

Comprehensive Progress Report

Mission: The mission of the faculty and staff of Dilworth Elementary School is committed to providing every student the opportunity to thrive academically, emotionally, and socially.

Vision: The faculty and staff of Dilworth Elementary along with our community are committed to nurturing successful lifelong learners who embrace 21st century thinking and contribute to the local and global communities.

Goals:

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS, from 95% (24-25) to 99% by June 2026. (Goal 1; Indicator A4.01)

The % of 3-5 students scoring CCR on reading end of grade assessment will increase from 69.7% (24-25) to 78% by June 2026. (Goal 2; Indicators A2.04 and B3.03)

We will reduce the number of aggressive behavior incidents reported in Infinite Campus from 48% of all incidents to 15% of all incidents by June 2026. (Guardrail 2; Indicators A4.06 and A4.01)

We will reduce the % of students who are identified as chronically absent in Infinite Campus from 8.09% to 5% by June 2026. (Guardrail 3; Indicator A4.06 and E1.06)

We will retain 95% of our highly effective teachers who choose to remain in the education profession from transferring to a lateral position within our district. (Guardrail 4; Indicator B3.03)

The % of 3-5 students scoring GLP on math end of grade assessment will increase from 89.5% (24-25) to 91% by June 2026. (Guardrail 1; Indicators A2.04 and B3.03)



! = 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>			April 30, 2025 As of April 2025, we have met 100% of our due dates for our action	Limited Development 07/10/2024		

step implementation and are on track to complete the remaining three by the end of the year. The principal created a detailed observation schedule for the principal and the assistant principal to use to ensure all staff members are in compliance with their required observations. Observations and post conferences are completed and feedback is later discussed as an ILT team to determine next steps needed for teacher growth. During the first quarter, the coaching schedule focused on classroom management and physical space setup in all classrooms. Feedback was given and changes were made to create classroom environments that were conducive to whole group, small group and individual work and instruction, and classroom management, rules and procedures were clear and internalized by students. Setting this foundation allowed for high quality, standards-aligned instruction to be regularly implemented in all classrooms. While we had no teachers on an action plan this year, there were some beginning teachers who needed a higher level of support. Our MCLs worked closely with these teachers doing lesson plans, modeling lessons and co-teaching to help them build their skills. The AP created a coverage schedule to allow teachers to visit their peers in areas of their choosing, once each semester. Teachers loved this opportunity to see teachers in different subject areas and/or different grade levels. Next year we plan to do it on a quarterly basis. Positive feedback was shared among teachers and admin, and strategies were learned and implemented into classrooms. The principal understands that a positive school culture is an important element to strong curriculum and instruction within a school. Admin regularly recognizes the positive impact teachers and staff members have on students and publicly acknowledge their efforts through weekly Dragon Talk newsletters, monthly staff awards, and positive feedback during PLC planning meetings. Admin also acknowledges the effort of all staff members with quarterly celebrations/ treats to thank them for their hard work. Admin has collaborated with our PTA to provide two different food trucks where staff lunches are paid for. Our social committee has worked to plan and implement other food trucks during the school day, as well as fun after school activities to build staff camaraderie and a positive culture. At least one, but generally two, members of the admin team attend each weekly PLC meeting. Admin and MCLs facilitate discussions on data analysis, curriculum implementation, instructional strategies and techniques, differentiation, small group support, remediation, and enrichment to ensure student needs are being met and engaging, rigorous lessons are being planned and implemented. The principal has regular meetings scheduled weekly or biweekly with the ILT, EC Team, and SSPLC. These times are protected and allow the admin team to contribute to all

conversations around student and staff needs. An admin is present at all IEP and 504 meetings, and these team meetings allow everyone to be informed of the purpose of each meeting. At the beginning of the year, the AP created a Beginning Teacher Coaching and Development Plan. She has collaborated with the mentor/mentee chair (EIT2) to provide new teachers with needed resources and support for their professional growth. She has updated the BT Plan throughout the year with documentation of the support and resources provided to our BTs. The AP has completed monthly rating scales for our BTs based on their mastery of teaching competencies and has given them various rewards to celebrate their progress. In addition to monthly SIT meetings, the principal is actively involved in the school improvement plan progress. After each quarterly data analysis, the principal reviews the SIP plan progress and provides feedback to the point people in charge of the tasks to ensure action items are being effectively implemented. Being on one campus has been a huge part of this indicator being so successful. The principal has been able to attend every PLC meeting each week and has been a true thought partner in planning and monitoring curriculum and instruction. We plan to implement the same protocols and procedures next year.

As of **June 2024**, we have met our goals related to this indicator. 2023-24 EOG data indicated that we had 11.1% CCR for Black and Hispanic students in 3rd grade ELA. Our overall 3rd-grade spring MAP performance data resulted in 65% of scholars meeting or exceeding growth. DIBELS shows 88% of third graders showed at or above benchmark per their composite score. 67% of Hispanic and African American students scored at or above benchmark.

A formal observation schedule was created and followed by administrators to ensure that all observations were completed on time. Walkthrough data increased for the administrative team by 25% from 22-23 to 23-24. We began focusing our post-conference conversations on academic discourse and depth of knowledge. Observations, walkthroughs, and coaching conversations were strategic and intentional with new teachers. Our Bullseye Award system was fully implemented and shout-outs continued happening frequently. Novice teachers had the opportunity to visit their peers and complete observations with debriefing sessions. We had our academic facilitator lead these conversations and coach the mentors as they provided feedback to the

new teachers. All new teachers to Dilworth enjoyed a luncheon at the beginning of 2nd semester as a check-in point with the principal. Administrators attended all PLC Meetings to offer instructional support. Professional development sessions have been provided based on school needs. Teams of teachers and administrators visited Selwyn and Elon Park and came back to share ideas about math conversations as well as student discourse around the EL curriculum.

The process in which we provided feedback to teachers (google form) needed revision in order for us to truly provide feedback on glows, grows, next steps. This helped us in our ability to identify gaps and coach our PLCs on addressing those gaps. At mid-year we also identified some next steps and decided to provide another round of observation opportunities to our new teachers and provide another differentiated PD session. We reached out to our EL consultant and invited her back to lead another session with our teachers. We will continue walkthroughs outside of the observation window as well as being more intentional and document conversations we are having with staff that create change in data and instruction. We will continue to utilize RELAY resources to support feedback for ALL teachers while highlighting new teachers more often to encourage retention. We will continue tracking our walk-throughs and observations on a spreadsheet.

Evidence: [B 3.03](#)

<p>How it will look when fully met:</p>	<p>When this goal is fully met:</p> <p>The administrative team meet weekly to discuss walk-through/ observation data and identify specific areas of need in classrooms, teams and our school. Teachers and teams receive regular and systematic follow-up feedback from MCLs and administrators in identified areas of growth. Teacher recognition for outstanding performance in the classroom is highlighted in our weekly newsletter and through individual emails and personal notes. Accomplished teachers serve as mentors and instructional coaches for novice teachers and those needing more support. Professional development targets areas of growth needed as a school and includes differentiated options for teachers. 100% of classroom teachers and support staff members play a role in delivering curriculum and instruction to support our students' individual needs. By the end of the 2024-2025 school year, 95% of teachers who are remaining in the classroom in the teaching profession will remain at our school.</p> <p><u>Evidence of completion will include:</u> admin meeting agendas, schedules and feedback from quarterly classroom visits, completed observation/ post conference schedule, weekly Dragon Talks, monthly staff agendas with celebrations, PLC team weekly agendas, EC/SSPLC/MCL meeting agendas.</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>10 of 12 (83%)</p>		
<p>2/19/25</p>	<p>To support the learning of all of our students we used the Budget flexibility outcome to provide staff with the opportunity to attend the UnBound Ed Conference in Boulder Colorado. (Restart flexibilities)</p>	<p>Complete 06/30/2023</p>	<p>Rebecca Crawford</p>	<p>06/30/2023</p>
<p><i>Notes:</i> This flexibility was used in the 2023-2024 school year.</p>				
<p>7/30/24</p>	<p>An observation schedule, in compliance with CMS evaluation cycle, will be created by the principal and reviewed by the administrative team as needed to ensure deadlines are being met. (FAM-S line 29; Goals 1 and 2; Guardrail 4)</p>	<p>Complete 10/30/2024</p>	<p>Rebecca Crawford</p>	<p>10/30/2024</p>
<p><i>Notes:</i></p>				

8/13/24	During the first quarter, Admin and MCLs will adhere to the coaching schedule and expectations to provide specific feedback on classroom management/physical space setup and quality of instruction to ensure all students have an environment conducive for learning. (FAM-S lines 29 and 30; Guardrail 2)	Complete 12/01/2024	Rebecca Crawford	12/01/2024
<i>Notes:</i>				
11/19/24	Q2: ILT will monitor and provide feedback on the development and execution of Q2 action plans. (Goals 1-2, Guardrail 1)	Complete 01/01/2025	Rebecca Crawford	01/01/2025
<i>Notes:</i>				
7/30/24	Assistant principal will coordinate quarterly classroom visits to all teachers to enhance instructional practices and support vertical alignment of instruction. (FAM-S line 29; Goals 1 and 2; Guardrail 1)	Complete 04/30/2025	Lane Taylor	04/30/2025
<i>Notes:</i>				
8/5/24	Assistant principal will create and ensure the implementation of a Beginning Teacher Coaching and Development Plan outlining our mentor/mentee program to support new teachers as they are in their first three years of the teaching profession. (Fam-S lines 29, 30 and 31; Guardrail 4)	Complete 05/30/2025	Lane Taylor	05/30/2025
<i>Notes:</i>				
8/6/24	After quarterly data analysis, principal will review the SIP plan progress and provide feedback to point people in charge of tasks to ensure action items are being effectively implemented. (All goals and guardrails)	Complete 05/30/2025	Rebecca Crawford	06/10/2025
<i>Notes:</i>				
7/30/24	At least one member of the administrative team will attend weekly PLC meetings to facilitate discussions/data analysis surrounding curriculum and instruction, differentiation, small group support, remediation, and enrichment. (FAM-S lines 3 and 29; Goals 1 and 2; Guardrail 1)	Complete 10/30/2024	Rebecca Crawford	06/10/2025
<i>Notes:</i>				
7/30/24	Principal will meet biweekly with MCLs, members of EC and SSPLC teams to discuss students and determine support, including professional development needs for staff, family supports, and next steps for interventions. (FAM-S lines 3, 29, 30, and 31; Goals 1 and 2; Guardrails 1 and 4)	Complete 05/30/2025	Rebecca Crawford	06/10/2025
<i>Notes:</i>				

7/30/24	Admin team will recognize the positive impact teachers and staff members are having with our students through acknowledgment in our weekly newsletter, quarterly celebrations, and monthly staff awards to ensure a positive culture and climate. (Guardrail 4)	Complete 12/30/2024	Rebecca Crawford	06/10/2025
<i>Notes:</i>				
8/28/25	ILT team will monitor and adjust instruction to ensure a balance between phonics and comprehension instruction in K-2 classrooms based on students' needs, increasing student performance on the BOG from 50.8% in the 2025-26 school year to 53% in the 2026-27 school year.		Lane Taylor	06/10/2026
<i>Notes:</i>				
8/28/25	The ILT team will meet weekly to discuss PLC protocols implementation, Beginning teachers support, classroom observations and walkthrough feedback to determine next steps for professional development and teacher support.		Rebecca Crawford	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		April 30, 2025 As of April 2025, we have met 100% of our due dates for our action step implementation, and we are on track to meet the remaining action steps by the end of the school year. This year, we utilized Restart funds to purchase a dean of students and a full time ML teacher (from .5 allotted). The dean of students has overseen our entire MTSS process, and our ML teacher worked with various students across all grade levels to provide interventions and extra support in addition to her .5 ML teacher duties. This Restart purchase is extremely valuable to our school and has been approved for next year; however, we are having to purchase .6 for our ML teacher due to a decreased allotment. Standards aligned instruction has been a large focus for this year, so all teachers have monitored assessments to determine standards mastery and those needing additional support to drive the planning decisions for their differentiated small group instruction. IReady Mastery checks were utilized during the second half of the year to give teachers an	Limited Development 07/10/2024		

opportunity to assess standards outside of the benchmark windows. MCLs and admin have worked closely with all grade level teams to ensure Core instruction is standards aligned and individual student needs have been addressed in small group instruction. An EIT2 has disaggregated all Math MVPA data and the 3-5 MCL did the same for all Reading MVPA data for 3-5 grade teachers to allow a clear picture of what standards/ question types are more frequently missed. This data was discussed in depth at Child Study meetings with each grade level after each benchmark assessment and iReady benchmark. Plans to address the deficit standards were made and the ILT team monitored classrooms through regular walkthrough to ensure these plans were being implemented. The master schedule was created to use our TAs instructionally across all grade levels during workshop/ small group and On Fire times. This allows for more students to be seen in a small group setting to address their specific needs. We plan to do the same thing with our TAs next year, and we will also have three part time positions that will be dedicated to supporting small groups of students. Admin and the MCLs collaborated with PLC teams to identify students who need additional support outside of the core instruction. Tier 2 and Tier 3 plans were developed, interventions were selected and assigned to a specific staff member, and regular progress monitoring was completed to track student progress. MTSS spreadsheets (K-2, 3-5) were created to track this progress and has been regularly reviewed at PLC meetings. Our dean of students has ensured all plans are entered into Branching Minds, updated with PM data, and parents have been notified. Our dean also works closely with grade level teachers and our EC team when students are being referred from Tier 3 to EC testing to ensure all procedures are followed, parent meetings are held, and current and correct data is available. We did struggle a little this year with some decisions on progress monitoring being made without a team discussion. We plan to have a more formal team structure in place next year before any changes are made to student monitoring or interventions to streamline the process and ensure the EC team has what they need to move forward in the referral process. Biweekly SSPLC meetings have been held to discuss students' behavioral and social and emotional needs. Since we are now back on one campus, our counselors are able to collaborate more easily with each other and with our new social worker and psychologist. The team has worked to conduct FBAs, create behavior plans, implement small group support groups, and address barriers to consistent student attendance. An attendance incentive was implemented and students meeting the requirements received a sweet treat at recess. Next year we hope to again have a social worker for 2 days a week, and we plan to continue

working closely with him/her to address individual student and family needs.

As of **June 2024**, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. However, as of June 2024, we have met our actions related to this indicator.

At mid year our MTSS team had referred 5 students who qualified for EC services. After analyzing MOY data, 6 more students were referred for EC testing consideration. We conducted child study meetings quarterly and discussed the effectiveness of the interventions. We assessed the fidelity with which the interventions were delivered, and adjusted interventions as needed. We utilized Branching Minds and our MTSS spreadsheets during MTSS meetings and EC PLCs to drive discussion and make data-driven decisions about the next steps. We used Restart Funds to purchase EIT2 teachers who supported the data monitoring and implementation of MTSS in Grade 4. Based on conversations during child study and new teacher surveys, we found some challenges related to our staff's understanding of the MTSS framework. We continued to educate staff on the MTSS process, during Child Study meetings, PLC Meetings and provided differentiated professional development. These practices created success resulting in more MTSS fluidity of support, and more data-driven strengths-based problem solving. We see this as an opportunity to ensure a shared understanding of all team members going into next school year by providing in-depth professional development at the beginning of the 24-25 school year. We will also hold quarterly MTSS Leadership meetings, with ongoing PD embedded into weekly PLC meetings as well.

Evidence: A 4.01

<p>How it will look when fully met:</p>	<p>When the Objective is Fully Met:</p> <p>PLC teams are implementing a school-wide Multi-Tiered System of Support (MTSS) and engaging in productive conversations about the behavior and academic performance of students. Teachers are meeting at least biweekly with the facilitators and MTSS lead to identify, assess, and discuss students' progress monitoring data. Multiple data points are being collected and analyzed throughout the year to create and modify plans to meet students' needs. Teachers are using the Standard Treatment Protocol and working closely with MCLs to select appropriate intervention strategies that meet the learning needs of individual students. MTSS protocols are in place and followed with fidelity at all grade levels using the current platforms for the plans and the progress monitoring tools. Parents are knowledgeable and engaged in the work and support the interventions at home as they are able.</p> <p><u>Evidence of completion will include:</u> agendas from Child Study meetings, updated MTSS Intervention spreadsheets, and notes on intervention times and services.</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>7 of 10 (70%)</p>		
<p>8/1/24</p>	<p>The principal will utilize Restart budget flexibilities to purchase the dean of students and ML teacher full time to support students and provide interventions for students across all grade levels. (Fam-S lines 3 and 29; Restart funds; Goals 1 and 2; Guardrail 1)</p>	<p>Complete 09/30/2024</p>	<p>Rebecca Crawford</p>	<p>09/30/2024</p>
<p><i>Notes:</i></p>	<p>This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year.</p>			
<p>8/5/24</p>	<p>The principal will create a schedule that allows for all grade levels to have additional staff members to support student small groups during workshop times. (Fam-S line 3; Goals 1 and 2; Guardrail 1)</p>	<p>Complete 09/30/2024</p>	<p>Rebecca Crawford</p>	<p>09/30/2024</p>
<p><i>Notes:</i></p>				
<p>11/19/24</p>	<p>Q2: Each teacher will monitor standards from unit assessments and MVPA to develop action plans for small group instruction in reading, math and science. ILT will support teachers in their data analysis and action plan development. Implementation of plans will be monitored through weekly walkthroughs by ILT. (Goal 2, Guardrail 1)</p>	<p>Complete 01/02/2025</p>	<p>Rebecca Crawford</p>	<p>01/01/2025</p>
<p><i>Notes:</i></p>				

8/9/24	MCL's will disaggregate MVPA and DIBELS assessment data with PLC teams and administration during a child study session to review and update curricular plans for grade levels and ind. students as needed. (Fam-S line 3; Goals 1 and 2; Guardrail 1)	Complete 05/30/2025	Rebecca Crawford	05/30/2025
<i>Notes:</i>				
8/1/24	Admin and MCLs will work with PLCs to identify students' needs, group students in interventions, ensure student intervention plans are made, parent communication is made and recorded, and data is reviewed to reduce the achievement gap with lower performing students. (Fam-S line 3; Goals 1 and 2; Guardrail 1)	Complete 06/10/2025	Rebecca Crawford (Nov 2019)	06/30/2025
<i>Notes:</i>				
8/1/24	PLCs will meet weekly for Child Study meetings to analyze multiple data points (progress monitoring data, quarterly/benchmark assessments, iReady, classroom assessments, teacher observations) to determine needed support for students. (Fam-S line 3; Goals 1 and 2; Guardrail 1)	Complete 06/10/2025	Rebecca Crawford (Nov 2019)	06/30/2025
<i>Notes:</i>				
8/5/24	Admin will meet biweekly with counselors to discuss current discipline data to determine students needing individualized behavior plans or additional behavior support. (Fam-S line 3; Guardrails 2 and 3)	Complete 06/10/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
8/28/25	The principal will utilize Restart budget flexibilities to purchase the dean of students and ML teacher full time to support our ML subgroup of students and provide interventions for students across all grade levels. (Fam-S lines 3 and 29; Restart funds; Goals 1 and 2; Guardrail 1)		Rebecca Crawford	09/30/2025
<i>Notes:</i>				
8/28/25	MCL's and PLCs will analyze and disaggregate assessment data including MVPA, DIBELS, iReady, Microphase, and/or Unit tests and checkpoints during regular child study meetings to review and update curricular plans for grade levels and determine and plan for students' individual needs, including ML, EC and underperforming subgroups. (Fam-S line 3; Goals 1 and 2; Guardrail 1)		Lane Taylor	06/10/2026
<i>Notes:</i>				
8/28/25	Admin, in collaboration with the EC team and MTSS team, will develop and implement clear procedures and protocols to monitor MTSS interventions and progress monitoring to ensure all data that is needed for possible EC referrals is collected and accurate.		Lane Taylor	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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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<i>Initial Assessment:</i>		<p>April 30, 2025</p> <p>As of April 2025, we have met 100% of our due dates for our action step implementation and are on track to meet the remaining action items by the end of the school year. This year we had two MCLs that worked closely with our admin team to provide differentiated professional development to our teachers. Examples of these include Aggressive monitoring, Student engagement, Vertical alignment in both math and literacy, iReady implementation and data review. Additional Love and Logic PD was provided by an EIT2 to support our school wide PBIS, and all classrooms had Refresh spaces to encourage student self monitoring. Teachers integrated these strategies into their classroom instruction. The principal created a detailed coaching plan where all teachers would have scheduled walkthroughs based on their level of need, and a chart was created to help the team monitor who had been seen and if feedback had been provided. MCLs and the admin team adhered to this coaching schedule, teachers received feedback, and teachers’ progress was discussed in weekly ILT meetings. We found challenges with some of the logistics of the coaching schedule, and we have discussed changes that need to take place to streamline the process for the 25-26 SY. MCLs have worked closely with grade level teams and individual team members to ensure lesson plans are prepared for weekly PLC meetings, and they have facilitated discussions with the teams to ensure instructional guidelines are met. Student data, areas of misconception, and an in-depth look at the standards were all included in weekly PLC discussions. This year we had a large focus on thoroughly unpacking each standard to ensure every aspect was covered. Teachers did not teach off grade level material, but instead put a large focus on adding rigor to the grade level standard so students could show complete mastery. All teachers focused on incorporating close reading passages and standards- based text dependent questions in their differentiated small group instruction, and exemplars were utilized as a model for students. With this, students were required to refer to the text and document where they found the answers. This has been a focus in 3-5, but it has become more of a focus in K-2 this year. Each week the TD matrix is shared with teachers to provide them with resources for increasing rigor. These materials</p>	Limited Development 07/10/2024		
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have been used with TD students in addition to students not certified TD to expose more students to higher level work. MCLs and grade level representatives have attended regular meetings to unpack the new math and science curriculums, and they have worked with their PLCs to ensure the curriculum aligns with the standards. If needed, teachers have supplemented the curriculum to add specific components of the standards to ensure the complete standard is taught and mastered. Best practices are shared and teachers have enjoyed learning from each other. Unfortunately, we were not allowed to purchase Learning A-Z as it was not approved by CMS; however, we did purchase multiple texts for all grade levels to support their whole group lessons and individual small group instruction. MCLs have been a constant presence in PLC meetings and classrooms to ensure lessons discussed in plannings are being implemented in teachers' classrooms. In certain cases, MCLs have provided additional support (i.e. lesson planning guidance, modeling, co-teaching) to help build the skills our newer teachers need. The AP created a coverage schedule to allow teachers to visit their peers in areas of their choosing, once each semester. Teachers loved this opportunity, so next year we plan to do it on a quarterly basis. Positive feedback was shared among teachers and admin and strategies were learned and implemented into classrooms. An EIT2 chaired our mentor/mentee committee this year, and she worked closely with the AP to determine the focus for each month's meeting. She planned and facilitated monthly mentor/mentee meetings where she gave strategies, offered suggestions, reviewed expectations and provided a safe place for them to ask questions/ seek guidance. We feel very confident in our implementation of standards-aligned instruction this year, and plan to implement the majority of these same action steps next year. iReady was new this year, and we have spent a lot of time learning more about the various reports and standards-aligned lessons that can be assigned. We plan to continue using this next year with a clearer understanding of the program and how it works.

As of June 2024, we have met our goals related to this indicator. 2023-24 EOG data indicated that we had 11.1% CCR for Black and Hispanic students in 3rd grade ELA. Our overall 3rd-grade spring MAP performance data resulted in 65% of scholars meeting or exceeding growth. DIBELS shows 88% of third graders showed at or above benchmark per their composite score. 67% of Hispanic and African American students scored at or above benchmark.

After the midpoint this year, we identified a challenge as instructional leaders which prompted us to identify times in our schedules to monitor progress monitoring data more closely. As a result, we

adjusted our routines in our PLC planning blocks. We decided that we needed to design PLC protocols and procedures to ensure aligned, rigorous, and differentiated lessons. We adjusted our norms and agenda expectations for all grade levels to include a team building activity, a time to look at progress monitoring data, and look more closely at all lesson plans weekly. (CMS Goal #1, FAM-S line item #29). We began discussing our weekly progress monitoring data at the start of each PLC. We created a small group document where teachers shared their small group plans, resources, etc. for others to reference, and discuss those small group plans during the meetings. This yielded success with our ability to Facilitate PLCs in order to focus teachers on data and CORE and differentiated instruction embedded in the planning process. (CMS Goal #1, FAM-S line item #29). We encouraged integrating the TD matrix resources into core lessons routinely where appropriate, and utilizing the DOK question stems during the planning of ELA and math to enhance read-alouds and deepen math discussions. This created much success with our CCR growth. We created 14 intervention groups K- 2 ranging from phonemic awareness to fluency interventions. In 3-5, there were 11 intervention groups, consisting of Orton Gillingham and additional, phonemic awareness, phonics, fluency and comprehension, and number sense fluency support groups. These groups were adjusted as needed based on the weekly data reviews in planning. These adjustments were made based on progress monitoring data, classroom observations, MOY MAP/DIBELS/MVPA, and microphase data. We also created module extension projects and activities to enhance learning and provide deeper connections to EL Education content and state standards.

In terms of opportunities, our next steps will be to continue our work with each PLC in conjunction with our TD teachers to continue and enhance this practice of incorporating more extension projects to target College and Career Readiness, especially in math.

Evidence: A 2.04

<p>How it will look when fully met:</p>	<p>When the objective is fully met:</p> <p>Teachers meet weekly in PLCs to collaboratively design lessons and select activities that are aligned to grade-level standards and student needs. An agenda is created by teams and shared with admin and support staff at least 24 hours prior to the scheduled meeting. A large portion of the planning time is dedicated to discussions around what students need if they are above, on, or below grade level proficiency with the standards being taught. Conversations around what to teach students focus on specific data points discussed during the PLC time. Teachers model lessons and share strategies during PLC planning to share and support best teaching practices. Data is regularly discussed and instruction and groupings are consistently altered to ensure students at all levels grow. Admin and MCLs regularly observe teachers on their coaching caseload and have prompt follow-up discussions where celebrations, feedback, and next steps are shared. Professional development is focused on teacher needs and differentiated to support various areas of growth. Teacher leaders will be tapped to present and support their colleagues with their areas of expertise.</p> <p><u>Evidence of completion will include:</u> Coaching caseload plan and feedback meetings/notes; weekly PLC agendas; weekly grade level lesson plans for Core lessons and differentiated groups, differentiated PD options and presentations.</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>14 of 17 (82%)</p>		
<p>8/5/24</p>	<p>MCLs will work with administration to design and implement teacher-led differentiated PD sessions that focus on areas of growth for our school. (Fam-S line 29; Goals 1 and 2; Guardrails 1 and 4)</p>	<p>Complete 09/30/2024</p>	<p>Meredith Parrish</p>	<p>09/30/2024</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The principal will create a teacher coaching schedule for admin and MCLs to ensure the effective implementation of Core and differentiated instruction and to provide feedback and next steps for teacher improvement. (Fam-S line 29; Goals 1 and 2; Guardrails 1 and 4)</p>	<p>Complete 10/31/2024</p>	<p>Rebecca Crawford</p>	<p>10/31/2024</p>
<p><i>Notes:</i></p>				

8/12/24	MCLs will work with PLC teams to ensure all members are adequately prepared for weekly planning meetings and planning meetings adhere to the instructional expectations and PLC guidelines. (FAM - S lines 3 and 29; Goals 1 and 2; Guardrail 1)	Complete 11/01/2024	Lane Taylor	11/01/2024
<i>Notes:</i>				
11/19/24	Q2: Analyze and discuss all aspects of each standard in planning to ensure all elements are being taught in core and small group instruction for reading, math and science. (Goals 1-2, Guardrail 1)	Complete 01/01/2025	Rebecca Crawford	01/01/2025
<i>Notes:</i>				
2/13/25	Incorporate close reading passages with standard-based TDQs and Exemplars in lesson plans for K-5 students	Complete 02/28/2025	Rebecca Crawford	03/01/2025
<i>Notes:</i>				
2/13/25	Support teachers during PLC time with the implementation of holding students accountable for going back into the text for explicit evidence	Complete 02/28/2025	Rebecca Crawford	03/01/2025
<i>Notes:</i>				
2/13/25	Refine TD reading/math support for 3-5 students to increase on grade level standard instruction.	Complete 02/28/2025	Rebecca Crawford	03/01/2025
<i>Notes:</i>				
8/9/24	MCLs and teacher leaders will support teachers' knowledge of the newly adopted math and science (5th grade) curriculum by attending to and facilitating new information and best practices with teachers and support staff monthly during PLC meetings. (Fam-S line 29; Goals 1 and 2; Guardrails 1 and 4)	Complete 05/30/2025	Meredith Parrish	05/30/2025
<i>Notes:</i>				
7/30/24	MCLs will implement PLC protocols and procedures to ensure aligned, rigorous, and differentiated lessons are being produced and implemented in all classrooms to facilitate equitable learning experiences and identify additional supports needed for staff and students. (Fam-S line 29; Goals 1 and 2; Guardrail 1)	Complete 05/30/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
8/1/24	Admin and MCLs will adhere to the assigned coaching schedule to ensure the effective implementation of Core, academic monitoring, differentiated instruction and to provide feedback and next steps for teacher improvement. (Fam-S line 29; Guardrail 4)	Complete 05/30/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				

8/5/24	Assistant Principal will create a coverage schedule that provides teachers time to visit colleagues' classrooms to strengthen vertical alignment among our teams. (Fam-S lines 29 and 30; Goals 1 and 2; Guardrail 1)	Complete 04/11/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
8/5/24	Chair of the mentor/mentee program and the assistant principal will meet monthly with all new staff members to provide guidance, answer questions, review expectations, and share helpful strategies. (Fam-3 line 3; Goals 1 and 2; Guardrail 4)	Complete 05/30/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
8/5/24	School-wide professional development on Relay and Love and Logic training will be provided to all staff members to pinpoint areas of growth and offer strategies for improvement. (Fam-S line 29; Goals 1 and 2; Guardrail 4)	Complete 05/30/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
2/19/25	We used the budget flexibility outcome to purchase online (Learning A-Z) and physical texts for students to utilize in their classrooms. This helped to ensure all students had access to materials that supported their current reading level. (Restart flexibilities)	Complete 05/30/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i> The online portion of the flexibility was used in 2023-2024 school year. We continue to use the flexibility in the 2024-2025 school year to purchase additional texts for student use.				
8/28/25	The principal will create and the ILT team will implement a walkthrough/coaching schedule to include 100% of teachers to ensure the effective implementation of Core and differentiated instruction and to provide feedback and next steps for teacher improvement. Teachers will be visited at least once a month with feedback provided. (FAM-S line 29; Goals 1 and 2; Guardrails 1 and 4)		Rebecca Crawford	06/10/2026
<i>Notes:</i>				
8/28/25	During weekly PLC meetings, grade level teams and MCLs will analyze and discuss all aspects of each standard to be taught in the upcoming week to ensure all elements are being taught, assessed and tracked in Core and small group instruction for reading, math, and 5th grade science. PLC protocols will be followed and all teams will use a school-wide planning template to ensure rigorous, standards-aligned lessons are planned and implemented. (Goals 1 and 2; Guardrail 1)		Rebecca Crawford	06/10/2026

Notes:

9/2/25 The NC SBE's statutory provision 115C - 105.27(b)(7) requires all school to have a plan to provide duty free instructional planning for every teacher under G.S. 115C - 301.1, with the goal of providing an average of at least five hours of planning time per week (Guardrail 4; Indicator A.2.04)

Rebecca Crawford

06/10/2026

Notes:

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
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Initial Assessment:

April 30, 2025

As of April 2025, we have met 100% of our due dates for our action step implementation, and we are on track to meet the remaining action steps by the end of the school year. Our school implements a school wide PBIS system to encourage positive behavior and provide encouragement and incentives to all students. On FIRE behavior matrices are displayed throughout the building, and students are held accountable for their behavior in all areas of our school (i.e. hallways, cafeteria, bathrooms, etc.). Dragon dollars are used to reward positive behavior and quarterly dragon houses celebrate positive character traits, school spirit, and good sportsmanship. Classroom teachers created classroom behavior matrices and repeatedly reviewed them, so students are clear on expectations. Professional development on the tenets of Love and Logic was delivered to all staff members to provide them with strategies on handling problems with students and peer interactions in the classroom. All classrooms have a Refresh space, so students have an area where they can separate from their peers when they need a moment to regroup. Teachers work with their PLC to plan daily Morning Meeting lessons using the Caring Schools Curriculum. This has helped establish a positive classroom culture and has equipped students with strategies to handle difficult situations. Next year we will move to the Capturing Kids' Hearts curriculum, and all staff members will be trained by the district. While Panorama data was not available this year, our counselors used parent, teacher, and admin input to determine students who needed small group SEL support. The SSPLC also discussed students who would benefit from more intensive therapy and they were referred to our School Based Mental Health therapist. This year has been a bit of a struggle with our SBMH therapy because our therapist resigned and we had a few weeks without support. When we got a new person, there was a learning curve in building relationships with the students. Our counselor has had a full caseload since she arrived, and we currently have a waitlist of students seeking SBMH services. Biweekly SSPLC meetings have been held to discuss students' behavioral and social and emotional needs. The SSPLC has collaborated to address barriers and provide assistance in overcoming barriers that are hindering students being at school. Multiple home visits have been done this year and an attendance incentive was implemented where students who met the requirements received a reward. Throughout the year, our counselors, admin and PTA have collaborated on various ways parents can support their child's learning at home. Curriculum Night was held in September where all

Limited Development
07/10/2024

classroom teachers presented their curriculum and grade level expectations to families. The attendance was not as high as we had expected, so we may look at altering the time of the event next year. Resources and websites have been shared with parents via weekly teacher newsletters providing strategies for them to use with their children at home. Our school offers a variety of enrichment activities both during and after school hours throughout the year to provide students opportunities to explore their areas of interest. Examples of these opportunities include WDES news crew, Blaze Gazette, Dragon Drumline, Yearbook, Honors Chorus, School Play, Mathapalooza and Student Council. Students and parents have provided positive feedback regarding these activities, and we plan to continue offering these or similar activities next year.

As of **June 2024**, we have met our goals related to this indicator. Panorama Survey data indicated that we increased from 79% in the spring of SY2022-23 to 81% in the spring of SY2023-24. Panorama surveys were administered in the winter and spring. Prior to the winter testing, past data and teacher and parent input were used to determine small-group support before results were available. Once the data was received, the master schedule reflected time for special area teachers and school counselors to lead recess and lunch bunch groups. 293 of 304 students opted into those opportunities. Those results helped us identify additional students needing support and then adjust groups in the spring using our comparative data. These groups helped us build relationships with adults and peers and helped students practice strategies for emotional regulation and coping skills. SBMH referrals were made based on school behaviors and parent requests. A therapist consistently met with our roster of 11 students (both campuses) on a weekly basis. Our school-wide tiered attendance policy was fully implemented. Teachers, counselors, and administrators contacted home after 3-day, 6-day and 10-day absence letters went home. Home visits were conducted as needed. Letters including attendance graphs were sent to students with chronic absences. Excused educational trips were no longer accepted this school year, in an effort to encourage daily attendance. Challenges were teachers were hesitant to make the contact for fear of severing relationships, so we created a script for teachers to use when making the 3 day contact. This made them much more confident in providing this support to families. Another challenge was the attendance rate of our students commuting from outside our

attendance area due to student placement transfers. In order to support these students and their families, our school counselors intervened with attendance contracts created as a team by the parent and counselor. The parameters were reasonable, agreed upon, and enforced. This accountability created positive routines with families and assisted families with ensuring that their students were getting the necessary amount of instructional minutes per day.

We had success with our attendance rates; our mid-year attendance rate was 95.86%, and we ended the year at 96%. Classes held daily morning meetings using the Caring Schools Curriculum which equipped our students with strategies and skills for interacting with others, handling challenging situations, and adjusting to change. Our school counselors conducted weekly lessons with Kindergarten and 5th grade, and monthly lessons with 1st - 4th grades.

Evidence: A 4.06

<p>How it will look when fully met:</p>	<p>When the objective is fully met:</p> <p>Daily morning meetings are held in all classrooms using the Caring Schools curriculum and supplemental materials as needed. In weekly planning meetings, PLCs will share and discuss plans, topics and ideas for Morning Meeting activities. Weekly (Kindergarten and fifth grades) and monthly (first, second, third, and fourth grades) guidance lessons are held in all classrooms where strategies are shared for handling emotions, peer relations, and responding to various situations. Counselors conduct small group sessions with students identified as needing additional support in areas such as social skills, conflict resolution, responsible behavior, etc. School-wide expectations are followed with fidelity and students use the lessons and skills shared with them during guidance and morning meetings. Students who need additional assistance will receive it either through school-based support or be referred to Turning Point for more intensive support. Parents will be partners with the school and work with staff to follow up and reflect with students at home on ways to support the social and emotional needs of their children.</p> <p><u>Evidence of completion will include</u> Curriculum items from Caring Schools, PLC agenda notes for SEL planning weekly, weekly guidance lesson topics, biweekly agendas from SSPLC meetings, logs from small group sessions with counselors, and observation data from SEL walkthroughs, and discipline reports, resources shared with families.</p>		<p>Lane Taylor</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>10 of 14 (71%)</p>		
	<p>8/5/24 All teachers will offer a Refresh space in their classrooms to provide students with a safe space to separate from their peers when they feel anxious, frustrated, etc. and need a moment to regroup. (Fam-S lines 30 and 31; Guardrails 2 and 3)</p>	<p>Complete 09/30/2024</p>	<p>Hillary Williams</p>	<p>09/30/2024</p>
<p><i>Notes:</i></p>				
	<p>8/5/24 Professional development will be provided to all staff members on the tenets of Love and Logic to support students' social and emotional health and well-being. (Fam-S lines 30 and 31; Guardrails 2 and 3)</p>	<p>Complete 04/30/2025</p>	<p>Beth Person</p>	<p>05/30/2025</p>
<p><i>Notes:</i></p>				

8/5/24	All staff members will utilize our behavior matrix to hold all students accountable for school-wide behavior expectations in all areas of the school. (Fam-S lines 30 and 31; Guardrails 2 and 3)	Complete 06/10/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				
8/5/24	All students will participate in quarterly Dragon House assemblies to highlight positive character traits, celebrate On FIRE behavior, and build school spirit. (Fam-S lines 30 and 31; Guardrail 3)	Complete 06/06/2025	Beth Person	06/10/2025
<i>Notes:</i>				
8/5/24	Administration will ensure a variety of enrichment activities (ie. Math Olympiad, Mathapalooza, Student Council, Blaze Gazette, Yearbook, Honors Chorus, Service Learning, School Play, Dragon Drumline, Flag team, WDES news crew, etc.) are offered both during and after school hours throughout the year to provide students with additional opportunities to explore their areas of interest. (Fam-S line 31; Guardrail 3)	Complete 06/10/2025	Celeste Bailey	06/10/2025
<i>Notes:</i>				
8/6/24	During biweekly SSPLC meetings, counselors, social worker, and administrators will discuss student absences and adhere to the attendance plan expectations (3,6,10 day absence communication) to ensure parents and families understand the importance of consistent school attendance and provide assistance in overcoming barriers that are hindering students being at school. (Fam-S line 3; Guardrail 3) Attendance Plan: https://docs.google.com/document/d/1vGUwHMGLa0_WOJZHQYHkckUkcBZQHrIaWEgvgLmjRpk/edit?usp=drive_link	Complete 06/10/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				
8/1/24	PLCs will plan weekly lessons and implement daily Morning Meeting lessons using the Caring Schools curriculum to establish positive classroom culture and build students' strategies for handling various situations. (Fam-S lines 30 and 31; Guardrail 3)	Complete 04/30/2025	Morgan Walker	06/10/2025
<i>Notes:</i>				
8/1/24	Counselors will utilize Panorama data, anecdotal data, and input from classroom teachers and administration to create groups and conduct small group, one on one, and lunch bunch sessions with groups of students to work on specific areas of need. (Fam-S lines 30 and 31; Guardrail 3)	Complete 04/30/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				

8/1/24	Administration and counselors will identify students needing additional social and emotional support to provide referrals for school-based mental health therapy. (Fam-S lines 30 and 31; Guardrail 3)	Complete 04/30/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				
8/5/24	Counselors, administrators, and PTA will collaborate to engage families and the community in ways to support their children at home. (Fam-S lines 29, 30, and 31; Goals 1 and 2; Guardrail 3)	Complete 06/10/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				
8/28/25	Professional development will be provided to all staff members on the tenets of the Capturing Kids Hearts curriculum, and staff will implement the CKH program to support students' social and emotional health and well-being and increase student accountability. (Fam-S lines 30 and 31; Guardrails 2 and 3)		Lane Taylor	06/10/2026
<i>Notes:</i>				
8/28/25	Counselors will utilize anecdotal data and input from classroom teachers and administration to target struggling students to create needs based groups for small group, one on one, and lunch bunch sessions to work on specific areas of need. (Fam-S lines 30 and 31; Guardrail 3)		Lane Taylor	06/10/2026
<i>Notes:</i>				
9/2/25	The NC SBE's statutory provision 115C - 105.27(b)(6) requires all schools to plan a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S. 115C - 301.1 (a) (Guardrail 4; Indicator 4.06)		Rebecca Crawford	06/10/2026
<i>Notes:</i>				
9/2/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (Guardrails 2 and 3; Indicator A4.06)		Lane Taylor	06/10/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		April 30, 2025	Limited Development 07/10/2024		

As of April 2025, we have met 100% of our due dates for our action step implementation, and we are on track to meet the remaining action steps by the end of the school year. This year CMS provided Parent Square to all CMS schools. We have streamlined our communication with parents and families with this app as classroom and schoolwide communication is done in one spot. Teachers and staff can send group newsletters, and group or individual messages, and communication and posts from the school can be easily distributed. Parent Square is an easier platform to review past messages to ensure accuracy of information, and it translates messages into a student's home language to eliminate communication barriers. We have also utilized the translation line and interpreter services for in person and phone conversations with families who speak a different language. Teachers send weekly newsletters keeping families informed of what is happening in the classroom, make them aware of upcoming special events, and provide resources for them to support their child's learning at home. In addition to weekly newsletters, all teachers have updated websites so families and community members can find relevant information about the school, grade level, and specific teachers' classes. Wednesday folders with completed work, forms, and various flyers are sent home every week. The PTA also keeps families and community members informed of things happening at the school, after school activities, and opportunities for parent and community involvement. At the beginning of the year the admin team created a detailed attendance plan. This information was included in the parent handbook and shared via Parent Square, so all families were aware of our attendance expectations. Our social worker and counselors have worked closely with families to ensure they fully understand our policies and help them mitigate barriers so they can meet these expectations. They have made multiple phone calls and home visits to offer their support. Admin collaborates with PTA to schedule monthly tours of our school for prospective families. A veteran teacher, the principal, and PTA representatives lead a group around the school, highlighting our facility, curriculum, and positive school culture. The counselors collaborated with PTA to plan and implement a successful Career Day this year where multiple parent and community volunteers presented their careers to our students. This exposed students to various careers and fields of employment to capitalize on a variety of strengths and support their future endeavors. The volunteers expressed how much they enjoyed talking with the students, and the students had follow up discussions in their classrooms about what they learned during Career Day. This is a favorite event and will be planned again next year. Three times this year, the principal has hosted a Morning

Coffee Talk where parents and community members are invited to a roundtable discussion where relevant information is shared and parents have an opportunity to have their questions answered. Our school has and will continue to undergo several big changes and these chats have been a great way to address concerns and clear up confusion. Topics have included testing and data, the comprehensive plan, the proposed boundary change, staffing and fundraising updates. We plan to continue hosting these discussions next year. Our Marketing Committee has been very active at maintaining a strong presence on social media. Our team collaborates to ensure all special events are highlighted and shared with the community. Highlighted events include Dragon Houses, field trips, food truck, Career Day, Spirit Week, DragonFest, and many more. Our community loves to stay involved with what is happening in our school, and a strong social media presence allows for easy access. This outlet is also used to highlight upcoming events like the School Play, so there are multiple ways to keep parents and families informed.

June 2024

The following data points show the progress we have made for this indicator:

On the North Carolina Teacher Working Conditions Survey, of teachers surveyed felt the following about these statements: “The school encourages parent/guardian involvement”.

- (Latta Campus) 67.50% strongly agreed and 37.50% agreed
- (Sedgefield Campus) 70.37% strongly agree and 29.63% agree
- “Teachers provide parents/guardians with useful information about student learning.”
- (Latta Campus) 58.33% strongly agreed and 41.67% agreed
- (Sedgefield Campus) 77.78% strongly agree and 22.22% agree

ParentSquare was used to communicate with parents 99.7% of families were connected on ParentSquare for the 2023-2024 school year. 45,112 direct messages were sent between the school and parents. The school posted 4186 times to provide families with important information.

