

Comprehensive Progress Report

Mission:

Nurturing students' interests to build, enhance, and sustain 21st century skills while preparing students for a college or career path.

Our responsibility is to provide students with a strong foundation in literacy and math, implement differentiated learning across all disciplines, and enhance 21st century skills to prepare students for a global society. The students will gain skills to become effective communicators, collaborators, critical thinkers, and creators through a STEM focus.

Vision:

We are the future.

We are possibility.

WE are ENDHAVEN.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 84.8% in SY2024-25 to 92.4% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 37.5% in SY2024-25 to 50.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of in-school and out-of-school suspensions during the 2025-2026 school year will decrease to 20 incidents from 32 incidents during the 2024-2025 school year. (Aligns to 4.06 and Guardrail 2)

The percentage of teachers who indicate agreement that "The school creates a culture of trust" based on the Teacher Working Conditions Survey will increase from 58% in 2024-2025 to 75% during the 2025-2026 school year. (Aligns to Guardrail 4)

The percentage of students that are chronically absent will decrease from 13.9% in the 2024-2025 school year to 12% in the 2025-2026 school year. (Aligns to A4.06 and Guardrail 3)

The achievement gap will decrease in College and Career Readiness (CCR) between our highest subgroups and lowest subgroups by increasing CCR of our lowest subgroups from 29% in 2024-2025 to 37% in 2025-2026. (Aligns to A4.01, B3.03 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

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>As of June 2025, the school has developed strong procedures to monitor curriculum and instruction. At the start of the year, a walkthrough form was created for whole group and small group math and literacy instruction. This walkthrough form is based on the core-action walkthrough form used throughout the district. Walkthrough observations are focused on specific targets such as teaching to the full rigor of the standard being taught and meeting individual student needs through small group instruction. After each observation, teachers are provided feedback on the core actions and additional glows and grows from the lesson. Additionally, routine meetings between Instructional Leadership Team members and the Principal occur to ensure calibration and integrity with regard to coaching conversations and monitoring of classroom instruction. The cadence and form for walkthrough observations will be improved upon during the 2025-2026 school year, as necessary changes to the form have been identified, and the Instructional Leadership Team will adhere to a more intentional schedule for walkthrough observations that includes the joint observations with the Principal and Assistant Principal to better support monitoring instruction.</p> <p>In addition to the consistent observations, coaching relationships have been built between teachers and members of the instructional leadership team. The coaches and teachers identify opportunities for growth with their teaching practice and meet regularly to discuss their craft. Providing this consistent feedback throughout the entire school year has had a positive impact on student growth. The current school year saw an increase in 3rd through 5th Grade Reading EOG Grade Level Proficiency of 4.5 percentage points from 61.2 percent in 2023-2024 to 65.7 percent in 2024-2025. Additionally, the school had an increase in Grade Level Proficiency on the Math EOG test, increasing 6.6 percentage points from 66.7 percent in 2023-2024 to 73.3 percent in 2024-2025 based on unofficial results. These coaching relationships will continue during the 2025-2026 school year, and each relationship will be reviewed along with assessment and growth data from the 2024-2025 school year to determine its effectiveness and to strategically identify teachers for different levels of support through coaching and feedback.</p>	Limited Development 07/10/2024		

As of June 2024, the school has developed strong, consistent procedures to monitor curriculum and instruction. At the start of the year, a walkthrough form was created for whole group and small group math and literacy instruction. This walkthrough form is based on the core-action walkthrough form used throughout the district. Walkthrough observations are focused on specific targets such as teaching to the full rigor of the standard being taught and meeting individual student needs through small group instruction. After each observation, teachers are provided feedback on the core actions and additional glows and grows from the lesson. In addition to the consistent observations, coaching relationships have been built between teachers and members of the instructional leadership team. The coaches and teachers identify opportunities for growth with their teaching practice and meet regularly to discuss their craft. Providing this consistent feedback throughout the entire school year has had a positive impact on student growth. The 2023-2024 school year saw an overall increase in EOG proficiency of 1.6 percent to 65.4 percent based on unofficial results. Next school year, an additional Multi-Classroom Leader and Dean of Instruction will be added to the coaching team, as well as several teachers who have qualified as Expanded-Impact Teachers through the Teacher-Leader Pathway.

<p>How it will look when fully met:</p>	<p>This objective will be fully met when the principal and instructional leadership team routinely provide feedback to PLC teams and individual teachers on a regular cadence and that feedback is implemented with fidelity. Each PLC identifies “Wildly Important Goals,” or “WIGs,” that are aligned to our School Improvement Plan Goals and prioritized to meet the needs of their student groups/gaps/deficits, based on ongoing review of relevant data. The principal/ILT leads PLCs in 1) identifying high-leverage action steps to prioritize, 2) progress monitoring of WIGs throughout the year, and 3) making adjustments and creating new WIGs as gaps are closed and goals are met. Principal/ILT supports PLCs to ensure actions can be implemented with fidelity. As PLC teams are unpacking standards and meeting the full rigor of each standard, the principal and instructional leadership team will monitor and support teams during their three planning meetings each week. The instructional leadership team with three Multi-Classroom Leaders and a Dean of Instruction will develop and utilize a walkthrough form based on core actions from the school district and observe teachers on a regular basis. The feedback from these observations will be used to set goals both for PLC teams and individual coaching, as each teacher will be paired with a coach from the instructional leadership team. The regular cadence of PLC meetings, coaching, observations and feedback will lead to a culture of continuous improvement in the delivery of instruction.</p>		<p>Julie McKinney</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/14/24</p>	<p>Principal and ILT will monitor classroom instructional practices weekly through walkthroughs, feedback and coaching to ensure small group instruction during Skills Block, ALL Block, Math Workshop and WIN (What I Need) time is occurring with integrity, and to ensure TA and support team schedules are structured to prioritize instructional support during small group times, in order to meet the instructional needs of all students based on data. (Goals 1 & 2, Guardrail 1)</p>		<p>Carrie Alexander</p>	<p>12/15/2025</p>
<p><i>Notes:</i></p>				
<p>8/28/25</p>	<p>Coaching relationships will follow a clear system with a routine cadence that includes classroom observations, feedback and debriefing sessions, modeling instructional strategies, data analysis and goal-setting. (Goals 1-2, Guardrail 1, 4)</p>		<p>Julie McKinney</p>	<p>05/31/2026</p>
<p><i>Notes:</i></p>				

Effective Practice:			Practice 3A: Diagnose and respond to student learning needs	Implementation Status	Assigned To	Target Date
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)				
<i>Initial Assessment:</i>			<p>As of June 2025, the school has developed several processes to support instruction and the MTSS process to ensure the individual needs of students are being met, and these routines will continue into the 2025-2026 school year. The processes and procedures of the MTSS committee are routine, starting with a review of core data three times a year to ensure every student that requires an MTSS intervention has one, and these processes are being conducted with fidelity to ensure all students that require additional instruction beyond Tier I are getting them. The team also consistently reviews the progress of students on Tier II and Tier III intervention plans to determine what interventions are working, and works to reorganize student groups based on the data.</p> <p>MTSS interventions are being conducted with fidelity throughout the school, with 34 teachers and support staff trained in the Orton Gillingham reading program, and MTSS interventions are being conducted for all grade levels in both reading and math. Half and full day planning meetings occur several times a year to review formative assessments, classroom assessments and data from universal screeners. The data from these meetings is then raised to the MTSS committee for review. During the 2025-2026 school year, student data will be reviewed more frequently as the school will shift to a different planning model. Each week, PLC teams will have one 75 minute and one 45 minute planning block with a member of the instructional leadership team to allow for weekly analysis of student data.</p> <p>Additionally, the processes surrounding behavioral interventions have been formalized. All behavior plans are tracked in Branching Minds and the MTSS committee regularly reviews the interventions. Finally, the school's ML department conducted monthly professional development on environmental and instructional strategies and supports for multilingual students in accessing grade level content within the general ed setting. PLC teams discussed and identified specifically within their daily lessons where to implement/incorporate these ML strategies and supports during classroom instruction for all students</p>	Limited Development 07/10/2024		

that would benefit from them. The most recent EVAAS data for Endhaven teachers on staff indicates all classroom teachers met or exceeded their expected EVAAS score.

As of June 2024, the school has developed several processes to support instruction and the MTSS process to ensure the individual needs of students are being met, and these routines will continue into the 2024-2025 school year. The processes and procedures of the MTSS committee have become routine starting with a review of core data three times a year to ensure every student that requires an MTSS intervention has one. The team also consistently reviews the progress of students on Tier II and Tier III intervention plans to determine what interventions are working, and works to reorganize student groups based on the data. MTSS interventions are being conducted with fidelity throughout the school, with 34 teachers and support staff trained in the Orton Gillingham reading program. Half and full day planning meetings occur several times a year to review formative assessments, classroom assessments and data from universal screeners. The data from these meetings is then raised to the MTSS committee for review. Additionally, the processes surrounding behavioral interventions have been formalized. All behavior plans are tracked in Branching Minds and the MTSS committee regularly reviews the interventions. The most recent EVAAS data for Endhaven teachers on staff indicates 94 percent of classroom teachers met or exceeded their expected EVAAS score.

How it will look when fully met:	This objective will be fully met when every teacher in the school is meeting the individual needs of every student. This will be implemented with teams routinely analyzing student data with members of the instructional leadership team during weekly and scheduled half-day planning meetings to discuss what to do for students that mastered the standard and those that did not. The MTSS committee will meet routinely to review individual student data, accurately identify students for supplemental (Tier 2) and intensive (Tier 3) interventions, and ensure that all students are tracked in Branching Minds. ML friendly practices will be implemented in all classrooms based on previously identified strategies presented by the ML team. These processes will be reviewed with fidelity by the instructional leadership team who will routinely conduct walkthrough observations to ensure appropriate differentiation and that the individual needs of all students are being met; using walkthrough data to inform coaching needs for individual teachers.		Carrie Alexander	06/30/2026
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Actions		0 of 2 (0%)		
7/18/24	The MTSS Committee will consist of representatives from each grade level and support team, establish clear roles and responsibilities, and meet monthly to discuss school, grade level, teacher, and student specific intervention and progress monitoring data to identify students needing supplemental and intensive instructional support and research based interventions for students on tiered intervention plans. (Goals 1 & 2, Guardrail 1, and FAM-S 3)		Carrie Alexander	12/13/2025
<i>Notes:</i>				
8/28/25	Weekly data meetings will be conducted with each grade level team. Meetings will be focused on specific standards and include clearly defined exemplars created by teams to reflect increased Depth of Knowledge and full mastery of the standard. (Goal 1 & 2, Guardrail 1)		Julie McKinney	05/31/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of June 2025, the school has developed routine processes and procedures to support instructional teams in developing standards-aligned units of instruction that will continue to be improved upon	Limited Development 07/10/2024		

during the 2025-2026 school year. At the beginning of the year, PLC teams created “Wildly Important Goals” that are aligned to the School Improvement Plan goals, and those goals were routinely compared to data from formative assessments to monitor progress toward those goals. During this school year, grade level teams participate in five half-day planning sessions to thoroughly analyze student data and plan instruction in addition to their weekly PLC planning meetings. These planning meetings are supported by the instructional leadership team to analyze classroom trends and identify the specific needs of every student. Members of the Talent Development, Multilingual Learner and Exceptional Children teams are also present to plan instruction for the students they support as well as provide supports for students in the general education setting. During weekly planning meetings, PLC teams meet to fine-tune their lesson plans for the following week and analyze classroom assessment data to inform their instruction. The weekly PLC meetings are always conducted with a member of the Instructional Leadership Team to ensure alignment to standards and sufficient rigor are the highest priority. The Instructional Leadership Team was improved upon during the 2024-2025 school year with the addition of two new team members, and this change ensured adequate support to intentionally pair an ILT member with each grade level for literacy and math. These actions have resulted in an increase in Reading EOG proficiency from 61.2 percent to 65.7 percent of students proficient, and an increase in Math EOG proficiency from 66.7 percent to 73.3 percent of students proficient based on unofficial results. The school did not meet its goal to increase College and Career Readiness on the Reading EOG to 46.9 percent, and instead experienced a decrease in College and Career Readiness to 39.8 percent. This can be attributed to a number of factors including the loss of a historically high cohort in fifth grade from the previous school year, as well as a significant number of students who were proficient but missed the College and Career Readiness benchmark by one or two percentage points. Increasing College and Career Readiness will be a strong instructional focus in the 2025-2026 school year, through increased exposure to grade level aligned complex text and intentional and strategic use of higher level depth-of-knowledge questioning strategies throughout all content areas. In the 2025-2026 school year, a similar planning structure and lesson plan documents will be used so our veteran teams can build off the planning successes from this year.

Also during this school year, feedback from the instructional leadership

team was shared via walkthrough observations. In the 2025-2026 school year, walkthrough observations will be conducted on a more consistent schedule with timely feedback given to the teachers, and will routinely include the Principal or Assistant Principal. Additionally, a new walkthrough observation tool will be developed.

As of June 2024, the school has developed a solid foundation to build upon in the 2024-2025 school year to support instructional teams in developing standards-aligned units of instruction. During this school year, grade level teams participate in two full day and three half-day planning sessions to thoroughly analyze student data and plan instruction in addition to their weekly PLC planning meetings. These planning meetings are supported by the administration team to analyze classroom trends and identify the specific needs of every student. Members of the Talent Development, Multilingual Learner and Exceptional Children teams are also present to plan instruction for the students they support as well as provide supports for students in the general education setting. During weekly planning meetings, PLC teams meet to fine-tune their lesson plans for the following week and analyze classroom assessment data to inform their instruction. These actions have resulted in a 1.6 percent increase in overall EOG score proficiency and a 3.9 percent increase in EOG scores for College and Career Readiness. Additionally, third grade Reading College and Career Readiness EOG scores for Black students increased 21 percent and Hispanic students increased 2.1 percent from last year in support of goal one of the Board of Education and our School Improvement Plan goals. In the 2024-2025 school year, the same planning structure and lesson plan documents will be used so our veteran teams can build off the planning successes from this year.

Also during this school year, feedback from the instructional leadership team became routine. Walkthrough observations are conducted regularly with timely feedback to teachers being given. The walkthrough form was developed from the core-action feedback provided by the school district. Throughout the year, more than 100 walkthrough observations were conducted. The instructional leadership team is also present in weekly PLC planning meetings and routinely reviews grade level lesson plans to ensure teams are teaching to the North Carolina standards and providing rigorous small group instruction. In the 2024-2025 school year, two additional members will be added to the instructional leadership team to better support these

processes.

How it will look when fully met:

This objective will be fully met when all instructional PLC teams collaborate with fidelity to analyze the standards for all subjects and units. Teams will ensure that all common assessments are aligned with those standards and individual lessons are designed to meet the full rigor of each standard. PLCs will collaborate with each other, EC, ML and TD team members on best teaching practices for different demographics and academic levels, and will ensure appropriate scaffolds are in place for students that require support to reach grade level standards. These objectives will be met with continuous collaboration with the principal and instructional leadership team that is based on the Teacher-Leader Pathway model to include three Multi-Classroom Leaders and a Dean of Instruction. The instructional leadership team will provide PLC planning calendars and a digestible “Week at a Glance” for both long and short term planning. This will guide teams in identifying the upcoming standards to be discussed in planning and what student common assessment data to bring to planning that will be reviewed. PLC teams will meet for one 75-minute and two 45-minute meetings each week, and a member of the instructional leadership team will be present in all PLC meetings to help facilitate discussion and planning. The instructional leadership team will plan and facilitate half-day planning meetings based on formative assessment cycles, and these meetings will be used to analyze student data and make strategic instructional decisions to inform whole and small group instruction. Additionally, each week PLC teams will identify academic monitoring opportunities for each literacy and math block, create exemplars for what mastery looks like when monitoring, and design just-in-time supports for students that did not master the standard. Depth of knowledge questioning will also be examined each week by teams to increase lesson rigor in an effort to improve College and Career Readiness on the End-of-Grade tests. Finally, a comprehensive walkthrough form will be developed with team leaders to inform monthly walkthroughs and identify coaching needs and ensure standards-aligned instruction.

Julie McKinney

06/30/2026

Actions

0 of 3 (0%)

8/28/25	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.		Julie McKinney	10/30/2025
<i>Notes:</i>				
8/14/24	Each PLC creates “Wildly Important Goals,” or “WIGs,” aligned to our School Improvement Plan Goals and grade level data, prioritized around gaps and deficit trends seen in grade level/PLC root-cause analyses and ongoing review of relevant formative data points throughout the year, to align high-leverage instructional practices and processes with the needs of students. (Goal 1, Goal 2, Guardrail 1, Guardrail 4)		Julie McKinney	12/01/2025
<i>Notes:</i>				
8/28/25	Academic monitoring will become a schoolwide norm and will be discussed weekly during PLC meetings to identify the specific skill or standard being addressed, the high-level task that will be monitored, when the monitoring will occur and what represents full mastery. Additionally, Depth of Knowledge questioning will be intentionally designed during weekly PLC planning meetings to push all students to achieving College and Career Readiness. (Goal 1 & 2, Guardrail 1)		Heather Conn	05/31/2026
<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>		As of June 2025, all actions related to the attentiveness to students' emotional states and the corresponding supports and interventions continue to be routine processes. The actions will continue to be implemented during the 2025-2026 school year with fidelity in addition to finding new ways to best support students' emotional needs. At the beginning of the current school year, CPI Nonviolent Crisis Intervention training was provided to a large part of the staff to improve strategies for deescalating situations and supporting students in crisis situations. During the school year, morning circles and class meetings have been conducted every day by every teacher as the foundation for supporting the SEL program. Additionally, the SEL committee regularly provides resources for teachers to use and supports them with the Caring	Limited Development 07/10/2024		

