

Comprehensive Progress Report

Mission: *We nurture and inspire each child's character and love of learning through whole child instruction within a global community.*

Vision: Our vision is to create a positive environment for students to become independent, respectful and confident lifelong learners who maintain a growth mindset to impact their global community.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 51% in SY2024-25 to 61% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from an average of 19.5% in SY2024-25 to 26% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

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

The percent of ML students scoring Grade Level Proficient (GLP) on all End of Grade assessments in grades 3-5 will increase from 13% in SY 2024-25 to 18% in SY 2025-26. (Aligns to A2,04, A4.01, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 5.4% in SY 2024-25 to 4.0% in SY 2025-26. The percentage of students receiving out-of-school suspension for the SY 25-26 will match the percentage of student subgroups within the school. (Aligns to A1.07, A4.06, and CMS Guardrail 2)

Overall chronic absenteeism will decrease from 23.5% to 17% in the SY2025-26. (Aligns with A4.06, E1.06, A1.07 and Guardrail 3)

The school will retain 70% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04, B3.03 and CMS Guardrail 4)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2024-25 and SY 2025-26. 50% of all staff with EVAAS data will have a growth index of 2.0 or greater. (Goals 1-2, Guardrail 1 and 4)

We will increase our Students with Disabilities and English language learner subgroup performance grade from a D to a C or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

!	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the 24-25 school year the Instructional Leadership Team (ILT) was successful in meeting regularly once a week to discuss feedback from classroom walkthroughs and the implementation of effective instructional practices. The coaches on the ILT consistently conducted biweekly classroom walkthroughs and met to discuss findings and feedback. Teachers were tiered and received differentiated support based on their tier and individual needs.</p> <p>The challenges we will face next year are following through with our walkthrough schedules. Walkthrough schedules will be created by the Instructional Leadership Team (ILT), and we need to ensure that the ILT members are not pulled to support in different ways during these planned walkthrough times. Walkthrough trackers will be created and all data will be collected and stored in one folder so the ILT can review and implement changes as needed.</p> <p>Opportunities to address these challenges in the 25-26 school year exist in that the whole admin team (principal, assistant principal, and dean of students) is returning and expectations and routines can continue. The ILT will continue to schedule and conduct walkthroughs on a consistent basis with the admin team to provide consistent feedback and coaching to build the capacity of the staff.</p>	Limited Development 04/19/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			<p>When a school fully implements a Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meeting regularly (at least twice a month) to review the implementation of effective practices, several observable outcomes can be noted:</p> <p>Shared Vision and Goals:</p> <p>The Leadership Team, including the principal, teachers, and</p>		Karen Dillon (Elected 9/16/24)	10/01/2025

professional staff, will have a shared vision for the school's development and academic goals.

Clear objectives will be set, aligning with the school's mission, and these goals will guide decision-making processes.

Effective Communication:

Regular meetings foster open communication channels among team members.

Ideas, concerns, and feedback will be freely shared, leading to collaborative problem-solving and innovative solutions.

Data-Driven Decision Making:

The team will use data, including student performance metrics and feedback from teachers and parents, to assess the effectiveness of current practices.

Decisions will be based on evidence, leading to targeted interventions and improvements in teaching methods.

Professional Development and Support:

Teachers and staff members will receive targeted professional development based on the identified needs discussed during these meetings.

Support mechanisms will be put in place for struggling teachers, ensuring continuous growth and improvement.

5. Instructional Improvement:

Best practices will be identified and shared among teachers, enhancing the overall quality of instruction.

Innovative teaching methods and technologies will be explored, keeping the school at the forefront of education.

Enhanced School Culture:

A positive and collaborative school culture will be cultivated, where all staff members are empowered and motivated to contribute to the school's success.

The leadership team's enthusiasm and commitment will inspire other

staff members, fostering a sense of pride and ownership in the school community.

Parent and Community Engagement:

The Leadership Team will actively engage with parents and the community, seeking their input and involvement.

Transparent communication will build trust and collaboration between the school and its stakeholders.

Student Success:

Student outcomes will improve significantly due to the targeted interventions and effective teaching strategies implemented as a result of the Leadership Team's decisions.

Students will be more engaged, motivated, and prepared for their future endeavors.

Continuous Evaluation and Adjustment:

The Leadership Team will regularly assess the impact of their decisions and adjust strategies as needed.

Flexibility and adaptability will be key, ensuring that the school remains responsive to the evolving needs of students and the community.

In summary, a fully implemented Leadership Team meeting regularly to review effective practices creates a dynamic, collaborative, and data-driven environment where every stakeholder is committed to the success of the students. The outcomes are not only reflected in improved academic achievements but also in the positive school culture, enhanced communication, and active community engagement.

Actions		0 of 1 (0%)		
8/14/24	The ILT will meet weekly to discuss PLC practices, classroom walkthroughs, coaching notes, and student data in alignment with the schools 3 focus areas: Community Culture, Instructional Culture, and Coaching Culture. (All goals)		Kristina Morgan	06/30/2026
<i>Notes:</i>				
Implementation:		06/26/2024		
Evidence	6/12/2023			

<i>Experience</i>			6/12/2023			
<i>Sustainability</i>			6/12/2023			
!	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>In collaboration with the Instructional Coaches, classroom teachers develop weekly and quarterly pacing to drive daily lesson plans which include alignment to the standards, rigor, clear focused teaching points, explicit models, and clear student practices for daily lesson plans to increase student achievement. Teachers in every grade level are provided a 90 minute planning block every 6 days to focus on core lessons, backwards plan, review the standards and units. Teacher also have a 45 minute planning every six days to review data, to plan small group instruction, and to flex group instruction.</p> <p>Challenges we will face are the Connect teachers scheduling different clubs during each grade level's 90 minute block and all students being assigned to a club of their choice. Beginning in the second quarter other support staff will sponsor clubs to give the students more choices when choosing a club. The last challenge will be supporting classroom management on days when substitutes are in the Connect classrooms managing club meetings.</p> <p>Opportunities to address these challenges come in summer planning for the year. The Master Schedule reflects planning times and club times. Support staff were informed at the beginning of the year about the expectation of them leading a club for a quarter. Teachers can prepare their students and set expectations/responsibilities for when a substitute is in the classroom.</p>	Limited Development 04/19/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>There are five 45- minute collaborative content planning periods weekly, facilitated by instructional coaches. During this time, teachers collaborate to plan integrated units within the six trans-disciplinary IB themes with alignment to state common core standards. The outcome of the planning process is an instructional map anchored in central ideas that guide teaching and other school based activities throughout the year. As evidenced by the Insight Survey indicators: “Teachers at my school have a common vision of what effective teaching looks like” will increase in positive response rate from 65% to 85% “The expectations for effective teaching are clearly defined at my school” will increase in positive response rate from 65% to 80%.</p>			Karen Dillon (Elected 9/16/24)	10/01/2025
Actions			0 of 2 (0%)		
	9/6/18	Classroom teachers will develop a quarterly pacing to drive daily lesson plans which will include alignment to the standards, rigor, clear focused teaching points, explicit models, and clear student practice for daily lesson plans to increase student achievement. (Goals 1 and 4)		Kristina Morgan (Elected 9/16/24)	10/15/2025
	<i>Notes:</i>				
	8/14/24	MCLs will facilitate weekly planning sessions during which classroom teachers and support staff will collaborate and plan for standards-aligned lessons, language objectives, engagement strategies, and small groups driven by student data. (Goals 1-2, Guardrail 1 and 4)		Karen Dillon (Elected 9/16/24)	10/30/2025
	<i>Notes:</i>				
Implementation:			06/26/2024		
Evidence	6/13/2019				
Experience	6/13/2019 We have quarterly passing guides, assessments, and met on a consistent basis.				
Sustainability	6/13/2019				

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

Initial Assessment:

We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS, (2) 26% of grades 3-5 students will score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.

During the 24-25 school year we were successful in implementing a strong MTSS program which incorporated the utilization of our Restart Flexibility to have OG trained tutors work with our Tier 2 and Tier 3 students in grade K-3 for intensive reading support.

The challenges we face this year are following through with our walkthrough schedules and consistent coaching sessions. Coaching cycles and walkthrough schedules, and meeting trackers have been created by the Instructional Leadership Team (ILT). Challenges for the 25-26 school year include acclimating of new staff and having 13 Beginning Teachers.

Opportunities to address these challenges in the 25-26 school year exist in that the whole admin team has remained the same. The ILT will continue to schedule and conduct walkthroughs on a more consistent basis with the admin team to provide consistent feedback and coaching to continue to build the capacity of the staff.

Goal 1: Required Goal

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 51% in SY2024-25 to 61% in SY2025-26.

Goal 2: Required Goal

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 19.5% in SY2024-25 to 26% in SY2025-26.

Guardrail 1 Goal

The percent of ML students scoring Grade Level Proficient (GLP), on the Composite of Reading and Math End of Grade assessments in grades 3-5 will increase from 13.5% in SY2024-25 to 18% in SY2025-26.

Limited Development
07/10/2024

How it will look when fully met:	Admin team and the instructional leadership team will meet weekly to discuss data, curriculum, classroom instruction, and walk through information. Walk-throughs will be conducted regularly. Lesson plans will be uploaded to the google drive. A walk through collection spreadsheet will be utilized to identify teachers strengths and areas of focus to provide tailored feedback to the teacher. When full implementation is met teachers will meet with coaches on a weekly basis. Also, conversation will center around data and best ways to improve instruction in the classroom.		Kristina Morgan (9/14/24)	06/30/2026
Actions		0 of 5 (0%)		
8/14/24	ILT will establish and execute a walkthrough schedule and feedback form to monitor and provide staff with feedback on standards-aligned core instruction, having a visible learning environment, and evidence of specific language objectives and engagement strategies discussed in PLCs (Goals 1-2, Guardrail 1 and 4)		Jenna Schnelle	10/01/2025
<i>Notes:</i>				
8/14/24	Develop a scope and sequence for staff professional development that focuses on the school's 3 focus areas: Community Culture, Instructional Culture, and Coaching Culture. (All Goals, FAM-S 29, 30-31)		Karen Dillon (Elected 9/16/24)	10/01/2025
<i>Notes:</i>				
8/14/24	Develop a coaching framework and caseload that supports the professional development of all staff members in alignment with the school's instructional priorities. (All goals)		Kristina Morgan (Elected 9/16/24)	02/01/2026
<i>Notes:</i> This done during the 24-25 school year and will continue in the 25-26 school year. K-1, 2-5 Literacy, and 2-5 Math MCLs have identified caseloads for teachers that are tiered based on the level of support needed. MCLs model, co-teach, review small group plans, and provide resources to build teacher capacity, as well as attend with teachers the Unpacking Standards sessions for instructional implementation.				
3/2/25	Use budget flexibility to utilize flexible staffing. Three tutors have been hired review student data and to provide tiered targeted instruction in a separate small group settings to increase early literacy skills. (A.204, B3.03) This flexibility was used in the 2024-2025 school year.		Karen Dillon (Elected 9/16/24)	06/30/2026
<i>Notes:</i>				

3/2/25 Use class size flexibility to allow for higher class sizes. With the hiring of tutors, students will receive small group and individual instruction, decreasing class sizes during specific times of the day for literacy. (A.204, B3.03) This flexibility was used in the 2024-2025 school year.

Karen Dillon
(Elected 9/16/24)

06/30/2026

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>We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS, (2) 26% of grades 3-5 students will score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.</p> <p>During the 24-25 school year we were successful in implementing a strong MTSS program which incorporated the utilization of our Restart Flexibility to have OG trained tutors work with our Tier 2 and Tier 3 students in grade K-3 for intensive reading support. We also implemented an after-school tutoring program specifically designed for our EC and ML students to receive intensive support in reading and math.</p> <p>The challenges that we face this year are addressing the many individual academic needs of our students through MTSS, ML, EC, and utilizing our restart tutors for intensive reading and math support. Scheduling these students for intensive support is challenging due to the tutors only working 20 hours a week and students can only be pulled during certain times during the day.</p> <p>Opportunities to address these challenges are that we do have one additional MTSS tutor this year provided by Restart. Funding is being secured to have an additional BT coach from UNCC to support our BTs. performance area specialists will be visiting the school every two weeks to work with our Instructional Coaches.</p>	Limited Development 09/14/2023		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Teachers will be able to review student data to differentiate and drive their instruction to meet students' individual needs. A fully implemented approach to aligned resource allocation ensures that every dollar, minute, and staff member's effort is strategically directed toward enhancing student learning outcomes. This approach results in a more efficient, effective, and student-centered educational system, ultimately leading to improved academic achievement and a positive school environment.			Kristina Morgan (9/14/24)	10/01/2025
Actions			3 of 5 (60%)		
3/12/25	ATSI funding for the support of EC students will be used to provide after school tutoring three afternoons a week with each tutoring session lasting two hours. EC students in grades 3-5 will participate in math and/or reading tutoring.		Complete 05/16/2025	Kristina Morgan (9/14/24)	06/10/2025
<i>Notes:</i> ATSI after school tutoring began on Monday, March 10, 2025 and will continue through May 16, 2025. This flexibility was used in the 2024 - 2025 school year.					
3/12/25	Use Budget flexibility to implement instructional resources. Heart Math Tutors will work 1:1 with K-3 students on foundational math skills to increase math proficiency. This flexibility was used in the 2024 - 2025 school year.		Complete 05/30/2025	Kristina Morgan (9/14/24)	06/10/2025
<i>Notes:</i> Heart Math Tutors are meeting with students weekly, starting in October, 2024, and continuing through the end of May, 2025. This flexibility was used in the 2024 - 2025 school year.					
6/18/25	Huntingtowne Farms ES ATSI School Annual Resource Allocation Review Self- Assessment https://docs.google.com/spreadsheets/d/1ZUXw4Jf2M_x5RRxLxMAummn39XJ4WZA/edit?usp=sharing&oid=110495709892974499252&rtpof=true&sd=true		Complete 06/18/2025	Kristina Morgan (9/14/24)	06/30/2025
<i>Notes:</i>					

8/14/24	Within the 2024-25 school year, our school and instructional leadership team identified professional development and coaching for staff as an inequity. Our school plans to mitigate this inequity by utilizing our Teacher Leader Pathway staff to provide every teacher with a coach. Coaches will engage in and implement RELAY/NCILA professional development to increase leader capacity around instructional best practices with teachers. (All Goals).		Kristina Morgan	10/01/2025
<i>Notes:</i>				
9/2/25	To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Kristina Morgan (9/14/24)	06/30/2026
<i>Notes:</i>				
Implementation:		06/26/2024		
Evidence	6/26/2024			
Experience	6/26/2024			
Sustainability	6/26/2024			

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent				
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS, (2) 26% of grades 3-5 students will score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.</p> <p>During the 24-25 school year we were successful in implementing a strong MTSS program which incorporated the utilization of our Restart Flexibility to have OG trained tutors work with our Tier 2 and Tier 3 students in grade K-3 for intensive reading support. We also implemented an after-school tutoring program specifically designed for our EC and ML students to receive intensive support in reading and math.</p> <p>Challenges we will face in the 25-26 school year are having 13 teachers in the Beginning Teacher Support Program (BTSP) and 5 in the CMS Teacher Residency Program. Most mentor teachers are supporting 2 BTs as there are not enough mentors for each new teacher to have their own individual mentor. Another challenge will be scheduling the BTSP meetings around school events/activities and on a consistent basis.</p> <p>Opportunities to meet these challenges are recruiting mentors during the summer from the staff and having mentor/mentee pairs identified at the start of the year. BTSP meetings will be entered on the master calendar to ensure the meetings are held with fidelity.</p>	<p>Limited Development 04/19/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>Our school has an interview team to screen and hire employees. We have also recruited substitute teachers and parents from PTA to be interventionists at our school. We reward staff with praise and staff celebrations. Strong mentor/mentee program that meets regularly.</p>		<p>Kristina Morgan (9/14/24)</p>	<p>10/01/2025</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>11/16/23</p>	<p>The principal will provide incentives to recruit and retain staff (All goals)</p>		<p>Kristina Morgan</p>	<p>06/10/2026</p>

Notes: T					
6/12/19	The school will develop and execute a Teacher Support Plan to ensure all beginning staff are receiving quality support and coaching to build capacity and retain highly effective staff. (All goals)			Karen Dillon (Elected 9/16/24)	06/15/2026
Notes:					
Implementation:		06/26/2024			
Evidence	2/24/2023 2/24/2023- Our BT lead has established great relationship with all the new teachers. She has worked to create a space for them to share how they feel and what they need to be successful. She has worked hard to make the monthly meetings relevant and beneficial to all teachers. She has also successfully onboarded our new hires, to help them be successful this year.				
Experience	2/24/2023 2/24/2023- While pursuing this objective the need to have a adaptive plan was key. All beginning teachers are different and needed different supports throughout the year. Providing differentiated meetings for these teachers helped excel their growth.				
Sustainability	2/24/2023 2/24/2023- On boarding new hires will be key to ensure this practice continues. We have a solid framework to provide support to new teachers and as we welcome new staff it will be important to ensure each staff member receive the same support. As we move into the summer, adapting the monthly meetings to fit our teachers need will help sustain the growth we have seen in out beginning teachers.				

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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!	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS, (2) 26% of grades 3-5 students will score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.

For the first 2 quarters of the year, PLCs and PD were focused on examining a scripted lesson plan, determining where the standard came to life, how to progress monitor, and examine data. Literacy and math data were reviewed once or twice a month to create and implement targeted small group instruction, and test data was reviewed after each testing cycle. At the start of the third quarter PLC planning was reconstructed to ensure that the first day of planning consisted of data analysis followed by the planning of targeted small group instruction. Admin and instructional coaches were present in planning to support the data analysis and small group instruction planning.

The challenges we face this year will be using the updated, refined PLC document to ensure that documentation of the data reviewed and small group instructional plans created is kept. Teachers will be trained on the new PLC document and it will be used with fidelity.

Opportunities to address these challenges are the ILT meeting during the summer to refine the PLC document and prepare training for the use of this document. PLC documentation can be reviewed by admin to ensure the PLC document is being used with fidelity.

