

Comprehensive Progress Report

Mission:

Every child, reading, writing, listening, and speaking, every day!

Vision:

Clear Creek Elementary creates an environment that promotes success for all students by developing the intellectual, social emotional, and physical attributes of every child.

Goals:

Out-of-School Suspension from 2% in SY24-25 to 1% in SY2025-26 and 0% in SY2026-27. (Aligns to A4.06 and CMS Guardrail 2)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.9% in SY2024-25 to 85% in SY2025-26 and 91% in SY2026-2027. (Aligns to A2.04 and A 4.01and 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 26.2% in SY2024-25 to 35% in SY2025-26 and 45% in SY2026-27. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The school will retain 80% of licensed classroom teachers throughout the 2025-26. (Aligns to CMS Guardrail 4)

The percent of all (K-5) students considered chronically absent will decrease from 25.7% in SY24-25 to 15% in SY25-26 and 12% in SY26-27. (Aligns to A4.06 and CMS Guardrail 3)

The percent of African American students scoring Grade Level Proficient (GLP) on the Reading End of Grade assessments in grades 3-5 will increase from 36.2% in SY2024-25 to 50% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

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

Initial Assessment:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will be currently at 26.2% in SY2024-25 but will increase to 35% in SY2025-26 and 45% in SY2026-27. In addition, the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.9% in SY2024-25 to 85% in SY2025-26 and 91% in SY2026-2027.

Challenges we anticipate facing in the upcoming school year include staffing vacancies, teacher absences, and the addition of newly certified teachers, coupled with an inexperienced EC team for the 2025-2026 school year. The level of support these individuals require in order to be successful significantly impacts grade level planning, professional development, and the need for continuous coaching. In addition to the increase in support needed for new staff, all teachers will receive professional development and training as it relates to the newly adopted math curriculum and science standards. This is particularly impactful for fifth grade as it impacts EOG preparations.

Opportunities to address these challenges during the 2025-2026 school year include the continued implementation of weekly agendas and grade level planning agendas, to assist staff in managing the day to day work. Staff will also be provided with various professional development opportunities to engage in work around academic discourse, deep data dives, and small group instruction. Beginning teachers will attend monthly Beginning Teacher Support Meetings with their assigned mentor, where topics specific to new teachers will be addressed. Mentors will also be provided with monthly PD, as it aligns with this leadership role. One on one coaching for all instructional staff will be provided by MCLs, Dean and administrators, based on their individual professional development needs. This coaching will occur after walkthroughs, observations, and in alignment with their tiered support plan, with a focus on improving instructional practices.

Limited Development
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<p>How it will look when fully met:</p>	<p>At the conclusion of the 2025-2026 school year, implementation will consist of the following:</p> <ul style="list-style-type: none"> - The principal will provide individual feedback to instructional staff via data conversations allowing classroom teachers to be better informed about student growth/data. - Classroom walkthroughs will be conducted by the administrative team and an MCL, bi-weekly. Teacher feedback is in alignment with core actions and will be uploaded into the Qualtrics platform for district access. - The principal will provide MCLs with feedback as it relates to PLC planning as well a student literacy and math data, with a focus on black and Hispanic students, as well as EC students. 		<p>Joyce Fullington</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/5/24 Teachers/Grade Levels will receive feedback, in alignment with the core actions and RIGOR Walkthrough tool, from a member of the administrative team, bi-weekly. Feedback is provided based on individual teacher strengths and areas for growth, in a format that can be implemented quickly and in conjunction with lesson objectives and targets. Beginning teachers are provided additional opportunities to grow professionally as needs are identified. This will include opportunities to observe experienced teachers, with a targeted focus for observation. The experienced teacher will then observe (and provide feedback to) the beginning teacher as they implement the targeted focus area in their own classrooms, in alignment with the CCES Retention & Development plan. The principal will also monitor the implementation and effectiveness of FAM-S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. Principal will also provide individual feedback to instructional staff via data conversations focused around EVAAS data/student growth, in order to better utilize data to inform instruction to occur once per year. Teacher trends identified during data conversations are shared with the MCLs to maximize teacher capacity and differentiated instruction (to occur during small group instruction). (FAM-S) (Goals 1 & 2 & EVAAS)</p>		<p>Joyce Fullington</p>	<p>06/15/2026</p>
<p><i>Notes:</i> Evidence of teacher feedback can be found in individual coaching logs (also linked in the RaD plan).</p>				

8/5/24 Principal will provide facilitators with specific feedback as it relates to PLC planning (strengths, areas to be strengthened) to occur bi-weekly during one-on-one meetings. This feedback is in alignment with the PLC Continuum Rubric. Principal will also provide individualized feedback, as it relates to student literacy and math data, with a focus on black and Hispanic students, and EC students, using various data sources (mClass, DIBELS, MAP, EL Skills Benchmark Assessments, MVPA etc.) to occur quarterly. (Goals 1 & 2 & EVAAS)

Joyce Fullington

06/15/2026

Notes:

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
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Initial Assessment:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will be currently at 26.2% in SY2024-25 but will increase to 35% in SY2025-26 and 45% in SY2026-27. In addition, the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.9% in SY2024-25 to 85% in SY2025-26 and 91% in SY2026-2027.

In the 2024-2025 school year, we consistently implemented small group instruction that intentionally targeted black and Hispanic students during WIN time; MCLs met with kindergarten through fifth grade professional learning communities to discuss mClass and unit assessment data, and the need for targeted instruction in specific instructional areas (in alignment with structures provided by the DUCI team in the 2022-2023 school year); Use of exit ticket data to determine reteach content and differentiated small groups during core instruction; After school enrichment (Spark Time) provided students with continued reinforcement of noted areas for growth. Counselors provided students with test taking strategies to decrease test anxiety; Continued implementation of air time and reading conferences, resulting in an increase in the number of texts students completed each quarter. Teachers in kindergarten through third grade disaggregated mClass data and set individual aggressive goals, aligned to six week action plans.

The challenges we foresee in meeting our 2025-2026 SIP goal aligned to

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this indicator include staffing, the need for additional professional development for new and experienced teachers, student attendance, continued increase in our multilingual population, as well as an increase in the needs of individual students and their families. We have also experienced an increase in our ML population, McKinney Vento students, as well as an increase in our transient population. The number of students identified to be 504 eligible, continues to increase, in alignment with the changes in the students we serve. All grade levels will require professional development, as it relates to the 5th grade science standards and newly adopted math curriculum.

Opportunities to address these challenges during the 2025-2026 school year is the continued addition of a bilingual family advocate through the use of Title 1 funds. We will continue to place WIN outside of the literacy block, allowing us to leverage support staff to pull small groups, in addition to teacher-led small groups, allowing students to not miss core instruction. An additional opportunity is for the Tier 3 Facilitator to attend EC team meetings, allowing us to better bridge the gap between Tier 3 and the EC referral process.

How it will look when fully met:

At the conclusion of the 2025-2026 school year, implementation will consist of the following:

- Students exhibiting academic deficits will be identified, with fidelity, using supplemental and intensive interventions, as designated by the Standard Treatment Protocol.
- Referrals to Tier 2 and Tier 3 will be made, as determined by the data and the Standard Treatment Protocol.
- Students exhibiting behavioral deficits will be identified using the Tier 2 Behavior Matrix Plan.
- Differentiated, small group instruction, will be presented with fidelity by classroom teachers and teacher assistants, to students in kindergarten through fifth grade.