Schools curriculum. During the 2025-2026 school year, the SEL committee will support teachers with the implementation of a new SEL curriculum, Capturing Kids' Hearts. To ensure these resources are being used and the meetings are occurring daily, walkthrough observations by the school counselors and administration team will be conducted with fidelity. Finally, the school has had two full-time counselors that support students with monthly guidance lessons to supplement the individual and group support they provide to students that require them.

During the 2024-2025 school year, progress continues to be made with chronic absenteeism. The tiered attendance plan has been explicitly followed with communications being sent to families when students miss school, and attendance contracts are put in place when students have missed 11 days of school. Attendance Matters updates are routinely sent via Parent Square to encourage parents to bring their students to school. Finally, the Community Outreach committee has conducted events in school neighborhoods to strengthen the bond between school and home and reinforce the importance of attending school daily. These actions have resulted in a drop in chronic absenteeism to 14 percent for the 2024-2025 school year, compared to 23 percent chronic absenteeism for the school district.

As of June 2024, all actions related to the attentiveness to students' emotional states and the corresponding supports and interventions are being met. The actions will continue to be implemented during the 2024-2025 school year with fidelity in addition to finding new ways to best support students' emotional needs. At the beginning of the current school year, a full-day professional development occurred for all staff to reinforce the importance of building strong relationships with students as the foundation for supporting their social and emotional health. During the school year, morning circles and class meetings have been conducted every day by every teacher as the foundation for supporting the SEL program. Additionally, the SEL committee regularly provides resources for teachers to use and supports them with the Caring Schools curriculum. To ensure these resources are being used and the meetings are occurring daily, walkthrough observations by the school counselors and administration team are being conducted.

Finally, the school has had two full-time counselors that support students with monthly guidance lessons to supplement the individual and group support they provide to students that require them. All of these factors have contributed to an increase of seven percent to 76 percent in “Positive Feelings” on the Panorama Survey, and an increase of two percent to 90 percent in having a “teacher or other adult from school” they can count on with student-teacher relationships. Additionally, 12 percent of suspensions were African-American students, 44 percent were Hispanic students and 44 percent of suspensions were White students.

Vast improvements continue to be made with student attendance in the 2023-2024 school year. The tiered attendance plan has been explicitly followed with communications being sent to families when students miss school, and attendance contracts are put in place when students have missed 11 days of school. Attendance Matters updates are routinely sent via Parent Square to encourage parents to bring their students to school. The co-Cougar program has continued to connect chronically absent students with staff members to build strong relationships and promote better attendance. Finally, the Community Outreach committee has conducted events in school neighborhoods to strengthen the bond between school and home and reinforce the importance of attending school daily. These actions have resulted in a four percent drop in chronic absenteeism to 15 percent for the 2023-2024 school year.

How it will look when fully met:	This objective will be fully met when all school staff are stakeholders in social/emotional support and all students feel the school is a safe and welcoming school environment. This will be accomplished through every teacher conducting SEL time / morning meetings to develop a positive classroom community. Teachers will identify students that require additional social or emotional support and guide them to the appropriate stakeholders. Student and teacher social and emotional learning will be supported by the SEL committee, school counselors and school social worker. The SEL committee will meet monthly and provide resources to teachers to support the Capturing Kids Hearts curriculum. The school counselors and social worker will conduct monthly guidance lessons, provide school-based mental health and help students and families connect with necessary outside resources. Additionally, the administration team and school counselors will conduct periodic walkthroughs to ensure SEL time is being conducted with fidelity.		Heather Conn	06/30/2026
Actions		0 of 4 (0%)		
8/28/25	Provide a duty-free lunch period for every teacher on a daily basis.		Julie McKinney	10/30/2025
<i>Notes:</i>				
8/8/24	Counselors will schedule and conduct monthly guidance lessons in each K-5 classroom based on a needs assessments, to support students in managing their emotions, building positive relationships and deepening engagement in classroom learning. (Goals 1 & 2, and FAM-S 30-31)		Heather Conn	12/13/2025
<i>Notes:</i>				
8/8/24	Social and Emotional Learning / Morning Circle time is built into the master calendar, and the ILT along with school counselors will conduct walkthroughs during morning circles and class meetings to ensure the Capturing Kids Hearts curriculum is conducted with fidelity to support teachers in fostering a sense of belonging among their students and a positive classroom community, as pathway to increased student achievement. (Goals 1 & 2, Guardrails 2 &3, and FAM-S 31)		Heather Conn	02/01/2026
<i>Notes:</i>				
8/28/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Heather Conn	06/10/2026

Notes:

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:

As of June 2025, the school maintains multiple pathways that are used to communicate with stakeholders, and these pathways have become systemic for the school over the last several years. Parent Square is the primary communication tool for communications between school and home during the 2024-2025 school year. Teachers utilize Parent Square for direct communication and weekly newsletters to stakeholders that outline what learning is occurring in the classroom. Parent Square is also used for weekly communications from the Principal, communicating school events, updates from PTA and Attendance Matters reminders. Throughout the school year, 100 percent of families have been connected to the school via Parent Square. In addition to Parent Square, a weekly phone blast and email is sent to all stakeholders to notify them of events and important updates. Finally, the Student Services PLC also meets monthly to discuss specific students that require additional support, and then members of this team connect with those students' families to develop a stronger connection to better support those students.

WIN Night, the school's curriculum night, was conducted again this year in addition to open house and parent-teacher conferences. At each of these events, teachers communicate with stakeholders what they can do to best support their students in learning at home. Finally, the school has continued the community events named Endhaven on the Go, where staff members visit with stakeholders in their neighborhoods. These events are intended to promote a better connection between home and school and to promote the importance of the curriculum in the home. During five off-campus events, school staff connected with over 100 families.

As of June 2024, the school maintains multiple pathways that are used to communicate with stakeholders, and these pathways have become systemic for the school over the last several years. Parent Square became the primary communication tool for communications between school and home during the 2023-2024 school year. Teachers utilize Parent Square for direct communication and weekly newsletters to stakeholders that outline what learning is occurring in the classroom. Parent Square is also used for weekly communications from the Principal, communicating school events, updates from PTA and Attendance Matters reminders. Throughout the school year, 100 percent of families have been connected to the school via Parent

Limited Development
07/10/2024

Square. In addition to Parent Square, a weekly phone blast and email is sent to all stakeholders to notify them of events and important updates.

WIN Night, the school's curriculum night, was conducted again this year in addition to open house and parent-teacher conferences. At each of these events, teachers communicate with stakeholders what they can do to best support their students in learning at home. Finally, the school has initiated community events called Endhaven on the Go, where staff members visit with stakeholders in their neighborhoods. These events are intended to promote a better connection between home and school and to promote the importance of the curriculum in the home. During four off-campus events, school staff connected with over 100 families. In 2024-2025, more of these events will take place with volunteers from PTA. Additionally, the school will start using QR codes to log attendance of families in an effort to pinpoint stakeholders that the school has not connected with.

How it will look when fully met:

This objective will be fully met when the school and its stakeholders are collaborating to be partners in education with fidelity for the benefit of all students. The principal will communicate updates and events with families at least weekly, and PLC teams and teachers will update families weekly on the specific standards being addressed. The school will facilitate multiple opportunities to connect with families both at school and in the community, encouraging families to attend open house, WIN night, parent/teacher conferences and the Endhaven Reads book club. The administration team and PTA will promote opportunities to connect in the community at Endhaven Eats Out nights. Parent Square will be used as the primary communication tool to connect with families, and the school will ensure that all families are connected. All of these communications will be transparent and respectful to encourage a positive, valuable relationship between home and school.

Joseph Smith

06/30/2026

Actions

0 of 2 (0%)

9/3/24	The tiered Attendance Plan will be followed to ensure consistent communication between home and school regarding absences and the importance of attending school daily. Three, six and ten day attendance letters will be used to communicate with chronically absent families. Parent Square and Endhaven community events will be used to communicate the school's Attendance Matters campaign. (Guardrail 3)		Alexandra DiOrio	06/10/2026
<i>Notes:</i>				
9/3/24	The SS PLC team will meet monthly to review chronically absent students and discuss what supports, including attendance buddies, can be implemented to improve their daily attendance. (Guardrail 3)		Alexandra DiOrio	06/10/2026
<i>Notes:</i>				