

Comprehensive Progress Report

Mission:

School: Billingsville-Cotswold Elementary School strives for students to become lifelong learners by actively pursuing academic and social competence in a multi-cultural environment. Students are encouraged to be risk-takers and inquirers who develop understanding, tolerance, respect, and appreciation of diverse traditions and beliefs.

Vision:

School: The vision of Billingsville-Cotswold School is to provide “the education every child deserves”. We embrace the diversity of our student body and strive to help our children to be open-minded and accepting of other’s beliefs, traditions, and heritage. Our curriculum is designed to help our students become self-directed learners, quality producers, collaborative workers, and community contributors. We strive to challenge all students to develop academic competence, strong character, and social skills that will enable them to be successful anywhere in the world.

Goals:

We will decrease the percent of students who are chronically absent from 19.46% in the 24-25SY to 10% in the 25-26SY (Aligns to A4.06 and CMS Guardrail 3)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67.5% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 41.4% in SY2024-2025 to 50% in SY2025-2026 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The school will retain 90% of highly effective licensed classroom teachers throughout the 2025-26. (Aligns to B3.03 and CMS Guardrail 4)

The percent of students identified as SWD (students with disabilities) scoring Grade Level Proficient (GLP) on reading End-of-Grade assessments in grades 3-5 will increase from 36.4% in SY2024-25 to 42% in SY 2025-2026 (Aligns to A2.04 and B3.03 and CMS Guardrail 1)

The number of lost instructional days due to OSS will decrease from 23 days in SY 2024-2025 to 18 days in SY 2025-2026(Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = 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><i>Initial Assessment:</i></p>			<p>School Year 2025-2026</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67.5% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 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 41.4% in SY2024-2025 to 50% in SY2025-2026</p> <p>(Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of students identified as SWD (students with disabilities) scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 3-5 will increase from in SY2024-25 to in SY2025-26.</p> <p>The percent of Hispanic students scoring Grade Level Proficient (GLP), on the Math End of Grade assessments in grades 3-5 will increase from in SY 2024-25 to in SY 2025-26.</p> <p>(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>School Year 2024-2025</p> <p>As of April 2025, we have met 100% of our due dates for our action step implementation, and we are on track to meet the remaining action steps by the end of the school year. The principal created a detailed observation schedule for the principal and the assistant principal to use to ensure all staff members are in compliance with their required observations. Observations and post conferences are completed and feedback is later discussed as an ILT team to determine next steps needed for teacher growth. During the first quarter, the coaching schedule focused on classroom management and physical space setup in all classrooms. Feedback was given and changes were made to create classroom environments that were conducive to whole group, small group and individual work and instruction, and classroom management, rules and procedures were clear and internalized by students. Setting</p>	<p>Limited Development 07/10/2024</p>		

this foundation allowed for high quality, standards-aligned instruction to be regularly implemented in all classrooms. While we had no teachers on an action plan this year, there were some beginning teachers who needed a higher level of support. Our MCLs worked closely with these teachers doing lesson plans, modeling lessons and co-teaching to help them build their skills. The AP created a coverage schedule to allow teachers to visit their peers in areas of their choosing, once each semester. Teachers loved this opportunity to see teachers in different subject areas and/or different grade levels. Next year we plan to do it on a quarterly basis. Positive feedback was shared among teachers and admin, and strategies were learned and implemented into classrooms. The principal understands that a positive school culture is an important element to strong curriculum and instruction within a school. Admin regularly recognizes the positive impact teachers and staff members have on students and publicly acknowledge their efforts through weekly Dragon Talk newsletters, monthly staff awards, and positive feedback during PLC planning meetings. Admin also acknowledges the effort of all staff members with quarterly celebrations/ treats to thank them for their hard work. Admin has collaborated with our PTA to provide two different food trucks where staff lunches are paid for. Our social committee has worked to plan and implement other food trucks during the school day, as well as fun after school activities to build staff camaraderie and a positive culture. At least one, but generally two, members of the admin team attend each weekly PLC meeting. Admin and MCLs facilitate discussions on data analysis, curriculum implementation, instructional strategies and techniques, differentiation, small group support, remediation, and enrichment to ensure student needs are being met and engaging, rigorous lessons are being planned and implemented. The principal has regular meetings scheduled weekly or biweekly with the ILT, EC Team, and SSPLC. These times are protected and allow the admin team to contribute to all conversations around student and staff needs. An admin is present at all IEP and 504 meetings, and these team meetings allow everyone to be informed of the purpose of each meeting. At the beginning of the year, the AP created a Beginning Teacher Coaching and Development Plan. She has collaborated with the mentor/mentee chair (EIT2) to provide new teachers with needed resources and support for their professional growth. She has updated the BT Plan throughout the year with documentation of the support and resources provided to our BTs. The AP has completed monthly rating scales for our BTs based on their mastery of teaching competencies and has given them various rewards to celebrate their progress. In addition to monthly SIT meetings, the principal is actively involved in the school improvement

plan progress. After each quarterly data analysis, the principal reviews the SIP plan progress and provides feedback to the point people in charge of the tasks to ensure action items are being effectively implemented. Being on one campus has been a huge part of this indicator being so successful. The principal has been able to attend every PLC meeting each week and has been a true thought partner in planning and monitoring curriculum and instruction. We plan to implement the same protocols and procedures next year.

How it will look when fully met:

The goal will be fully implemented when the principal and the instructional leadership team weekly monitors curriculum and classroom instruction and provides weekly timely, clear, constructive feedback to teachers.

**Heather Haas
(Elected 9/25)**

06/30/2026

Actions

0 of 2 (0%)

8/20/24 Develop a weekly walkthrough calendar and coaching caseload with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)

Heather Haas

06/10/2026

Notes:

8/21/24 We will utilize the RELAY coaching model to collect data, tier staff based on needed coaching support, and develop a coaching plan with an anticipated focus on academic monitoring. The instructional leadership team will meet bi-weekly to discuss classroom observations and determine next steps for professional development and teacher support. (Goals 1-2, Guardrail 1 and 4)

Heather Haas

06/10/2026

Notes:

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
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<p>Initial Assessment:</p>	<p>The SIP goal that aligns to this indicator is: We will increase our students with disabilities subgroup performance grade from a F to a D or higher in 2023-24. The data for the 2023-2024 school year shows an increase with our students with disabilities subgroup to 24.3% proficiency and 11.8% CCR, which is up from the 2022-23 EOG data showing 20.2% proficiency and less than 10% CCR. The successes we have seen were from ensuring that all teachers received professional development on differentiation of instruction. Another success was having teachers plan weekly in PLCs for small group instruction that aligned to the core content with consideration of differentiating based on student needs. Our final success was having our EC teachers conduct breakout PD sessions on understanding IEPs and supporting students with disabilities. A challenge in meeting future goals is conducting IEP meetings in a timely manner and ensuring the EC teacher can conduct breakout sessions throughout the entire year. An opportunity to address this challenge would be to plan to have general education teachers review IEPs quarterly with EC teachers to ensure they understand the goals set for each student and how to incorporate the information into daily practices.</p>	<p>Limited Development 09/18/2023</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>Within the 2023-24 school year our school identified a resource inequity for our students with disabilities based on the 2022-23 EOG data. Our TSI goal is to increase our students with disabilities subgroup performance grade from a F to a D or higher in 2023-24 school year. All teachers will receive PD on differentiation of instruction. All teachers will plan in PLC's weekly small group instruction that aligns to scaffolding core content in alignment with student IEP's. Our EC teachers will conduct breakout PD sessions in the area of understanding IEP's and supporting students with disabilities throughout the school year.</p> <p>We will know the goal has been fully implemented and accomplished when are students with disability subgroup has received and exceed growth as measured by 2023-24 EOG data.</p> <p>We met each of our 2022-2023 SIP goal targets that aligned to this indicator by the following:</p>		<p>Heather Haas (Elected 9/25)</p>	<p>06/30/2026</p>

- According to MAP Reading scores- 84% of EC students showed growth.
- According to MAP Math scores- 81% of EC students showed growth.

Successes we experienced related to the indicator in meeting your goals in 2022-2023 school year were with our small groups and the use of evidence based programs.

The challenges we will face in meeting our 2023-2024 SIP goal targets aligned to this indicator are parent communication and involvement. Another challenge is having the manpower to support EC students in the general education classroom when they are not working on their specific goals with the EC teacher.

The opportunities that exist to address these challenges in the 2023-2024 school year are the SPIRE and Number Worlds PDs are offered to address reading and math deficits amongst our EC students, and the EC 3-5 teacher trained in each program. There are refresher courses that are available for staff which can be utilized as well.

Link to CNA:
<https://drive.google.com/file/d/1l89edFQVihj7T8NdpudzrO-srkydnpqc/view?usp=sharing>

Actions		0 of 3 (0%)		
9/17/25	Create a master schedule that provides multiple opportunities for pull-out for targeted instruction.		Heather Haas	06/10/2026
<i>Notes:</i>				
9/17/25	Billingsville-Cotswold will utilize \$16,000 of Title I funds to fund the differential of an MCL Position to coach and support a coaching caseload and unpack standards in PLCs to increase proficiency from 49% on iReady to 65%.		Heather Haas	06/10/2026
<i>Notes:</i>				
9/30/25	Billingsville-Cotswold Elementary will utilize \$1,038.88 of Title I funds for Student Agendas and Cougar Folders in order to increase parent-teacher communication and relationships.		Heather Haas (Elected 9/25)	06/10/2026
<i>Notes:</i>				

Implementation:		09/17/2025		
<i>Evidence</i>	6/17/2024			
<i>Experience</i>	6/17/2024			
<i>Sustainability</i>	6/17/2024			

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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<i>Initial Assessment:</i>	<p>As of April 2025, we have met 100% of our due dates for our action step implementation, and we are on track to meet the remaining action steps by the end of the school year. This year, we utilized Restart funds to purchase a dean of students and a full time ML teacher (from .5 allotted). The dean of students has overseen our entire MTSS process, and our ML teacher worked with various students across all grade levels to provide interventions and extra support in addition to her .5 ML teacher duties. This Restart purchase is extremely valuable to our school and has been approved for next year; however, we are having to purchase .6 for our ML teacher due to a decreased allotment.</p> <p>Standards aligned instruction has been a large focus for this year, so all teachers have monitored assessments to determine standards mastery and those needing additional support to drive the planning decisions for their differentiated small group instruction. IReady Mastery checks were utilized during the second half of the year to give teachers an opportunity to assess standards outside of the benchmark windows. MCLs and admin have worked closely with all grade level teams to ensure Core instruction is standards aligned and individual student needs have been addressed in small group instruction. An EIT2 has disaggregated all Math MVPA data and the 3-5 MCL did the same for all Reading MVPA data for 3-5 grade teachers to allow a clear picture of what standards/ question types are more frequently missed. This data was discussed in depth at Child Study meetings with each grade level after each benchmark assessment and iReady benchmark. Plans to address the deficit standards were made and the ILT team monitored classrooms through regular walkthrough to ensure these plans were being implemented. The master schedule was created to use our TAs</p>	Limited Development 07/10/2024		
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instructionally across all grade levels during workshop/ small group and On Fire times. This allows for more students to be seen in a small group setting to address their specific needs. We plan to do the same thing with our TAs next year, and we will also have three part time positions that will be dedicated to supporting small groups of students. Admin and the MCLs collaborated with PLC teams to identify students who need additional support outside of the core instruction. Tier 2 and Tier 3 plans were developed, interventions were selected and assigned to a specific staff member, and regular progress monitoring was completed to track student progress. MTSS spreadsheets (K-2, 3-5) were created to track this progress and has been regularly reviewed at PLC meetings. Our dean of students has ensured all plans are entered into Branching Minds, updated with PM data, and parents have been notified. Our dean also works closely with grade level teachers and our EC team when students are being referred from Tier 3 to EC testing to ensure all procedures are followed, parent meetings are held, and current and correct data is available. We did struggle a little this year with some decisions on progress monitoring being made without a team discussion. We plan to have a more formal team structure in place next year before any changes are made to student monitoring or interventions to streamline the process and ensure the EC team has what they need to move forward in the referral process. Biweekly SSPLC meetings have been held to discuss students' behavioral and social and emotional needs. Since we are now back on one campus, our counselors are able to collaborate more easily with each other and with our new social worker and psychologist. The team has worked to conduct FBAs, create behavior plans, implement small group support groups, and address barriers to consistent student attendance. An attendance incentive was implemented and students meeting the requirements received a sweet treat at recess. Next year we hope to again have a social worker for 2 days a week, and we plan to continue working closely with him/her to address individual student and family needs.

