

## Comprehensive Progress Report

**Mission:**

The District mission of CMS is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

The Grand Oak Elementary School vision is to be the premier learning institution in North Carolina.

Our District goal is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potentials.

**Vision:**

Our goal is to work as a collaborative team of administrators, teachers and parents to create a positive, rigorous and engaging school environment for all students and inspire them to become passionate, innovative, and responsible leaders, who are well rounded, lifelong learners.

Collaborate.Innovate.Achieve

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 83.9% in SY2024-25 to 88% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 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 66.1 % in SY2024-25 to 71% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grades 3-5 will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of OSS/ISS incidents will decrease from 0.2%SY2024-25 to 0.1%SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 8.9% in SY2024-25 to 7% in 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 95% of it’s highly effective classroom teachers throughout the 2025-26. (Align to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

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

**Initial Assessment:**

This year, Our Admin team implemented a rotational model, consistently circulating throughout all grade levels to ensure a comprehensive understanding of classroom instruction and student engagement. As part of this model, the team conducted effective walkthroughs with a 90% completion rate, allowing for timely and consistent feedback to teachers. These walkthroughs were designed not only to monitor instructional fidelity but also to celebrate effective teaching strategies and identify opportunities for professional growth. To support instructional improvement, our Admin team held weekly meetings where we collaboratively discussed trends and observations noted during walkthroughs. These conversations centered around instructional practices, student engagement, and alignment with curriculum standards. By analyzing what was working and what needed improvement, the team was able to provide targeted support and resources to staff, fostering a culture of continuous improvement. In addition to instructional discussions, the administration team was intentional in identifying and addressing the unique challenges faced by student subgroups, including Black, Hispanic, and exceptional children. Through observation data and collaboration with staff, the team recognized barriers these students encounter and worked proactively to implement instructional adjustments. These efforts were geared toward promoting equity and ensuring that all students received the support necessary to thrive academically and socially within an inclusive learning environment. Completing consistent administrative walkthroughs became a significant challenge when two third-grade teachers were out on maternity leave and two additional teachers were out for an extended period due to medical leave. The resulting staffing shortages required constant attention to classroom coverage, substitute support, and daily operational needs, which limited the time available for instructional leadership tasks like walkthroughs. Administrators had to prioritize immediate classroom supervision and crisis management, often using our Master Math and Reading teachers to step in to provide direct instructional support, making it difficult to maintain the regular cadence of walkthroughs. Balancing these urgent staffing needs with the goal of providing meaningful feedback and instructional coaching created a strain on both time and resources, impacting the consistency of our walkthrough process

Limited Development  
08/06/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4			
<p><b>How it will look when fully met:</b></p>	<p>When this goal is fully extended the team will conduct effective walkthroughs and coaching conferences with a 93% completion rate, allowing for timely and consistent feedback to teachers.</p> <p><b>2024-2025 EOY Implementation Efforts :</b></p> <p>This year, our Admin team implemented a rotational model, consistently circulating throughout all grade levels to ensure a comprehensive understanding of classroom instruction and student engagement. As part of this model, the team conducted effective walkthroughs with a 90% completion rate, allowing for timely and consistent feedback to teachers. These walkthroughs were designed not only to monitor instructional fidelity but also to celebrate effective teaching strategies and identify opportunities for professional growth. To support instructional improvement, our Admin team held weekly meetings where we collaboratively discussed trends and observations noted during walkthroughs. These conversations centered around instructional practices, student engagement, and alignment with curriculum standards. By analyzing what was working and what needed improvement, the team was able to provide targeted support and resources to staff, fostering a culture of continuous improvement. In addition to instructional discussions, the administration team was intentional in identifying and addressing the unique challenges faced by student subgroups, including Black, Hispanic, and exceptional children. Through observation data and collaboration with staff, the team recognized barriers these students encounter and worked proactively to implement instructional adjustments. These efforts were geared toward promoting equity and ensuring that all students received the support necessary to thrive academically and socially within an inclusive learning environment. Completing consistent administrative walkthroughs became a significant challenge when two third-grade teachers were out on maternity leave and two additional teachers were out for an extended period due to medical leave. The resulting staffing shortages required constant attention to classroom coverage, substitute support, and daily operational needs, which limited the time available for instructional leadership tasks like walkthroughs. Administrators had to prioritize immediate classroom supervision and crisis management, often using our Master Math and Reading teachers to step in to provide direct instructional support, making it difficult to maintain the regular cadence of walkthroughs. Balancing these urgent staffing needs with</p>				<p><b>Raymond Giovannelli</b></p>	<p><b>06/30/2026</b></p>

the goal of providing meaningful feedback and instructional coaching created a strain on both time and resources, impacting the consistency of our walkthrough process.

**2024-2025 BOY Implementation Efforts :**

This year we have modified our administrative monitoring schedule focusing on our ML/LEP subgroup. Our Admin team will make adjustments to our walkthrough schedule to address scheduling conflicts and the unexpected daily student/parent incidents that require immediate attention. We will rotate through grade level PLC meetings and complete class walk-through of that same grade level during that week, as well as walk-throughs of our designated grade level. During that time we will focus on overall instruction with a specific lens on strategies being used to support our teachers facing challenges. The ability to strengthen as an administrative team and improve collaboration will help us have a consistent language, have high expectations and common message to staff.

When this goal is fully implemented, we will easily identify challenges/concerns our subgroups still face based on the walkthrough data to make adjustments to instruction and our walkthrough form if necessary.

<b>Actions</b>		<b>1 of 2 (50%)</b>		
8/6/24	Administrative teams will rotate through grade levels and do instructional walk-throughs. An informal walk-through schedule will allow the admin team to discuss teacher instructional practices at each administrative team meeting (weekly). We will focus on small group instruction and on how our Hispanic and African American learning is being address during small group instruction. Additionally, through the RELAY Professional Development the Admin team will conduct walkthroughs and provide one-one teacher feedback to each administrators grade level using the Getting Better Faster Scope & Sequence. (CMS Goals 1 and 2)		Raymond Giovanelli (2024)	06/30/2026

Notes:

9/12/24	Instructional Team will use a structured coaching plan to support and monitor teacher growth. Through ongoing classroom observations, timely feedback, and targeted professional development, teachers will refine instructional practices that lead to increased student engagement and improved academic outcomes. In addition, observation and feedback data will reflect an increase in teachers implementing evidence-based instructional strategies with fidelity. (FAM-S 29)	Complete 06/26/2025	Tamara Allison	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/26/2025		
<b>Evidence</b>	6/26/2025			
<b>Experience</b>	6/26/2025			
<b>Sustainability</b>	6/26/2025			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		This year, members of our Admin team designed a strategic master schedule that prioritized collaborative planning time for all instructional staff, with a particular focus on inclusive support for specialized educators. Intentional scheduling blocks were created to ensure that our Exceptional Children (EC) teacher, Multi-Language Learner (ML) teacher, and Academically Gifted (AG) teacher could actively participate in grade-level Professional Learning Communities (PLCs). By aligning their availability with core planning times, these teachers were empowered to collaborate more effectively with classroom teachers, allowing for a more integrated and responsive approach to student support. The new master schedule reflects a commitment to meeting the diverse needs of our student population through intentional planning and shared responsibility. This structure facilitated consistent communication and co-planning opportunities, enabling support staff to contribute directly to instructional decisions, differentiation strategies, and progress monitoring. As a result, interventions and enrichment activities became more aligned with classroom instruction,	Limited Development 08/06/2024		

promoting academic growth and inclusion for students across all ability levels. Through this collaborative model, the school strength. At the beginning of the school year, our school provided comprehensive training to staff on the Multi-Tiered System of Supports (MTSS) process, ensuring a clear understanding of how to identify and support students with academic and behavioral needs. This foundational training equipped teachers with the tools to collect data, implement tiered interventions, and document student progress effectively. As a result of this focused and consistent approach, 90% of students referred through the MTSS team who required more intensive support successfully qualified for Exceptional Children (EC) services with an Individualized Education Program (IEP). This high qualification rate demonstrated the effectiveness of the MTSS process in accurately identifying student needs and ensuring timely access to appropriate services, reflecting a strong system of early intervention and collaborative problem-solving. One of the most challenging experiences we face is coordinating consistent planning time for our Exceptional Children (EC) teacher, Multi-Language Learner (ML) teacher, and Academically Gifted (AG) teacher with our classroom teachers during PLCs. Each of these support teachers serves multiple grade levels and must juggle various responsibilities, including direct student services, compliance tasks, and individualized support, which often conflict with grade-level PLC schedules. Additionally, differing priorities and pacing guides make it difficult to align planning efforts across diverse student needs. As a result, finding common planning time that honors everyone's schedules and maximizes collaborative impact remains a significant logistical and instructional challenge.

**Previous Years-Implementation Efforts:**

As of June 2024, Grand Oak met the school improvement goal of 80% of MTSS referral students who qualified for exceptional educational services. Grand Oak had 13 MTSS referrals in the year 2023-2024, 11 of the 13 referral students qualified for special education services. This means that 85% of the students the MTSS team referred did qualify for special education services. This is a 7% increase from the 2022-2023 results.

Our success centered around our team building consistent processes to evaluate the progress of intervention impact on supplemental and intensive students, as well as the effectiveness of Core Instruction in weekly PLC Data Conversations.

Challenges we anticipate are the following: consistency among communication and strategy sharing within EC, TD, AIG, and grade level teams due to scheduling availability during PLC times. In addition, we have a new ML teacher and other staff members that we will need to adjust to the processes of Grand Oak.

While challenges exist, we have opportunities to address this connectivity this school year by creating a master scheduling to build in intentional times for EC, ML, AIG, and grade level teams to collaborate during PLCs. We will also create time during the beginning of the year to adequately train our new staff of the MTSS process.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

When this objective is fully met at the end of the 2025-2026 academic year, we plan to increase our school Math proficiency from 89.5% to 94% and our school Reading proficiency from 84.4% to 89% by targeting non-proficient students to ensure they receive both grade level material and effective interventions. In addition, when this goal is fully extended we will have 90% of our MTSS referral students who qualified for exceptional educational services when referred by the MTSS team.

**2024-2025 EOY Implementation Efforts :**

This year, members of our Admin team designed a strategic master schedule that prioritized collaborative planning time for all instructional staff, with a particular focus on inclusive support for specialized educators. Intentional scheduling blocks were created to ensure that our Exceptional Children (EC) teacher, Multi-Language Learner (ML) teacher, and Academically Gifted (AG) teacher could actively participate in grade-level Professional

**Raymond Giovanelli**

**06/30/2026**

Learning Communities (PLCs). By aligning their availability with core planning times, these teachers were empowered to collaborate more effectively with classroom teachers, allowing for a more integrated and responsive approach to student support. The new master schedule reflects a commitment to meeting the diverse needs of our student population through intentional planning and shared responsibility. This structure facilitated consistent communication and co-planning opportunities, enabling support staff to contribute directly to instructional decisions, differentiation strategies, and progress monitoring. As a result, interventions and enrichment activities became more aligned with classroom instruction, promoting academic growth and inclusion for students across all ability levels. Through this collaborative model, the school strength. At the beginning of the school year, our school provided comprehensive training to staff on the Multi-Tiered System of Supports (MTSS) process, ensuring a clear understanding of how to identify and support students with academic and behavioral needs. This foundational training equipped teachers with the tools to collect data, implement tiered interventions, and document student progress effectively. As a result of this focused and consistent approach, 90% of students referred through the MTSS team who required more intensive support successfully qualified for Exceptional Children (EC) services with an Individualized Education Program (IEP). This high qualification rate demonstrated the effectiveness of the MTSS process in accurately identifying student needs and ensuring timely access to appropriate services, reflecting a strong system of early intervention and collaborative problem-solving. One of the most challenging experiences we face is coordinating consistent planning time for our Exceptional Children (EC) teacher, Multi-Language Learner (ML) teacher, and Academically Gifted (AG) teacher with our classroom teachers during PLCs. Each of these support teachers serves multiple grade levels and must juggle various responsibilities, including direct student services, compliance tasks, and individualized support, which often conflict with grade-level PLC schedules. Additionally, differing priorities and pacing guides make it difficult to align planning efforts across diverse student needs. As a result, finding common planning time that honors everyone's schedules and maximizes collaborative impact remains a significant logistical and instructional challenge. structure facilitated consistent communication and co-planning opportunities, enabling support staff to contribute directly to instructional decisions, differentiation strategies, and progress monitoring. As a result, interventions and enrichment activities became more aligned with classroom instruction, promoting academic growth and inclusion for students across all ability levels.

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We understand that the alignment of resources and practices among our EC, ML and AIG teachers and classroom teachers must collaborate to understand and coordinate the instruction occurring within other resources to maximize their effectiveness for students . Therefore, on a rotating basis each specialty support group (EC, ML, AIG) will meet with the Grade Level PLC Teams to discuss student movement supported by data from i-Ready, MVPAs, mClass, Common Assessments, Progress Monitoring, and informal assessments such as exit tickets, checks for understanding, observation checklists, etc.

When this goal is fully implemented, the process becomes consistent dialogue among PLCs, based on the data shared within PLCs, teams will identify focal students to evaluate how they are responding to varying levels of intervention and adjust remediation or enrichments as

needed.

**Actions**

**0 of 4 (0%)**

8/7/24 The admin team will use our master schedule to identify two days each month for our EC, ML and TD teachers will visit grade level meetings throughout the year. This will allow teachers to collaborate to discuss data and strategies to implement to ensure all students in our subgroups meet their DIBELS and/or EOG goals as set by our CMS guardrails. (CMS Goals 1 and 2)(FAM-S 3)

Tamara Allison  
(2024)

02/01/2026

*Notes:*

8/7/24 Teachers will consistently respond to parents within the 24 hours expected by our district. They will also send weekly ParentSquare messages and emails to parents providing student updates. Teachers that share students due to departmentalizing will also communicate with those parents in addition to their homeroom parents. Teachers will focus on strategies parents can utilize to better support students at home to address specific standards. In addition, teachers will communicate with families, providing specific information regarding their child as they progressed through MTSS. This will also encourage transparency and provide educational stakeholders with information concerning the programs and supports available to all students. (CMS Goals 1 and 2) (FAM-S 3)

Tamara Allison  
(2024)

06/30/2026

*Notes:*

9/1/25	<p>Identify the students that are non-proficient based on past and current benchmark data.  K-2: Microphase Data, DIBELS iReady, Math Fluency, Summatives  3-5: DIBELS, iReady, BOG/EOG, Math Fluency</p> <p>Provide a system for additional support for the identified students to receive frontloading of material before grade level content is shared.</p> <ul style="list-style-type: none"> <li>- Staff development will be provided around strategies for frontloading and pockets of time frontloading can take place.</li> <li>- Admin walk-throughs look for evidence of frontloading systems.</li> <li>- Utilize prerequisite assessments to drive frontloading and small groups.</li> <li>- Content in Grade Level Blocks and small groups will hold tight to grade level expectations, with interventions meeting students at their instructional level. (CMS Goals 1 and 2)(FAM-S 3)</li> </ul>		Jennifer Ensley	06/30/2026
<i>Notes:</i>				
9/5/25	<p>Teachers will implement a grade level iReady incentive logs to ensure students meet their weekly 45 minute participation goal. This will also allow the Leadership Team to use ongoing monitoring of iReady data to track student progress and growth outcomes in Reading and Math.</p>		Tamara Allison	06/30/2026
<p><i>Notes:</i> Steps to success:</p> <ol style="list-style-type: none"> <li>1. All students will complete a diagnostic assessment</li> <li>2. Schools will analyze the data to ensure that have an understanding of student's stretch grow</li> <li>3. Students should know their stretch grow for goal setting</li> <li>4. Grade levels will implement iReady incentive logs and plan for monitoring within classrooms.</li> </ol>				
<b>Implementation:</b>		06/26/2025		

<b>Evidence</b>	6/26/2025 Evidence demonstrates that we met our School Improvement goal of ensuring teachers consistently responded to parents within 24 hours through strong communication practices. ParentSquare data shows that 99% of our parents were contactable, allowing for consistent outreach and engagement. Throughout the school year, teachers and staff shared 59,254 direct messages and 5,392 communication threads via ParentSquare. Additionally, our Parent Survey results indicate that 98% of families were satisfied with the communication they received from both teachers and administrators, highlighting the effectiveness of our ongoing efforts to build strong, responsive partnerships with families.			
<b>Experience</b>	6/26/2025 We successfully met our goal of ensuring teachers consistently responded to parents within 24 hours, as expected by the district. Teachers maintained clear and timely communication through daily and weekly ParentSquare messages and emails, keeping families informed and engaged. These communications focused not only on general updates but also provided parents with targeted strategies to support their child's learning at home, especially in areas where students were not meeting grade-level standards. This consistent and purposeful outreach strengthened the home-school connection and supported student academic growth.			
<b>Sustainability</b>	6/26/2025 To sustain this goal of ensuring teachers consistently respond to parents within 24 hours, we will continue to prioritize timely and effective communication. Teachers will maintain the practice of sending daily and weekly updates through ParentSquare and email to keep families informed about their child's progress, upcoming weekly standards, and important school-wide updates from Grand Oak. By continuing this proactive approach, we aim to strengthen parent partnerships, promote transparency, and support student achievement through consistent collaboration between home and school.			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		At the close of the school year, 83.9% of our students demonstrated	Limited Development 08/06/2024		

proficiency in DIBELS, falling short of our goal of 94.2%. To address this gap, our focus has been on strengthening instructional small groups, particularly through Professional Learning Communities (PLCs) and targeted Professional Development. Moving forward, we will strategically enhance the role of teacher assistants by training them in small group instructional structures and involving them actively during W.I.N. Time. This approach aims to increase student participation in small groups simultaneously. Additionally, we will emphasize developing consistency in Skills Block practices and reinforcing language and vocabulary development through vertical planning sessions and ongoing observation and feedback provided by our Literacy Master Teacher. To ensure that all students' needs are consistently met, the Administrative Team will intensify walkthroughs and observation cycles, using both formal and informal data to support intentional grouping and targeted instruction. We are proud to report significant progress in our College and Career Ready reading proficiency for grades 3-5, increasing from 62.1% to 66.1%. This improvement reflects our ongoing commitment to elevating literacy outcomes through targeted instruction and data-driven interventions. By focusing on personalized learning strategies and enhancing small group instruction, we have successfully supported more students in meeting and exceeding grade-level expectations. This upward trend demonstrates the effectiveness of our instructional practices and motivates us to continue refining our approach to ensure even greater student success in the years ahead. This year, we dedicated focused efforts to improving the proficiency of our EL/LEP student subgroup, resulting in significant growth across key measures. Grade-level proficiency for this group increased notably from 44.1% to 70%, while their College and Career Ready proficiency rose from 26.5% to 40%. These gains reflect our intentional strategies, including targeted instructional supports, language development initiatives, and tailored interventions designed to meet the unique needs of our English Learners. Our progress demonstrates a strong commitment to equity and ensures that all students have the opportunity to succeed academically. Finally, this year, we are proud to report a significant milestone in our commitment to equity and student well-being: we recorded zero suspensions among our African American students. This outcome reflects the intentional work of our staff to create a more inclusive, supportive school environment through proactive behavior interventions, culturally responsive practices, and strong relationship-building efforts. By prioritizing early support strategies, we have made meaningful progress in eliminating disproportionate disciplinary actions and ensuring that all students feel respected, valued, and empowered to succeed. At the end of the 2024-

2025 school year, our school did not meet the End-of-Year CCR and GLP goals for our African American and EC subgroups. While we met the GLP goal for our Hispanic subgroup, we did not meet the CCR goal. As a school community committed to equity and excellence, we recognize the need for continued, targeted support and will implement a variety of strategies to close these achievement gaps. These include data-driven instruction, increased progress monitoring, culturally responsive teaching practices, and intentional small-group interventions. We will also prioritize professional development focused on differentiated instruction and inclusive practices to ensure all students have equitable access to rigorous learning opportunities.

**Previous Years-Implementation Efforts:**

As of June 2024, our school met the following school improvement goal, the percent of Black and Hispanic 3rd Grade students combined who scored at the College and Career Ready (CCR) level- a 4 or 5- on the English/Language Arts (ELA) EOG will increase from 25% in SY 2021-22 to 37.5% in SY 2022-2023 and 50% in SY 2023-2024.

As of June 2024, Grand Oak did not meet this school improvement goal. According to unofficial EOG data for Grade 3, our Black students achieved a 45.5% CCR. This is an 11.6% decrease from the previous year, but Black students did increase to 90.9% GLP, a 33.8% increase from the previous year. Our Hispanic students achieved a 50.0% CCR, which is the same as the previous year, but increased GLP to 70% (a 20% increase). Based on these data points, we need to extend this goal for 2024-2025.

Our 2023-2024 End-of-Year results identified that we did not grow our EL/LEP students in comparison to our other subgroups. Our annual proficiency comparison decreased in 2023-2024 by 1.5% from 2022-2023.

We also closely monitored GLP and CCR projections from the MVPA Benchmarks. The 3rd Grade MVPA EOG projection was 75.6% CCR, however the unofficial EOG scores were 60.2% CCR. Our projected 3rd grade GLP based on the MVPA Benchmarks was 85.4% where our unofficial EOG scores were 81.9% GLP. The differences in projections compared to unofficial results also shows the need to continue work within this goal area.

In the 2023-2024 school year, we had 11 incidents reported. Of the 11, five incidents were from African American students. These incidents

involved two children - three from one student, two from the other. Currently, our out-of-school suspension rate is comprised solely of one of those students, who was an Extensions student and later moved placement.

The successes we experienced related to this indicator include intentional data dives with Grades 3-5, providing targeted small group professional development, and increasing intentionality around small group instruction based on MVPA data. This was evidenced by improving our school's MVPA reading outcomes from 78.4% GLP to 84.9%, which was a 6.5% increase. A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that students routinely meet in targeted small groups that not just focus around a specific skill or standard, but that has an explicit teaching point, practice, and check for understanding. Walkthrough data suggests that teachers are not allowing enough wait time, need to ask higher level Depth-of-Knowledge questions aligned with the learning target, and need to provide more opportunities for productive struggle. We plan to address these challenges during the 2024-2025 school year by providing differentiated professional learning and more frequent vertical alignment sessions.

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

When this objective is fully met at the end of the 2025-2026 academic year, we plan to increase our school Math CCR from 72% to 77% and our school Reading CCR from 66.1% to 71% by targeting proficient students to ensure they are stretched to reach College and Career Ready status.

**2024-2025 EOY Implementation Efforts :**

At the close of the school year, 83.9% of our students demonstrated proficiency in DIBELS, falling short of our goal of 94.2%. To address this gap, our focus has been on strengthening instructional small groups, particularly through Professional Learning Communities (PLCs) and targeted Professional Development. Moving forward, we will strategically enhance the role of teacher assistants by training them in small group instructional structures and involving them actively during W.I.N. Time. This

**Raymond Giovanelli**

**06/30/2026**

approach aims to increase student participation in small groups simultaneously. Additionally, we will emphasize developing consistency in Skills Block practices and reinforcing language and vocabulary development through vertical planning sessions and ongoing observation and feedback provided by our Literacy Master Teacher. To ensure that all students' needs are consistently met, the Administrative Team will intensify walkthroughs and observation cycles, using both formal and informal data to support intentional grouping and targeted instruction. We are proud to report significant progress in our College and Career Ready reading proficiency for grades 3-5, increasing from 62.1% to 66.1%. This improvement reflects our ongoing commitment to elevating literacy outcomes through targeted instruction and data-driven interventions. By focusing on personalized learning strategies and enhancing small group instruction, we have successfully supported more students in meeting and exceeding grade-level expectations. This upward trend demonstrates the effectiveness of our instructional practices and motivates us to continue refining our approach to ensure even greater student success in the years ahead. This year, we dedicated focused efforts to improving the proficiency of our EL/LEP student subgroup, resulting in significant growth across key measures. Grade-level proficiency for this group increased notably from 44.1% to 70%, while their College and Career Ready proficiency rose from 26.5% to 40%. These gains reflect our intentional strategies, including targeted instructional supports, language development initiatives, and tailored interventions designed to meet the unique needs of our English Learners. Our progress demonstrates a strong commitment to equity and ensures that all students have the opportunity to succeed academically. Finally, this year, we are proud to report a significant milestone in our commitment to equity and student well-being: we recorded zero suspensions among our African American students. This outcome reflects the intentional work of our staff to create a more inclusive, supportive school environment through proactive behavior interventions, culturally responsive practices, and strong relationship-building efforts. By prioritizing early support strategies, we have made meaningful progress in eliminating disproportionate disciplinary actions and ensuring that all students feel respected, valued, and empowered to succeed. At the end of the 2024-2025 school year, our school did not meet the End-of-Year CCR and GLP goals for our African American and EC subgroups. While we met the GLP goal for our Hispanic subgroup, we did not meet the CCR goal. As a school community committed to equity and excellence, we recognize the need for continued, targeted support and will implement a variety of strategies to close these achievement gaps. These include data-driven instruction, increased

progress monitoring, culturally responsive teaching practices, and intentional small-group interventions. We will also prioritize professional development focused on differentiated instruction and inclusive practices to ensure all students have equitable access to rigorous learning opportunities.

**2024-2025 BOY Implementation Efforts :**

We ended the school year with 91.2% proficiency in Dibels. This coming year we would like to reach 94.2% proficiency. In order to do this we will continue our focus on instructional small groups, specifically in PLCs and Professional Development. We will also strategically utilize our teachers assistants by training them in small group structures and utilizing them during W.I.N. Time to maximize the number of students actively participating in a small group at one time. An emphasis will be placed on developing consistency around Skills Block practices and language/vocabulary through vertical planning sessions and observation/feedback from our Literacy Master Teacher. Finally, the Administrative Team will leverage walkthroughs and observation cycles to ensure all students are being consistently met with in targets, intentional groups supported by ongoing formal and informal data.

We will focus on similar actions to grow our College and Career Ready results in 3-5 Reading from 62.1% proficient to 67.1%. This will also be through the strategic use of small groups, professional development, PLC conversations, and intentional MTSS/W.I.N. time. Small group consistency, frequency, and effectiveness will be monitored for this goal through walkthroughs and observation cycles. The same emphasis on vertical planning and feedback with the Literacy Master Teacher to build consistency around language/vocabulary and All Block structures as in K-2 around our Dibels goals.

We will focus on the proficiency of our EL/LEP student sub group by targeting this population closely through monitoring their data as an Administrative Team. The Admin Team will also track Culturally Proficient Teaching actions through walkthroughs and formal/information observations, taking an especially close look at Small Group Instruction.

We will focus on decreasing our out-of-school suspension rate for African American students by 10%, from 33% in 2023-2024 to 23% in 2024-2025.

Actions		0 of 4 (0%)		
9/26/25	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. (Aligns to A2.04)		Raymond Giovanelli	10/10/2025
<i>Notes:</i>				
8/6/24	Teachers will implement strategic small group instruction with emphasis on protecting time and using research based strategies as outlined in the Standard Treatment Protocol. We will consistently focus on this time throughout the year to ensure all students are being addressed during this time. (CMS Goal 1 and 2)		Tamara Allison (2024)	06/30/2026
<i>Notes:</i>				
9/3/24	The Instructional Team will assist teachers in identifying students that are non-proficient based on past and current benchmark data. K-2: Microphase Data, DIBELS iReady, Math Fluency, Summatives 3-5: DIBELS, iReady, BOG/EOG, Math Fluency The Instructional Leadership Team provide a system for additional support for the identified students to receive frontloading of material before grade level content is shared in PLC. In addition, The team will ensure content in grade level blocks and small groups will hold tight to grade level expectations, with interventions meeting students at their instructional level. (CMS Goals 1 and 2)(FAM-S 3)		Jennifer Ensley	06/30/2026
<i>Notes:</i>				
9/3/24	We will increase the proficiency of our EL/LEP student subgroup from 71.4% (2024-2025) to 75% at the end of the academic year 2025-2026. The Instructional Leadership Team will monitor student group's data on an ongoing basis, tracking Culturally Proficient Teaching actions through walkthroughs and formal/information observations, and focusing on intentional small-group instruction for students of this subgroup. (FAM-S 29, CMS Goals 1 and 2)		Tamara Allison (2024)	06/30/2026
<i>Notes:</i>				

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>			Limited Development		

08/07/2024

This year, our guidance counselors successfully implemented the Kelso's Choices program for the first time, and it has had a noticeably positive impact on promoting students' self-perception and engagement in school. By teaching students age-appropriate strategies for managing conflicts and making positive choices, the program has empowered them to take ownership of their actions and build stronger peer relationships. Students are now more confident in resolving minor issues independently, which has fostered a greater sense of responsibility and self-efficacy. As a result, teachers have observed improvements in classroom behavior, emotional regulation, and overall student participation, contributing to a more positive and supportive school climate. The Kelso's Choice program is a character education and conflict resolution initiative designed to teach young students how to handle minor problems independently and make positive, responsible choices. Centered around the character Kelso the Frog, the program empowers students with nine simple strategies, such as "Go to another game," "Talk it out," or "Ignore it," to resolve small conflicts on their own. By differentiating between "small problems" students can solve themselves and "big problems" that require adult help, Kelso's Choice fosters problem-solving skills, emotional regulation, and personal accountability. The program promotes a positive school culture by encouraging respectful interactions, reducing peer conflicts, and boosting students' confidence in managing everyday social challenges.

In addition, Our two guidance counselors play a vital role in addressing chronic absenteeism by consistently presenting attendance data each week during our Student Services PLC meetings. They closely monitor students who are approaching the threshold of being classified as chronically absent and proactively reach out to families with personalized phone calls. During these calls, the counselors not only inform parents about their child's attendance status but also offer support, resources, and problem-solving strategies to help address barriers to regular school attendance. This proactive and supportive approach has strengthened relationships with families, increased awareness about the importance of attendance, and contributed to a more collaborative effort in improving student engagement and reducing chronic absenteeism.

**Previous Years-Implementation Efforts:**

We demonstrated a 24 percent increase from the 2022-2023 results in this goal with the implementation of Caring Schools

curriculum. We monitored our daily Morning Meetings and our YTD Incident report. According to our 2023-2024 YTD Incident report we had eleven incidents reported. Of the eleven, five incidents were from African American students. These incidents involved two children - three from one student, two from the other. Currently, our out-of-school suspension rate is comprised solely of one of those students, who was an Extensions student and later moved placement.

We also have 100% of our teachers fully implementing the Caring Schools curriculum, compared to 76% last year. YTD we had a decrease of three student incidents.

Our school experienced several successes related to this indicator: We had schoolwide implementation of the Caring Schools curriculum and our staff participated in Cultural Proficiency Training through the Winters Group Coaching and Consulting program. This PD assisted in growing staff members' cultural competencies, equity, inclusion, and justice skills, and improving their ability to collaborate and partner with all cultures, increased their ability to guide students in managing their emotions, and arrange for support and interventions.

As we move into this school year, we anticipate the following challenges with continuing to create a consistency among staff in their responses to student behavior and emotional needs, therefore we will create a schedule including a common PLC team time where our SSPLC members will be present.

While challenges exist, we have opportunities to address these challenges this school year by having two new school counselors and our school psychologist returning this year. In addition, this year is our first year having a School Social Worker.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

When this goal is fully met, All staff and students will Implement Kelso's Choices, a problem-solving model, as well as mindful moments/calming tools to help kids reset, refocus and learn ways to respond to difficulties when they arise at school.

**2024-2025 EOY Implementation Efforts :**

**Raymond Giovanelli**

**06/30/2026**

This year, our guidance counselors successfully implemented the Kelso's Choices program for the first time, and it has had a noticeably positive impact on promoting students' self-perception and engagement in school. By teaching students age-appropriate strategies for managing conflicts and making positive choices, the program has empowered them to take ownership of their actions and build stronger peer relationships. Students are now more confident in resolving minor issues independently, which has fostered a greater sense of responsibility and self-efficacy. As a result, teachers have observed improvements in classroom behavior, emotional regulation, and overall student participation, contributing to a more positive and supportive school climate. The Kelso's Choice program is a character education and conflict resolution initiative designed to teach young students how to handle minor problems independently and make positive, responsible choices. Centered around the character Kelso the Frog, the program empowers students with nine simple strategies, such as "Go to another game," "Talk it out," or "Ignore it," to resolve small conflicts on their own. By differentiating between "small problems" students can solve themselves and "big problems" that require adult help, Kelso's Choice fosters problem-solving skills, emotional regulation, and personal accountability. The program promotes a positive school culture by encouraging respectful interactions, reducing peer conflicts, and boosting students' confidence in managing everyday social challenges.

In addition, Our two guidance counselors play a vital role in addressing chronic absenteeism by consistently presenting attendance data each week during our Student Services PLC meetings. They closely monitor students who are approaching the threshold of being classified as chronically absent and proactively reach out to families with personalized phone calls. During these calls, the counselors not only inform parents about their child's attendance status but also offer support, resources, and problem-solving strategies to help address barriers to regular school attendance. This proactive and supportive approach has strengthened relationships with families, increased awareness about the importance of attendance, and contributed to a more collaborative effort in improving student engagement and reducing chronic absenteeism.

**2024-2025 BOY Implementation Efforts :**

We understand that students' capacity to express their emotions and understand the emotions of others is a critical aspect of development, learning and relationship building. Therefore, we will focus on increasing our percentage of

students reporting a positive self-perception of their engagement in school on the Panorama screener from 69% in Grades 3-5 in 2023-2024 to 74% in 2024-2025 based on a school screener created by the School Counseling team.

When this goal is fully implemented, the increase will be a product of monthly guidance lessons in all classrooms, counseling small groups, frequent attendance check-ins for students who fall in our chronic absenteeism and target subgroup categories; as well as daily Morning Meetings in all classrooms. Other initiatives that will support this goal are Handle with Care, Sandy Hook Promise, and our district Title IX lessons. The School Counselors will also serve a connector between grade-level PLCs and the Student Services/Admin Teams to maintain focus on students of concern who may feel disconnected or seem disengaged. We will also focus on increasing student attendance through the engagement strategy of an "Attendance Club" and individual student contracts. Student attendance for chronically absent students and our EL/LEP sub-groups will be incentivized and addressed through focus small group instruction with our School Counselors.

In addition, students reporting a positive self-perception of their engagement in school will increase 74% this year based on a school screener created by the School Counseling team.

<b>Actions</b>		<b>3 of 5 (60%)</b>		
9/3/24	Our Student Service Team will conduct weekly PLCs with Admin Team to review data/notes from class guidance lessons, teacher feedback, small counseling groups, individual counseling groups, YTD Incident and Suspension summary, and Student Offense by action type. This will allow us to keep track of our behavior incidents and social emotional learning concerns to assist with decreasing behavior referrals SEL incidents for all students. Our School Student Service Team will consist of our two school counselors, psychologist, social worker, and mental health therapist. (FAM-S 31, Guardrail 3)	Complete 06/26/2025	Raymond Giovanelli (2024)	06/30/2025

Notes:

9/12/24	Special Area classrooms (Art, PE, Media, Music, Movement Lab) will collaborate with a specific grade level classroom teachers to add strategies to maintain an effective behavior management system to decrease the suspension rate among the grade level during Special Area. Our Special Area team will add to our schoolwide behavior system utilized among all classes that will implement consequences based on the number of behavior incidents. In addition, Special Area teachers will personally contact parents instead of classroom teachers to build and maintain positive relationships with students and families. (FAM-S 30)	Complete 06/26/2025	Tamara Allison (2024)	06/30/2025
<i>Notes:</i>				
8/7/24	Our school counselors will meet weekly with Admin Team to review data from the following Navigator reports: Absences and Chronic Absenteeism, Student with Current Consecutive Absences, and 3-6-10 Day Letter Summary reports. This will allow us to keep track of our results, and monitor student attendance. Based on data, Guidance Counselors will offer attendance supports and Family-Student-School attendance contracts. In addition, we will identify attendance barriers and brainstorm solutions for families. We will focus on our two subgroups, which are Hispanic and African American students (Guardrail 3) Attendance Plan Link: <a href="https://docs.google.com/document/d/1E2JixMsOopyL6JZqwONXI2UYtWoTmNbqH4vbpdRLJbY/edit?usp=sharing">https://docs.google.com/document/d/1E2JixMsOopyL6JZqwONXI2UYtWoTmNbqH4vbpdRLJbY/edit?usp=sharing</a>	Complete 06/26/2025	Raymond Giovanelli (2024)	06/30/2026
<i>Notes:</i>				
9/26/25	We will provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Raymond Giovanelli	06/30/2026
<i>Notes:</i>				
9/26/25	We will 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)		Raymond Giovanelli	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/26/2025		
<b>Evidence</b>	6/26/2025 Evidence that this objective has been fully and effectively implemented is based on our YTD Incident Summary report, our Chronic Absenteeism Reports and Educator's Handbook data			

<b>Experience</b>	<p>6/26/2025</p> <p>We successfully met our SIP goal of strengthening student support through weekly PLCs between our Student Services Team and the Admin Team. These collaborative meetings focused on reviewing data and notes from class guidance lessons, teacher feedback, small and individual counseling groups, year-to-date incident and suspension summaries, and student offense types. This consistent review process allowed us to closely monitor behavior incidents and social-emotional learning (SEL) concerns, enabling timely interventions and support for students. As a result, we experienced a reduction of four behavior incidents compared to last year and maintained only one short-term suspension, which, notably, did not involve any minority students. This progress reflects our commitment to fostering a safe, inclusive, and supportive learning environment for all students.</p>			
<b>Sustainability</b>	<p>6/26/2025</p> <p>To sustain this goal, we will continue to conduct weekly Student Services PLCs to monitor behavior incidents and social-emotional learning concerns, ensuring timely support and interventions that contribute to reducing behavior referrals for all students. Our Special Area team will maintain their effective behavior management strategies, as data has shown minimal incidents during these classes. Additionally, our counselors will continue to track chronic absenteeism and have already developed a proactive plan for the upcoming school year to address and reduce absentee rates. These ongoing efforts will help us maintain a positive school climate and support the academic and emotional success of all students.</p>			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>			
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>			
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	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>This goal was fully met during the 2024-2025 academic year.</p> <p><b>Previous Years-Implementation Efforts:</b></p> <p>As of June 2024, Grand Oak met this school improvement goal, as we experienced 100% of our parents providing positive feedback regarding teacher and school communication. This is a ten percent increase from the 2022-2023 results. We also monitored Parent Survey and Parent Square data.</p> <p>We experienced success with 100% of our parents stating that they felt informed on both the classroom level and school level, compared to 90% last year. According to Parent Square EOY data, we were able to contact 100% of our families via Parent Square , which is the same as last year. Our school experienced several successes related to this indicator: We were also able to deliver 49, 045 direct messages.</p> <p>Challenges we anticipate as we move into the 2024-2025 school year, are ensuring our new families are informed of our communication platform and receiving all of our school communication as well as understanding processes, procedures and expectations for students and families. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by creating a new student family group to ensure students and families are welcomed and are able to access all of our communication tools.</p>	<p>Limited Development 08/06/2024</p>		
	<p>Priority Score: 2                      Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p><b>How it will look when fully met:</b></p>	<p><b>2024-2025 EOY Implementation Efforts :</b></p> <p>To strengthen home-school communication and foster a culture of responsiveness, our Grand Oak teachers committed to consistently responding to parent inquiries within the 24-hour window outlined by our district’s expectations. This timely communication helped build trust and ensured that families feel heard, respected, and actively involved in their child’s education. By prioritizing responsiveness, teachers demonstrate a shared commitment to student success and strong family partnerships. In addition to timely responses, teachers will send weekly updates through ParentSquare and email to inform families of the academic standards students are currently focusing on. These messages also included practical strategies parents could use at home to reinforce those specific learning goals, empowering families to become active participants in their child’s academic growth. This</p>	<p><b>Objective Met 06/26/25</b></p>	<p><b>Raymond Giovanelli</b></p>	<p><b>06/26/2025</b></p>

consistent and targeted communication ensured alignment between classroom instruction and home support. Furthermore, as students progress through the MTSS (Multi-Tiered System of Supports) process, teachers will provide families with clear, individualized updates regarding their child's development, interventions, and next steps. This proactive approach not only encourages transparency but also helps families better understand the programs and supports available to all students. By keeping parents informed throughout the MTSS process, educators reinforce the shared responsibility of all educational stakeholders in supporting every learner's academic and social-emotional success.

**2024-2025 BOY Implementation Efforts :**

We will continue to maintain our status for this indicator this school year, we anticipate challenges with ensuring our new families are informed of our communication platform and receiving all of our school communication. Currently, we have 45-50 new students/families, which is the highest number of new students thus far for Grand Oak.

When this goal is fully implemented we will have an effective process to identify and welcome new students/families and have welcoming protocols and procedures to ensure we have establish and maintain a positive relationship with students and families as Grand Oak understands the connection between school and home is essential to school improvement and school success.

When this goal is fully extended in goal we will continue to experience success with 100% of our parents, including families of our new students, stating that they felt informed on both the classroom level and school level via parent surveys and ParentSquare messages.

8/6/24	Teachers will consistently respond to parents within the 24 hours expected by our district. They will also send weekly ParentSquare messages and emails to parents that share standard students will focus on and strategies parents can better support students at home with those specific standards. In addition, teachers will communicate with families specific information regarding their child as they progressed though MTSS. This will also encourage transparency and provide educational stakeholders with information concerning the programs and supports available to all students. (CMS Goal 1 and 2)	Complete 06/26/2025	Tamara Allison (2024)	06/30/2026
<i>Notes:</i>				
8/6/24	School Counselors will establish a school committee that consist of staff and students to welcome new students/families to our school. The committee will foster robust school-home relationships and tools to engage our families new throughout the year. Families will receive information regarding attendance, behavior expectations, school clubs, academic supports (including MTSS structure) and parental involvement. (FAM S-3) (CMS Goal 1 and 2)	Complete 06/26/2025	Tamara Allison (2024)	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/26/2025		
<b>Evidence</b>	6/26/2025 Evidence demonstrates that we met our School Improvement goal of ensuring teachers consistently responded to parents within 24 hours through strong communication practices. ParentSquare data shows that 99% of our parents were contactable, allowing for consistent outreach and engagement. Throughout the school year, teachers and staff shared 59,254 direct messages and 5,392 communication threads via ParentSquare. Additionally, our MTSS team ensured that parents of students in MTSS were notified of the process and if necessary informed of each step of the MTSS process.			

<p><b><i>Experience</i></b></p>	<p>6/26/2025</p> <p>To strengthen home-school communication and foster a culture of responsiveness, our Grand Oak teachers committed to consistently responding to parent inquiries within the 24-hour window outlined by our district’s expectations. This timely communication helped build trust and ensured that families feel heard, respected, and actively involved in their child’s education. By prioritizing responsiveness, teachers demonstrate a shared commitment to student success and strong family partnerships.</p> <p style="text-align: center;">In addition to timely responses, teachers will send weekly updates through ParentSquare and email to inform families of the academic standards students are currently focusing on. These messages also included practical strategies parents could use at home to reinforce those specific learning goals, empowering families to become active participants in their child’s academic growth. This consistent and targeted communication ensured alignment between classroom instruction and home support.</p> <p style="text-align: center;">Furthermore, as students progress through the MTSS (Multi-Tiered System of Supports) process, teachers will provide families with clear, individualized updates regarding their child’s development, interventions, and next steps. This proactive approach not only encourages transparency but also helps families better understand the programs and supports available to all students. By keeping parents informed throughout the MTSS process, educators reinforce the shared responsibility of all educational stakeholders in supporting every learner’s academic and social-emotional success.</p>			
<p><b><i>Sustainability</i></b></p>	<p>6/26/2025</p> <p>To sustain this goal of ensuring teachers consistently respond to parents within 24 hours, we will continue to prioritize timely and effective communication. Teachers will maintain the practice of sending daily and weekly updates through ParentSquare and email to keep families informed about their child’s progress, upcoming weekly standards, and important school-wide updates from Grand Oak. By continuing this proactive approach, we aim to strengthen parent partnerships, promote transparency, and support student achievement through consistent collaboration between home and school.</p>			