

## Comprehensive Progress Report

**Mission:**

Our mission is to hold high expectations for academic performance and character development for each student in a safe, caring environment that embraces cultural diversity. We will do this by implementing the International Baccalaureate Program (PYP) and thereby empowering our students to become critical, independent thinkers with the skills to be active participants in an ever-changing global society.

**Vision:**

Develop learners’ confidence and ability to seek solutions to the challenges of an ever-changing global society.

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 75.9% in SY2024-25 to 77.6% in SY2025-26. (Aligns to A4.01, A2.04 and B3.03, D1.02, CMS Goal 1 and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 43.5% in SY2024-25 to 48.3% in SY2025-26 (Aligns to A2.04, A4.01, and B3.03, D1.02 , CMS Goal 2 and CMS Guardrail1)

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06, CMS Guardrail 2)

The number of OSS/ISS incidents will decrease from 5.8% in 2024-25 to 3% in SY 2024-2025 (Aligns with A2.04, A.401, CMS Guardrail 2)

Retain 90% of highly qualified teachers. (Guardrail 4)

The percent of Chronic Absenteeism will decrease from 12.9% in SY2024-25 to 6% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

As of June 2025, we made progress in meeting our goals by having systems in place to ensure we were successful. This is clearly indicated in the numbers below.

Math-GLP: 69.1% CCR: 48.9%

ELA: GLP: 58.3% CCR: 43.5%

Science: GLP: % CCR: %

As of June 2025, the successes we experienced related to this indicator in meeting our goal include the effective use of our Leadership Instructional Team which met monthly to discuss progress towards full implementation of indicators. Our master schedule reflected appropriate time needed to teach core instruction for literacy, math, skills/All, SEL and Cares blocks. Facilitators asked for feedback after each planning and a walk through schedule was created to provide informal feedback each week that aligned to the three core actions- Core Action 1- High Quality Text/Instruction, Core Action 2- Grade Level Standards and Core Action 3- Student Engagement. Our main core action focus was on Core Action 3- Student Engagement. The team PLC planning was shifted from a focus on Core instruction to a focus on Precision Planning which included a focus on action planning through small group instruction. We also had our mentor/mentee program being led by veteran and successful teachers.

A challenge we faced in the 24-25 school year as a walk through team we struggled sticking to the walkthrough times due to interruption in the planned schedule. Also providing opportunity for the team to reconvene and debrief about walks. We also had members of our Instructional Leadership team on leave or left the position. An opportunity is to create a more balanced work load for the team to better react to interruptions in schedule. This balance will allow team members to provide support when a walkthrough time is missed.

Limited Development  
07/31/2024

<p><b>How it will look when fully met:</b></p>	<p>Our goal is to assign a coach to every teacher that is needs based. Our beginning teacher in year 1 and year 2 will receive weekly coach.</p> <p>This objective is fully met when the leadership instructional team are able to provide all staff with weekly feedback on plans and classroom instruction. The feedback provided aligns with core actions taking by students and teachers. During weekly planning feedback will be shared with the team regarding strengths and areas the team can address to help all students be successful in SEL, math and literacy. The three C's will guide our work for the year:</p> <ul style="list-style-type: none"> <li>• Consistency across all areas</li> <li>• Collective Responsibility between grade levels for instruction</li> <li>• Counting on the Data in core areas as well as small groups</li> </ul>		<p>Susan Gann-Carroll</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/31/24</p>	<p>We will develop six-week action plans informed by benchmark assessments and ongoing classroom data to guide targeted instructional strategies. These plans will include bi-weekly check-ins to monitor progress, adjust instruction as needed, and ensure that interventions remain responsive to student needs.</p> <p>This structured approach is designed to increase student engagement in small-group settings, provide appropriate scaffolding of content and skills, and create additional opportunities for students to practice and apply their learning in a more focused and supportive environment.</p> <p>By aligning instruction with data-driven action plans, we aim to enhance both academic growth and equitable access to differentiated learning experiences.</p> <p>(Aligned with CMS Goals 1 and 2, and CMS Guardrail 1.)</p>		<p>Susan Gann-Carroll</p>	<p>06/06/2026</p>
<p>Notes:</p>				

