

## Comprehensive Progress Report

### Mission:

We commit to provide a high quality academic experience with a personalized approach that intrinsically motivates students to strive for excellence. We pledge to collaborate with our staff, students and community, and instruct through an inclusive lenses while building integrity through social and emotional learning and instructional standards.

### *A Place Where Children Soar*

### Vision:

**At Hawk Ridge, we are a place where children soar. Dedicated teachers and staff provide equitable opportunities to a diverse population through inclusive teaching practices that build confidence and maintain student engagement.**

### Goals:

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in the SY 2025-2026. At Hawk Ridge, the percent who meet or exceed expected Educator Value Added Assessment System (EVAAS) growth will be maintained at 95% or increase by June 2026. Align to A4.01 & B3.03 & CMS Guardrail #1.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black Students at 0% in SY2025-2026. (Aligns to A4.06 and CMS Guardrail 2)

Goal 1: Required Goal The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90.5% in SY2024-25 to 94% 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 68.3% in SY2024-25 to 70% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Chronic Absenteeism will decrease from 7.51% in SY2024-25 to 7% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

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



<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>				
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>				
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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
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<i>Initial Assessment:</i>		<p><b>2025-2026 Narrative of Current Implementation:</b></p> <p><b>September 2025:</b> Each teacher and admin team member have a coaching contact. The coaching contact will provide weekly/monthly coaching sessions with coachees selecting their own areas of targeted growth. Coaches will provide necessary steps for individualized support. The admin team will build a rapport with their individual coaching caseloads through these coaching meetings. Coaching logs will be kept for each teacher and admin member to capture evidence of growth and reflect on targeted outcomes.</p> <p>Progress monitoring calendars and goals will be created for every K-2 teacher with expectations outline in PLC meetings. Individual student goals will be set using the DIBELS data in the mClass platform, according to each student's need for growth.</p> <p>-----</p> <p>-----</p> <p><b>2024-2025 Narrative of Current Implementation:</b></p> <p><b>May 2025:</b> Each teacher and admin team member were provided a coaching contact. The coaching contact provided weekly/monthly coaching with coachees selecting their own areas of targeted growth. Coaches provided necessary steps for individualized support. The admin team built a rapport with their individual coaching caseloads through these coaching meetings. Coaching logs were kept for each teacher and admin member to show growth and reflect on targeted outcomes.</p> <p>The principal and AP regularly attended PLC/MTSS meetings, grade chair meetings, SIT meetings, and adhered to a structured/timely observation schedule.</p> <p>-----</p> <p>-----</p> <p><b>AUGUST 2024:</b></p>	Limited Development 07/25/2024		
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**Data:** Last school year, our entire admin team of 4 members (principal, AP, & 2 MCLs) attended 100% of district RELAY coaching trainings (Sessions 1-7). As a result of RELAY, each admin team member coached a new teacher (4 teachers in total). Additionally, the two MCLs heavy coached 4 teachers each in the building (8 teachers total). The principal rotated attending weekly PLC and MTSS grade level meetings and gave feedback on instruction & planning. We hosted 10 Grade-Chair meetings (one per school month) to brainstorm solutions to problems with a vertical grade lens.

**Successes:** All of these practices of principal involvement had a high rate of success as teachers commented that they felt valued and heard, thus positively impacting the school culture and high levels of instruction. We also received a school grade of A and exceeded our growth for the third consecutive year.

**Challenges:** This year, we will have new teachers joining our staff, as well as a new MCL, MCL-SEs, and EITs.

**Opportunities to overcome challenges:** Our MCL2s will mentor the new MCL & MCL-SEs. Each new teacher has been assigned a mentor and will also receive coaching support from an MCL. Our principal will provide sustaining feedback to all teachers and meet with MCLs about their coaching caseloads to provide further feedback for growth.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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

When this objective is fully implemented, each teacher will have a coaching contact (either an admin rep., MCL, MCL-SE, and/or EIT) and best practices in coaching will be employed.

The admin team will have built a rapport with new personnel. There will be a solid schedule for the principal and AP to attend PLC/MTSS meetings, grade chair meetings, SIT meetings, and a structured/timely observation schedule.

**Christy McCauley**

**06/05/2026**

Actions		0 of 2 (0%)		
9/6/24	The principal creates a coaching schedule for the admin team/MCLs that includes the entire instructional staff. This will enable our admin team to provide coaching support based on identified trends from walkthrough observations to all teaching staff that is personalized to their level of need and support. The Principal will also meet with members of the Administrative and Instructional Leadership to hold 1:1 coaching meetings on a weekly basis. The principal will provide feedback on their coaching and instructional facilitation during this time. (Aligns to CMS Guardrail 4)		Christy McCauley	10/30/2025
<i>Notes:</i>				
9/11/25	The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90.5% in SY2024-25 to 95.2% in SY2025-26.		Lisa Brizendine (elected 2019)	06/01/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	5/28/2025 5/28/2025-Individual coaching logs were created and kept by each admin team member for all their coachees. The principal kept coaching logs for the individual coaching meetings with the administrative team.			
<b>Experience</b>	5/28/2025 5/28/2025- This objective was completed with a new sense of renewal for the administrative team and staff. The coaching model that was implemented this year created a cohesive, collaborative growth model for the school.			
<b>Sustainability</b>	5/28/2025 5/28/2025- We will continue to implement our school-wide coaching model with fidelity into the 2025-2026 school year.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<b>2025-2026 Narrative of Current Implementation:</b>  <b>September 2025:</b> All teachers will be part of monthly MTSS PLC data	Limited Development 07/25/2024		

dives. Additionally, they will review data throughout the month with various data sources. Progress monitoring calendars will be created and followed to address each individual student's lowest area of growth need. Student data will be reviewed for intervention placement.

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### **2024-2025 Narrative of Current Implementation:**

**May 2025:** Teachers on all PLCs were familiar with the MTSS process and used Branching Minds with the CMS Standard Treatment Protocol to identify targeted supports for students using benchmark data. Teachers and PLCs made it a regular practice to look at both class and individual student data to inform instruction, small group planning, and MTSS placement. During our EOY review meeting, we were able to see how many students were exited from MTSS plans because of growth goals being met, and kept a running list of students who will continue to need targeted support for the 2025-26 school year.

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**Data:** Last year, we entered and tracked 100% of our student behavior and academic tier plans utilizing the Branching Minds platform. We also had regularly scheduled MTSS meetings bi-monthly for each grade level to review various pieces of data and make decisions on student support. We had a monthly MTSS Leadership Team meeting to discuss school trends related to data and make decisions on issues with attendance, behavior, and academics. Through using interventions with fidelity and identifying supports through the EC referral protocol, we were able to successfully exit over 75% of the students on tier plans from BOY to EOY in SY2023-24.

**Successes:** We have seen success with utilizing the interventions provided in the Standard Treatment Protocol. We have also been able to get a large portion of our support staff trained in Orton-Gillingham to provide targeted literacy intervention across all grade levels, resulting in student achievement growth and many students exiting their literacy tier plan.

**Challenges:** In the 2024-25 school year, we will have new students enrolling, as well as identifying students who currently may not have the needed tier-level support according to data. We will also be using the new iReady assessment, which replaced MAP as the universal screener.

**Opportunities to overcome challenges:** We will have multiple forms of data available to help us diagnose and respond to student learning needs. Our MCLs and AP will attend training on iReady and be ready to support teachers on the new platform.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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

When this objective is fully met, all teachers will have internalized the MTSS process and have been onboarded for Branching Minds (or other platform) and the Standard Treatment Protocol.

Teachers and PLCs will make it a regular practice to look at both class and individual student data to inform instruction, small group planning, and MTSS placement.

**Christy McCauley**

**06/05/2026**

**Actions**

**0 of 2 (0%)**

9/6/24 Small groups using mid-year data: MCLs will work with grade levels to look at MOY data (from DIBELS, EL benchmarks, & iReady) to create MTSS small groups. These small groups will reflect needed support in both math and literacy and be assigned interventions from the CMS Standard Treatment Protocol. (Aligns to FAM-S-Line Item 3, CMS Goals 1 & 2 & CMS Guardrail 1)

Lisa Brizendine

03/01/2026

*Notes:*

12/3/24 Principal will meet with teachers for a 1:1 data dive discussion. These meetings will take place at BOY 25, MOY 26, EOY 26. The teachers will be required to prepare a document that is explicit to their data and reflect on their impact and plan of success.

Christy McCauley

06/02/2026

*Notes:*

**Implementation:**

05/28/2025

**Evidence**

5/28/2025  
5/28/2025- We created a Master Data Spreadsheet that teachers and PLCs used with fidelity to identify supports.