Limited Development
04/19/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	100% of staff will implement data-driven instruction as evidenced by quarterly instructional plans, common assessments, and data analysis documentation when this objective is fully met. All students in K-3 will increase one and a half years' worth of growth for below-grade level students and one year of growth for at or above-grade-level students according to DIBLES. In two years increases will be: overall Reading EOG from 40% to 50% GLP, overall Math EOG from 56.7% to 65% GLP, and Overall Science EOG from 68.1% to 75% GLP. Overall School Composite from 51.1% to 55% and will exceed growth according to EVAAS measures. As a result, all subgroups at Huntingtowne will meet or exceed growth through the utilization of data driven instruction and other research-based strategies.			Kristina Morgan (9/14/24)	10/01/2025
Actions			0 of 1 (0%)		
	8/14/24	ILT will meet weekly to review classroom observation data, coaching notes, and student performance data to assess progress on school goals and determine next steps for staff professional development. (All goals)		Kristina Morgan	10/01/2025
<i>Notes:</i>					
Implementation:			06/26/2024		
Evidence	6/12/2023				
Experience	6/12/2023				
Sustainability	6/12/2023				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBLES, (2) 26% of grades 3-5 students will	Limited Development 07/10/2024		

score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.

During the 24-25 school year we were successful in implementing a strong MTSS program which incorporated the utilization of our Restart Flexibility to have OG trained tutors work with our Tier 2 and Tier 3 students in grade K-3 for intensive reading support.

We were successful in implementing a strong MTSS program which incorporated the utilization of our Restart Flexibility to have OG trained tutors work with our Tier 2 and Tier 3 students in grade K-3 for intensive reading support. We also implemented an after-school tutoring program specifically designed for our EC and ML students to receive intensive support in reading and math. We improved in using the All-Block time to flex group the students by the most foundational area of need.

The challenges we face for the 2025-2026 school year aligned to this indicator include providing the training for progress monitoring and benchmark testing in person as we found that online training was not as effective as doing in-person training. We will be challenged to be sure to stay on top of progress monitoring for our higher students and to touch base with these students throughout the semester to be sure they are not dropping back. Another challenge will be closely monitoring our weekly data to ensure we are creating a small group around the most recent progress monitoring. In all grade levels we will face staffing challenges. The challenges that we face this year are addressing the many individual academic needs of our students through MTSS, ML, EC, and utilizing our restart tutors for intensive reading and math support. Scheduling these students for intensive support is challenging due to the tutors only working 20 hours a week and students can only be pulled during certain times during the day.

An area of opportunity would be to utilize the Restart tutors to start seeing the students that aren't grasping skills at the same rate a little sooner in the school year. We do have one additional MTSS tutor this year provided by Restart. Another area of opportunity would be to embrace coaching around data for small group instruction. Progress monitoring data could be reviewed monthly for all students.

The percent of ML students scoring Grade Level Proficient (GLP), on the Composite Reading and Math End of Grade assessments in grades 3-5

will increase from 13.5% in SY2024-25 to 18% in SY2025-26.

How it will look when fully met:

A strong instructional core will be in place that meets the academic, behavioral and social-emotional needs of all students. Clear procedures and expectations will be in place that align with the MTSS framework. Teachers will deliver rigorous, standards-aligned, data driven lessons through effective teaching practices that meet the individualized needs of all students. Students that require additional supports will be provided tiered research-based instructional interventions in foundational areas that students are struggling in. Students growth and success will increase as well as the accuracy of identifying students with true learning disabilities.

MTSS Team will review the Tier 2/Tier 3 cases at the beginning of the year. MTSS Team will use data baseline data to determine if academic gaps were met through the Tiered process.

**Robyn Delmar
Elected 9/8/25**

06/30/2026

Actions

1 of 8 (12%)

6/18/25 Huntingtowne Farms ES ATSI School Annual Resource Allocation Review Self- Assessment
https://docs.google.com/spreadsheets/d/1ZUXw4Jf2M_x5RRxLlxMAummn39XJ4WZA/edit?usp=sharing&ouid=110495709892974499252&rtpof=true&sd=true

Complete 06/18/2025

Kristina Morgan
(9/14/24)

06/30/2025

Notes: Self-assessment is complete.

8/14/24 An MTSS meeting structure will be established to ensure students across all 3 academic, behavior, social emotional and attendance tiers are reviewed regularly. Regular meeting cadence will be established to discuss, execute, and monitor the progress of tiered plans. (Goals 1-2, Guardrail 1, FAM-S 3)

Robyn Delmar
Elected 9/18/23

10/01/2025

Notes:

8/14/24 Within the 25-26 school year, our ATSI school will implement targeted content vocabulary instruction integrated into the EC and ML service time to increase the overall performance of our students with disabilities and English language learners. This flexibility was used in the 2024-2025 school year.(Goal 2, Guardrail 1)

Kristina Morgan
(9/14/24)

12/31/2025

Notes: Core Survey will be used to create a baseline for all EC students and data gathered will drive explicit instruction for small groups.

8/14/24	PLCs will intentionally plan for and implement language objectives, engagement strategies, total participation techniques, and other Q-Tel strategies during core K-5 reading, math, and 5th grade science lessons to support all students in demonstrating mastery of grade level standards. (Goals 1-2, Guardrail 1)		Karen Dillon (Elected 9/16/24)	04/01/2026
<i>Notes:</i>				
8/14/24	An implementation plan to support staff in administering the iReady reading and math diagnostic assessment and analyzing data to determine next steps for students will be developed and executed. (Guardrail 1)		Kristina Morgan (9/14/24)	05/01/2026
<i>Notes:</i>				
3/2/25	Use Budget flexibility to have instructional resources. The Instructional Leadership Team will develop and execute a schoolwide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a month in order to improve the whole child. This flexibility was used in the 2023-2024 and in the 24-25 school year.		Kristina Morgan (9/14/24)	06/10/2026
<i>Notes:</i> The Instructional Leadership Team met with the Student Services Team twice a month to review attendance and behavior. the two teams then met with PLC's to share the attendance and behavior data with each grade level PLC and reviewed common assessment data to look for trends and correlations for the students. This flexibility was used in the 2023 - 2024 school year. This flexibility was discontinued in the 2024-2025 school year.				
3/2/25	Use Budget flexibility to hire additional staff. The principal will use Restart budget flexibility to hire part-time tutors in literacy and math to provide small group instruction as part of the school-wide MTSS framework. This flexibility was used in the 23-24 and in the 24-25 school year.		Karen Dillon (Elected 9/16/24)	06/10/2026
<i>Notes:</i> Part-time tutors were hired and utilized in literacy and math to provide small group instruction as part of the school-wide MTSS framework. This flexibility was used in the 2023 - 2024 school year. This flexibility is being used in the 2024 - 2025 school year.				