	7/31/24	<p>The Leadership Instructional Team will implement Core Action walkthroughs alongside established observation systems and processes to monitor instructional practices across classrooms. These walkthroughs will focus on both core instruction and small-group actions to ensure alignment with instructional priorities and best practices.</p> <p>Staff will receive bi-weekly, targeted feedback aimed at strengthening instructional delivery, enhancing small-group effectiveness, and promoting consistent implementation of high-quality teaching strategies.</p> <p>This action is aligned with FAM S29 and supports the advancement of CMS Goals 1 and 2, as well as CMS Guardrail 1.</p>		Susan Gann-Carroll	06/10/2026
		<i>Notes:</i> Goal will be to provide staff with bi-weekly feedback based on walkthrough and observation systems.			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Strategic scheduling with EC Supports, pull out or push in structures, creating intervention time called Lion Time, and utilizing a strategic approach to Skills/All Block and Cares Block. We have weekly district support that come in to support our SBS teachers with coaching in areas of planning, classroom management, writing IEPs, etc.</p> <p>A challenge we face when supporting this subgroup is lack of human resources to support this subgroup, teacher development and not identifying structured planning time to support instruction. An opportunity is to hire more qualified teachers support/staff. An opportunity to support structured planning is to use our Connect Team to cover SBS classes so that teachers have opportunities to plan together. We can also include ML, TD and EC teachers in our planning process for regular PLC meetings as well as Long Range Planning meetings.</p>	No Development 08/15/2024		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	We will increase our SWD subgroup performance grade from an F to a D or higher by 2025 (Aligns with A3.01 and D1.02).		Susan Gann-Carroll	06/10/2026
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/9/24	<p>During the 2024–2025 school year, our school identified funding as a key resource inequity impacting student achievement and access to support services. To address this inequity, we plan to strategically allocate resources by hiring the allotted master teacher positions and securing funding through our PTO to provide Heart Math volunteers.</p> <p>Both the master teacher positions and the Heart Math program are critical to driving high-quality instruction and delivering targeted support for students, including those with disabilities. These efforts aim to ensure equitable access to rigorous instruction and meaningful intervention opportunities for all learners.</p> <p>This action directly supports CMS Guardrail 1 and Goal 1, as well as Guardrail 4 by promoting equitable resource distribution and instructional support.</p>		Susan Gann-Carroll	01/24/2026
<b>Notes:</b>				

<b>Implementation:</b>		02/11/2025		
<b>Evidence</b>	2/11/2025 HeartMath provides monthly growth reports regarding the students being tutored. HM meets with administration quarterly to review processes and new opportunities.			
<b>Experience</b>	2/11/2025 HeartMath continues to meet with students weekly. This resource was paid half from PTO resources and half CMS Lansdowne budget.			
<b>Sustainability</b>	2/11/2025 Administration and HM continue to share with open communication and seek opportunities to deepen the alignment between students needing fill in gaps to grow to proficiency in their Math EOG for grades 3-5.			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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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<p><b>Initial Assessment:</b></p>	<p>As of June 2025, we made progress on this goal.</p> <p>As of June 2025, we made progress on goals 4.1 and 4.2, but did not fully meet it. According to I-ready, in math, 50% of students met or exceeded their growth goal. In reading, 57% of our students met or exceeded their growth goal. We also had 63.7% of our 3-5 students scored proficiency in GLP. We have planning agendas that support all three levels including: core, intensive, and supplemental. We completed training for all staff members in appropriate interventions from the Standard Treatment Protocol such as Do the Math, Orton Gillingham, Achieve the Core, etc. We held professional developments with our support staff to further improve our instruction during interventions.</p> <p>The reading challenge was providing time during the day for intentional work with NWF and MAZE for K-3.</p> <p>The math challenge was not having students come in with foundational math fluency, which prevented them from reaching mastery in grade level standards. Our opportunities to support our challenges in literacy included focusing on NWF and MAZE to ensure students were meeting expectations in K-3. Our opportunities to support challenges in math include focusing on NBT and OA in grades K-2 and in grades 3-5. We will focus OA, specifically fractions and multi-step word problems. We will continue flexible groupings which will allow us to come within standard deviation of our SIP goals in Goal 4 and surpass proficiency scores based on BOY Projections. We will continue to increase proficiency in our EC groups of distinction as an area of growth.</p>	<p>Limited Development 07/31/2024</p>		
	<p>Priority Score: 2</p> <p>Opportunity Score: 2</p>	<p>Index Score: 4</p>		