<b>Experience</b>	5/28/2025 5/28/2025- This year, we worked hard to focus on each child through their individualized data using a Master Data Spreadsheet after BOY, MOY, and EOY benchmarks. This was integral in providing support for targeted students, modifying instructional approaches, and tracking individualized growth. Teachers used data to create fluid small groups for support and enrichment.			
<b>Sustainability</b>	5/28/2025 5/28/2025- We will continue to refine our Master Data Spreadsheet for use in the 2025-26 school year. We will continue our efforts to closely track individual students with data trackers and personalized goals.			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p><b>September 2025:</b></p> <p><b>2025-26 Narrative of Current Implementation:</b></p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 68.3% in SY2024-25 to 74% in SY2025-26 &amp; The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90.5% in SY2024-25 to 95.2% in SY2025-26.</p> <p>-----</p> <p>-----</p> <p><b>2024-2025 Narrative of Current Implementation:</b></p> <p><b>Data:</b> We highly value our small group instruction in all grade levels. We want to use our small group time during Skills &amp; All Block to increase our literacy scores as evidenced by DIBELS from BOY to EOY across all grade levels. Last year, we had 89.5% of our K-3 students achieving or exceeding the benchmark goal as evidenced by our EOY DIBELS report. In May 2025, we had 90.5% of all K-3 students on/above grade level expectations as evidenced by DIBELS composite data.</p> <p><b>Successes:</b> Last year, we used the additional CMS-created resources to support the learning and instruction in literacy (skills block booklets, comprehension and vocabulary packets, speed drill decoding booklets).</p>	Limited Development 07/25/2024		
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Teachers were trained and provided PD support for each new resource. Teachers also were able to observe their peers teaching (on the same grade level and/or vertically) with our scheduled Discovery Walks. Mentors and mentees planned together and walked classrooms together several times this year as well. Evidence of success was noted in admin school walk-throughs, teacher lesson plans, and post conference discussions.

**Challenges:** In 2024-25, we added new teachers to both grade levels and the school in general, which impacts this goal. This year, we only added one new classroom teacher, and a few new support area teachers.

**Opportunities to overcome challenges:** Our MCLs are supporting implementation of both new and existing curriculum adoptions through weekly PLC meetings. Our PLC structure is one 45 minute day per week for business action items and one 90 minute day (every five days) for FLEX planning. Our FLEX planning is dedicated to digging deep into the curriculum and planning opportunities for student instruction/growth based on data. We will continue to use the CMS created resources for both EL and Math. MCLs will model new resources in PLC planning as well as in coaching classrooms.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>All teachers will implement the new math curriculum with integrity for year 2 of implementation. All teachers will implement targeted differentiation in Skills Block and All Block for literacy.</p> <p>All teachers in the school will be supported by an MCL. MCLs will have a coaching caseload and provide individualized support to each teacher, as needed.</p>		<p><b>Lisa Brizendine (elected 2019)</b></p>	<p><b>06/05/2026</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>9/11/25</p>	<p>A2.04: Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p> <p>PLCs will meet on a 4-day rotation to discuss, plan, and implement best instructional practices (using data, both formal and informal) to meet students at the 'core' tier level.</p> <p>(This action item aligns to FAM-S, Line Item 29).</p>	<p>Complete 09/11/2025</p>	<p>Christy McCauley</p>	<p>10/01/2025</p>
<p><i>Notes:</i> We have created a 4-day special area rotation which provides 45 minutes daily (or 90 minutes, once a week), for uninterrupted PLC planning. Additionally, grade levels will have six 90 minute extra planning sessions throughout the school year.</p>				
<p>7/25/24</p>	<p>All teachers will show evidence of differentiated and targeted instruction for literacy in Skills Block or All Block (as based on iReady and/or DIBELS data) in order to positively impact student achievement.</p> <p>(This action item aligns to FAM-S, Line Item 29).</p>		<p>Lisa Brizendine</p>	<p>06/05/2026</p>
<p><i>Notes:</i></p>				
<p>9/9/24</p>	<p>Our Talent Development (TD) teacher attends and is involved in PLC planning for 1st-5th grades. In 1st grade, she will lead the teachers in implementing YET University. In 2nd -5th grades, she will push-in to co-teach and follow the CMS Catalyst Model. Additionally, she is in her 3rd year of implementing the accelerated math program. (This action item aligns to FAM-S, Line Item 29).</p>		<p>Christy McCauley</p>	<p>06/05/2026</p>
<p><i>Notes:</i></p>				

