

Comprehensive Progress Report

Mission:

Highland Mill Montessori School fosters a peaceful and caring environment by embedding elements of grace and courtesy throughout the curriculum. We provide individualized, rigorous instruction that addresses unique learning styles and encourages curiosity and creativity while focusing on the Montessori curriculum to prepare student leaders for a changing global community.

Vision:

At Highland Mill Montessori, we will create a Montessori culture of high academic standards in a peaceful learning environment emphasizing strong moral values, passion for lifelong learning, responsible independence, celebration of diversity, and positive contributions to the global community. We will build partnerships with families and local community to extend our support network for students.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 88 % in SY2024-25 to 90% 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 3-6 will increase from 62% in SY2024-25 to 64% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR), (Black/Hispanic cohort), on Reading End of Grade assessments in grades 3-6 will increase from 51 % in SY2024-25 to 53% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

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

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

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)

The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grades 3-6 will increase from 56.3 % in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 2: The number of OSS/ISS incidents will decrease from 20 in SY 2024-25 to 15 in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease from 8% in SY 2024-25 to 7% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



| Core Function: | | Domain 1: Turnaround Leadership | | | |
|----------------------------|-------|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | Practice 1B: Monitor short-and long-term goals | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>This indicator aligned to the Meeting/Exceeding Expected Growth-EVAAS 24/25 SIP goal. The Principal walked all the classrooms daily and spent more time in Upper elementary than typical based on staffing needs. The Insight survey data went back up upon Principal returning from leave and returned to 8.3 with an index percentile of 70th percentile and most domains falling in or near the top quartile of CMS. There were 2 focus domains improved after implementing changes to behavior processes and creation of fidelity checks and alignment docs to ensure consequences are fair/equitable/timely and that all teachers received feedback the same day about parent contact, outcomes, consequences, and next steps.</p> <p>Evaluations were all completed for all plan types and observation/feedback ratings went back up on the Spring 24 Insight Survey. One success is that our data went back up to 95% of staff saying HMM is a great place to work and that our school is joyful. Staffing was our biggest challenge and this connects directly with our opportunity for 24/25. Delegating responsibilities in 24/25 (now that we have more support staff/Dean support) so administrators and the Leadership Team have more time to be in classes, observing/modeling/coaching and providing walk through feedback. Additional staff joined to support HMM for the 24/25 school year and were maintained for 25/26 include an additional MTSS Interventionist, two Deans of Students, a BMT, and social worker (part-time). This is in addition to all existing support staff (facilitators, Interventionist, counselor/Psychologist, TD, and 2 instructional support TAs).</p> <p>Our 2025 TWC survey results showed 100% of staff indicated they made positive changes to instruction based on eval and walk-through feedback from administrator, admin valued and asked for their feedback, delivered feedback in a constructive manner and helped teachers identify specific focuses to improve instruction.</p> | Limited Development 07/18/2024 | | |

This paid off as evidenced in our 24/25 EOY/EOG Data, with proficiency at 81%, CCR at 59%, focus cohorts meeting goals, 88% k-2 DIBELS Reading proficiency, and Exceeding expected growth for the school year.

Additional TWC data-

Encourages teachers to use new knowledge and skills obtained through professional development.

Overall Agree 96.0%

Ensures that teachers receive coaching and support to implement new practices.

84.0%

Helps teachers improve

89%

How it will look when fully met:

When this objective is fully met, principals display a relentless focus on instruction. Expectations and processes are established as they pertain to team planning and instructional delivery. This is monitored by the principal who meets with teams, visits, classrooms, and reinforces good practice. The principal serves as the instructional leader and is highly visible while being knowledgeable about and heavily in all curriculum and assessment. A positive feedback loop would be formed where staff receive regular feedback or coaching and feel that the principal cares about their own personal growth as well as the growth of the students.