3/2/25	Use Class Size flexibility to allow for larger class sizes. The principal will use Restart budget flexibility to hire part-time tutors in literacy and math to provide small group instruction as part of the school-wide MTSS framework. This flexibility was used in the 23-24 and 24-25 school year.		Kristina Morgan (9/14/24)	06/10/2026
<i>Notes:</i> Part-time tutors were hired in literacy and math to provide small group instruction as part of the school-wide MTSS framework. This flexibility was used in the 2023 - 2024 school year. This flexibility is being used in the 2024 - 2025 school year.				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>We were not successful in meeting our goal of maintaining the proportionality of our OSS data as our OSS disproportionality was 5.4%. The Behavior Support Coordinator was successful in providing professional development three times during the year for all staff in establishing, positively teaching, and reinforcing consistent rules and procedures, schoolwide, as well as in individual classrooms to improve school-wide behavior and positive school culture. We did not meet our goal of 4 professional development sessions on this topic for the year.</p> <p>The challenges we anticipate for this year 25-26 is ensuring that the BSC assumes the duties related to student discipline, classroom management, and restorative practices from the beginning of the year. She will provide professional development for the staff around classroom management before the first day of school.</p> <p>This year the BSC will begin performing the duties of student discipline, entering information into Educator’s Handbook, and implementing restorative practices and circle at the beginning of the year, and will support teachers with classroom and student management through classroom visits, walkthroughs, and professional development.</p> <p>Guardrail 2 Goal:</p> <p>The number of OSS/ISS incidents will decrease from 5.4% in SY2024-25 to 4.0% in SY2025-26.</p> <p>Guardrail 3 Goal:</p> <p>The percent of Chronic Absenteeism will decrease from 23.5% in SY2024-25 to 17% in SY2025-26.</p>	<p>Limited Development 09/19/2017</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	

How it will look when fully met:

Key characteristics identified in the Wise Ways document include establishing and positively teaching and reinforcing consistent rules and procedures. This will be done through PLC discussions about implementation and success of strategies, and through classroom observations and schoolwide observations by the administrative team. A matrix of schoolwide behavior has been developed and implemented. Every grade level attended a "Fox Family Meeting" the first two weeks of school with administrators to discuss appropriate behaviors related to be respectful, responsible, and being safe in the bathrooms, hallways, at recess, in the cafeteria and on the buses. Every classroom begins the day with a morning meeting and school counselors are working with students to reinforce appropriate behaviors. The behavior matrix is displayed in hallways, as well as in each classroom. Teachers have access to referral forms, reflection forms, and hierarchy trackers to keep documentation, as well as to communicate to parents positive behaviors. We believe that beneath every behavior there is a feeling and beneath every feeling is a need. When that need is met, rather than focus on behavior we begin to deal with the cause, rather than the symptom.

In two years with full implementation of this indicator, we will observe all teachers consistently reinforcing positive behaviors and recognizing students frequently for doing so. We will also observe high levels of student engagement in all classrooms, due to the amount of disruptions being decreased and students taking ownership of their learning. Teachers will utilize restorative practices comfortably and naturally when needed. New teachers will be supported and monitored frequently in consistently implementing schoolwide and classroom procedures. PLC meeting will also devote time to sharing successes and discussing ways to support other PLC members when there are difficulties in managing behaviors.

In two years, regarding data sources, there will be at least a 50% decrease in referrals to the administrative team, such as fighting, extreme disruptions, and in bus referrals. Using the hierarchy tracker, teachers will record using nonverbal cues to manage behaviors. Informal and formal observation data will demonstrate at least 95% of classroom teachers proficient or above in implementing effective classroom management strategies, which will also lead to higher levels of student engagement.

**Kristina Morgan
(9/14/24)**

10/01/2025

Actions		0 of 1 (0%)		
10/20/22	<p>Use Budget flexibility to have flexible staffing. The Behavior Support Coordinator will provide professional development for all staff in establishing and positively teaching and reinforcing consistent rules and procedures, schoolwide, as well as in individual classrooms to improve school-wide behavior and positive school culture as measured by a decrease in office referrals in Educator's Handbook from the previous quarter. This flexibility was used in the 2023 - 2024 school year. This flexibility was continued in the 2024-2025 school year. (Guardrail 2, FAM-S 30)</p>		Jessica Spann	06/15/2026
<p><i>Notes:</i> This flexibility was used in the 2023 - 2024 school year. The professional development was presented and consistent implementation will be monitored by the administrative team throughout the year, providing feedback to staff through PLC meetings, or through individual post conference meetings, or as needed between these times. We have many new teachers who struggle with the language barrier and need extra support to be consistent.</p> <p>Update: 1/29 Office referrals have decreased by 37% from October to January per Educators Handbook data. 6/27 Professional development was offered only twice this year. Feedback and coaching was provided to teachers during PLC sessions and during post observation conferences.</p> <p>This flexibility was continued in the 2024-2025 school year.</p>				
Implementation:		06/26/2024		
Evidence	<p>2/12/2023 2/12/2023- On multiple occasions we have brought in district specialist to help struggling teachers better understand how to manage student behavior. We have provided relationship-centered learning for all teachers. We have also hired a Behavior Support Coordinator to coach beginning, as well as struggling teachers, in helping our students demonstrate appropriate behaviors that will support their learning.</p>			

<p>Experience</p>	<p>2/13/2023 2/13/2023--At the beginning of the school year at the August back to school meeting for teachers, we introduced a behavior matrix that is schoolwide and to be implemented by all staff. We also met with individual grade levels to discuss and reinforce expectations. We have continued to meet with PLCs to reinforce implementation, evaluate effectiveness of their teaching of these expectations, and provided strategies for continued support of students who struggle with the expectations. All teachers have taught the expectations and through administrative feedback, we provide ongoing support and coaching.</p>			
<p>Sustainability</p>	<p>2/13/2023 It will be important to continue supporting the social emotional learning that supports the whole child. This will continue through the consistent implementation of the Caring Schools curriculum, as well as through ongoing monitoring for those staff requiring the use of additional strategies for students who may still struggle in this area. Counselors, our parent advocate, and our social worker will continue to provide targeted support as well.</p>			
<p>KEY</p>	<p>A2.04</p>	<p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</p>	<p>Implementation Status</p>	<p>Assigned To</p>
<p>Initial Assessment:</p>	<p>We did not meet our 2024-2025 goals of (1) 71 percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS, (2) 26% of grades 3-5 students will score in the College and Career Ready (CCR) level on Reading End of Grade assessments, and (3) 28% of ML students in grades 3-5 will be Grade Level Proficient (GLP), on the Composite for Reading and Math End of Grade assessments.</p> <p>In February we were successful in reconfiguring the PLC planning process to include weekly data discussions and all instructional plans being informed by data. After the weekly data analysis, small group instruction was planned based on the data in order to target and meet the individual needs of our students. Instructional coaches were utilized to model lessons, coach for better instructional practices , and provide real time feedback for improvement. Teachers submitted small group plans to their respective coaches weekly for real time feedback. Restart tutors worked with our Tier 2 and Tier 3 students for intensive reading support.</p>	<p>Limited Development 07/10/2024</p>		

The challenges we face for the 2025-2026 school year aligned to this indicator include developing teacher capacity, planning and implementing small group instruction, and teachers internalizing lessons and planning differentiated instruction.

The opportunities that exist to address these challenges include hiring and developing teacher capacity in data analysis and instructional planning. We will continue our weekly data analysis and use of data to drive lesson planning and small group instruction. There will be a continued focus on small group instruction and support in PLCs for informing instruction. We have an opportunity to conduct professional development to develop teacher capacity in the areas of PLCs, data analysis, differentiated instruction, and small group instruction. This will lead instructional plans and activities that reflect a deep understanding of the standards, the vertical articulation of these standards, and differentiated strategies to teach these standards. Professional development on ML instructional strategies and scaffolding supports as well as the ACCESS assessment will be provided to teachers.

Goal 1: Required Goal

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 51% in SY2024-25 to 61% in SY2025-26.

Goal 2: Required Goal

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 19.5% in SY2024-25 to 26% in SY2025-26.

How it will look when fully met:

Grade level teams will meet in PLC planning once a week to review data and create small group instructional plans to address individual student needs. The grade level team will meet in content groups one day week for literacy and one day a week for math.

**Kristina Morgan
(9/14/24)**

01/31/2026

Actions

0 of 5 (0%)

11/19/24	Q2: Develop and implement clear expectations for a structured ALL block, Skills block, and math workshop time as well as an additional 90 minute planning once a month to analyze and use data to plan for small group instruction during these blocks. (Goals 1-2, Guardrail 1)		Kristina Morgan (Elected 9/16/24)	10/01/2025
<i>Notes:</i>				
11/19/24	Q2: Execute Plan, Do, Study, Act cycle with a focus on small group during All Block, Skills Block, and Math Centers by analyzing data, action planning, implementation, reteaching, and checking for understanding. (Goals 1-2, Guardrail 1)		Kristina Morgan (Elected 9/16/24)	10/01/2025
<i>Notes:</i>				
3/2/25	Use class size flexibility to allow for higher class sizes. With the hiring of tutors, students will receive small group and individual instruction, decreasing class sizes during specific times of the day for literacy. (A.204, B3.03) This flexibility was used in the 2024-2025 school year.		Karen Dillon (Elected 9/16/24)	06/30/2026
<i>Notes:</i>				
3/2/25	Use budget flexibility to utilize flexible staffing. Three tutors have been hired review student data and to provide tiered targeted instruction in a separate small group settings to increase early literacy skills. (A.204, B3.03) This flexibility was used in the 2024-2025 school year.		Karen Dillon (Elected 9/16/24)	06/30/2026
<i>Notes:</i>				
9/15/25	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.		Kristina Morgan (9/14/24)	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>Huntingtowne Farms has worked toward its goal of ensuring support for students as they transition from grade level to grade level in the 24-25 school year. The leadership team successfully hosted a Beginner's Day and a Beginner's Night for new kindergarten families in order to acclimate students and families to our school's culture and school-wide expectations. The Student Services team scheduled a field trip to the two middle schools where the majority of our fifth graders would be attending 6th grade so they could meet their new principals and counselors, tour their future school, and support them and their families with transition. Counselors spoke with the fifth graders about middle school classes and coursework, expectations, transition information, as well as middle school fine arts, athletics, and clubs. These events were successful in helping families gather information about the transition to the next grade as well as what to expect.</p> <p>The challenges we anticipate for the 25-26 year are scheduling the field trips to the middle schools and their staff's availability to meet with our fifth grade students. Beginner's Day and Night challenges will be advertising the event to new families and having enough translators present for the families. We anticipate these challenges for the upcoming school year as we work to communicate effectively with all families through a variety of means.</p> <p>Opportunities for this year 25-26 include reaching out to the middle schools earlier in the year to schedule the field trips. We will have more flyers and posters advertising Beginner's Day & Night in community businesses and churches. We will also advertise Beginner's Day and Night to the neighborhood families through the HOA.</p>	<p>Limited Development 05/10/2018</p>		
	<p>Priority Score: 1 Opportunity Score: 1</p>	<p>Index Score: 1</p>		
<p>How it will look when fully met:</p>	<p>The Wise Ways document outlines key characteristics that schools can incorporate to support student transitions from grade level to grade level. These characteristics include:</p> <p>Consistency: The school ensures that transition plans are consistent across all grade levels and are applied uniformly to all students.</p>		<p>Karen Dillon (Elected 9/16/24)</p>	<p>05/01/2026</p>

Intentionality: Transition plans are thoughtfully designed and intentional, addressing the specific needs and challenges that students face when moving from one grade to another or from one level to another (e.g., elementary to middle school).

Ongoing Support: The support for student transitions is not a one-time event but an ongoing process, with continuous monitoring and adjustments made as necessary to meet the evolving needs of students.

If this indicator is fully implemented in a school, it would look and sound like:

Smooth Transitions: Students would transition seamlessly from one grade to another, feeling supported and prepared for the changes in curriculum, expectations, and social dynamics.

Confident Students: Students would exhibit confidence and self-assurance, knowing that the school has their back during transitions, leading to a positive impact on their overall academic and emotional well-being.

Inclusive Environment: The school environment would be inclusive, ensuring that all students, including those with special needs or unique challenges, are accommodated during transitions.

Parental Involvement: Parents would be actively involved in the transition process, understanding the changes their children are going through and being supportive partners in their child's education.