<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	<p>5/28/2025</p> <p>5/28/2025- EOY outcomes showed most students making above to well-above growth from their BOY to EOY data points in K-2 DIBELS because of our progress monitoring and growth goal setting. Math implementation was done with fidelity and students showed growth and comprehension overall on the EOY math summative assessments.</p>			
<b>Experience</b>	<p>5/28/2025</p> <p>5/28/2025- All teachers were onboarded and used the new math curriculum as prescribed by the district pacing. PD was also provided for math during our staff meetings. Additional unpacking planning meetings were scheduled for each PLC before each unit and personalize to each grade level.</p> <p>K-2 teachers also embarked on a new data task this year of creating personalized growth goals for each student in those grades. Growth goals were tied to EVAAS and supported students in their highest area of foundational literacy/needs.</p>			
<b>Sustainability</b>	<p>5/28/2025</p> <p>5/28/2025- We will continue to target progress monitoring of ALL students, setting growth goals for all students based on their areas of need. Small group instruction will be driven by this progress monitoring and continuous data collection. We will continue to provide additional unpacking planning, as needed, for the new science standards and to support the math curriculum into its second year of implementation.</p>			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>			
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p><b>2025-2026 Narrative of Current Implementation:</b></p> <p><b>September 2025:</b> All teachers are implementing some form of morning meeting and afternoon closing meeting to promote community building and SEL practices. We continuing our SOAR store as a positive reinforcement strategy school wide, as well as holding quarterly SOAR meetings with each grade level to discuss behavioral expectations in all areas of the school. Last year, these efforts resulted in decrease discipline referrals across all grade levels.</p>	Limited Development 07/25/2024		
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Each teacher will also have a duty free lunch each day as reflected in our master schedule.

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**2024-2025 Narrative of Current Implementation:**

**May 2025-** All teachers implemented some form of morning meeting to promote community building and SEL practices. We did see an increase in student desired behaviors, as evidenced by trips to the SOAR store and a decrease in student discipline referrals this year as compared to last year.

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-----**Data:** We only had 1 OSS incident this past year. We had no instances of disproportionality. We would like to continue maintaining our low rates of suspensions and high rates of identifying support this year.

**Successes:** Our counselors are skilled at teaching lessons and supporting students and teachers with SEL throughout the year. Last year, we exited many students from their tier plans based on growth, as well as identified a good chunk of students that qualified for services. Our returning staff is skilled at using the Branching Minds platform. Progress monitoring has historically been done with fidelity on all grade levels, with the corresponding data being used in teacher PDPs.

**Challenges:** This year, we will have new teachers joining our school and want all teachers to be trained on morning meeting and other SEL best practices. We will also have to train new teachers on the Branching Minds platform, as well as MCLs working with them closely to identify students who need both academic and behavioral support.

**Opportunities to overcome challenges:** Counselors will continue teaching SEL lessons on every grade level. Our SOAR store will continue as a school incentive for positive behavior. MTSS meetings will occur each week to discuss grade level data. New teachers will get the opportunity to visit other classrooms with their mentor to observe morning meeting and other SEL best practices.

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	All teachers will implement morning meeting and closing circle practices. Through morning meeting/SEL practices, we will see an increase in student desired behaviors, as evidenced by trips to the SOAR store and a decrease in student discipline referrals.			<b>John Nix (elected 2023)</b>	<b>06/05/2026</b>
<b>Actions</b>			<b>1 of 4 (25%)</b>		
9/11/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Complete 09/11/2025	Christy McCauley	10/01/2025
	<i>Notes:</i> A duty-free lunch schedule has been created that provides teachers with 25 minutes of lunch daily.				
10/1/25	A4.06: Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			John Nix (elected 2023)	06/01/2026
	<i>Notes:</i>				
7/25/24	We will continue and expand our SOAR store as an incentive for desired behaviors connected to Social-Emotional Learning.  (Aligns to FAM-S, Line Item 31).			Melissa Huether	06/05/2026
	<i>Notes:</i>				
9/10/24	School counselors will do home visits for chronically absent students as identified in monthly MTSS meetings. Counselors will offer resources and support to families of chronically absent students, as needed and able. This is linked to our school's attendance plan: <a href="https://docs.google.com/document/d/1LucdY2HBFkJMYZTygkEjbAyUmxpDW0rCAdes3jVqfI0/edit?usp=sharing">https://docs.google.com/document/d/1LucdY2HBFkJMYZTygkEjbAyUmxpDW0rCAdes3jVqfI0/edit?usp=sharing</a> (Aligns to CMS Guardrail #3)			Mary Bleich	06/05/2026
	<i>Notes:</i>				
<b>Implementation:</b>			05/28/2025		
<b>Evidence</b>	5/28/2025 5/28/2025-The SOAR store was successful as we saw decreased behaviors this year. The need for home visits this year also decreased due to attendance procedures.				

<b>Experience</b>	5/28/2025 5/28/2025- The school SOAR store just concluded its second full year of implementation. Individual meetings with students reveal that the SOAR store is a positive reinforcement and the students enjoy it.			
<b>Sustainability</b>	5/28/2025 5/28/2025- Home visits, phone calls, and 3/6/10 day letters will continue to address attendance issues. The attendance team will continue to meet on a bi-weekly basis to ensure that all students' needs are being met. The SOAR store will also continue as an incentive into the 2025-26 school year.			

<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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<b>Initial Assessment:</b>	<p><b>2025-2026 Narrative of Current Implementation:</b></p> <p><b>September 2025:</b> Every family is signed up to receive communication via ParentSquare this year. Weekly principal newsletters are shared via ParentSquare, with upcoming events, transportation, PTA business, and other pertinent information. Each grade level will host two parent events (one during the school day and one during the evening hours) to engage families and community.</p> <p>-----</p> <p><b>2024-2025 Narrative of Current Implementation:</b></p> <p><b>May 2025-</b> Every family was signed up to receive communication via ParentSquare this year, which was very successful in maintaining a home/school communication format. Weekly principal newsletters were shared via ParentSquare also, with upcoming events, transportation, PTA business, and other pertinent information. Each grade level hosted two parent events that were widely attended.</p> <p>-----</p> <p><b>Data:</b> We strive to both maintain and improve the multiple modes of home/school communication we had in place last year. Last year, we had about 90% of our teachers regularly utilizing</p>	Limited Development 07/25/2024		
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ParentSquare; this year, we want to increase that to 100%. We also want more families to become involved in our hosted Parent Nights as evidenced by increased attendance in every grade level to over 50% attendance per grade; this would be an increase from SY2023-24 where some grade levels only had 30-40% of families attending parent night events. We plan to track this through sign-in sheets by event and grade level this year.

**Successes:** We have seen great success in reaching families & our community through our principal phone blast messages, principal parent Smore newsletters, and monthly SIT agendas and minutes. Additionally, each grade level has seen increased parent attendance at their two scheduled Parent Events (per grade level).

**Challenges:** This year, parents & PTA will not have the ability to make posts on ParentSquare. We also want to ensure that all parents have access to ParentSquare for weekly home/school communication.

**Opportunities to overcome challenges:** Our grade levels/teachers will work with the PTA and their room parents to communicate necessary information to families through ParentSquare. Teachers have also encouraged parents in multiple ways to sign up for notifications from ParentSquare (email, text) so they will be informed about both school and individual student happenings.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

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

When this objective is fully implemented, every family will be accessing the multiple forms of school/principal communication through either the Smore, emails, and/or weekly phone blasts. Each grade level will host two parent events that are attended by parents.

Christy McCauley

06/05/2026

**Actions**

1 of 2 (50%)

7/25/24	Each staff member will be involved in hosting one evening and one daytime parent event that aligns to their grade level curriculum. These events will be planned for the entire year by September 30th.  (This aligns to FAM-S, Line Item 3).	Complete 10/01/2025	Carrie Stoehr	10/01/2025
<i>Notes:</i>				
7/25/24	The principal will communicate with families via ParentSquare, Smore, and weekly emails/phone blasts to ensure that all families are aware of school events/curriculum, and encourage participation with their child's education.  (This aligns to FAM-S, Line Item 3).		Christy McCauley	06/05/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	5/28/2025 5/28/2025- Each grade level held an evening event for parents, as well as an event during school hours, that was connected to grade level standards and learning. Families were able to communicate with the school and teachers/admin through ParentSquare with success.			
<b>Experience</b>	5/28/2025 5/28/2025- Each grade level held 2 parent events to promote the home-school connection. Weekly Smore newsletters were sent out by the principal to families via ParentSquare. This year, communication via ParentSquare was more fluid and useful in our second year of implementation.			
<b>Sustainability</b>	5/28/2025 5/28/2025- We will continue to communicate via Parent Square (for all teachers and the weekly principal newsletter). We will also continue hosting relevant standards-based parent events for each PLC/grade level.			