Rachelle Fink

06/30/2026

Actions

0 of 2 (0%)

| | | | | |
|--|--|--|---------------|------------|
| 7/18/24 | The Instructional Leadership Team will observe instruction regularly and provide targeted coaching and specific feedback through walk through forms, one-on-one coaching sessions, and coaching logs to increase teacher effectiveness as well as student achievement. All ILT members will have a specific level assigned to walk through weekly and support in PLCs (specific attention will be focused on differentiation of standards aligned work [through lessons, work plans, work products, materials, and degree of adult support], Montessori tenets [choice/cultural relevance, hands on materials, anecdotal notes/record keeping, intro/practice/mastery triangle], and social emotional wellness and strategies [including peace curriculum, grace and courtesy, and use of Positive Discipline tenets]. (goal 1, goal 2, guardrail 1, FAM-S 30/31) | | Rachelle Fink | 01/30/2026 |
| <i>Notes:</i> Additionally, record-keeping will be addressed and utilized during PLCs in order to guide instruction and differentiation. | | | | |
| 9/12/24 | The principal will observe instruction regularly and provide targeted coaching and support to teachers/coaches of teachers in order to improve instruction. The principal will focus specifically on math in Middle and Upper Elementary (goal 1, goal 2, guardrail 1) | | Rachelle Fink | 01/30/2026 |
| <i>Notes:</i> including coaching all ILT members/coaches weekly and one-one-one bi-weekly. | | | | |

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|----------------------------|--------------|---|-----------------------------------|--------------------|--------------------|
| 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 |
| <i>Initial Assessment:</i> | | <p>We "Exceeded Expected Growth" in the 24-25 school year and exceeded academic/EOG goals on our School Improvement Plan, including raising Reading CCR data above 60%. We ended 24/25 with 62% CCR for Reading on the EOG.</p> <p>Looking at our 23/24 SIP goals that aligned to this indicator: meeting or exceeding expected educator value added assessment system (EVAAS). We did meet expected growth. We experienced many successes in regard to this indicator. Another success is that a school wide SEL</p> | Limited Development 07/18/2024 | | |

curriculum (Peace Flower) was implemented, shared each quarter at staff meeting and referred to during PLCs. There was integration of the Peace Flower in morning meetings and the daily HMM news program. Tier 3 Behavior interventions were done with fidelity. Academic interventions across all tiers resulted in ROIs met and gains in DIBELS/MAP/progress monitoring data/some exited and many met proficiency. Additionally, another success was the use of Branching Minds for behavior and documenting progress more accurately and consistently than in past school years. An opportunity for growth is ensuring weekly SEL lessons were presented by the school counselor. Another opportunity is being certain that consistent progress monitoring is occurring. Those teachers with students receiving interventions (though given charts, specifics, timelines and what subtests to p.m. with as well as weekly reminders face to face and through email from the principal and facilitator) did not all keep the weekly or bi-weekly data points necessary to make MTSS decisions in a timely and effective way. We also struggled with having enough qualified/trained staff to complete supplemental behavior interventions. We plan to expand the instruction with Peace Flower's reach and integrate more with news, morning meetings, small groups, and add resources to each topic's library of resources. We have added a BMT and a Dean of Students focused on Behavior and School Culture to assist with supplemental interventions as well as morning meetings and small groups for SEL (in class support for extreme needs). The Behavior MTSS PLC will have new/additional members who can help with fidelity checks, progress monitoring and bi-weekly checks of outcomes and determining modifications needed. And we just hired a new/additional Academic MTSS Interventionist who is trained in OG to support tier 2 and 3 plans for ELA and Math.

How it will look when fully met:

When this objective is fully met, the locus of control in a multi-tiered system of support is on classroom instruction (core). Teachers faithfully implement effective teaching practices and align them to the same standards and skills as their peers teaching other tiers of intervention. The focus would be on the student's response to instruction. Teachers will use the Montessori Playbook to guide their planning. There would be many data points considered when looking at proficiency and the child's unique needs and learning styles/differences would be considered. Tier 1 would be offered with fidelity to all students (at HMM this Tier 1 instruction would include the Montessori curriculum

**Beth Leo, Elected
4/2021**

06/30/2026

aligned with state standards in all subject areas). Students would be identified regularly and in a timely manner who are not performing at the benchmark (around 10-15% of students) and would be served through tier 2 supplemental interventions. These interventions would again be carried out regularly and with fidelity, and progress monitoring would be documented and analyzed. Only those students in tier 2 who were unsuccessful in reaching proficiency would move to an intensive level of intervention (usually around 5% of the students) in tier 3. Since all of this is based on and contingent on leadership and professional development, regular professional development at staff meetings and weekly PLC meetings would be necessary as well as ongoing monitoring by the administration for coaching purposes. Facilitators would be instrumental at PLC planning meetings in the data analysis, discussion of small groups, and deciding on/modeling lesson for tier 1 as well as deciding on/modeling interventions and how to properly keep progress monitoring. All of this will be in the areas of writing, math, and reading, as well as behavior. If all of these were addressed and student needs were effectively met through the MTSS process, a higher number/percentage of students would successfully exit the MTSS process and overall student growth would be evidenced in MAP testing, mclass assessments, EL benchmark assessments, classroom based assessment and observational data, common assessment data, and EOG testing. Over time, success would hopefully entail smaller percentage of our students needing supplemental/intensive plans due to a strong core curriculum implementation. The evidence needed to see that professional development was provided would be staff p.d. sign-ins and presentations as well as weekly planning documents, agendas, and notes. Behavior would be addressed in the same way with regular professional development surrounding SEL and the Montessori peace/mindfulness curriculum and regular screeners/collection of teacher feedback about student's behavioral needs to guide behavioral interventions, counseling, and small groups. These would be evidenced by attendance and referral data as well as well as student ratings on progress, improvement in behavioral screening data, etc. A student services document capturing interventions and supports will ensure that assistance is provided to all students in need.

Actions

0 of 3 (0%)

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|---|---|--|----------------------------------|------------|
| 7/18/24 | Teachers will attend school-based and district provided professional development and implement interventions and progress monitoring as outlined in the revised Standard Treatment Protocol to ensure students receive interventions with fidelity and meet progress monitoring goals. (goal 1, goal 2, guardrail 1) | | Rachelle Fink | 01/30/2026 |
| <p><i>Notes:</i> p.d.- Math focused for school-wide p.d. (Montessori and using Deep Well of Time) and then content district-required p.d. as well</p> <p>Academic MTSS meetings and Behavior MTSS meetings will be held every 2 weeks. STP interventions will be utilized with fidelity. For Academics, we have 2 interventionists to utilize in addition to support staff and master teachers/MCLs. We will have additional support for SEL/Behavior interventions and will focus on progress monitoring being kept with fidelity in all areas now that implementation of interventions is consistent and effective.</p> | | | | |
| 7/18/24 | Student Services Team will meet weekly for SS PLC and Behavior MTSS meetings (rotating facilitator/lead) in order to ensure student needs and small groups are addressed through CORE Franchise lessons and all other tiers, assess the progress of students' behaviors and adjust services as needed. Additional staff will round out the existing team with a Dean, social worker, school-based mental health provider, and BMT being added to the existing team for the 24/25 school year. (Supporting FAM-S 3, guardrail 3) | | Constance Danner | 01/30/2026 |
| <p><i>Notes:</i> Academic MTSS meetings and Behavior MTSS meetings will be held every 2 weeks. STP interventions will be utilized with fidelity. For Academics, we have 2 interventionists to utilize in addition to support staff and master teachers/MCLs. We will have additional support for SEL/Behavior interventions and will focus on progress monitoring being kept with fidelity in all areas now that implementation of interventions is consistent and effective.</p> | | | | |
| 9/2/25 | A4.01 Action Step: The Leadership Team will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data in order to increase student achievement. | | Melissa Pouler elected 9/2024 | 01/30/2026 |
| <p><i>Notes:</i></p> | | | | |

| Effective Practice: | | Practice 3B: Provide rigorous evidence-based instruction | | | |
|---|-------|---|-----------------------------------|-----------------------------|-------------|
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | As we reflect on our 24/25 SIP goal targets that aligned to these indicators: 100% duty-free planning and Black/Hispanic Reading CCR rates at 50%, we reviewed what outcome data was available. We met our goal of 100% of staff receiving 5 hours plus of unencumbered planning time weekly. We did meet our goal of 50% of BI/Hisp students attaining Reading CCR and increased to 51%. We experienced many successes. Administrators continue to attend weekly PLCs to analyze data and support instruction, success-more consistent skills block instruction, lower EI discussed EL modules and strategies for teaching comprehension. In 24/25 school year we implemented a DDI approach where contents were assessed with exit tickets checks for understand ("mastery") and short quizzes more regularly in Middle and Upper EI which drove small group instruction. This was a piece to our success in 24/25. We will look to continue these data practices and refine them in a Montessori setting. The Montessori Playbook is used to support planning and was (updated this summer to include more links to CMS curriculum resources/lessons/supports) and this resulted in academic growth evident in assessment data across assessment types. We had monthly staff-wide Math trainings. The strategies shared have been implemented in the classrooms and helped support our alignment to standards and not just Montessori lessons/skills. Additionally, the master schedule reflects whole child time and the PTA supported purchases of supplies for this time to make it successful. Opportunities for growth are how to include differentiated PD and PTA organizing parents and community volunteers for additional offerings for whole child time. In the 25/26 school year, we would like to expand our whole-child time options and projects and offer monthly optional p.d. that is aligned to our staff needs assessment. | Limited Development 07/18/2024 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | When we do this effectively, PLC planning meetings would include quality discussion around the learning objectives, criteria for mastery, pre and post assessment data dives, well-designed learning activities aligned to learning objectives, materials shared and easily accessible for all colleagues, and collaboration with EC/TD/ESL teachers in order to meet the unique needs of all students. Teams will work using the | | Beth Leo, Elected 4/2021 | 06/30/2026 |

Montessori Aligned Playbook that aligns the Montessori Curriculum to the State standards, and EL Curriculum. This will serve as a check for guide/text/test congruence. Instructional teams should review standards and develop criteria for mastery, but then also consider enhancement activities and what they will do for those students who struggle to master the objective/standard and what acceleration/differentiation there can be for those who have already mastered the standard.

PLC teams will prioritize learning targets and standards to determine what is the most critical among the set of relevant standards. Teachers will identify and unpack the domain skills and identify the essential skills. We will determine end-of-year learning targets and attach a mastery criterion to each. Dividing this into quarterly chunks and determining mastery in an on-going way will be established at the start of the school year using i-Ready Data, unit assessments and data from the intervention team for reading and math. If all of this is done effectively, it would result in true standards-aligned instruction throughout all grade levels and students would find increased success in real life, the classroom, and on standardized tests.

At team planning, we will continue discussions of lessons taught in the Montessori Playbook. This will be evidenced through team meeting notes. Student data from MVPAs, common assessments, i-Ready, and classroom-based work/teacher observation will show full implementation. K-2 will shoot for 88% proficiency based on the tool decided upon by the state.

When we do this effectively, PLC planning meetings would include quality discussion around the learning objectives, criteria for mastery, pre and post assessment data dives, well-designed learning activities aligned to learning objectives, materials shared and easily accessible for all colleagues, and collaboration with EC/TD/ESL teachers in order to meet the unique needs of all students. Teams will work to refine instructional units that already exist (focus on EL Curriculum). Unit plans and lessons will be aligned to state standards as well as Montessori standards to serve as a check for guide/text/test congruence. Instructional teams should review standards and develop criteria for mastery, but then also consider enhancement activities and what they will do for those students who struggle to master the objective/standard and what acceleration/differentiation there can be for those who have already mastered the standard.

PLC teams will prioritize learning targets and standards to determine what is the most critical among the set of relevant standards. Teachers will identify and unpack the domain skills and identify the essential skills. We will determine end-of-year learning targets and attach a

mastery criterion to each. Dividing this into quarterly chunks and determining mastery in an on-going way will be established at the start of the school year. If all of this is done effectively it would result in true standards-aligned instruction throughout all grade levels and students would find increased success in real life, the classroom, and on standardized tests.

We will continue discussions at team meetings to align all curriculum. This will be evidenced through team meeting notes. Student data from MVPAs, common assessments, i-Ready, and classroom-based work/teacher observation will show full implementation. K-2 will shoot for 88% proficiency based on the tool decided upon by the state .

Actions

0 of 3 (0%)

7/18/24 The administrative team members will join with teachers during weekly planning time to support the planning of whole group and small group instruction based on data analysis and appropriate growth, new resources, and using the Montessori Alignment Playbook as the main resource for planning all content as well as addressing differentiation and conferencing agenda items. (Supporting FAM-S 29, goal 1 and goal 2)

Rachelle Fink

01/30/2026

Notes: A new Dean of Instruction will serve as a PLC Liaison and will attend all PLC meetings as well as appropriate additional ILT members. Each admin team leader will have a focus grade.
 Primary- Beth Leo and Constance Danner
 Lower EL- Beth Leo and Melissa Pouler
 Middle EL- Carlos McCray and Rachelle Fink
 Upper EL- Rachelle Fink (Tianna Legardye)

7/18/24 All staff regularly participating in professional development and activities focused on needs-based assessment data. Monthly staff-wide professional development is focused on Student Social-Emotional Wellness (trauma-informed p.d., executive functioning, effective communication, emotion regulation and flexibility, anxiety, working memory, etc) with time for application discussions/time to make materials at staff training and follow-up agenda items in PLCs in order to effectively support all students' needs. Additionally, these same trainings will be held for parents 3-4 times this school year(goal 1 and goal 2).

Constance Danner

01/30/2026

Notes: 25-25 School-wide p.d. will focus on Montessori whole child/SEL domains like components of executive functioning, resolving conflict peacefully, communicating effectively, trauma-informed practices, etc.

24-25

Will spend this school year focusing on Math-
 We will focus monthly in staff meetings on alternating month by month with "Deep Well of Time" book study about Montessori storytelling and the other having each level share/model lessons and materials about math focus domain (number sense/place value, geo, algebra, etc) after they have presented and discussed in PLCs for that month
 We will rotate through 4-5 math concepts domains and tie in solving word problems containing these skills throughout the year (3 Rs and possible shelf works)

In PLCs, regular modeling and sharing of materials/resources for the math focus topic will occur and will lay the foundation for what they present bi-monthly at the whole-staff p.d.

7/18/24 The school will facilitate a daily/weekly whole-child time, which is included in the master schedule in order to provide time for practical-life, specialized art, music, reading, advanced writing, and extra curricular activities in a flexible group format in grades 1st-6th (goal 1, guardrail 3).

Rachelle Fink

01/30/2026

Notes: -Melissa help organizing parent/volunteers, mentorship between levels, and progressing the time/process in Primary
 -will also incorporate math concepts into whole child time through storytelling, small groups, music/art/etc

Implementation:

09/15/2025

Evidence

9/15/2025

Experience

9/15/2025

Sustainability

9/15/2025

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|----------------------------|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | <p>Looking at our 24/25 SIP goals that aligned to this indicator: Duty-free lunch/Bully prevention/Positive Discipline/Peace Curriculum/suspension. We met all goals. We met our duty-free lunch goal with all staff receiving a lunch break of 25 minutes or more. We experienced many successes last school year. Our chronic absenteeism decreased to 7% for the 24/25 school year. We worked with one family (5 students at our school) to figure out a plan for transportation (ultimately CMS options as well were discussed and pursued) for when car breaks down or one child is sick (mom stays and has to keep all students home). Our Behavior Matrix was revised and reviewed regularly at BOY, MOY, and EOY in class meetings and as grade levels as well as through the news program. Morning Meetings that targeted specific skills and Class community meetings that focused on conflicts and resolution specific to each class community were another success. Reflective Conversations with students went well and behavioral procedures were modified and implemented with increased ratings in correlated domains on Spring Insight Survey.</p> <p>Monthly-Cultural initiatives that targets diverse demographic of students/families were effective. One on one/small group emotional/social support by designated staff.</p> <p>We capitalized on the opportunity we had in 24/25 is utilizing a Dean to support the documentation and tracking of referral data, consequences, parent contact, and next steps as well as cumulative documentation of ongoing referrals, offenses, number of offenses connected to level of consequence and the communication of all of this with teachers in organized Google docs by class (with appropriate permissions and confidentiality). Heading into 25/26, we plan to continue all of the tasks above associated with the Dean and plan to expand the instruction with the Peace Flower's reach and integrate more with news, morning meetings, small groups, and add resources to each topic's library of resources. We added a BMT and a Dean of Students focused on Behavior and School Culture to assist with supplemental interventions as well as morning meetings and small groups for SEL (in class support for extreme needs). The Behavior MTSS PLC will have new/additional members who can help with fidelity checks, progress monitoring and bi-weekly checks of outcomes and determining modifications needed. New Academic MTSS</p> | Limited Development 07/18/2024 | | |

Interventionist hired and trained in OG to support tier 2 and 3 plans.

How it will look when fully met:

When this objective is fully met, students will be able to identify and understand emotions and successfully use strategies to manage their emotions. Students will first understand that everyone has emotions and their emotional experiences are not unique. Students understand that different emotions are prompted by different situations and how they are made to feel because of each unique situation. Students would understand that there are different ways to express emotions and how to use those different ways. They would also understand that others will not always think and feel the way they do and the importance of understanding other perspectives. Finally, students would understand that they can do things to affect how they feel and how others feel. The self-management of their own emotions and the impact on the emotions of others is crucial.

Rachelle Fink

06/30/2026

Actions

0 of 5 (0%)

7/18/24 The school will provide school-based and district professional development (through PLC meetings and staff meetings) and coaching focused on students' emotional states and supports including the use of the school wide behavior matrix, school developed behavior processes and documents and school wide SEL curriculum. (guardrail 3, FAM-S 30, FAM-S 31)

Melissa Pouler

01/30/2026

Notes:

7/18/24 The Leadership Team will create a whole-child time dedicated daily/weekly which is included in the master schedule in order to meet the needs of our students that extend beyond math and reading. We will focus on practical life time, mentoring, service projects, specialized focused art, music, reading, advanced writing, and extra curricular activities in a flexible group format (goal 1, goal 2, and guardrail 3).

Melissa Pouler

01/30/2026

Notes:

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| 9/9/24 | The HMM Student Services Team will utilize the HMM attendance plan and Navigator attendance reports regularly to analyze our school's data/needs pertaining to 3.6.10 day absences and utilize the HMM Flowchart in order to keep our Chronic Absenteeism rate below 8%. Attendance plan link: https://docs.google.com/document/d/1vk7k7VfSqIR2jBMvRM7G1wbyM_VAKBofQ1iPtvfueBk/edit?usp=sharing Attendance plan link: https://docs.google.com/document/d/1vk7k7VfSqIR2jBMvRM7G1wbyM_VAKBofQ1iPtvfueBk/edit?usp=sharing | | Shauna Parks/Cathy Dillard | 01/30/2026 |
| <i>Notes:</i> Attendance Plan link: https://docs.google.com/document/d/1vk7k7VfSqIR2jBMvRM7G1wbyM_VAKBofQ1iPtvfueBk/edit?usp=sharing | | | | |
| 9/25/25 | The Leadership Team will create a master schedule that allows for all staff to have duty free lunch and planning in order to allow for meaningful preparation time. | | Rachelle Fink | 01/31/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | The school will provide SEL resources and anti-bullying lessons/activities through our Peace Flower curriculum to ensure all students feel safe at school and know healthy ways to manage differences. | | Beth Leo, Elected 4/2021 | 01/31/2026 |
| <i>Notes:</i> | | | | |

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

Initial Assessment:

This indicator aligned to the Reading/Math SIP goal. There were many successes. Parent Square messages were sent out regularly along with monthly level curriculum focus newsletters which was a success in our goal to communicate more consistently with families. Additionally, social media posts, parent info/ed shared, and parent resources shared in the weekly HMM Newsletter served as additional Parent ed opportunities. A weekly Connect -Ed message was sent home by Principal with Montessori moments every Friday (and info about JEDI-PACE and other resources/p.d. from school, district, community). This included monthly Cultural focuses doc with resources being sent as well. Parent ed/communication/videos also included information about Read to Achieve legislation, Positive Discipline, and transition from primary to lower el to middle el to upper el. We also educated parents about updated policies and requirements through two "Semester Safety Newsletters" and SIT reports on data and safety audit outcomes as well as insight/Panorama/Academic data. Curriculum Night involved info on working with kids and strategies/topics at home. We had monthly JEDI PACE integration with school events. Newsletter messages went out multiple times about supplemental/online resources accessible at home for both reading and math (Flocabulary included some science content as well) and information was provided by school and teachers on how to effectively utilize those platforms.

An opportunity for growth is to create a schedule that includes virtual parent engagement sessions that are offered at different times of the day. Meeting the needs of all parents was a challenge in terms of format and dates/time offerings for Parent Ed. Being a Magnet and having students who live far away and don't get off the bus until 5:30-6 pm makes it difficult to have all participate in a night/after school p.d. that starts by 6/6:30 because we also have 4 yr old students and parents need to be home from events by 8 pm. Childcare is an additional barrier/challenge.

We would like to have more smaller sessions offered next year and have more Positive Discipline p.d. for parents and p.d. aligned to school theme/needs.

Limited Development
07/18/2024

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| How it will look when fully met: | When this objective is fully and effectively implemented, the parent-home connection is strong and parents are fully engaged in the learning lives of their children. Parents have a relationship with the school built upon purpose, communication, education, and association. Parents are informed not only of the events and initiatives at the school, but are involved in the decision-making process through SIT and other avenues and are offered education/training on school-wide focuses/initiatives. Face to face (or synchronous/live over zoom) contact with parents as well as consistent communication is crucial. Parents would be informed of different ways they can support their children and the curriculum at home, including an emphasis on reading with their child. A message of setting high expectations and all of the unique strengths of their children will be conveyed through consistent communication/interactions. | | Rachelle Fink | 06/30/2026 |
| Actions | | 0 of 3 (0%) | | |
| 7/18/24 | The school will utilize multiple pathways to communicate with families to inform them of important school information. Parent Square will serve as the main communication tool and the hub for all other resources and means of communication (links for social media, weekly newsletters, and now Connect ed messages will be replaced with calling feature in Parent Square) (guardrail 3). | | Wendy Neisler | 01/30/2026 |
| <i>Notes:</i> | | | | |
| 7/18/24 | Parent Education will be provided quarterly by the school/PTA/JEDI in alignment with our Staff professional development quarterly. Feedback will be collected and plans will be adjusted based feedback as well as alignment to school-wide focuses for the year in order to meet all stakeholders' needs. (Supporting FAM-S 3, goal 1, goal 2, guardrail 1, and guardrail 3) | | Wendy Neisler | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 7/18/24 | The JEDI Committee meetings will be held regularly (3 times a year) and multiple subcommittees will work together to create opportunities for parent engagement centered around topics of justice, equity, inclusion, and diversity each quarter (goal 1, goal 2, guardrail 1, and guardrail 3. | | Rachelle Fink | 06/10/2026 |
| <i>Notes:</i> ratings on Insight Survey and parent surveys have consistently improved and are high (top of the CMS top quartile and HMM's highest score on the Insight Survey) since JEDI's conception. | | | | |