

Comprehensive Progress Report

Mission:

Through Programs of Inquiry and along with the International Baccalaureate learner profile, our mission is to ensure that each child experiences unique opportunities to become innovative problem solvers in an atmosphere of mutual respect and appreciation.

Blythe Elementary School is committed to working with families and communities to develop self-directed scholars that are accepting of all cultures.

Vision:

Our vision is to empower all students to achieve high academic standards. Blythe students will realize the vitality in themselves, becoming confident, inquisitive, innovative citizens who respect all cultures of our world.

Goals:

The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-2025 to 83% in SY2025-2026 (Aligns to A4.02, B3.03, 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 34.6% in SY2024-2025 to 40% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR), on Math End of Grade assessments in grades 3-5 will increase from 35% in SY 2024-2025 to 40% in SY 2025-2026. (Aligns to A4.01, B3.03, and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 26.7% in SY 2024 - 2025 to 21.7% in SY 2025-2026. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

100% of classroom teachers will implement the Caring schools curriculum with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 80% of its highly effective classroom teachers throughout the 2025 - 2026. (Aligns to C3.04 and CMS Guardrail 4)



! = 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	

<p>Initial Assessment:</p>	<p>According to 2024-2025 EVAAS data, we meet our expected growth. Through district provided Relay PD, our ILT participated in year long professional development. As a result, our ILT created a modified coaching and feedback cycle for teachers needing additional support and feedback. Learning walks took place regularly. The successes we experienced related to this indicator is professional development (clinical) provided based on observation data (lesson internalization and academic monitoring). The challenges that we currently face include consistent coaching and feedback from walkthroughs and weekly, monthly, and quarterly data dives utilizing MVPA Assessments, DIBELS, Exit tickets, and classroom assessments. Opportunities to address these challenges are to adjust the master schedule to include more time for data discussions on PLCs. The school will also create and review learning walk instruments to support continued growth throughout the school building. We will develop a coaching caseload where each teacher will have a coach who observes and provides weekly feedback to further support students growth.</p>	<p>Limited Development 08/06/2024</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 1</p>	<p>Index Score: 3</p>	

How it will look when fully met:

This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:

- 100% of administrators are highly visible and regularly present in classrooms and PLCs
- 100% of teachers receive meaningful feedback on their practice consistently from the principals throughout the year from formal and informal observations and learning walks.
- The principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction
- The principal engages in a regular coaching cycle with staff; communication and feedback are transparent, honest, and rooted in the best practice.
- 100% of ILT members are consistently providing coaching and feedback to teachers. As a result of our actions, ILT members will raise the level of complexity of content, and build teacher knowledge and skillset to engage students as independent learners. Teachers will routinely receive meaningful feedback in a timely, clear, and constructive manner. Monitoring and feedback will result in all students having access to and experience success in rigorous/advanced courses. Additionally, when this objective is fully met, Blythe Elementary will have systems and protocols in place that will support the consistent monitoring of curriculum planning and classroom instruction. As a result of these actions, the percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY 2024-2025 to 83% in SY 2025-2026. The percent of students in grades 3 - 5 Literacy will increase from 34.6% SY2024 - 2025 Collège and Career Ready (CCR) to 40% (CCR) during the 2025 - 2026 SY. Additionally, the feedback on the Spring 2026 Insight Survey will increase to 90%. In addition, teacher actions from feedback provided will have a positive impact on teacher instruction and increase student growth in grades K-5.

Felisa Simpson

06/01/2026

Actions	0 of 3 (0%)		
<p>8/7/24 Instructional leadership team will create and utilize a universal coaching tracker weekly to identify trends across the building and plan for differentiated professional development based on the highest needs. (Aligns with CMS Goal 1, CMS Goal 2 , and Guardrail 4)</p>		Felisa Simpson	10/27/2025
<p><i>Notes:</i> The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26(Aligns to A4.01, B3.03, and CMS Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>			
<p>8/7/24 The school will use \$28,000 of Title I funding to pay for differentials for 2 MCLs and 5 ETI 2 positions. Theses additional positions will support our school-wide Coaching and Feedback cycle to ensure all staff has a coach. (Aligns to CMS Goal 1 and CMS Goal 2)</p>		Felisa Simpson	10/27/2025
<p><i>Notes:</i> \$28,000 of Title I funds will be used to support Teacher Leader Pathway positions for the 2025 - 2026 school year.</p> <p>The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26(Aligns to A4.01, B3.03, and CMS Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>			

8/7/24	Instructional Leaders will plan, create, and deliver practice clinic opportunities for teachers to focus on high-leverage differentiated pedagogy skills that will directly support student achievement. (Aligns to CMS Goal 1 and CMS Goal 2)		Teshira Newton (08/01/2024)	01/27/2026	
<p><i>Notes:</i> The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26(Aligns to A4.01, B3.03, and CMS Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>					
Implementation:			06/24/2025		
	Evidence	6/24/2025 See presentation slide deck and Cardinal Gram Feedback documentation			
	Experience	6/24/2025 ILT utilized data from district learning walks as well as school walk-throughs to plan professional development and clinicals to meet teachersneeds.			
	Sustainability	6/24/2025 ILT planned and delivered differentiated Lesson Internalization PD and Academic Monitoring PD based on walk-through data			
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

Initial Assessment:

As of June 2025, Students with Disabilities at Blythe did not meet expected growth and had a -.71 Growth Index. The successes to start the 2024 - 2025 school year include hiring EC teachers who have experience and positive results in student outcomes. The school is working collaboratively with another CMS school that has traditionally performed well with Students with Disabilities. During this collaboration, BES teachers will observe classroom instruction; there will be opportunities for planning and sharing best practices to support the Students with Disabilities. The goal is to not only to begin dialogue but to work together to ensure SWD receive the best possible instruction for grade level work. The opportunities for improvement include hiring of new staff who will be able support with fidelity. There are now 3 full time staff that will lessen the load for the teachers and provide more time for working on student IEP goals.

Action #1--COMPLETED--As of March 2025, all EC positions are filled with highly qualified EC teachers. These three teachers have been given professional development opportunities throughout the year to make them even stronger in teaching the NCSCOS for SWD. The EC teachers are also working with classroom teachers, offering suggestions and ideas on how to assist regular ed teachers who have SWD mixed in with their reg ed students.

As of September 2025, we have successfully hired 3 highly qualified EC teachers on staff at Blythe. Our challenge this year is for each of them to work closely with all of the regular education classroom teachers that work with their EC students. The biggest challenge is time each week to meet and share best strategies. It is a challenge, but it will provide an opportunity for great improvement for all students, and it is a growth opportunity for our staff.

Limited Development
09/13/2023

<p>How it will look when fully met:</p>	<p>When this indicator is fully met, 100% of staff will have shared ownership of EC students' growth. There will be an intentional focus around students receiving the services outlined with their goals as well as the interventions that allow them access to grade level standards. This will require identifying specific student needs, addressing those gaps, and consistent progress monitoring. This requires collaborative work between classroom teachers and the EC teachers in the building.</p> <p>When this indicator is fully met, Students with Disabilities will also show growth on iReady assessments as well as end-of-grade and benchmark assessments.</p> <p>The resources that will be necessary to meet implementation include having a certified EC staff member to plan and collaborate with the classroom teacher on strategies and resources that will support the learner during the entire school day. The school will ensure that the teachers have the resources and opportunities for collaboration to strengthen their practice.</p> <p>The data that will be used to monitor student progress includes universal screeners, benchmark assessment, and grade level assessments. Students' IEP goals will be used to determine student growth throughout the year.</p> <p>As a result of our work SWD achievement score will increase from 21.1% to 26% for the 2025 - 2026 school year.</p>		<p>Felisa Simpson</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>1 of 4 (25%)</p>		
<p>6/24/25</p>	<p>The school will complete the ATSI School Annual Resources Allocation Self Assessment as required</p>	<p>Complete 06/02/2025</p>	<p>Felisa Simpson</p>	<p>10/18/2025</p>
<p><i>Notes:</i></p>				
<p>9/24/25</p>	<p>Within the 2024 - 2025 school year, our school identified the following resource inequity - Students with Disabilities (SWD). As a result of this inequity, our school plans to mitigate this inequity by providing strategic scheduling and staffing that supports a tiered instructional system.</p>		<p>Felisa Simpson</p>	<p>10/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/13/23</p>	<p>EC teachers will share strategies that regular education teachers can use to support their EC students as well as other struggling learners. This sharing will take place during monthly staff meetings and quarterly data analysis sessions. (Aligns to Guardrail 1, FAM-S 26)</p>		<p>Felisa Simpson</p>	<p>05/27/2026</p>

Notes:

9/13/23 The EC team will meet weekly to discuss data trends and student needs across the school. (Aligns to Guardrail 1, FAM- S 26)

Teshira Newton
(08/01/2024)

05/27/2026

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
		<p>Initial Assessment:</p> <p>As of June 2025, the successes we experienced related to this indicator in meeting our goal included data collection and purposeful tiered instruction for academics and behavior. Student support was determined through data in all subject areas. Teachers are implementing the Core curriculum with integrity. As of June 2025, Blythe met 75% of this indicator. Some of the challenges that we've faced include, the consistency of using branching minds to track student progress and plans. The limited amount of time teachers and facilitators have to discuss data is a challenge that needs to be addressed. Data from branching minds and progress monitoring must be shared weekly to ensure students are progressing on goals. The opportunities that exist to address these challenges for the 2025-26 year are for us to adjust our protocols to make sure we are consistently using Branching Minds to capture and analyze data effectively. We also have the opportunity to give staff more professional development on Branching Minds.</p>	Limited Development 08/07/2024		

How it will look when fully met:

This indicator will be fully met when our weekly data planning sessions with PLCs reflect a consistent and in-depth review and discussion of whole class, subgroup, and individual student assessment data, with intentional and strategic focus on the Students with Disabilities (SWD) subgroup. The consistent use of disaggregated data for SWD will lead to the identification of instructional gaps and the implementation of targeted supports to close achievement gaps.

We expect to see measurable growth in student performance on both formative and summative assessments, particularly among SWD, through focused small group instruction, individualized supports, and differentiated strategies tailored to their needs. This will include monitoring progress on specific SWD I-Ready benchmarks and using progress monitoring tools aligned with IEP goals and accommodations.

Additionally, this indicator will be considered fully met when 100% of teachers consistently implement the following practices throughout the school year, with emphasis on supporting the SWD population:

- An established and functioning MTSS team with structures and processes that prioritize intervention planning and monitoring for SWD
- A focus on improving instructional quality, rather than attributing performance gaps to student deficits
- Purposeful, tiered instruction provided for both academics and behavior, with tiered interventions documented and progress monitored specifically for SWD
- Data-driven instruction and decision-making using SWD-specific performance data, including IEP progress reports and classroom assessments
- Accurate identification of student needs, rooted in both general and special education data sources
- Collaboration between general education and EC staff, including co-planning, shared accountability for SWD outcomes, and fidelity to accommodations/modifications
- Implementation of the core curriculum with integrity, alongside diverse evidence-based strategies that address varying learning styles and needs of SWD

Documentation of Implementation for 2025–2026: the following actions have been implemented to support SWD:

- Targeted professional development for all staff on inclusive

**Teshira Newton
(08/01/2024)**

06/01/2026

	<p>practices and high-leverage strategies for SWD</p> <ul style="list-style-type: none"> • Intentional practice with complex text for students in K-5 Reading • Weekly collaborative planning meetings between general education and EC teachers • Progress monitoring tools aligned to SWD IEP goals integrated into data meetings • SWD data reviews as a standing agenda item during MTSS and PLC meetings • Implementation of coaching cycles that include walkthroughs focused on instruction for SWD <p>The percent of students scoring Grade Level Proficiency (GLP) on reading End of Grade assessments in grades 3-5 will increase from 59.1% in SY2024-25 to 70% in SY2025 - 2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of students scoring Grade Level Proficiency (GLP) on math End of Grade assessments for grades 3-5 will increase from 62.4% in SY 2024-25 to 70% in SY 2025 - 2026 (Aligns to A4.01, B3.03, and CMS Guardrail 1)</p>			
Actions		0 of 3 (0%)		
6/24/25	ATSI School Annual Resources Allocation Self-Assessment.		Felisa Simpson	10/18/2025
<i>Notes:</i>				
8/7/24	Establish a clear teaming structure with assigned roles, responsibilities, communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns to FAM-S 3 and FAM-S 38)		Teshira Newton (08/01/2024)	10/27/2025
<i>Notes:</i> As of January 2025- Blythe Elementary has met this goal and will continue this practice in the 25-26 school year				

8/7/24	Teachers will collect data from core as well as supplemental and intensive instruction for both academics and behavior. Data will be used to plan differentiated small group instruction for reading and math. Progress will be monitored through branching minds, Iready, Learning Walks, Core Action Learning Walks, and student data analysis. (Aligns with FAM-S 29, FAM-S 30)		Teshira Newton (08/01/2024)	01/26/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
----------------------------	---

	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of June 2025, unofficial and preliminary data show that our 2024 - 2025' End of grade reading composite is at 34.2% CCR. This is an increase from the 2023-202 school year at 29.24%. The success that we experienced related to this indicator includes an intentional approach to weekly PLC meetings to discuss curriculum content, data, and resources. PLCs also utilized MTSS to support students and differentiate instruction appropriately. We have also provided professional development for teachers to support our multi-language learners at Blythe Elementary School. The challenges that exist at Blythe within this indicator include, chronic absenteeism, coaching, and feedback, and continued professional development. The opportunities that exist to address these challenges for the 24-25 school year include weekly walkthroughs and calibration to determine the highest needs across the school, continued professional development through practice clinics and monthly PD, and an increase of in-the-moment feedback to teachers to close gaps immediately. This year we will continue to utilize RELAY training and resources as well as leverage our Title I budget to support individual coaching for members of the instructional leadership team.	Limited Development 08/06/2024		

<p>How it will look when fully met:</p>	<p>When this indicator is fully met, all teachers will have adequate duty free planning time scheduled daily. All grade levels will participate in effective weekly PLC planning sessions that will focus on unpacking standards, modeling highest leverage best practices for effective implementation and ongoing use of data to drive instructional decision making. These actions will lead to the following:</p> <p>The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26 (Aligns to A4.01, B3.03, and CMS Guardrail 1)</p>		<p>Teshira Newton (08/01/2024)</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/24/25</p>	<p>Duty-free planning: Provided a duty-free instructional planning time for every teacher under G.S.115C-105.27 and 301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p>		<p>Felisa Simpson</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>The instructional leadership team will conduct weekly walkthroughs, and record classroom data, action steps, and coaching conversations in the walkthrough tracker. As a result, ILT will determine, plan, and execute monthly professional developments to close instructional gaps based on walkthrough data. (Aligns with CMS Goal 1 and CMS Goal 2)</p>		<p>Teshira Newton (08/01/2024)</p>	<p>05/20/2026</p>

Notes: The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26.

The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26(Aligns to A4.01, B3.03, and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26.
(Aligns to A2.04 and B3.03 and CMS Goal 2)

As of January 2025- Blythe Elementary has met this goal and will continue this practice in the 25-26 school year

2/26/25 Teachers will Plan and script targeted standards aligned reteach lessons to address specific learning gaps for small group instruction. Teachers will utilize Exit Tickets and iReady Standards assessments to monitor student progress.

Teshira Newton
(08/01/2024)

05/20/2026

Notes: Student performance data from formative assessments and Mastery Connect indicate a 20% gap in mastery of key math and reading standards among struggling learners, with consistent patterns of misunderstanding in core concepts. This reteaching initiative will focus on closing these gaps and improving overall student proficiency.
As of January 2025- Blythe Elementary has met this goal and will continue this practice in the 25-26 school year

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

<p>Initial Assessment:</p>	<p>-As of June 2025 is partially met. OSS suspensions for Black students did decrease, however, not as much as needed. The goal was to drop from 31.4% to 23%. We actually dropped from 31.4% to 26.7%. With chronic absenteeism, we dropped from 23.44% to 20.67%. The success that we experienced within this indicator is that we have created a three-tiered attendance plan to decrease the number of chronically absent students has been established and implemented. Parent contacts at three, six, and ten unexcused absences are taking place. The staff has been reminded to record their parent contacts in Branching Minds. Ms. Medina, the school social worker is creating attendance contracts with families and doing home visits to get parents to sign it. Numbers are headed in the right direction. The challenge within this indicator is that our attendance plan did not start until later in the school year due to a counseling vacancy. Another challenge we experienced at Blythe was finding a way to promote incentives and positive behavior daily, and weekly to promote a positive school culture. An opportunity to address this challenge is to start our attendance plan within the first 3 weeks of school. Our PBIS team will also create opportunities that teachers will use to develop daily and weekly incentives for all students.</p>	<p>Limited Development 08/07/2024</p>		
<p>How it will look when fully met:</p>	<p>All teachers at Blythe Elementary will be attentive to students' emotional states, guide students in managing emotions, and arrange for support and interventions when necessary. 100% of Classroom teachers will implement the Caring School Curriculum with integrity to provide daily instruction that addresses students' SEL needs. Our counselors will continue their work in supporting SEL/Morning Meetings by providing quarterly lessons in all classrooms as well as resources for teachers to use. Teachers and staff will effectively use Panorama data to help meet individual student needs. This will be measured by establishing a morning meeting system and will be tracked through morning meeting walkthroughs.</p> <p>- Admin. Team/Counselors will ensure that protocols are in place to result in productive bi-weekly SSPLC sessions i.e. Use of agenda, meeting norms, roles will be used to monitor progress.</p> <p>-BOY, MOY, & EOY data from Attendance and Discipline Reports will be used to identify and address grade level and school-wide patterns trends (Monthly MTSS Meeting Agenda and notes/minutes). - Walk-through evidence will demonstrate that teachers are following through with Caring Schools lessons. Student discipline data will reflect decreases in OSS and ISS rates. Additionally, this indicator</p>		<p>Felisa Simpson</p>	<p>06/01/2026</p>

will be fully met when the following criteria is consistently implemented throughout the entire school:

- The SEL curriculum (Caring School) will be taught with explicit instruction. Student discipline data will reflect decreases in OSS and ISS rates.
- Serving the whole child which includes the weekly monitoring of student attendance.
- Established MTSS teams, structures, and processes, to address chronic absenteeism and student suspensions (ISS and OSS).
- A safe and welcoming environment is provided for all students.
- Accurate identification of students needs to be rooted in relevant data.

During the 2025 - 2026 school year, the number of OSS incidents will decrease from 54 in SY2024 - 2025 to 40 during the SY2025 - 2026

During the 2025 - 2026 school year, the number of ISS incidents will decrease from 25 in SY2024 - 2025 to 15 during the SY2025 - 2026

During the 2025 - 2026 school year, the percent of students with Chronic Absenteeism will decrease from 18.31% in SY2024 - 2025 To 14%

Actions		1 of 3 (33%)		
9/24/25	Duty Free Lunch: The school will provide a duty-free lunch period for every teacher on a daily basis.	Complete 09/22/2025	Felisa Simpson	09/19/2025
<i>Notes:</i>				
8/7/24	The PBIS committee will create an incentive program that will support teachers in giving daily/ weekly incentives to all students. The committee will use Title I funding to support weekly incentives through the PBIS website application that will be utilized across the school building .(Aligns FAM-S 30, FAM-S 31, Title I)		Elsy Reyes	01/26/2026
<i>Notes:</i>				
9/24/25	Bully Prevention: The school will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Elsy Reyes	05/30/2026
<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>		<p>As of June 2024, there have been several events to increase parent involvement. Our PTA board consists of 10 members. On average, 45% - 55% of our families attend family events. Our goal of family attendance is 60% by the end of June 2025. As of June 2024, the successes we experienced related to this indicator in meeting our goal were high parent/ family attendance book fair, curriculum nights (Fall and Spring), Father/Daughter Dance, and Mother/Son Night. Teachers and administrators utilized Parent Square messages in English and Spanish to ensure all parents were informed. As of June 2025, the challenges we are continuing to face in fully meeting this indicator is increasing our PTA members and sharing the wealth of responsibilities. Additionally, while we overall have good parent participation at school-wide events, there is a need to increase the percentage of parents attending not only curriculum nights but specific events aimed at supporting them in the home. Opportunities to address current needs are to survey parents to get feedback throughout the school year. Another opportunity would be to provide dinner to families to increase participation.</p>	Limited Development 08/07/2024		

How it will look when fully met:

This indicator will be fully met when there is regular/ongoing communication with parents/guardians (Weekly Parent Square messages from the principal, monthly Teacher Newsletter via Parent Square) that result in an increase parent attendance at events that supports academics in the home. Parents will have a better understanding of Blythe Elementary's expectations of them and the importance of the expectations of the home (what parents can do at home to support their children's learning). As result, there will be an increase in overall student attendance as well as achievement. Additionally, there will be an increase in family engagement during the school day as well as school-sponsored events (academic and social). Not only will there be an increase in attendance but also direct support as a volunteer. Specifically, this indicator will be fully met when the following criteria are consistently implemented throughout the entire school:

Increased participation with Pre-k - 5 Open House

Increased participation with Pre-k - 5 Curriculum Nights from 45% to 55% (September 2025 & January 2026)

85% parent-teacher conference rate per quarter.

- Resources and support are made available to parents regularly in support of student learning (Multiple Languages)
- Consistent two-way communication is being leveraged (Parent Square and Student Planners)
- Collaborative relationships; all voices matter
- School events and MTSS meetings have high participation and engagement across all parent groups
- Language is not a barrier; open access
- Transparent communication with an open-door policy
- Parent survey results are high in participation and engagement

Felisa Simpson

06/01/2026

Actions		0 of 3 (0%)		
8/7/24	The school will utilize \$5,101 of Title 1 Funds to implement curriculum nights designed for all students and their parents. (\$2,000 for food and \$3,100 for materials for curriculum nights) These curriculum nights will equip parents with effective strategies to support their children's learning at home. Providing resources will enhance communication between the school and families, ensuring that all parents can engage meaningfully in their child's education. (Title 1, CMS Goal 1, CMS Goal 2, Guardrail 1, FAM-S 21)		Felisa Simpson	06/09/2026
<p><i>Notes:</i> The percent of Kindergarten through 2nd-grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 78.3% in SY2024-25 to 83% in SY2025-26.</p> <p>The percent of students scoring College and Career Ready on math End of Grade assessments for grades 3-5 will increase from 35% in SY 2024-25 to 40% in SY 2025-26(Aligns to A4.01, B3.03, and CMS Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34.6% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p>				
9/6/24	Hold State of the Scholar events 2-3 times a year to share with parents about their scholars current academic performance and next steps for student growth. Resources will be shared to provide families with resources (Goal 1, 2, 3 and FAM-S 3, Title 1 funds). Budget: 3-463-5880-459 Cost- \$2000 food/snacks for event		Felisa Simpson	06/10/2026
<p><i>Notes:</i> As of June 2025- Blythe Elementary has met this goal and will continue this practice in the 25-26 school year</p>				
8/7/24	The school will utilize parent square weekly to ensure parents are informed of school-wide events and important information. (Aligns with FAM-S 21, FAM-S 3)		Felisa Simpson	10/27/2026
<p><i>Notes:</i> As of November 2025- Blythe Elementary has met this goal and will continue this practice in the 25-26 school year</p>				