Brooke Davidson

06/15/2026

8/5/24	<p>Grade level MTSS meetings to be held monthly to review individual student progress monitoring data and fidelity of plan implementation. Students are identified as needing additional support via DIBELS, iReady data, EL assessments, and unit assessment data. The MTSS School Leadership team will meet monthly to monitor student progress in meeting established goals. Mitigating factors that serve as a barrier for students will be identified as well as needed changes to instructional interventions and resources. Interventions are selected based on student data and the CMS Standard Treatment of Protocol. Referrals to Tier 3 are made as needed. Individual PD will be provided to staff as it relates to the MTSS/Tier Process and Branching Minds. (Goal 2 & FAM-S3)</p>		Felicia Bailey	12/20/2025
<i>Notes:</i>				
8/5/24	<p>EC and ML teachers will read/review PLC Agendas and weekly lesson plans for the grade levels they serve. In addition, they will attend extended planning with the grade levels they serve. Prior to attending planning sessions, EC and ML teachers will identify scaffolded literacy resources to be shared with PLCs during extended planning to be utilized by EC and ML students while in the general education setting. These resources will provide on-ramps to support EC and ML students in order to bridge their access to grade level content. (Goal 1 & Goal 2)</p>		Brooke Davidson	06/09/2026
<i>Notes:</i>				
9/25/25	<p>Clear Creek will utilize \$2488.97 of Title 1 funds for Jasons Deli to educate families during Curriculum Night to increase overall student achievement, with a focus on improving literacy skills.</p> <p>Aligns with Goal 1: Improving literacy in grades K-12.</p> <p>Clear Creek will utilize \$2500.00 of Title 1 funds for Jasons Deli to educate families during a springCurriculum Night to increase overall student achievement, with a focus on improving literacy skills.</p> <p>Aligns with Goal 1: Improving literacy in grades K-12.</p>		Brooke Davidson	06/15/2026

<i>Notes:</i>				
10/1/25	Clear Creek will utilize \$6,300.00 of Title 1 funds will be used to pay for substitute teachers to cover K-5 classroom teachers, two times yearly, to cover classrooms during full day planning. This planning time will be used to conduct deep data dives, in alignment with district testing windows, with a focus on improving literacy skills. Aligns with Goal 1: Improving literacy in grades K-12.		Joyce Fullington	06/15/2026
<i>Notes:</i>				
8/5/24	Small group instruction in grades kindergarten through fifth, presented by teacher assistants, and classroom teachers. Students groupings are determined by EL curriculum assessments, Common Assessments 3-5, iReady Data, Microphase data & mClass data. Strategic scheduling will be utilized to ensure small group instruction to occur four times weekly, during W.I.N time (What I Need) scheduled outside of instructional blocks, with a significant focus on students with the most expansive skill needs. Identified students will receive tiered/targeted instruction, to include Orton Gillingham interventions to address reading foundational skills. (Goal 2 & FAM-S 3)		Brooke Davidson	06/15/2026
<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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Initial Assessment:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will be currently at 26.2% in SY2024-25 but will increase to 35% in SY2025-26 and 45% in SY2026-27. In addition, the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.9% in SY2024-25 to 85% in SY2025-26 and 91% in SY2026-2027.

In addition, the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 for the SY2023-24 is 30.9%. Also the percent of kindergarten through second grade students scoring at or above benchmark in early literacy, measured by DIBELS, is 85.1% in SY2023-24. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessment in grades 3-5 is 75.3%.

In order to acquire these successes the following occurred with fidelity: Consistent implementation of small group instruction that intentionally targeted black and Hispanic students during RtI time; MCLs met with grade levels to discuss Dibels and unit assessment data and the need for targeted instruction in specific instructional areas (following the model provided by the DUCI team in the 2022-2023 school year); Use of exit ticket data to determine reteach content and differentiated small groups during core instruction; After school enrichment (Spark Time) provided students with continued reinforcement of noted areas for growth. Counselors also provided students with test taking strategies to decrease test anxiety; Implementation of Reciprocal Teaching Strategy; Continued implementation of air time and reading conferences, resulting in an increase in the number of texts students completed each quarter. K-5 teachers were provided with various opportunities to engage in classroom observations throughout the building, as well as in other educational settings. As a result, teachers were able to identify instructional strategies to be implemented that best support student's academic needs.

The challenges we foresee in meeting our 2025-2026 SIP goal aligned to this indicator include attendance, staffing, a continued increase in student behaviors and the level of needs of individual students and families, the lack of trained personnel, limited stamina from students for sustained focus on reading, and the need for continued professional development for intentional questioning and academic monitoring. Consistent attendance from some of our highest need students has been a continuous focus throughout the school year. As a result, we

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foresee attendance as an inhibiting factor in achieving our 2025-2026 goals. Given our changing population, the needs of our students and their families continue to evolve, creating a need for additional social emotional, academic, and familial support. With social worker support only being provided 1 day per week, and no additional counselor, much of this work is managed by the assistant principal and counselor which will ultimately continue to impact the overall instructional program. Based on our unofficial EOG data, 3rd grade hispanic students decreased in CCR in reading by 8.7%. As a result, these students will require targeted instruction, with a focus on foundational skills. Based on our unofficial EOG data, our 3-5 Reading composite for CCR decreased by 1.7% and GLP increased by 0.5%.

Opportunities to address these challenges during the 2025-2026 school year include the continued implementation of professional development on academic monitoring and reciprocal teaching. In order for teachers to adjust their feedback in a timely manner, we have identified the need for academic monitoring of student responses and more in depth questioning of student work products, and questions. This change would allow for quicker and more appropriate adjustments to student feedback. Attendance will continue to be addressed by the School Support Team and students in all grade levels with attendance issues will continue to be identified. In addition, the CCES Attendance Contract and the CMS Truancy Process will be implemented with fidelity, as well as the CCES Check-In Check-Out plans, in order to increase student attendance. In the 2023-2024 school year, CCES has been identified as receiving Title 1 funds. As a result, these funds will allow us to hire additional support staff to address academic, social, and behavioral needs of students. Although walkthroughs using the Qualtrics platform were conducted consistently, classroom walkthroughs, to include specific grade level and/or teacher feedback, will be implemented with fidelity in the 2025-2026 school year. Conducting walkthroughs with fidelity will allow the administrative team to provide real time and/or in the moment feedback which will positively impact instructional practices. K-5 teachers will continue to be provided with various opportunities to engage in classroom observations in order to further support them in identifying additional instructional strategies.

How it will look when fully met:

At the conclusion of the 2025-2026 school year, implementation will consist of the following:

-Grade levels will engage in PLCs with fidelity, with a focus on planning and data discussions. Teachers will unpack standards, identify on-ramps, and model lessons and instructional strategies, with a focus on what students need to know, understand, and do.

-Grade levels will engage in planning discussions as it relates to the new math curriculum.

-Professional Development will be presented at various times throughout the school year, as it relates to academic monitoring and effective questioning with a goal of moving students to the rigor of individual standards and to maintain high time on task.

- Walkthroughs will be conducted bi-weekly by an administrator and a facilitator to monitor implementation of district required curriculum and culturally responsive teaching. Feedback will be provided to grade levels and/or individual teachers within 48 hours in the format of a 'Glow' and 'Grow'.

-Teachers at all experience levels will be provided with an opportunity, as needed, to observe classrooms of best practice to acquire additional strategies and calibrate instruction.

Brooke Davidson

06/15/2026

Actions	0 of 4 (0%)		
<p>8/5/24 Utilize bi-weekly walkthroughs to monitor implementation of district required culturally responsive curriculum to ensure integrity in implementation. We will also monitor the execution of district initiatives during classroom walkthroughs to ensure our School Improvement Plan action steps are implemented with fidelity. Walkthrough feedback will be provided to grade levels and/or individuals within 48 hours in the format of a 'Glow (i.e. identifying initiatives implemented with fidelity) and Grow' (i.e individual next steps in meeting School Improvement Plan goals), to increase student mastery of individual NCSCOS standards. Kindergarten through fifth grade teachers will observe classrooms of best practice within the building as well as in other elementary settings. In order to continue to build the capacity and expand the knowledge base of our teachers and empower them to acquire additional professional growth, teachers observe literacy and math classrooms to calibrate instruction and acquire additional strategies, in alignment with the CCES Retention & Development Plan. (Goal 2 & FAM-S 29)</p>		Brooke Davidson	12/01/2025
<i>Notes:</i>			

8/5/24	<p>The focus of common planning times for K-5 professional learning communities and during full day planning (i.e. deep data dives and action planning) and 1/2 day planning sessions, is to consistently engage teachers in planning discussions. Teachers unpack standards, identify on-ramps, and model lessons and instructional strategies, focused on what students need to know, understand, and do in alignment with NCSCOS in order to create equity in instruction across the grade level. In addition, planning time will be used to inform teachers about the new math curriculum, to include modeling, lesson implementation, and presentation of specific strategies that align with individual learning needs. In order to scaffold and extend lessons we will assess students using state and district required assessment data (EOG, DIBELS, MVPA, iReady) to determine student’s current academic levels. Through utilization of culturally responsive district required curriculum, PACE Toolkit, Integrated and Targeted ELD Resource Calendars and the TD/EL Literacy Alignment Matrix we will unpack standards, share best practices, and create differentiated, fluid, small groups in alignment with NCSCOS, to provide students with a variety of appropriately on-ramp/scaffolded and/or accelerated support, increasing student engagement. (Goal 2 & FAM-S 29) During instructional planning, MCLs will also support teachers in focusing on aggressive monitoring to identify individual areas for student improvement, utilization of effective questioning in order to move students to the rigor of individual, standards and to maintain high time on task (student engagement). (Goal 2 & Guardrail 4)</p>		Joyce Fullington	06/15/2026
<p><i>Notes:</i> Common Planning to occur three times weekly. Half Day planning to occur monthly. Full day planning to occur after benchmark assessments.</p>				
10/1/25	<p>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. (Aligns to A2.04)</p>		Brooke Davidson	06/15/2026
<p><i>Notes:</i></p>				
10/1/25	<p>Title 1 funds were used to pay the differential of \$34,250.00 for one MCL 1 position and one MCL 2 position. These positions allow classroom teachers and other school based instructional staff to receive consistent feedback and support, in alignment with the NCSCOS, with a focus on improving literacy skills.</p> <p>Aligns with Goal 1: Improving literacy in grades K-12.</p>		Joyce Fullington	06/15/2026

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:

Out-of-School Suspension will decrease from 2% in SY24-25 to 1% in SY2025-26 and 0% in SY2026-27. In addition, the percent of all (K-5) students considered chronically absent will decrease from 25.7% in SY24-25 to 15% in SY25-26 and 12% in SY26-27.

Successes aligned to this indicator include our positive behavior reinforcement strategies. In the 2024-2025 school year the administrative team made intentional decisions regarding alternatives to suspension, to include, restorative circles, buddy reading, parents supporting their child in the classroom, collaborative conference with parents and students, class changes, assigned bus seats, and matching consequences to where the behavior occurred (i.e. cafeteria support for behaviors exhibited in cafeteria after parent permission was obtained).

The challenges we foresee in meeting our 2025-2026 SIP goals aligned to this indicator include attendance, staffing, a continued increase in student behaviors and the level of needs of individual students and families, and the lack of trained personnel to support the evolving needs of our students. School data shows a correlation between attendance and behavioral referrals as a lack of consistency in attendance negatively impacts student behavior and academic achievement. In addition, the administrative team has faced challenges in hiring a full time BMT that displays the ability to engage students in replacement behaviors.

Opportunities to address these challenges during the 2025-2026 school year include the hiring of a full time BMT that is skilled at working with elementary age students requiring support with replacement behaviors. The administrative team will also engage individual staff members in in-the-moment-coaching, as it relates to student behaviors exhibited in the classroom and throughout the building.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>At the conclusion of the 2025-2026 school year, implementation will consist of the following:</p> <ul style="list-style-type: none"> -All kindergarten through fifth grade classroom teachers will implement the Caring Schools curriculum with fidelity, coupled with classroom meetings in order to create equity and a predictable school environment. -The SSPLC will meet with fidelity, on a weekly basis, to address social emotional needs, attendance, and family needs. They will also collaborate with resources in the community to reward students who make a positive impact within the school. -90% of kindergarten through fifth grade students will consistently adhere to the PBIX matrix components(respectful, responsible, safe), with less than 10% of students requiring Tier 3 behavior plans. -The school based attendance plan will be implemented with fidelity, reducing the number of chronically absent students from 25.68% in 24-25 to 17.68.% in 25-26. 		<p>Brooke Davidson</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>8/5/24 Students will receive guidance, support, and instruction around building a school community, relationships, social/emotional health and competence, and a positive school climate. This support and instruction will positively impact student academic performance, peer interactions, a reduction in out of school suspensions, and the overall school climate. Daily implementation of class meetings using the Caring Schools Curriculum will be utilized in order to create equity and predictable school environments. Topics will also be determined by student input. The school will also implement PBIS as a behavior management system to be used with fidelity throughout the school. This behavior management system focuses on positive/desired behaviors as well as social emotional wellbeing. Students are identified, using various data points, for MTSS support, to identify interventions for social/emotional and behavioral needs. Interventions are determined by the CMS Standard Treatment Protocol and Data Decision Rules. (Guardrail 3) (FAM-S 30 & 31)</p>		<p>Joyce Fullington</p>	<p>12/01/2025</p>

Notes:

8/5/24 The SSPLC (Student Support Professional Learning Community) meet weekly to discuss individual student needs. In addition, the SSPLC will work to create, and further foster, relationships within and outside the school community, seeking out resources within the community at large to support students and their families. The SSPLC will collaborate with resources in the community to reward students who make a positive impact within the school (i.e. PBIS, PBIS Store, Terrific Kids). Implementation of the school based attendance plan, as outlined by the CMS Board of Education. This plan includes procedures for identifying high risk students, mobilizing support services, monitoring students, and keeping accurate attendance records. Attendance data is reviewed weekly during SSPLC meetings. (Guardrail 3)
 CCES Attendance Plan Link - <https://docs.google.com/document/d/18dG-32SXZGEmahH62U3Mo3BXTz6KDMmxlU-z-O9P0-k/edit?usp=sharing>

Brooke Davidson

06/15/2026

Notes:

10/1/25 Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Stephanie Zak

06/15/2026

Notes:

10/1/25 Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Brooke Davidson

06/15/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The school regularly communicates with parents/guardians through the consistent use of various one and two way communication platforms. Greater than 90% of parents/guardians have established an active Parent Square account, allowing for two way communication with classroom teachers and other school staff. In addition, attendance at the 2nd Annual Cultural Fair consisted of 81 families (in the 2023-2024 school year).

The challenges we foresee in meeting the goals aligned to this indicator include the continued variability in the needs of the families we serve. As a result, finding creative ways to reach our families, particularly those with the greatest needs, is a significant challenge. A large number of our parents have the desire to be actively involved in conferences and other school events, but individual circumstances are an obstacle, to include work schedules and the need to travel out of the country. As a result, we will need to identify other ways to keep parents/guardians informed, in a manner that is accessible for them. In addition, our ML population continues to increase, many of whom are newcomers who are unable to communicate in English. In addition, these increases tend to occur after the 20th day which does not allow for an addition of a classroom teacher due to increased enrollment. This is also a challenge as the parents of these students are also unable to communicate in English, creating an additional barrier.

Opportunities to address these challenges during the 2025-2026 school year include the opportunity to re-hire a bi-lingual Parent Advocate, allowing us to continue to work to close the home/school gap. This role will also be used to engage bi-lingual parents in workshops to provide support on how to best extend learning at home. Attendance at the fall Curriculum Night increased from the spring, with 120 student's families in attendance. Historically our spring attendance is lower than the fall, providing us an opportunity to find new and innovative ways to engage families. The continued implementation of Parent Square is also an opportunity as parent feedback has indicated the need for additional guidance as it relates to how to best access information in the platform, most specifically the app.

Limited Development
07/25/2024

How it will look when fully met:

At the conclusion of the 2025-2026 school year, implementation will consist of the following:

- 100% of classroom teachers will communicate with parents via bi-weekly newsletters and Parent Square.
- 2 way communication, via Parent Square, will be utilized with fidelity by the administrative team and other school based stakeholders to increase parent engagement.
- The Family and Communication Engagement Planning Team will work in collaboration with parent representatives to support parent/teacher relationships to enable our school to be successful.
- Parent informational/curriculum sessions will be held at various times throughout the school year to support families in ensuring they remain informed about information as it relates to curriculum and social emotional skills.
- Title 1 funds will be used to hire a Bi-Lingual Spanish Parent advocate (2nd dominant language) to provide families with an additional resource to stay informed and further engage in the school setting.
- The SS PLC will meet weekly to identify the individual needs of students by identifying mitigating barriers that can be addressed at the school level or through community supports.
- Students needing additional behavioral support will be provided with interventions through the Tier Process, as outlined by the Standard Treatment Protocol.

Brooke Davidson

06/15/2026

Actions		0 of 4 (0%)		
8/5/24	<p>Family engagement and parent communication will be implemented in a variety of manners. Kindergarten through fifth grade teachers will develop bi-weekly newsletters that will provide parents/guardians with instructional content information, reading strategies and online resources (presented in English and Spanish). The Family and Community Engagement Planning Team serves with parent representatives to plan and monitor the parent/teacher relationships and activities that will enable our school to be successful. This planning team will also plan, organize, and implement various student and parent activities and fundraising. The School Wide Communication Plan will serve as the framework for various communication systems and resources. (Goals 1 & 2)</p> <p>Clear Creek Elementary School Communications Plan linked below - https://docs.google.com/document/d/1AI5XmR7SVopyElGs2Ok_s29Nvu8nelG7/edit?usp=sharing&oid=103389789776238388771&rtpof=true&sd=true</p>		Joyce Fullington	12/01/2025
<i>Notes:</i>				
8/5/24	<p>Parent Informational sessions will be held at various times through the school year. This will include Curriculum Nights, to occur a minimum of two times per year, as well as community events. These sessions/events will allow us to continue to inform parents/guardians about expectations, coupled with providing strategies and resources they can use at home to help students with learning. In addition, these events will allow staff to share school related information (school goals, curriculum information, SIP information, upcoming events, etc.) and allow parents to engage in their child's learning. Title 1 funds were used to hire a Bi-Lingual Spanish Parent Advocate (2nd dominant language) which will provide families with an additional resource to stay informed and further engage in the school setting. (Goals 2) (FAM-S 3)</p>		Joyce Fullington	06/15/2026
<i>Notes:</i>				

8/5/24	<p>The SS PLC team meets weekly, and on an as needed basis, to identify the individual needs of students (attendance, food needs, supplies/materials, community resources, etc.).</p> <p>Information is acquired through referrals from teachers/support staff, administrators, parents, and attendance summary report. The team first identifies mitigating barriers that can be addressed at the school level or through community supports. In addition, parental/community partnerships will be fostered in order to positively impact student success. Information gathered will be utilized to create Tier 2 and Tier 3 Behavior plans identifying needed interventions related to attendance, discipline, and Social/Emotional learning needs. (Goal 2 & Guardrail 1) (FAM-S 3)</p>		Brooke Davidson	06/15/2026
<i>Notes:</i>				
10/1/25	<p>Clear Creek will utilize \$37,064.44 of Title 1 funds for a Bi-Lingual Spanish Parent Advocate position (2nd dominate language) which will provide families with an additional resource to stay informed and further engage in the school setting. In addition, this position provides opportunities to educate families on school wide expectations, connect families with community resources, and communicate with parents regarding the importance of regular attendance, ultimately creating a positive impact on student achievement.</p> <p>Aligns with Goal 1: Improving literacy in grades K-12.</p>		Joyce Fullington	06/15/2026
<i>Notes:</i>				