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

The percent of students scoring Grade Level Proficient (GLP), by SWD on ELA End of Grade assessments in grades 3-5 will increase from 15.6% in SY2024-25 to 20% in SY2025-26

This will occur through weekly Data/MTSS meetings with each PLC team. We will focus on all tiers of support (Core, Supplemental, Intensive) through academics as well as behavior. Each staff member will be trained in appropriate interventions to support the needs of students. All staff will develop a 6 week action plan that aligns with our school data. The action plan will be revised three times per year to support flexible groups across the grade level. Connect class/Special area classes will also align with each grade level to provide content support.

We have aligned our tiered support systems efforts of the MTSS Leadership Team, School Improvement Team and our School Leadership Team to strengthen our CORE, Supplement and Intensive tiers. We created an understanding on how we will support each level. The systems of support for our intensive tier of students which included consistency with intervention days/times and provided students with quality instruction. The new position added for MTSS support was vital to the shift in consistency. We utilized our MTSS Support position to train our staff and provide resources to staff. We utilized our extended day tutoring funds to fund the Heart for Math program.

We will also concentrate on our groups of distinction, specifically our EC population to support increase in academics as well as behaviors. This will support our TSI goal and to move the group from an F to a D or higher. New district initiatives such as iReady will be used to support individualized instruction and targeted tiered support.

Susan Gann-Carroll

06/30/2026

Actions	0 of 2 (0%)		
<p>7/31/24 Professional Learning Community (PLC) planning will focus on strengthening instruction within the Skills/ALL Block and CARES framework. Teams will utilize student performance data to identify specific areas of need, ensuring that differentiated learning opportunities are intentionally designed to meet the diverse academic levels of all students. In addition to academic differentiation, PLCs will integrate social-emotional learning (SEL) practices to support the whole child and create inclusive, supportive classroom environments.</p> <p>This data-driven approach will promote targeted instructional strategies that enhance student growth and engagement, while reinforcing the alignment with CMS Guardrail 1 and Goal 1.</p>		Susan Gann-Carroll	06/06/2026
<p><i>Notes:</i> BOY data included, analyzed and flexible groups have started</p>			
<p>7/31/24 All staff will consistently reinforce schoolwide and classroom procedures and expectations outlined in the Behavior Matrices, as well as the Caring Schools and Capturing Kids' Hearts frameworks. This will be achieved through clear communication, explicit modeling of expected behaviors, and the use of teachable moments to promote positive student conduct.</p> <p>Teachers will provide high-quality Tier 1 core instruction with appropriate differentiation to meet students' varied needs. Using designated data points, teachers will identify students who may require additional support and initiate referrals for Tier 2 interventions. Selected progress-monitoring tools will be implemented to track students' responses to these interventions. The MTSS team will regularly review data to evaluate student progress and adjust support as needed, including transitions from Tier 2 to Tier 3 interventions.</p> <p>This collaborative and data-driven approach is designed to foster a positive, equitable learning environment that supports both academic and behavioral growth.</p> <p>(Aligned with CMS Guardrail 1 and Goal 1.)</p>		Susan Gann-Carroll	06/06/2026
<p><i>Notes:</i></p>			
<b>Implementation:</b>		03/17/2025	

**Evidence**

3/17/2025

Evidence:

A combination of student data, parent and teacher feedback, event engagement, and cross-grade collaboration will demonstrate how the Math Rules program is meeting its objectives and supporting instruction for A4.01. Also parent meetings for all students in K-3 working well below or below based on their IRP report/DIBELS report. Guidance and targeted supported with our groups of distinction is an area that we focused on this year.

The planning process must include specific objectives tailored to the unique needs of TD students. Below are ways we ensured their growth and gains were consistently met:

**Pre-Assessment and Progress Monitoring:** Before planning lessons, pre-assessments were conducted to determine the current level of each TD student. Regular progress monitoring through formative assessments (e.g., quizzes, written reflections, problem-solving tasks) helped adjust instruction to ensure their continuous development.

**Differentiated Learning Goals:** These goals focused on deeper mastery of the content, developing problem-solving skills, or exploring interdisciplinary connections. For instance, rather than just mastering multiplication facts, a TD student might be asked to explain multiple strategies for solving multiplication problems or apply it in a real-world context.

**Independent Projects:** Students worked on independent or group projects such as the Wax Museum, Exhibition Projects, Mini Society, Solar System Research, etc. that required them to apply math concepts to real-world scenarios, such as designing a budget, researching a social justice topic or expanding their IB knowledge.

**Tracking Growth and Adjusting Support**

**Ongoing Feedback:** Provided regular feedback on the enrichment activities, projects, and assessments.

**Data-Driven Decisions:** Regularly analyzed data from formative assessments and observations. Tracked whether the TD students were meeting their individualized goals and whether the interventions were effective. Based on this data, make adjustments to the grouping, co-teaching strategies, or enrichment activities as needed.

<b>Experience</b>	3/17/2025 Experience: Communication and collaboration with both staff members as well as parents during SIT meetings to gain additional perspectives and feedback.			
<b>Sustainability</b>	3/17/2025 Continued Work: Continue to monitor and review as needed. Provide resources and support based on data. Tracking the improvement of students across multiple cohorts can serve as strong evidence. Look at trends in standardized test scores or classroom assessments that reflect improvements in math fact recall and application.			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

As of June 2025, we made progress on this goal.

As of June 2025, we made progress on goals 4.1 and 4.2, but did not fully meet it. According to I-ready, in math, 50% of students met or exceeded their growth goal. In reading, 57% of our students met or exceeded their growth goal. We also had 63.7% of our 3-5 students scored proficiency in GLP. We have planning agendas that support all three levels including: core, intensive, and supplemental. We completed training for all staff members in appropriate interventions from the Standard Treatment Protocol such as Do the Math, Orton Gillingham, Achieve the Core, etc. We held professional developments with our support staff to further improve our instruction during interventions.

The reading challenge was providing time during the day for intentional work with NWF and MAZE for K-3.

The math challenge was not having students come in with foundational math fluency, which prevented them from reaching mastery in grade level standards. Our opportunities to support our challenges in literacy included focusing on NWF and MAZE to ensure students were meeting expectations in K-3. Our opportunities to support challenges in math include focusing on NBT and OA in grades K-2 and in grades 3-5. We will focus OA, specifically fractions and multi-step word problems. We will continue flexible groupings which will allow us to come within standard deviation of our SIP goals in Goal 4 and surpass proficiency scores based on BOY Projections. We will continue to increase proficiency in our EC groups of distinction as an area of growth.

Limited Development  
07/18/2024

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

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 75.9% in SY2024-25 to 77.6% in SY2025-26.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 43.5% in SY2024-25 to 48.3% in SY2025-26

(Aligns to A2.04, A4.01, and B3.03, D1.02 , CMS Goal 2 and CMS Guardrail1)(Aligns to A4.01, A2.04 and B3.03, D1.02, CMS Goal 1 and CMS Guardrail 1)Teachers will consistently collaborate weekly to review grade level standards and curriculum to ensure alignment and rigor are present through review of standards, student work and assessments. Formal and informal observations of lessons taught and assignments given will show alignment with grade level standards and a high level of rigor. To determine whether this goal is met, walkthroughs and formal observations will be reviewed as well as student work and assessment outcomes. Teachers will collaborate with EC/ML and TD teachers to ensure support of students who have different learning needs and to ensure that instruction is aligned. Teachers will use Canvas resources, planning note catchers as well as supporting EL and Open Up during planning.