As of June 2024, The percentage of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics on the Measure of Academic Progress (MAP) assessment will increase from 40% in June 2021, 60% in 2023, and to 70% in June

2024.

As of June 2024, we did not meet our goals related to the indicator. Our preliminary results indicate 43.75% of students in grades 2-8 met their growth projection on the MAP Math test. However, 53% of our 1st grade students met or exceeded their growth in Math. The successes achieved for this indicator were the utilization of Restart funding to create an additional interventionist support role on the K-2 campus as well as class size flexibility in exchange for an ADM for a second MTSS interventionist. We also used restart funding flexibility to hire additional K-2 Literacy teachers. This allowed for more small group instruction and interventions. We also saw success, in accordance with FAMS, by implementing a teaming structure that supports attendance, behavior, social-emotional, and academic support that included instructional staff, counselors, and social workers. We also ensured that teachers used progress monitoring data from Dibels and Aimsweb and placed it in the Branching Minds platform. For the 2024-2025 school year, the challenge we anticipate is being able to be consistent with the progress monitoring of students in a timely manner. To address this challenge, we have the opportunity to be more deliberate in scheduling these weekly or bi-weekly meetings, ensuring we have an agenda to remain focused on teacher concerns and provide effective coaching feedback.

How it will look when fully met:

This will be fully implemented when 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.

**Heather Haas
(Elected 9/25)**

06/30/2026

Actions

1 of 4 (25%)

9/29/25 Use class size flexibility to increase K-2 Reading Achievement by 35% points as measured by Amplify Data.

Complete 06/02/2025

Genny Murrell

06/01/2025

Notes: This flexibility was used in the 24-25 School year.
This flexibility was not used in the 25-26 school year.

9/17/25	Admin, in collaboration with the EC team and MTSS team, will develop clear procedures and protocols to monitor MTSS interventions and progress monitoring to ensure all data that is needed for possible EC referrals is collected and accurate.		Genny Murrell	06/10/2026
<i>Notes:</i>				
8/1/24	Billingsville-Cotswold will utilize \$5,000 of Title I funds to contract with Heart Math Tutoring to support identified students in Grades K-2 with needed intervention to increase proficiency from 49% on iReady to 65%.		Genny Murrell	06/26/2026
<i>Notes:</i>				
8/20/24	Within the 2025-2026 school year, our ATSI school will implement the following evidenced-based intervention: S.P.I.R.E. (basic reading, fluency, comprehension), Number Worlds, Pirate Math, and Touch Math to increase the overall performance of our students with disabilities subgroup. (Goal 2, Guardrail 1)		Andrea Kurtz	06/26/2026
<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
<i>Initial Assessment:</i>		As of April 2025, we have met 100% of our due dates for our action step implementation and are on track to meet the remaining action items by the end of the school year. This year we had two MCLs that worked closely with our admin team to provide differentiated professional development to our teachers. Examples of these include Aggressive monitoring, Student engagement, Vertical alignment in both math and literacy, iReady implementation and data review. Additional Love and Logic PD was provided by an EIT2 to support our school wide PBIS, and all classrooms had Refresh spaces to encourage student self monitoring. Teachers integrated these strategies into their classroom instruction. The principal created a detailed coaching plan where all teachers would have scheduled walkthroughs based on their level of need, and a chart was created to help the team monitor who had been seen and if feedback had been provided. MCLs and the admin team adhered to this coaching schedule, teachers received feedback, and teachers' progress was discussed in weekly ILT meetings. We found challenges with some of the logistics of the coaching schedule, and we have discussed changes that need to take place to streamline the process for the 25-26 SY. MCLs have worked closely with grade level	Limited Development 07/10/2024		

teams and individual team members to ensure lesson plans are prepared for weekly PLC meetings, and they have facilitated discussions with the teams to ensure instructional guidelines are met. Student data, areas of misconception, and an in-depth look at the standards were all included in weekly PLC discussions. This year we had a large focus on thoroughly unpacking each standard to ensure every aspect was covered. Teachers did not teach off grade level material, but instead put a large focus on adding rigor to the grade level standard so students could show complete mastery. All teachers focused on incorporating close reading passages and standards-based text dependent questions in their differentiated small group instruction, and exemplars were utilized as a model for students. With this, students were required to refer to the text and document where they found the answers. This has been a focus in 3-5, but it has become more of a focus in K-2 this year. Each week the TD matrix is shared with teachers to provide them with resources for increasing rigor. These materials have been used with TD students in addition to students not certified TD to expose more students to higher level work. MCLs and grade level representatives have attended regular meetings to unpack the new math and science curriculums, and they have worked with their PLCs to ensure the curriculum aligns with the standards. If needed, teachers have supplemented the curriculum to add specific components of the standards to ensure the complete standard is taught and mastered. Best practices are shared and teachers have enjoyed learning from each other. Unfortunately, we were not allowed to purchase Learning A-Z as it was not approved by CMS; however, we did purchase multiple texts for all grade levels to support their whole group lessons and individual small group instruction. MCLs have been a constant presence in PLC meetings and classrooms to ensure lessons discussed in plannings are being implemented in teachers' classrooms. In certain cases, MCLs have provided additional support (i.e. lesson planning guidance, modeling, co-teaching) to help build the skills our newer teachers need. The AP created a coverage schedule to allow teachers to visit their peers in areas of their choosing, once each semester. Teachers loved this opportunity, so next year we plan to do it on a quarterly basis. Positive feedback was shared among teachers and admin and strategies were learned and implemented into classrooms. An EIT2 chaired our mentor/mentee committee this year, and she worked closely with the AP to determine the focus for each month's meeting. She planned and facilitated monthly mentor/mentee meetings where she gave strategies, offered suggestions, reviewed expectations and provided a safe place for them to ask questions/ seek guidance. We feel very confident in our implementation of standards-aligned instruction this

year, and plan to implement the majority of these same action steps next year. iReady was new this year, and we have spent a lot of time learning more about the various reports and standards-aligned lessons that can be assigned. We plan to continue using this next year with a clearer understanding of the program and how it works.

3rd Grade Reading:

- CCR 22-23 8.6% African American
- CCR 23-24 24.5% African American
- CCR 24-25 16.0% African American
- CCR 22-23 0% Hispanic
- CCR 23-24 20% Hispanic
- CCR 24-25 9.1% Hispanic

Our success with our actions aligned to this indicator is evident in our implementation of designing and delivering a reorientation process to teachers on unpacking standards which was included during weekly PLC meetings. Another success came from our 5th grade science coach working with the 5th grade PLC team to align lessons with state standards to increase student engagement. We also have seen success with the administrative team can be seen through the conducting weekly walkthroughs, documenting evidence of standard alignment and providing feedback to teachers based on the literacy and math curriculum. In alignment with FAM-S29, we saw success in ensuring that academic practices were addressed across grade levels with regard to instruction, curriculum, and environment (ICE) and were refined based on data reviewed in weekly PLCs.

A challenge we face in meeting this goal is training new staff on how to align standards with classroom instruction. Another challenge is fostering a culture that values PLCs and the benefits of collaborative work on student achievement.

An opportunity to address these challenges are conducting surveys to gather information on how comfortable new teachers are with new content and helping them to navigate strategies to have a positive impact on instruction, curriculum and environment.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:	It will be fully implemented when we are meeting our school goals around increasing to 3-5 reading proficiency, K-2 DIBELS at and above grade level, and 3rd grade Black and Hispanic students demonstrating CCR on the EOG reading assessment.		Heather Haas (Elected 9/25)	07/01/2026
Actions		0 of 3 (0%)		
7/30/24	Analyze and discuss all aspects of each standard to be taught in the upcoming week to ensure all elements are being taught, assessed and tracked in Core and small group instruction for reading, math, and 5th grade science. (Goals 1 and 2; Guardrail 1)		Carla Houghton	06/10/2026
<i>Notes:</i> Analyze and discuss all aspects of each standard to be taught in the upcoming week to ensure all elements are being taught, assessed and tracked in Core and small group instruction for reading, math, and 5th grade science. (Goals 1 and 2; Guardrail 1)				
7/30/24	The principal will create a walkthrough/coaching schedule for admin and MCLs to utilize to ensure the effective implementation of Core and differentiated instruction and to provide feedback and next steps for teacher improvement. (FAM-S line 29; Goals 1 and 2; Guardrails 1 and 4)		Heather Haas	06/10/2026
<i>Notes:</i>				
9/12/25	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 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.		Heather Haas	06/10/2026
<i>Notes:</i> Create a master schedule where each grade level has a double block of planning for an extended block of time once a week and another block of time for a data dive.				
Implementation:		07/01/2025		
Evidence	7/1/2025 Weekly PLC data meeting and small group data sheets and plans were reviewed weekly.			
Experience	7/1/2025 As a school we had to continue to fine tune the processes that were in place for data analysis and flexible groups			

Sustainability	7/1/2025 We will need to continue to deepen the teachers understanding of the process and how to disaggregate their data to drive instruction to a higher level			
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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:

The percentage of students in Grades 3-5 reporting a positive self-perception of their self-efficacy was aimed to increase from 60% on the Spring 2021 Panorama Screener to 70% in SY 2022-23 and 80% in SY 2023-24. However, the 3-5 SEL Spring Panorama Survey results showed no change, maintaining the 60% percentage. Due to the limited number of parents who opted in for the survey on the 3-5 campus we do not have sufficient data to compare the success of this goal. The success of this indicator is highlighted by the implementation of the Caring Schools Curriculum, with 100% of teachers trained and given access to the curriculum and its resources. Another success can be seen through our bi-weekly Student Support Service meetings focused on research-based interventions, community-based referrals, and student needs. Additionally, SEL intervention groups were implemented by counselors, psychologists, and social workers, along with whole-class SEL lessons provided by counselors. Moreover, 100% of teachers administered the Panorama SEL screener, and a schoolwide attendance incentive was introduced, complemented by daily/weekly check-ins by counselors for students in high need. The challenges faced is providing support for ML students once they are home and communicating with families. An opportunity to address this challenge is to be more intentional about implementing more ML programs to support student learning and reaching out to the district for support. Another challenge we face in regard to chronic absenteeism. In 2023, chronic absenteeism was 24.40% and has increased in 2024 to 29.27%. An opportunity to address this challenge is having our Counselors continue the school-wide attendance challenge, daily check-ins with students, home visits/contacts, and efforts to build classroom relationships. In light of the new district procedures for opting in to some surveys the number of students able to participate has decreased significantly impacting our data in a negative manner.

Limited Development
07/10/2024

<p>How it will look when fully met:</p>	<p>The goal will be fully implemented when we decrease the percentage of students who are chronically absent from 23.4% to 15%.</p> <p>(Aligns to A1.07, A4.06 and CMS Guardrail 3) and when our Out-of-School Suspension (OSS) disproportionately for Black students decreases from</p>		<p>Heather Haas (Elected 9/25)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
<p>9/29/25</p>	<p>Use class size flexibility to hire an MTSS Interventionist.</p> <p><i>Notes:</i> This flexibility was used in the 2024-2025 School year. This flexibility was not used in the 2025-2026 school year.</p>	<p>Complete 06/02/2025</p>	<p>Genny Murrell</p>	<p>06/10/2025</p>
<p>9/12/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p><i>Notes:</i> - Morning Meeting - Caring Schools Curriculum - Training to implement Capturing Kids Hearts - IB Learner Profile awards</p>		<p>Kimberly Nesbitt</p>	<p>06/10/2026</p>
<p>9/23/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p> <p><i>Notes:</i></p>		<p>Heather Haas</p>	<p>06/10/2026</p>
<p>9/29/25</p>	<p>Restart: Use Budget flexibility to Hire a Dean of Students. (A4.06)</p> <p><i>Notes:</i> This flexibility was used in 2025-2026 school year.</p>		<p>Heather Haas</p>	<p>06/10/2026</p>
<p>8/1/24</p>	<p>Billingsville-Cotswold Elementary School will use \$55,546.44 (Including benefits) of Title I funds to fund an .5 additional counselor position. the counselor will provide SEL supports schoolwide. Half of the position will be funded through Title I and the other half through ADM. (Guardrail 3, FAM-S 31, Title I)</p> <p><i>Notes:</i></p>		<p>Heather Haas</p>	<p>06/30/2026</p>
<p>7/1/25</p>	<p>Hold grade level student assemblies to roll out behavior expectations. They will be also be incorporated daily on the morning news. (FAM-S 30, Guardrail 2)</p>		<p>Heather Haas</p>	<p>06/30/2026</p>

Notes: