

## Comprehensive Progress Report

### Mission:

The mission of Berewick Elementary School is to provide a supportive and inclusive learning environment where students are equipped with the knowledge and skills necessary for success in college and future careers. We are committed to fostering responsibility in students for their own learning by offering a diverse curriculum and a safe, positive atmosphere that promotes open-mindedness, character, and creativity. By embracing the values of kindness, respect, responsibility, and leadership, we prepare our students to thrive and compete successfully in the global economy.

**Vision:** Berewick Elementary is a supportive, inclusive environment where all stakeholders collaborate to embrace the values of kindness, respect, responsibility, and leadership. By doing so, we ensure that every student thrives and reaches their full potential.

### Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 69% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1) Last year ended at 69%

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 23.8% in SY2024-25 to 30% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students achieving Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase by at least 20% for each subgroup, with an overall increase from 56.5% in SY 2024-25 to 62% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1) We met our goal for 24-25 goal was 40.3% to 50%. we hit 56.5%

The percent of OSS incidents will decrease from 5.85% in SY 2024-25 to 5% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percentage of chronic absenteeism will decrease from 12.47% in 2024-2025 to 10% in 2025-2026. (Aligns to A1.07 and A4.06 and CMS Guardrail 3) We met our goal 20% we ended up at 12.47%.

The school's classroom teacher retention rate will increase from 73% in 2024-2025 to 80% in 2025-2026. (Aligns to C3.04 and to CMS Guardrail 4)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. (Aligns to A4.01, B3.03, CMS Goal 1 and Guardrail 1) We met this goal last year. This year, we want to get a 2.1 or above. at 2.1 or above

We will increase our students with disabilities subgroup(s) performance grade from an F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Goal 4) from a 28 to a 39 to make a D



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>		We have revised our instructional walkthrough tool to better align with our school’s priorities in the areas of Academics, Culture, and Operations. This tool will be continually refined based on observed needs, professional development provided, and shifting priorities. Walkthrough results will be reviewed weekly to monitor fidelity, identify trends, and address areas of need in a timely manner.	Limited Development 09/03/2025		
<i>How it will look when fully met:</i>		<p>When fully implemented, the principal and instructional leadership team at Berewick ES will consistently monitor K–5 instruction and student outcomes through regular classroom walkthroughs, data reviews, and coaching cycles. Monitoring will be directly tied to curriculum fidelity, student outcomes, and alignment to PLC plans.</p> <ul style="list-style-type: none"> <li>The instructional leadership team will have a clear walkthrough schedule, with targeted look-fors aligned to school priorities.</li> <li>Feedback to teachers will be timely, actionable, and growth-oriented, rooted in direct observation of instructional delivery and student engagement.</li> <li>Instructional coaching and PD will be directly connected to feedback cycles, ensuring a continuous loop of observation, feedback, support, and follow-up.</li> </ul> <p>This systematic and responsive monitoring approach will ensure that all students receive high-quality, data-driven instruction.</p>		Kimberly King	06/03/2026
<i>Actions</i>			<b>0 of 3 (0%)</b>		
9/19/25	Berewick Elementary will use \$449.23 in Title I Parent & Family Engagement funds to purchase student data binders from Staples. These binders will be used during All Block reading instruction for students in grades 3–5 to track academic progress and set goals. They will also be used during student-led conferences to share growth and learning targets with families. This purchase supports the goal to increase ELA CCR from 23.8% to 40% and GLP from 41.7% to 50% (SIP Indicators A2.04 and B3.03, CMS Goal 2).			Elizabeth Davis	06/01/2026

Notes:

	9/3/25	The principal will provide feedback on walkthrough data with the leadership team to determine trends and make adjustments to instruction, coaching, and/or planning as necessary. (Goals 1-2, Guardrail 1)		Kimberly King	06/03/2026	
<i>Notes:</i>						
	9/3/25	The instructional leadership team will establish a biweekly walkthrough schedule using a common look-for tool driven by school needs and professional development. Walk-throughs will be followed by actionable, individualized feedback within 48 hours, with follow-up support provided through PLCs, coaching cycles, or model lessons. (Goals 1-2, Guardrail 1)		Kimberly King	06/03/2026	
<i>Notes:</i>						
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Funds were allocated to align with our SIP priorities. We added additional interventionist support and redirected Title I funds toward literacy and math professional development. Leadership ensured PLCs had coverage for data dives and instructional planning. Three MCLs were strategically assigned to support grade bands with varying experience levels. Resource challenges included limited substitute availability, which hindered the implementation of all planned lab sites. To address this, we will establish structured coverage rotations and offer stipends to peer observers, ensuring continued professional development without compromising classroom instruction.	Limited Development 09/03/2025		

<p><b>How it will look when fully met:</b></p>	<p>When fully implemented, Berewick ES will have a strategic, data-driven resource allocation system that consistently aligns people, time, and funding to the highest-impact areas identified in the School Improvement Plan (SIP). All budget decisions—including Title I, state, and local funds—will be anchored in clear instructional priorities, with an emphasis on academic outcomes, equity, and staff development.</p> <p>Leadership will use ongoing data reviews and stakeholder feedback to adapt and prioritize funding. Professional development (PD), intervention staffing, and classroom coverage will be resourced with both immediate instructional needs and long-term capacity building in mind. Instructional leaders will be strategically deployed based on student performance trends, teacher experience levels, and PLC needs.</p> <p>Operational barriers such as limited time and money will be addressed proactively through coverage plans, peer collaboration systems, and creative staffing solutions that preserve instructional time. Resource decisions will be transparent, responsive, and continuously reviewed through leadership meetings, Title I compliance check-ins, and SIP monitoring cycles.</p>		<p>Gerald Bellamy</p>	<p>06/03/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/12/25</p>	<p>We will allocate \$50,879.55 in Title I, Part A funds to purchase one 5th-grade classroom teacher position, including benefits, through CMS HR/Finance. The additional teacher will help reduce class sizes and provide targeted support in reading and math, strengthening small-group instruction and intervention. This action step is designed to increase the percentage of students scoring College and Career Ready (CCR) on reading EOGs from 23.5% in 2023–24 to 30% in 2024–25 and raise overall math proficiency from 40.3% to 50%, supporting A2.04, B3.03, D1.02, CMS Goal 2, and Guardrail 1.</p>		<p>Elizabeth Davis</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/12/25</p>	<p>Berewick Elementary will allocate \$18,000.00 in Title I funds to provide the Expanded Impact Teacher 2 (EIT2) \$4,500 differential for four highly effective teachers. This investment recognizes and retains strong teacher leaders who extend their instructional impact beyond their own classrooms by coaching peers, leading data discussions, and modeling best practices. By supporting and incentivizing our strongest teachers, we aim to increase staff retention from *87%* to ____ in 2025–26, while also driving improvements in instruction and student outcomes. This action step supports CMS Guardrail 4.</p>		<p>Elizabeth Davis</p>	<p>06/01/2026</p>

<i>Notes:</i>				
9/12/25	Berewick Elementary will allocate \$7,883.83 in Title I funds to purchase instructional supplies and materials for classroom use. These resources will provide teachers with the tools needed to deliver rigorous, engaging, and differentiated instruction aligned to grade-level standards. By equipping classrooms with updated materials, we will strengthen small-group instruction and intervention, supporting student growth in literacy and math. This action step is designed to help increase the percentage of students scoring College and Career Ready (CCR) in ELA from 23.5% to 30% and improve math proficiency from 40.3% to 50%.		Elizabeth Davis	06/01/2026
<i>Notes:</i>				
9/3/25	The leadership team will develop a structured coverage schedule using TAs, coaches, and available subs to support lab site visits and data dives without pulling teachers from core instructional time. This schedule will prioritize grade levels based on assessment windows, coaching needs, and PD goals.		Gerald Bellamy	06/03/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>

	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><i>Initial Assessment:</i></p>			<p>Based on the results from the 24-25 school year, Berewick has increased a letter grade, exceeded growth schoolwide, and exceeded growth in targeted subgroups to close identified achievement gaps. These results were achieved through focused work in our Tier One instructional core, as well as carefully designed supplemental and intensive instruction. This MTSS structure was effective in areas of academics, behavioral, social-emotional, and attendance.</p> <p>In the upcoming year, we need to restructure our MTSS program, despite tremendous growth, due to a loss in funding and positions. We will no longer have an MTSS facilitator to lead this program, so we are shifting the responsibility for this leadership to our instructional and team leads. We are also intentionally training our teacher assistants to consistently deliver support through our tier one and tier 2 academic levels.</p>	<p>Limited Development 07/10/2024</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>When fully implemented, the school's tiered instructional system will enable teachers to deliver evidence-based instruction tailored to the individual needs of students across all tiers. This approach will ensure that every student, regardless of their proficiency level, receives the appropriate level of support and challenge. Teachers will be equipped with the tools and strategies needed to identify student needs, differentiate instruction, and monitor progress effectively. Regular assessments and data analysis will guide instructional decisions, ensuring that interventions are timely and targeted. The seamless integration of this system will foster an inclusive learning environment where all students can achieve their full potential, with improved academic outcomes and greater overall success.</p>			<b>Gerald Bellamy</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
8/8/24	<p>A cross-departmental team will meet regularly to discuss tiered student needs. They will identify and implement supplemental and intensive interventions for our students' academics, behavior, and social-emotional needs by following the MTSS process with fidelity and then track and monitor plan implementation and progress through Branching Minds (Goals 1-2, Guardrail 1, FAM-S 3)</p>			Kimberly King	06/30/2026
<p><i>Notes:</i> *February 2025 A cross-departmental team continues to meet regularly to discuss tiered student needs, ensuring the implementation of supplemental and intensive interventions across academics, behavior, and social-emotional learning (SEL). Based on MOY data trends, we have observed the following:            Academic Interventions:            Reading: 42% of students on reading plans met their PM goals, while 40% demonstrated progress.            Math: 26% of students on math plans met their PM goals, with 44% showing improvement.            Intervention effectiveness remains high, with 93% success in reading interventions and 87-92% in math interventions. However, math progress continues to lag behind reading, requiring strategic focus. Changes in ML student intervention assignments have shifted Tier 2 and Tier 3 numbers, indicating a need for ongoing evaluation of intervention impact.            Behavior &amp; Social-Emotional Support:</p>					

SEL small groups focusing on emotional regulation and self-control have been implemented for K-2 students, supporting 12 students, with 3 on behavior plans and 1 additional group pending.

Girl Talk groups for grades 3-5 support 12 students, but there are currently no formal behavior plans for 3rd-5th graders, highlighting a gap in structured behavior support.

Attendance Interventions:

Attendance concerns have increased in grades 3-5 (from 10 to 16 students) and grades K-2 (from 12% to 19% in Kindergarten, 18% to 17% in 1st grade, and 12% to 14% in 2nd grade).

Check-In/Check-Out (CICO) and weekly attendance monitoring have been implemented, but additional intervention strategies may be needed to address growing concerns.

Next Steps:

Enhance Tier 2 and Tier 3 math interventions to improve goal attainment, leveraging iReady data to adjust instruction.

Strengthen behavior intervention tracking in grades 3-5, ensuring that students receiving SEL support also have measurable progress plans.

Continue monitoring the impact of ML student interventions within MTSS to assess effectiveness and make necessary adjustments.

Refine attendance intervention efforts to proactively address chronic absenteeism trends before they escalate.

Utilize Branching Minds consistently to track student progress and intervention fidelity, ensuring real-time data informs decision-making.

Through ongoing data review and targeted action planning, we remain committed to implementing the MTSS process with fidelity to support the diverse needs of our students.

\*\*\*June

Throughout the 2024–2025 school year, Berewick Elementary implemented a cross-departmental MTSS team that met consistently to analyze and respond to student needs across academics, behavior, SEL, and attendance. Using data from Branching Minds, the team monitored progress and adjusted interventions to ensure effectiveness. Reading interventions demonstrated strong outcomes, with 93% effectiveness and 42% of students meeting progress monitoring goals. Math interventions showed promise but require continued refinement, with 26% meeting goals and 87–92% showing improvement. SEL supports included small groups for emotional regulation in K–2 and Girl Talk groups in grades 3–5. However, a need for formal behavior plans in upper grades was identified. Attendance monitoring and CICO strategies were implemented to address rising concerns in both primary and intermediate grades. Moving forward, the school will focus on

strengthening math interventions, formalizing behavior plans for grades 3–5, and enhancing attendance strategies—all while maintaining fidelity to the MTSS process and consistently using Branching Minds to guide decisions.

9/5/24 Within the 2025-26 school year, our ATSI school will implement a strategic master schedule to increase the time students with disabilities are consistently spending in core grade level instruction to improve their overall performance on EOG assessments. (Goal 2, Guardrail 1)

Kimberly King

06/30/2026

*Notes:* During the 2024–2025 school year, Berewick Elementary revised the master schedule to prioritize increased access to core instruction for students with disabilities. The schedule was strategically designed to ensure that SWD spent more time in the general education setting, receiving grade-level content with appropriate support. This shift supported inclusive practices, allowed for more consistent co-teaching opportunities, and promoted higher expectations for all learners. As a result, students with disabilities had greater exposure to rigorous instruction aligned to the standards, which contributed to improved engagement and performance on classroom assessments. This adjustment aligns with our SIP goals and demonstrates our commitment to equity and academic achievement for all student groups.

9/2/25 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.

Sabrina Farmer

06/30/2026

*Notes:*

**Implementation:**

09/02/2025

<p><b>Evidence</b></p>	<p>6/24/2025 Regular cross-departmental MTSS meetings to monitor student progress.</p> <p>A 93% success rate in reading interventions and 87–92% in math interventions.</p> <p>20% of students successfully exiting their intervention plans in 2023–2024.</p> <p>Weekly planning days for data analysis and instructional planning.</p> <p>Strategic purchases (e.g., classroom books, supplies, planning days) using Title I funds to support tiered instruction.</p> <p>Implementation of SEL groups, attendance monitoring systems (CICO), and adjustments in ML intervention assignments.</p> <p>These measures demonstrate a comprehensive, data-informed MTSS framework tailored to meet the needs of Berewick’s students.</p>			
<p><b>Experience</b></p>	<p>6/24/2025 Our school made significant strides in implementing a tiered instructional system by strategically aligning staff, time, and resources. We appointed a dedicated MTSS coordinator, held regular cross-departmental data meetings, and developed consistent processes for intervention planning and review. Teachers received ongoing support through coaching and planning structures, including weekly data dives and scheduled PLCs. Despite some initial challenges in ensuring consistency across grade levels, particularly with newer staff, our team remained focused on refining practices and ensuring every student received the support they needed.</p>			
<p><b>Sustainability</b></p>	<p>6/24/2025 To sustain and deepen our work, we will need to continue onboarding and training new staff in MTSS processes, reinforce data-driven decision-making, and expand consistency in implementing academic, behavioral, and SEL interventions. Strengthening Tier 2 and Tier 3 math supports, formalizing behavior plans in grades 3–5, and improving attendance interventions will also be key priorities.</p> <p>Continued use of Branching Minds to track intervention fidelity and student progress will be essential in maintaining momentum and ensuring accountability.</p>			

<p><b>Core Function:</b></p>	<p><b>Domain 3: Instructional Transformation</b></p>
<p><b>Effective Practice:</b></p>	<p><b>Practice 3B: Provide rigorous evidence-based instruction</b></p>

	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>			<p>Based on the results from the 24-25 school year, Berewick has increased a letter grade, exceeded growth schoolwide, and exceeded growth in targeted subgroups to close identified achievement gaps. These results were achieved through committed use of our district and school performance area-aligned materials. Teachers used district-provided unit plans, and weekly PLC meetings were supported by MCLs to unpack standards and ensure rigorous instructional alignment. Peer walkthroughs and lab sites helped teachers refine their instructional practices and implement high-leverage strategies. Subgroup growth data is also encouraging—African American students increased by 19.3% percentage points, Hispanic students increased by 10.3 percentage points, Multilingual Learners rose by 16.9 percentage points, and our economically disadvantaged group also exceeded growth. We will continue prioritizing scaffolding and Tier I rigor, using student work protocols and collaborative planning to support GLP-level outcomes.</p>	<p>Limited Development 09/03/2025</p>		
<i>How it will look when fully met:</i>			<p>1. Standards-Aligned Planning is the Norm, Not the Exception</p> <p>All instructional teams will routinely develop and refine units and lessons that are aligned to the NC Standard Course of Study and CMS adopted curriculums.</p> <p>Planning documents reflect intentional alignment to content standards, language objectives, and success criteria.</p> <p>Learning targets and assessments mirror the rigor of the standard and are clearly visible in instruction.</p> <p>2. Instructional Teams Are Highly Collaborative and Data-Driven</p> <p>Weekly PLCs will function as high-performing, data-driven teams. Instructional leads will guide teams in backward planning, student work analysis, and protocol-driven collaboration.</p> <p>Formative assessment data, benchmark results, and subgroup trends guide instructional decisions.</p> <p>Protocols are embedded for reviewing rigor, task alignment, and effectiveness of scaffolds/interventions.</p>		<p><b>Kristin O'Gee Elected 2024</b></p>	<p><b>06/02/2026</b></p>

### 3. Embedded Coaching and Lab Sites Fuel Instructional Growth

Coaching cycles and peer learning opportunities will be embedded into the fabric of professional growth. Teachers will have access to lab classrooms and walkthroughs aligned to specific look-fors based on school-wide priorities (e.g., discourse, scaffolding, text complexity).

Lab sites serve as models of rigorous, scaffolded Tier I instruction.

Peer walkthroughs include normed, non-evaluative feedback connected to CCR-level expectations.

Reflection and feedback from walkthroughs loop back into PLC planning.

### 4. Equity-Driven Planning Meets the Needs of All Learners

Instructional teams will plan with equity in mind—ensuring African American students, Multilingual Learners, students with disabilities, and other underrepresented subgroups are intentionally included in planning conversations.

Differentiated supports and extension activities are embedded during planning.

Language supports and culturally relevant materials are aligned to planning units.

Teams use disaggregated data to adjust instruction and monitor subgroup growth.

### 5. Consistency Across Classrooms Drives Student Growth

There will be instructional consistency across classrooms and grade levels. Students will experience high expectations and aligned instruction no matter which teacher they have.

School-wide instructional look-fors are evident in walkthroughs and coaching notes.

Students can articulate their learning goals and demonstrate growth

across multiple data points.  
Routines for planning, reviewing data, and calibrating expectations are systematized and owned by teams.

<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/3/25	Teachers will develop weekly small group instructional plans aligned and designed to strengthen foundational literacy and comprehension. (Goals 1, 2)		Kristin O'Gee Elected 2024	06/03/2026
<i>Notes:</i>				
9/3/25	Instructional leads will guide weekly PLCs to include student work analysis and planning for rigorous Tier I and small group instruction. (Goal 1, 2)		Kristin O'Gee Elected 2024	06/03/2026
<i>Notes:</i>				
9/9/25	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 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.		Kimberly King	06/30/2026
<i>Notes:</i>				

**Core Function:** Domain 4: Culture Shift

**Effective Practice:** Practice 4A: Build a strong community intensely focused on student learning

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>Our chronic absenteeism goal was to reduce the rate from 29.24% to 20%. We ended the year at 23.5%, showing substantial progress. We piloted an attendance tiering system with weekly data reviews and introduced attendance mentoring. Our school held quarterly attendance celebrations and offered incentives like extra recess and recognition certificates. Family engagement included attendance contracts and home visits for chronically absent students. Despite improvement, barriers such as transportation issues and family mobility limited some students’ participation. In 2025–2026, we aim to engage external partners more deeply, increase bilingual attendance outreach, and add incentives for early interventions.</p>	<p>Limited Development 09/03/2025</p>		
<p><b>How it will look when fully met:</b></p>	<ol style="list-style-type: none"> <li>1. Tiered Attendance Intervention System is Embedded and Proactive <ul style="list-style-type: none"> <li>• The attendance tiering system will be fully institutionalized across the school, with weekly data reviews embedded into the MTSS and student support team processes.</li> <li>• Students are automatically flagged into Tier I, II, or III based on attendance trends.</li> <li>• Each tier has clear intervention protocols, such as daily check-ins, phone calls, home visits, and tailored support plans.</li> <li>• All staff understand the system and are actively involved in documenting and addressing absentee patterns.</li> </ul> </li> <li>2. Attendance Mentoring Program is Expanded and Sustained <ul style="list-style-type: none"> <li>• Every Tier II and Tier III student will have a designated attendance mentor—either a staff member or vetted external partner—who builds a consistent, supportive relationship with the student.</li> <li>• Mentors meet weekly with students to check in, review attendance, and troubleshoot challenges.</li> <li>• Conversations focus on emotional well-being, motivation, and goal-setting, tying attendance to student hopes and goals.</li> <li>• Mentor-student relationships are monitored by support staff, with feedback loops and documentation embedded into Panorama or similar systems.</li> </ul> </li> <li>3. Family Outreach is Multilingual, Respectful, and Consistent</li> </ol>		<p><b>Gerald Bellamy</b></p>	<p><b>06/02/2026</b></p>

- Bilingual communication and culturally responsive outreach will be the norm—not the exception.
- Families of ML students and other underserved populations will receive communication in their preferred language.
- Home visits, attendance contracts, and solution-focused conferences will be part of the regular rhythm of intervention.
- A bilingual parent liaison or external partner will support connection and clarity around attendance expectations and resources.

4. Positive Reinforcement and Schoolwide Incentives are Predictable and Celebrated

- Quarterly and monthly celebrations for attendance will be built into the school culture.
- Students and families know what the attendance incentives are (e.g., extra recess, certificates, small prizes, family shout-outs) and how to earn them.
- Attendance data is shared in student-friendly ways (e.g., hallway displays, classroom trackers).
- Grade levels and classrooms compete in friendly challenges to improve attendance collectively.

5. Root Causes of Absenteeism Are Actively Addressed

- Barriers like transportation and housing insecurity are addressed through external partnerships and school-based referrals.
- Berewick has established relationships with local nonprofits, churches, and agencies to provide support for transportation vouchers, emergency housing referrals, and wraparound services.
- Staff are trained to identify signs of chronic absenteeism risk early (before it reaches Tier III) and act proactively.
- The student support team (counselors, social workers, administrators) meets regularly to review high-need cases and adjust support.

9/12/25	Berewick Elementary will allocate \$37,806.00 in Title I funds to hire a Behavior Modification Technician (including benefits). This position will provide direct support to students exhibiting behavioral challenges by implementing intervention plans, monitoring progress, and reinforcing positive behaviors. The technician will help decrease out-of-school suspensions (OSS) from 5.64% in 2023–24 to 3.5% in 2024–25, while also supporting reductions in chronic absenteeism and improving classroom environments so teachers can focus on instruction. This action step supports A1.07, A4.06, and CMS Guardrail 2.		Elizabeth Davis	06/01/2026
<i>Notes:</i>				
9/3/25	Berewick will strengthen family communication by translating attendance materials and using bilingual staff or liaisons to conduct home visits and conferences. Families will be supported with clearer expectations and resources in their preferred language. (Guardrail 3)		Ana Morales	06/03/2026
<i>Notes:</i>				
9/3/25	The leadership team will review chronic absenteeism data during the SSPLC meeting to create action plans based on the students' needs (Guardrail 3).  Attendance Plan: <a href="https://docs.google.com/document/d/168IAR2O5_AaDhwPFNUXdPEEfQuplBgwcY6pttx-BatY/edit?usp=drive_link">https://docs.google.com/document/d/168IAR2O5_AaDhwPFNUXdPEEfQuplBgwcY6pttx-BatY/edit?usp=drive_link</a>		Cimena Elliott	06/03/2026
<i>Notes:</i>				
9/9/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Gerald Bellamy	06/30/2026
<i>Notes:</i>				
9/9/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Kimberly King	06/30/2026
<i>Notes:</i>				