Susan Gann-Carroll

06/30/2026

Actions		0 of 2 (0%)		
7/31/24	<p>We have revised our planning structure to include a 90-minute planning block. Instructional support has been organized so that two MCLs will work with grades 3–5, while the master teacher will focus on grades K–2. Each planning session will prioritize enhancing the rigor and integrity of upcoming lessons to address the diverse needs of our students.</p> <p>In addition, we are implementing a co-teaching model to strengthen instruction for ML, EC, MTSS, and AIG programs. This model will foster greater collaboration between support staff and classroom teachers, ensuring that all students receive appropriately scaffolded and differentiated instruction.</p> <p>(Aligned with CMS Goals 1 and 2, and Guardrail 1.)</p>		Susan Gann-Carroll	06/06/2026
Notes:				
9/12/25	<p>Duty-Free Instructional Planning Time for Teachers : The NC SBE’s statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide dutyfree instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week. (A2.04, CMS Guardrail 1)</p>		Susan Gann-Carroll	06/10/2026
Notes:				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

As of June 2025, our classroom teachers use Morning Meetings to support providing a classroom community and supporting students needs and implementing strategies to foster a positive classroom environment which supports all students. We also had our staff complete Implicit Bias training that was provided by the district. Providing a structure and strategies for Implicit Bias training has a direct impact on teacher instruction for SEL and student success. Throughout the year we were able to increase the number of intervention groups using skill streaming or cognitive behavior counseling, utilized our counselors for whole group SEL lessons.

A challenge we faced last year was low attendance rates between specific groups of students. We also endured some inconsistency within attendance notices being sent or communicated with parents and families. An opportunity we have for this year is admin will address attendance concerns and notices during SST meetings to ensure communication follow through with 3, 6, 10 day attendance notices. We can also provide planning opportunities for counselors to join instructional leaders and teachers to follow-up and check-in on student attendance needs and supports. When fully met classroom teachers will see an increase in attendance rates.

Limited Development  
07/31/2024

<p><b>How it will look when fully met:</b></p>	<p>The number of OSS/ISS incidents will decrease from 5.8% in 2024-25 to 3% in SY 2024-2025 (Aligns with A2.04, A.401, CMS Guardrail 2)</p> <p>The percent of Chronic Absenteeism will decrease from 12.9% in SY2024-25 to 6% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>Classroom teachers will use SEL as well as hold morning meetings using strategies from Caring Schools curriculum, restorative practice and support from our IB and EL program to build positive classroom communities and a positive environment.</p> <p>Walkthroughs and feedback will be given to teachers to support implementation. Support with admin, academic facilitators and counselors will be used to determine level of implementation and areas for support.</p> <p>We will use strategies from Capturing Kids Hearts along with our schoolwide discipline matrix to support implementation and consistency throughout grade levels. We will continue to use our Attendance Plan to increase attendance. Educator's Handbook, which will be new to our school, will be used to document progress and student incidents.</p>		<p>Susan Gann-Carroll</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/31/24</p>	<p>Core behavior practices are defined school-wide and classroom level. Classroom teachers utilize core behavior matrix as well as Capturing Kids Hearts social contract. Classroom walkthroughs and feedback are provided to teachers to support implementation of behavior practices. Classroom teachers using Morning meetings (Caring Schools curriculum) to provide a classroom community and supporting students' needs. Teachers implement strategies to foster a positive classroom environment. The counseling team will monitor attendance patterns related to chronic absences and habitual late arrivals and early dismissals resulting in a loss of learning time. This action aligns with FAM-S 30 Attendance Plan  <a href="https://docs.google.com/document/d/11QUNPG7WQG7h8aVWXJfN8QwInIMs-Z1H6hHq36cqHHA/edit">https://docs.google.com/document/d/11QUNPG7WQG7h8aVWXJfN8QwInIMs-Z1H6hHq36cqHHA/edit</a>  This aligns with This action aligns with FAM-S 31</p>		<p>Susan Gann-Carroll</p>	<p>12/01/2025</p>
<p>Notes: This will be ongoing</p>				

9/12/25	Duty Free Lunch: The NC SBE's statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a). (A4.06,)		Susan Gann-Carroll	06/10/2026
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Notes:

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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:**

As of June 2025, we made progress in meeting our goals by making sure the makeup of our SIT meet the team composite expectation. Monthly meetings alternated to meet the diverse needs of families. Some meetings took place in person and some were virtual. IB committee met each month to make sure messaging to families was clear about our work as an IB school. IB Night of Kindness provided the LES community with a schoolwide opportunity to give back to the community which aligns to our mission/vision.

As of June 2025, the successes we experienced related to this indicator in meeting our goal include family engagement events such as Fun Run, IB Night of Kindness, Father Daughter Dance, Winter Concert, Beginner's Day, Fall Festival, EOG gala, etc...

We will continue to use Parent Square to communicate with families weekly and to provide updates and resources.

A challenge we faced this year was being able to get all stakeholder on board with using parent square. Stakeholders were still taking advantage of platforms used in the past. We also struggled finding support for parents to interact with the preferred app (parent square). Opportunity for this will be during parent nights we will support families in downloading and using parent square. We shared the opportunity Parent Square gives families to communicate with leaders and teachers within the school building.

When fully implemented 100% of families will be connected on Parent Square to receive updates and reminders. Families will also be connected to Facebook, Instagram, etc. to relay communication from the school to the community.

Limited Development  
07/31/2024

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p><b>How it will look when fully met:</b></p>	<p>Our goal is to have equitable systems and processes to increase parent and community engagement – Parent Square linked to Infinite Campus. Updates to student information is made through blue cards submitted by parents. Goal 1 and Guardrail 3</p> <p>Full implementation will include strengthening our communication through ParentSquare. New ideas will include connecting families to Facebook, Twitter and Instagram. Refreshing the school website is also an area that we can use to connect more families. Monitor and support the new links embedded into our school website.</p>		<p>Susan Gann-Carroll</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/31/24</p>	<p>School-Wide Communication Plan</p> <p>Our school utilizes a comprehensive communication system to keep families and staff informed and engaged. For families, Wednesday Communication Folders are sent home weekly, and administrators share weekly and midweek updates through ParentSquare. In addition, teachers provide weekly classroom updates via ParentSquare to keep families informed about instructional priorities and upcoming activities.</p> <p>For staff communication, we distribute a daily Morning Message and a weekly Friday’s News from the Den to ensure that all team members are aligned with school initiatives, events, and instructional priorities.</p> <p>Parent and Family Engagement Events</p> <p>To strengthen family partnerships and support student learning, the school hosts a variety of events throughout the year. These include EOG Prep Night, Community Read, monthly parent information sessions, IB Night of Kindness, and Bucket Filler of the Month Ceremonies. These events foster stronger connections between home and school while highlighting our students’ achievements and reinforcing a culture of kindness and collaboration.</p> <p>This comprehensive communication and engagement approach supports CMS Goals 1 and 2 and aligns with FAM S3 and Guardrail 3 by ensuring families and staff are active partners in student success.</p>		<p>Susan Gann-Carroll</p>	<p>06/06/2026</p>
<p>Notes:</p>				

7/31/24	Community Partnerships positively impact student success – Providence Church of Christ and Carmel Baptist Church provide resources for students and teachers. Volunteers from the churches and community support reading buddies and HEART math to work with students one-on-one to assist with instruction.		Susan Gann-Carroll	06/06/2026
<p><i>Notes:</i> Community Partner Meetings take place monthly and resources are allocated to appropriate grade levels/support staff.</p> <p>Heart Math and Reading Buddies are in full swing and students are receiving updates from their assessments/classwork that aligns with their grade level standards and skills.</p>				
<b>Implementation:</b>		03/17/2025		
<b>Evidence</b>	12/8/2024			
<b>Experience</b>	12/8/2024			
<b>Sustainability</b>	12/8/2024			