All staff used the Parent Square Application to communicate with

families. Each grade level and teacher website was maintained with current relevant information. Our Dragon Dispatch went out to the entire community weekly from PTA. Teacher comments on report cards were reviewed each quarter by administrators to ensure support of student needs. Teachers' weekly newsletters included questions to be asked at home, so that parents could support understanding at home. MTSS plans were created, shared with families, and were continuously monitored to ensure success. Our Tiered attendance plan was communicated and reviewed with the community twice this year, with reminders sent periodically. We invited parents to attend parent-teacher conferences, MTSS Meetings, a TD parent meeting, a Read to Achieve Parent Meeting, several school tours, openhouse, Dragon Fest, Curriculum Night, Culture Night, Coffee with Crawford, and a PreK Letter Land Parade during 1st semester. We had families join us for 2 Art Showcases, a 2nd grade music performance, a 4th and 5th grade musical, Kindergarten Beginners Day, Perspective Parents Day, Muffins for Moms, Donuts for Dads, a Pre-K Fashion Show where each student created an outfit or uniform using recycled materials. Our community supported staff appreciation week, hosted 2 book fairs, a Son-Day Bowling, Knights game, Checkers game, our annual Dragon Dance, and kicked off 2 fundraising campaigns.

Our next steps will be to continue our ongoing open communication and collaborate with our counselors and psychologist on implementing a book study for parents of kids with anxiety. We will also work with our PTA to plan a parent education night.

Evidence: E 1.06

<p>How it will look when fully met:</p>	<p>When the goal is fully met:</p> <p>Our parents, guardians, and families are regularly and actively engaged in school events, both virtually and in person. The administrative team and office staff members regularly communicate with families through ParentSquare messages. The PTA and principal meet weekly to discuss school events and school needs.</p> <p>All teachers maintain open lines of communication with families through weekly newsletters, parent conferences, email/ ParentSquare communication, and school family events. All teachers and teams have a current website where families can access relevant information. Teachers participate in Curriculum night and at least one additional event/ performance. Teachers reach out to parents to discuss student struggles as well as to highlight positive behavior and achievement milestones within the classroom. Parents will be informed of progress on IEP goals, intervention plans and enrichment opportunities.</p> <p>All attendance concerns will have followed the outline expectation: after three unexcused absences, teachers will make contact with parents and submit the information to our counselors and administrative team. After six unexcused absences, counselors will reach out to ask about barriers to attendance and support needed by the family and record on a google spreadsheet. At 10 unexcused absences, a member of the admin team and/or counselor will make a home visit to discuss the importance of school and what changes can be made to ensure good attendance moving forward.</p> <p><u>Evidence of completion will include:</u> School, PTA and PLC websites; Grade level newsletters; Dragon Dispatch; ParentSquare messages, Attendance spreadsheet with communication documentation</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>9 of 11 (82%)</p>		
<p>2/19/25</p>	<p>We used the budget flexibility outcome to purchase the Remind App. This App allowed us to communicate with all our parents through a text message delivery service. This App also translated all of the messages to support our families who speak a language other than English in their home. (Restart flexibilities)</p>	<p>Complete 06/30/2024</p>	<p>Rebecca Crawford</p>	<p>06/30/2024</p>
<p><i>Notes:</i> This flexibility was used during the 2023-2024 school year. The district provided an alternative program for the 2024-2025 school year.</p>				

8/1/24	Administration, classroom teachers, and PTA will utilize various methods of communication (Dragon Dispatch, ParentSquare, weekly newsletters, etc.) to provide families with strategies to support their children's learning at home and to inform them of school events, activities, and opportunities for involvement. (Fam-S line 3; Guardrails 2 and 3)	Complete 10/30/2024	Celeste Bailey	10/30/2024
<i>Notes:</i>				
8/5/24	Administration will collaborate with PTA to organize and implement schoolwide tours to allow prospective families an opportunity to visit our facility, ask questions, and learn about our school. (Fam-S line 3; Guardrails 1 and 3)	Complete 01/01/2025	Rebecca Crawford	01/01/2025
<i>Notes:</i>				
8/1/24	Administration will establish and communicate the attendance policy to our families and community to ensure a clear understanding of attendance expectations. (Fam-S line 3; Guardrail 3)	Complete 01/01/2025	Lane Taylor	01/01/2025
<i>Notes:</i> Attendance Policy 24-25: https://docs.google.com/document/d/1vGUwHMGLa0_WOJZHQYHkckUkcBZQHrlaWEgvgLmjRPk/edit?usp=sharing				
8/5/24	Counselors will collaborate with admin and PTA to organize our annual Career Day to expose students to various careers and fields of employment to support their future endeavors. (Fam-S line 31; Guardrail 3)	Complete 04/30/2025	Hillary Williams	04/30/2025
<i>Notes:</i>				
11/19/24	Q2: The social worker will provide home visits and administrators will continue to make phone calls to support student attendance. (Guardrails 2-3)	Complete 04/30/2025	Rebecca Crawford	05/01/2025
<i>Notes:</i>				
8/1/24	Administration will ensure all websites are updated with current information throughout the year to provide families and community members with relevant information about the school and their child's classroom. (Fam-S line 3; Guardrail 3)	Complete 05/30/2025	Lane Taylor	06/10/2025
<i>Notes:</i>				
8/5/24	Principal will invite parents and the community to morning Coffee with Crawford roundtable chats to share information about the school and have open discussions with families and community members on relevant topics. (Fam-S line 3; Guardrails 1 and 3)	Complete 04/30/2025	Rebecca Crawford	06/30/2025

Notes:

8/5/24	Marketing Committee has been created to maintain a social media presence on Facebook and Instagram to keep families and the community abreast of upcoming events and exciting things happening at the school. (Fam-S line 3; Guardrails 1 and 3)	Complete 06/10/2025	Lane Taylor	06/30/2025
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Notes:

8/28/25	Administration will establish and communicate the attendance policy to our families and community and provide supports to our families (i.e. social worker home visits, phone calls, transportation help, etc.) to overcome barriers to consistent attendance to ensure students have access to a consistent education. (Fam-S line 3; Guardrail 3)		Lane Taylor	09/30/2025
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Notes:

8/28/25	Administration, classroom teachers, and PTA will utilize various methods of communication (Dragon Dispatch, ParentSquare, weekly newsletters, updated websites, social media, Coffee with Crawford, school tours, career day, etc.) to provide families with strategies to support their children's learning at home and to inform them of school events, activities, and opportunities for involvement. (Fam-S line 3; Guardrails 2 and 3)		Rebecca Crawford	06/10/2026
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Notes: