

Comprehensive Progress Report

Mission:

The mission is to lead our students to achieve educational excellence, inspire intellectual curiosity and creativity so that all students reach their full potentials while working in an inclusive, student-centered environment.

Vision:

To inspire students to reach their potential as life long learners through a variety of learning experiences, where responsibility for teaching and learning is respectfully shared among students, parents, staff and community.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.1% in SY2024-25 to 82.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1) (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 3-5 will increase from 55.1% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), on Math of Grade assessments in grades 3-5, from our lowest performing subgroup, will increase from 38.9% in SY 2024-25 to 45% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 1% in SY 2024-25 to 0% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 85% of its highly effective classroom teachers throughout the 2025-2026 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 11.9% in SY2024-25 to 8% in SY 2025-2026. (Aligns to A1.07, A4.06, and CMS Guardrail 3).



! = 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>			24-25 Narrative of Current Implementation: As a result of monitoring implementation of and providing feedback to teachers on small groups' instruction, we saw overall increases in students' proficiency in both DIBELS and MVPA. MCLs and Expanded Impact Teachers have provided intentional coaching and support to all grade levels. Members of our	Limited Development 07/25/2024		

TLP program have provided input about school-wide practices and work with their PLCs to model best practices and co-teach lessons when appropriate. School-wide professional development occurs monthly to assess the health of our instruction along with sharing strategies that can be implemented immediately into instruction. Additionally, K-5 teachers completed two half day planning sessions to review BOY and MOY data and adjust instruction as needed. The Principal and Assistant Principal has completed all comprehensive evaluations including the summative of beginning teachers, new to CMS, and teachers in their renewal cycle. Cornelius Elementary was selected to host CMS Master Teachers and Multi-Classroom Leaders (MCLs) Learning Walk in December. We have initiated several coaching sessions with our Instructional Specialists throughout the year to assist with curriculum and classroom instruction monitoring. After these sessions and walk-throughs we provided timely, clear, and constructive feedback to our teachers.

DIBELS BOY 24-25 to MOY 24-25

Kindergarten 33% BOY to 58% MOY

First Grade 68% BOY to 67% MOY

Second Grade 74% BOY to 77% MOY

K-2 BOY 58% At or above proficiency

K-2 MOY 67% At or above proficiency

MVPA BOY 24-25 to MOY 24-25

Third Grade Math 86.3% BOY to 84% MOY

Fourth Grade Math 70.3% BOY to 76% MOY

Fifth Grade Math 62.8% BOY to 70% MOY

Third Grade Reading 72.5% BOY to 72.8% MOY

Fourth Grade Reading 55.4% BOY to 71% MOY

Fifth Grade Reading 55.1% BOY to 65% MOY

24-25 Projected School Performance Grade

Total Score BOY 67 Performance Grade C

Total Score MOY 71 Performance Grade B

As of June 2024, our school did not make progress on the following goal: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 28.6% in SY2021-22 to 39.3% in SY2022-23 and 50% in SY2023-24. According to unofficial EOG data for 3rd Grade, 70.6% students demonstrated Grade Level Proficiency (GLP); this is a 2.2% increase from the 2022-2023 school year. We have 55% of 3rd grade students who demonstrated

College and Career Readiness (CCR); this is a 9% increase from the 22-23 school year. We also monitored DIBELS and MVPA data for Grade 3. Our 3rd grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 63%, middle-67%, and end of year-75%. On the 3rd Grade Spring MVPA, 3rd grade data revealed the percentage of students scoring GLP remained nearly the same--from 62.5% (Winter MVPA) to 62.6% (Spring MVPA). The percentage of students demonstrating CCR increased from 41.3% to 43.9% from Winter to Spring MVPA. The successes we experienced related to this indicator include the Principal and Admin. Team (including Assistant Principal and MCLs) calibrating on look-fors aligned to the curriculum and classroom instruction, conducting short, informal visits to classrooms, and providing feedback within 24 hours to classroom teachers. In addition, the Instructional Leadership Team attended PLCs and monitored and provided specific feedback on instruction for math and literacy, interventions, classroom management, and SEL. A challenge related to this indicator includes the schedule and frequency of informal classroom walkthroughs, in order to give ongoing and continual feedback. In the 24-25 school year, there is an opportunity to address this by ensuring the caseload of MCLs increases with time spent observing, monitoring, and coaching designated teachers/across classrooms.

How it will look when fully met:

To fully meet this objective, the Principal will establish expectations and processes for team planning and for instructional delivery. The Principal, Assistant Principal, and Multi-Classroom Leaders will monitor the work, meet with teams, visit classrooms, and reinforce high leverage instructional practices. The Principal, Assistant Principal, and Multi-Classroom Leaders will visit classrooms both formally and informally to observe what instruction looks like throughout the school. A process will be in place to ensure all classrooms are visited and monitored, and that feedback is provided to teachers in a timely manner. The Principal, Assistant Principal, and designated Multi-Classroom Leaders will attend grade level planning meetings for respected grade levels.

Data sources to monitor progress- may include (but not limited to): Evaluation data, Classroom walkthrough data, Staff, student, and family survey data, Student outcome data-i-Ready, EOG, EL Curriculum Benchmarks, DIBELS, Math Assessments

Jessica Holbrook

06/30/2026

Actions

0 of 2 (0%)

7/25/24	The Principal will meet with Administrative team, and Instructional Leaders to develop a walkthrough calendar to assess the current state of core (Math and Literacy), tiered and SEL instruction, calibrate on look-fors aligned to the curriculum and classroom instruction, conduct short, informal visits to classrooms, and provide feedback within 24 hours to classroom teachers (Aligns to Goals 1 & 2, Guardrails 1,2,3, & 4).		Jessica Holbrook	06/30/2026
<i>Notes:</i>				
9/3/25	The principal will collaborate with MCLs and instructional leaders to develop individualized support plans based on walkthrough trends and teacher-specific needs. Use aggregated data to inform schoolwide professional development priorities and ensure alignment between feedback, coaching, and staff learning opportunities. (Aligns to Goals 1 & 2, Guardrails 1,2,3, & 4).		Jessica Holbrook	06/30/2026
<i>Notes:</i>				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			September 2025: Current implementation efforts include intentional design of our Master Schedule, in order to maximize teaching and learning in core subject areas, for all students. EC teachers meet with students individually to set and review goals. In the EC classroom(s), teachers are utilizing Orton Gillingham, Novel Studies, and targeted, project based math instruction. As needs arise, supplemental resources are purchased and provided at the EC teacher request. Our EC team is fully staffed, using our allotted positions- which includes two teachers and one full time assistant.	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, our SWD (Students with Disabilities) will exceed growth. The scheduling and implementation of 1:1 conferences will provide evidence that students and teachers own the data. Students will receive the appropriate strategies and interventions based on their learning goals and identified classroom goals. Students will receive the support necessary during small group instruction to address their opportunities for growth. Our leadership team will aggressively acquire additional instructional resources and allocate these resources in ways that support targeted instructional work.</p> <p>To determine that the objective has reached full implementation, we will analyze, monitor and plan using iReady, , MVPA, unit assessments and DIBELS data.</p>		Jessica Holbrook	06/30/2026
Actions				0 of 2 (0%)		
	9/25/25	All teachers will utilize the standard treatment protocol to identify and implement interventions for students performing below grade level. Regular MTSS meetings will occur to monitor interventions and students' progress using research proven interventions. (Aligns to Goals 1 & 2, Guardrails 1).			MCLs (Fitch & East)	06/30/2026
<i>Notes:</i> -Use Universal Screener Data (iReady) as baseline data to determine students who need Tier 2 and Tier 3 interventions						
	9/29/25	Collaborate with the DUSI team to develop and execute a data culture that focuses on goal setting, standard aligned data tracking, and using data to action plan based on student needs (Aligns to Goals 1 & 2, Guardrails 1).			Jessica Holbrook	06/30/2026
<i>Notes:</i>						

Effective Practice:	Practice 3A: Diagnose and respond to student learning needs				
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>24-25 Narrative of Current Implementation: As of April 2024, we are working towards meeting the CMS Goal 1 of increasing the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% in June 2023 to 91% by June 2029. Our Kindergarten DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 23%, middle- 58%, and end of year-__%; 1st grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 68%, middle- 67%, and end of year-__%; 2nd grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 74%, middle- 77%, and end of year- __%.</p> <p>We are also working towards meeting the CMS Goal 2 of increasing the percent of students scoring CCR (college and career ready) on reading end-of-grade assessments in grades 3-8 from 31% in September 2023 to 50% by June 2029. Based on the i-Ready reading assessment data, our 3rd grade CCR predictions demonstrated an increase from the beginning of the year-25%, middle-35%, and end of year-48%; 4th grade CCR predictions demonstrated an increase from the beginning of the year-21%, middle-39%, and end of year-54%; 5th grade CCR predictions demonstrated an increase from the beginning of the year- 29%, middle-32%, and end of year-46%.</p> <p>We attribute our progress towards these goals to successfully implementing a strong Multi-Tiered System of Support (MTSS) framework at Cornelius Elementary. All teachers have been trained in MTSS, and both supplemental and intensive MTSS teams have been established and meet regularly. These teams utilize universal screening data such as DIBELS and iReady, along with classroom and grade-level assessments, to identify student needs and inform intervention plans. Using the CMS Standard Treatment Protocol (STP), MTSS teams design targeted interventions, and teachers implement these with fidelity, sometimes flexing students into other classrooms to better meet their needs. Both teachers and some teacher assistants have been trained on</p>	Limited Development 07/25/2024		
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intervention strategies, and progress monitoring calendars aligned with STP guidelines are in place to ensure consistent data collection. Teams review plans and student data at least three times a year—and more frequently when needed. Parents are kept informed of their child’s intervention plans and progress through regular communication and meetings.

A challenge that we faced this year was related to staffing limitations that impact our ability to fully implement all intervention requirements outlined in the STP. For instance, it is not feasible to consistently provide small-group Orton Gillingham instruction (4 or fewer students for 45 minutes daily, five times per week) without additional full-time interventionists. This has made it difficult to deliver intensive interventions with the recommended frequency and group size across all grade levels.

As of June 2024, we made progress with the implementation of a tiered instructional system. A success connected to this indicator/actions includes that MTSS teams met regularly during grade level sessions to review current screening data (academic and behavioral) reports to identify students in need of support, as well as evaluate the effectiveness of existing MTSS plans. In addition, another success is that classroom teachers and interventionists had designated time in the master schedule to provide students with interventions based on the CMS Standard Treatment Protocol. We utilized expert teachers to meet all students' needs and provide appropriate research-based interventions (within and across grade level teams). MTSS leads and administration worked closely with members of the EC team to ensure student needs were addressed appropriately. Our team utilized digital MTSS folders and data mapping documents to streamline communication with EC teachers, support staff, and classroom teachers. Another success includes that parents were closely involved in the MTSS process; plans and data were shared regularly. A challenge we face in meeting our goal is expanding capacity for Orton Gillingham trained teachers. To meet the current needs of our students, we need additional teachers trained in this research-based intervention, particularly in third-grade. Another challenge we face in the implementation of tiered instruction is ensuring teachers implement

interventions effectively and with fidelity, especially with computer based interventions such as iReady and Dreambox. In addition to these challenges, we need additional training for our teachers in MTSS platforms, such as aimswebPLUS and Branching Minds. We have the opportunity to continue to address these challenges for the 24-25 school year. We plan to train additional teachers throughout the school year, pending district offerings). We also have strategic coaching plans to ensure interventions provided in classrooms are implemented effectively. We will continue professional development related to MTSS platforms in the 2024-2025 school year to address current challenges in meeting our SIP goal targets aligned to this indicator.

How it will look when fully met:

A strong instructional core will be in place that meets the academic, behavioral, and social emotional needs of all students. Clear procedures and expectations will be in place that align with the MTSS framework. Teachers will deliver rigorous, standards aligned, data driven lessons through effective teaching practices that meet the individual needs of all students. Students that require additional supports will be provided tiered research-based instructional interventions in foundational areas that students are struggling in (utilizing our Standard Treatment Protocol). Students' progress, growth and success will increase as well as the accuracy in identifying students with true learning disabilities. To reach full implementation, 100% of students needing intensive and/or supplemental interventions (academic and behavior) will receive interventions as indicated on the STP. 80% of students receiving MTSS interventions will meet his/her expected growth by June 2025.

Ginger Fitch-Chairperson (elected 2025)

06/30/2026

Actions

0 of 3 (0%)

9/3/25 The Instructional Leadership Team will develop and utilize a walk-through tool to monitor the fidelity and effectiveness of Tier 1, 2, and 3 small group instruction. Monitoring will focus on instructional quality, alignment of interventions, grouping practices, and the time and frequency of support. Data collected will be used in ongoing, individual data discussions with teachers to inform instructional adjustments. (Aligns to Goal 1, Goal 2, Guardrail 1)

Ginger Fitch-Chairperson (elected 2025)

06/30/2026

Notes:

9/3/25	Use feedback and trends from small group instruction walk-throughs to guide targeted coaching sessions, PLC discussions, and professional development. The Instructional Leadership Team will differentiate support based on identified needs to strengthen instructional practices across all tiers. (Aligns to Goal 1, Goal 2, Guardrail 1)		MCLs (Fitch & East)	06/30/2026
<i>Notes:</i>				
9/3/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Aligns to Goal 1, Goal 2, Guardrail 1)		Molly East	06/30/2026
<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>24-25 Narrative of Current Implementation: As of April 2024, we are working towards meeting the CMS Goal 1 of increasing the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% in June 2023 to 91% by June 2029. Our Kindergarten DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 23%, middle- 58%, and end of year- __%; 1st grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 68%, middle- 67%, and end of year- __%; 2nd grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 74%, middle- 77%, and end of year- __%.</p> <p>We are also working towards meeting the CMS Goal 2 of increasing the percent of students scoring CCR (college and career ready) on reading end-of-grade assessments in grades 3-8 from 31% in September 2023 to 50% by June 2029. Based on the i-Ready reading assessment data, our 3rd grade CCR predictions demonstrated an increase from the beginning of the year-25%, middle-35%, and end of year-48%; 4th grade CCR predictions demonstrated an increase from the beginning of the year-21%, middle-39%, and end of year-54%; 5th grade CCR predictions demonstrated an increase from the beginning of the year- 29%, middle-32%, and end of year-46%.</p>	Limited Development 07/25/2024		
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We attribute our progress towards these goals to successfully implementing all curriculum units according to CMS pacing recommendations and working together to develop differentiated small group plans to address specific student needs. Grade level teams have met weekly in scheduled Professional Learning Community meetings with the support of a Multi-Classroom Leader and/or Grade level assigned administrator to unpack CMS created units in order to determine the skills that were being taught in each unit and identify how the standards aligned. Teams worked together to analyze student work samples, along with informal and formal data to then develop small group standard aligned lessons to support specific student needs within each class. Teachers collaborated with all relevant support staff (TD, ML, EC) to ensure that the standards-aligned instructional units addressed the needs of all learners. Teachers continually monitored students' levels of understanding (across subject areas) and then made adjustments to instruction as needed based on the progress monitoring data. Student data was entered into a grade level data tracker for both informal and formal assessments to keep a close pulse on each student. After completion of the BOY and MOY benchmarks for both Math and ELA, teams attended an extended PLC time in order to work collaboratively on analyzing student data and develop a plan to respond to that data.

A challenge that we faced this year was related to our teachers' implementation of the new CMS adopted math curriculum. As with any new curriculum, it takes time for teachers to gain a level of understanding and comfort with the curriculum's pacing, lessons, and style. As the year has progressed, we have seen teachers feeling more confident with the new curriculum in order to make discretionary moves in order to ensure the mastery of all content for all students.

As of June 2024, our school did not make progress on the following goal: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 28.6% in SY2021-22 to 39.3% in SY2022-23 and 50% in SY2023-24. According to unofficial EOG data for 3rd Grade, we are at 28.8% CCR for our Black and Hispanic students. This is a 12.5% decrease from the 2022-2023

school year. We also monitored DIBELS and MVPA data for Grade 3. Our 3rd grade DIBELS data demonstrated an increase of students at/above grade from the beginning of the year- 63%, middle-67%, and end of year- 75%. Looking specifically at our Black students- BOY DIBELS 46% at/above grade level, MOY- 35%, and EOY- 46%. Our Hispanic students: BOY DIBELS-34% at/above grade level, MOY-34%, and EOY- 48%. On the 3rd Grade -Spring MVPA, 3rd grade data revealed a decrease (from winter MVPA) in the percentage of Black and Hispanic students scoring GLP, from 31.25% to 28%. The percentage of students demonstrating CCR also decreased from 18.7% to 13%. In K-2, our percentage of students at or above benchmark in early literacy as measured by DIBELS is 80.2%. The successes we experienced related to this indicator include implementation of curriculum units according to CMS pacing recommendations, utilization of district benchmarks to monitor student progress toward grade level standards, and collaboration among grade level teams and specialists (MCLs, TD, ML, and EC) in order to best meet students' needs. A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring our 3rd grade teachers are trained in Orton Gillingham (in addition to all K-2). Several 3rd grade students, including Black and Hispanic students' data revealed the need for this explicit reading intervention. In addition, a challenge we face is refining and executing a data analysis protocol specific to behavior-- and how to best address these needs. There are opportunities to address these challenges. This summer (2024) we will have 1-2 third grade teachers attend Comprehensive Orton Gillingham Training, in order to ensure the entire team is trained in this intervention. An opportunity to address our data protocol and analysis with regard to behavior is to provide staff PD explicitly addressing core behavior strategies using the CMS student services team.

How it will look when fully met:	<p>Kindergarten-5th Grade teams will meet in scheduled Professional Learning Community meetings every five rotation days (A-E). Teams will collaborate with support of a Multi-Classroom Leader and/or Grade level assigned administrator in order to work collectively to improve instruction and student achievement, for all subject areas. All instructional teams will collaborate to ensure standard aligned units of instruction, clearly identify learning objectives and criteria for mastery. Teams will continually assess student mastery and create well-designed learning activities aligned to objectives. Corresponding materials will be well organized and easily accessible for all involved educators. EC, ML, and TD teachers will be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners. All learners' level of understanding will be continually monitored (across subject areas) so that instruction can be adjusted as needed, to meet individual students' needs. Multi-Classroom Leaders and Extended Impact Teachers will lead instructional initiatives and will provide feedback in designated grade level PLC meetings. Lesson plans will also be available upon request, in all classrooms. In order to determine if this objective has reached full implementation, we will use the following data sources: Grade level PLC meeting agendas and notes, i-Ready data/results, DIBELS results, End of Grade testing data/results, EVAAS data, MVPA Benchmark Assessments, CMS/Open Up math assessments.</p>		Ginger Fitch-Chairperson (elected 2025)	06/30/2026
Actions		0 of 4 (0%)		
7/25/24	K-5 Grade level teams will review student work samples throughout instructional units and establish next instructional steps accordingly. (Aligns to Goal 1, Goal 2, Guardrail 1)		Multi-Classroom Leaders (East, Fitch, Moore)	06/30/2026
<i>Notes:</i>				
7/25/24	Data collection sheets will be created (by MCLs) for K-2 and data entry will be entered (by classroom teachers) following all assessments/cycles. (Aligns to Goal 1, Goal 2, Guardrail 1)		Multi-Classroom Leaders (East, Fitch, Moore)	06/30/2026
<i>Notes:</i>				
5/6/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Jessica Holbrook	06/30/2026
<i>Notes:</i>				

9/3/25	K-5 Grade level teams will collaborate with TD, ML, and EC teachers to ensure the needs of all learners are being met. Collaboration will occur both in PLC meetings (as needed) and through electronic communication. (Aligns to Goal 1, Goal 2, Guardrail 1)		MCLs (Fitch & East)	06/30/2026
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2024, our school did the following school improvement goal: The percent of students reporting a positive self-perception of their self-efficacy will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 69% in SY2022-23 and 74% in SY2023-24. The percent of students reporting a positive self-perception of their engagement will increase from 66% on the Fall 2021 Panorama Screener (in Grades 3-5) to 71% in SY2022-23 and 76% in SY2023-24. We did not meet the following school improvement plan goal: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. Based on our current Panorama Screener (Grades 3-5), students reporting a positive self-perception of their self-efficacy was 94.6%, which exceeded our goal of 69%, Students reporting a positive self-perception of their engagement was at 93.9%, which exceeded our goal of 71%. In the 23-24 school year, 5 students received Out-of-School- Suspension, an increase from 0% in 22-23 school year. The successes we experienced related to this goal are that 100% of our classrooms intentionally designed and implemented daily Morning Meetings and Closing Circles - explicitly teaching social/emotional skills. We met weekly as a support team to collaborate and address student needs to determine interventions and proactive measures to increase the well being of all students. We had success in our counselors forming an attendance review team in which they executed and monitored a three-tiered attendance plan. We had a decrease in the number of students who are chronically absent from 11.31% in 22-23 school year to 7.9% in the 23-24 school year. A current challenge we face with regard to this indicator is the cycle of chronic absenteeism with the same students. An opportunity to address chronically absent students in the 24-25 school year will be to ensure tier 2 interventions are in place, according to our attendance plan (i.e. check in/check out, home visits, phone calls, small groups)

Limited Development
07/25/2024

How it will look when fully met:	<p>Support staff, classroom teachers, and counselors will continue to work together in meeting the needs of the students in their respective grade levels. Teachers will communicate behavior concerns to the two counselors who will then work to support and facilitate the MTSS process to develop, implement, and monitor behavior plans for those students. Counselors will meet with teachers at PLC meetings to discuss effectiveness and make adjustments as needed. Teachers will continue to devote daily classroom time to teaching social/emotional skills and receive feedback from MCLs, counselors, and administration. Our Professional Development committee will continue to find opportunities to support teachers around social/emotional learning. When this objective is fully met, 100% of students will have developed strategies to better understand their emotional needs and learned successful ways to manage these emotions and behaviors. Students will implement these strategies within the classroom which will result in increased instructional time, leading to a growth in student achievement- measured through office referrals, using Educator's Handbook. Through the promotion of social/emotional skills we should see a 10% decline in chronic absences. Through the use of the emotional and behavioral supports, we should see a decline in the number of office referrals and student/parent conferences with administration.</p>		Andrea Anzalone (elected 2025)	06/30/2026
Actions		1 of 5 (20%)		
9/3/25	Provide explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. (Aligns to Guardrail 2, Guardrail 3, and FAM-S 30)	Complete 09/12/2025	Counselors (Anzalone & Bunyan)	09/12/2025
<i>Notes:</i>				
7/25/24	Students in 100% of classrooms will participate in SEL instruction (morning meetings and/or closing circle) - utilizing the Caring Schools curriculum to learn social/emotional skills and strategies. (Aligns to Guardrail 2 & 3; FAM-S 31)		Counselors: Anzalone & Bunyan	06/30/2026
<i>Notes:</i>				
7/25/24	Student Services Team Meetings will occur (Mondays/as needed). EC department, MTSS team, Counselors, Administration, Nurse, and school based therapist will share progress on supports and interventions being provided to students. They will also discuss any new concerns and/or needs in regards to behavior, social/emotional needs, and/or attendance. (Aligns to Goals 1 & 2, Guardrails 1,2, & 3)		Jessica Holbrook	06/30/2026
<i>Notes:</i>				

5/6/25	To provide a duty-free lunch period for every teacher on a daily basis.		Jessica Holbrook	06/30/2026
<i>Notes:</i>				
5/6/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Counselors (Anzalone & Bunyan)	06/30/2026
<i>Notes:</i>				