If this indicator is fully ingrained into the culture and daily life of a school:

Community Engagement: The entire school community, including teachers, students, parents, and administrators, would actively

participate in creating a supportive transition environment. Teachers would collaborate to align curricula, and parents would be well-informed about the changes in their child's education.

Empowered Teachers: Teachers would be equipped with resources and professional development opportunities to effectively guide students through transitions, tailoring their teaching methods to ease the process.

Student-Centric Approach: The school's policies, programs, and activities would be designed with students' well-being in mind, ensuring that every decision supports a smooth transition experience.

Regarding quantitative and qualitative data:

Quantitative Data: Quantitative data would reflect high retention rates, consistent academic performance across grade levels, and reduced behavioral issues related to transitional challenges. Standardized test scores might also show improvement, indicating that students are adapting well to new curricula.

Qualitative Data: Qualitative data would include feedback from students, teachers, and parents expressing confidence in the school's support system during transitions. Surveys and interviews could reveal positive emotional well-being among students, demonstrating their comfort and security during transitions. Teachers might report a more engaged and focused classroom environment, indicating that students are settling into new grade levels successfully.

By focusing on consistent, intentional, and ongoing plans to support student transitions, schools can create an environment where students thrive academically, emotionally, and socially, ensuring their success as they progress from grade to grade and level to level.

9/18/18	The leadership team will create transition events for rising Kindergarten and 6th grader students to help them successfully transition to 1st and 6th grades (All goals).		Ayo Adisa	04/30/2026
	<p><i>Notes:</i> This action step will be accomplished by the end of the school year in 23-24. We will continue to execute this same action in 24-25.</p> <p>Notes 6-1-2025: Transition events were held for rising 6th grade students - visits from the APs of their assigned middle school came to speak with students, explain middle school schedules and expectations, as well as invite them to the schools' Rising 6th Grade Nights.</p> <p>Transition events for rising 1st graders were not held. The Student Services Team will plan for these events in the fall of 2025.</p>			
10/3/23	The leadership team will host a Beginner's Day for new kindergarten families in an effort to acclimate students and families to our school's culture and school-wide expectations. (Goal 1, Guardrail 1, 2 and 3)		Genitia Johnson	05/01/2026
	<p><i>Notes:</i> This action step will be accomplished by the end of the school years in 23-24 and 24-25. We will continue to execute this same action in 25-26.</p> <p>Notes 6-1-25: Beginner's Day was held for all new kindergarten families on April 10, 2025.</p>			
10/3/23	The Student Services team will schedule a field trip to the middle school for the rising 6th-grade students in effort to help support current 5th graders and their families with transition. (Guardrail 1 and 3)		Chloe McNeece	06/15/2026
	<p><i>Notes:</i> This action step will be accomplished by the end of the school year in 23-24 and 24-25. We will continue to execute this same action in 25-26.</p> <p>Notes 6-1-2025: Field trips to rising 6th grade students' assigned middle schools were held in March of 2025. Students visited their assigned middle schools, touring the buildings, speaking with administration and staff, and observing class transitions and lunch times.</p>			
Implementation:		06/10/2024		
Evidence	6/12/2023 Tours and new comer breakfast meetings were held.			
Experience	6/12/2023 Grade-level meetings were scheduled and conducted.			
Sustainability	6/12/2023 Schedule grade-level meetings for next year.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>We were not successful in meeting our goal of maintaining the proportionality of our OSS data as our OSS disproportionality was 5.4%. The Behavior Support Coordinator was successful in providing professional development three times during the year for all staff in establishing, positively teaching, and reinforcing consistent rules and procedures, schoolwide, as well as in individual classrooms to improve school-wide behavior and positive school culture. We did not meet our goal of 4 professional development sessions on this topic for the year.</p> <p>in the 24-25 school year, Capturing Kids Hearts Curriculum and the Caring Schools Curriculum were successfully incorporated into the scheduled SEL time each morning. The Student Services Team worked hard to keep attendance rates high by rewarding classes with 100% monthly attendance with Atten-Dances, Bubble Parties, Silly String Your Teacher events, and class pictures on the Attendance Bulletin Board in the main hallway. These were successful motivators to keep students coming to school. Having the Behavior Support Coordinator (BSC) in February assumed the duties of student discipline, entering information into Educator’s Handbook, and implementing restorative practices and circle helped increase teacher support with classroom and student management.</p> <p>Attendance will be a challenge again for the next school year. Another challenge will be implementing consistent classroom management and expectations school-wide.</p> <p>The two counselors collaborated with the Student Wellness Department and created an SEL pacing guide for the whole year, a lesson and launch for each school day, and provided that to all teachers before the 25-26 school year began. The counselors will conduct walkthroughs of their grade-assigned classrooms to ensure that the lessons are being taught consistently and with fidelity.</p> <p>in the 25-26 school year, the school social worker and the bilingual family advocate will have the opportunity to work together to contact parents and conduct home visits due to attendance, academic concerns, and support for MCV families. The Student Services Team will</p>	Limited Development 07/10/2024		
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also have the opportunity to implement new fun activities and events to increase attendance. The BSC will begin performing the duties of student discipline, entering information into Educator’s Handbook, and implementing restorative practices and circle at the beginning of the year, and will support teachers with classroom and student management through classroom visits, walkthroughs, and professional development.

The number of OSS/ISS incidents will decrease from 5.4% in SY2024-25 to 4.0% in SY2025-26.

The percent of Chronic Absenteeism will decrease from 23.5% in SY2024-25 to 17% in SY2025-26.

How it will look when fully met:

The MTSS-B process with fidelity should increase the amount of time students are receiving academic instruction in the classroom. In addition, students attending Huntingtowne should feel safe and teachers are delivery lesson that are supportive of the whole child.

Implementing MTSS-B with fidelity should decrease ISS and OSS suspensions this year. We should also see a decrease in major referrals decreasing time in student conferences with administration. This decrease should equate to more instructional time and increases in our grade level data.

There will be a high attendance rate across all students at Huntingtowne Farms.

Team will use referrals and suspensions to determine if goals are being met.

**Karen Dillon
(Elected 9/16/24)**

06/30/2026

Actions

4 of 7 (57%)

3/2/25 Use Budget flexibility to provide a new instructional program. Classroom teachers and staff will implement and execute learning from district provided Caring Schools and Capturing Kids Hearts professional development to create a positive school culture and environment that will be reflected in increased Panorama survey results in self-efficacy 68%, Self-manage 78%, engagement 77% . This flexibility was used in the 2023 - 2024 school year.

Complete 06/10/2024

Dr. Sharon Dougherty

06/10/2024

Notes: The 23-24 Panorama Survey data is not available at this time. The Panorama Survey was administered in the fall, but not in the Spring so the data is incomplete. However, teachers reported during the second semester, that with the implementation of small groups in literacy and math, student engagement increased. Working in small groups allowed the teacher to provide more attention to each student academically, socially and emotionally. Students' self confidence grew in their academic ability and in their self worth. Teachers reported increases in student engagement in the work, self efficacy and in self management. Teachers were pleased with the growth their students were achieving. This flexibility was used in the 2023 - 2024 school year. This flexibility was discontinued in the 2024-2025 school year.

3/2/25 Use Budget flexibility to provide instructional resources. Student Support Services team will provide SEL planning time for PLCs monthly so teams can review Panorama data and develop lessons utilizing provisioned district curriculum and the Panorama Playbook. This flexibility was used in the 2023 - 2024 school year.

Complete 06/10/2024

Dr. Sharon Dougherty

06/10/2024

Notes: The 23-24 Panorama Survey data is not available at this time. The Panorama Survey was administered in the fall, but not in the Spring so the data is incomplete. However, teachers reported during the second semester, that with the implementation of small groups in literacy and math, student engagement increased. Working in small groups allowed the teacher to provide more attention to each student academically, socially and emotionally. Students' self confidence grew in their academic ability and in their self worth. Teachers reported increases in student engagement in the work, self efficacy and in self management. Teachers were pleased with the growth their students were achieving. This flexibility was used in the 2023 - 2024 school year. This flexibility was discontinued in the 2024-2025 school year.

8/14/24 We will execute our school-wide Attendance Plan. During Q1 we will focus on establishing clear expectations for students to be present and on time daily. We will connect with families that have a history of attendance concerns and offer support based on individual needs. (Guardrail 3)

Attendance Plan:
https://docs.google.com/document/d/1oxUb6s6kfh2dcs05wfUBMS_WCxHKwgian1JN_pt2_IM/edit?usp=drive_link

Complete 12/16/2024

Carshia Capraro

01/01/2025

Notes: Attendance Plan has been implemented. Clear expectations were established for the students and also were communicated with parents via ParentSquare, Chat with the Principal meetings, and written notices that was sent home in Wednesday folders. Our social worker and bilingual family advocate made contact with families that have a history of attendance concerns and offer support based on individual needs. Counselors also reached out to families of students whose absences were increasing to remind them of attendance expectations and offer support. Absenteeism for 1st Quarter was 17.5%.

11/19/24	Q2: Implement Attendance Hearts school wide to support increasing student attendance. (Guardrail 3)	Complete 02/01/2025	Ayo Adisa	02/01/2025
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Notes: Attendance Hearts has been implemented school wide. Each classroom has an attendance heart where absent students' names are written. The class states the absent student names and that they miss them. When the students return, the teacher erases their name and welcomes them back. The students also verbally welcome them back.

8/14/24	All staff will receive Capturing Kids Hearts training and support with implementation. (Guardrail 1, 2 and 3, FAM-S 31)		Kristina Morgan	01/01/2026
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Notes:

9/2/25	Bullying Prevention- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Kristina Morgan (9/14/24)	06/30/2026
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Notes:

9/15/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Kristina Morgan (9/14/24)	06/30/2026
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Notes:

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
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Initial Assessment:

In the 24-25 school year, Huntingtowne Farms met its goal of communicating regularly with parents and families of students. During the 24-25 school year ParentSquare was utilized for two-way communication between the school and students' parents/families. Through ParentSquare, 97.5% of the families were contactable. The school sent information to families about field trips, grade level newsletters, school events, family activities, and special theme days. Grade level teachers sent weekly newsletters to families about content being taught during class, special events, and ways parents could support their children's learning at home. This has increased the families' communication with the school as well as their knowledge of what is happening in the school.

Our PTA relies heavily on ParentSquare to send information to parents and staff. The PTA consistently sent information about meetings, events, and programs at the school. As a result we saw an increase in attendance at school events such as International Night, our Glow Party Dance, PTA meetings, IB monthly celebrations, and increased participation in Spirit Nights, the Fun Run, Doughnuts for DEAR Ones, and Fox Fellas.

Challenges have been and will be again this 25-26 year technology issues and the language barrier for families. With a 70% Hispanic population, communicating clear directions on how to download the ParentSquare App and how to use it has been difficult. Another challenge is that parents do not always share changes in their contact information, making it difficult to communicate in a timely and efficient way. We anticipate similar challenges in the upcoming school year.

There are opportunities to address these concerns for this school year. We will be working to ensure that 100% of the families are contactable through ParentSquare in the 25-26 school year. Our bilingual family advocate will be available each morning to meet with parents to explain how to download and use ParentSquare, how to use Infinite Campus, how to sign up for transportation, and to assist them in other ways as needed. Our social worker will also be available each morning to meet with parents about any issues or needs they have.

Limited Development
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	100% of parents will experience regular communication from the school about the expectations of them and what they can do at home to support their children's learning.			Karen Dillon (Elected 9/16/24)	06/30/2026
Actions			0 of 2 (0%)		
8/14/24	A weekly newsletter will be shared with families to keep them informed about the upcoming week's learning objectives and events. (All goals)			Karen Dillon (Elected 9/16/24)	06/30/2026
	<i>Notes:</i> Grade levels sent weekly newsletters to parents informing them of content being taught in the classroom, upcoming events, and resources they could to use at home to support their child's learning. This was done during the 24-25 school year and will continue in the 25-26 school year.				
8/14/24	All staff will utilize the ParentSquare language features and other translation/interpreter services to ensure families are receiving all communication in their home language. (All goals)			Karen Dillon (Elected 9/16/24)	06/30/2026
	<i>Notes:</i> This was done during the 24-25 school year and will continue during the 25-26 school year. Parent Square was utilized for weekly newsletters, parent-teacher communication, and announcements. The translation feature ensured that all communication could be delivered in a family's home language. The CMS interpreter line was utilized for in person meetings and phone calls so families would be able to communicate in their home language.				
Implementation:			09/16/2025		
Evidence	6/19/2025				
Experience	6/19/2025				
Sustainability	6/19/2025				