs. There will not be a disconnect between home and school, the two will work together in partnership for the enrichment and education of every student. Likewise, we will have community partners incorporated during the instructional day to support our students and staff.

**Jennifer Eddins
(elected 2025)**

06/10/2026

Actions

2 of 6 (33%)

8/8/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. Classroom teachers will send weekly communication each Thursday to keep families informed of school and classroom events as well as upcoming learning targets. Thursday folders will go home school-wide sharing school news and work samples from class. (Goal 1, Goal 2, Guardrail 3).	Complete 09/27/2024	Kristal Tuck	12/01/2024
<i>Notes:</i>				
3/27/25	BUDGET: \$8,000 (Agendas and School Communication Folders) Vendor: School Datebooks ACTION: School has allotted to use \$8,000 of Title I funds for take home folders and agendas. Agendas and take home folders will be used as a part of our home-school communication for all students (K-5). (Goal 1 and Goal 2)	Complete 06/10/2025	Kristal Tuck	07/01/2025
<i>Notes:</i>				
8/8/24	Title I BUDGET: \$5,488.64 Vendor: Office Depot, Staples, Food ACTION: School has allotted to use \$5,488.64 of Title I funds for parental involvement materials and supplies. Items will be used in conjunction with Student Services family learning sessions. (Goal 1 and Goal 2)		Kristal Tuck	05/29/2026

Notes: School Goal-Family Engagement: The percent of families feeling supported will increase from 51.6% in SY2024-25 to 65% in SY 2025-26. through the use of Title I funds.

District 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 66% in SY2024-25 to 74% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 1)

District 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 21.9% in SY2024-25 to 29.9% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

8/8/24 Plan and host curriculum nights, parent meetings and family events/spirit nights in collaboration with PTO to provide families hands-on learning opportunities to support students at home and increase school pride. (Goal 1 and Goal 2)

Jennifer Eddins
(elected 2025)

05/30/2026

Notes:

8/8/24 The Student Services Team will implement events for families to connect with school staff and the community to learn about student academic performance as well as services to support families. Events will be held at school and in the community in an effort to build partnerships with families toward achieving academic growth goals.
(Goal 1, Goal 2 and Guardrail 3)

Asaliza Boyd

06/10/2026

Notes:

8/8/24 Develop increased partnerships in the community by capitalizing on current connections with families and community partners to create opportunities for stakeholders to be involved with the instructional day and school events as well as supporting families in need. (Goal 1, Goal 2, Guardrail 1, Guardrail 3)

Rickita Banks

06/10/2026

Notes: