

Comprehensive Progress Report

Mission: Every student will make a minimum of a year and a half worth of growth.

Vision: B.E.S.T.- Believe, Engage, Succeed, Together

- Goals:**
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 86% in SY2024-25 to 88% in SY025-26. (Aligns to A2.04, 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 42.5% in SY2024-25 to 48% in SY2025-26. (Aligns to A2.04, B3.03 and CMS Goal 2)
 - The percent of students scoring College and Career Ready (CCR) on End of Grade Math assessments in grades 3-5 will increase from 48.9% in SY2024-25 to 55% in SY2025-26. (Aligns to A2.04, A4.01, and B3.03, and CMS Goal 3)
 - The number of OSS/ISS incidents will decrease from 18 in SY 2024-45 to 10 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
 - The percent of Chronic Absenteeism will decrease from 14.3% in SY 2024-25 to 10% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)
 - The school will retain 95% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
 - The percent of students scoring Grade Level Proficient (GLP), SWD, on the Reading End of Grade assessments in grades 3-5 will increase from 15.1% in SY2024-25 to 21.1% in SY2025-26.. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Assessed in Indistar on May 13, 2025 As of June 2025, 86% of K-2 students were at or above benchmark in early literacy as measured by DIBELS. This was a increase of 1% from 2024-2025. 95% of kindergarten, 91% of first grade, and 72% of 2nd	Limited Development 08/06/2024			

grade were proficient. As of June 2025, our EOG Reading composite increased from 64.10% to 65.10% GLP, with an decrease from 42.60% to 42.50% CCR; our overall Math composite increased from 71.60% to 73.60% GLP and decreased from 55% to 48.90% CCR; and our overall Science composite increased from 77.80% to 78.90% GLP and decreased from 66.7% to 55.70% CCR. This resulted in an overall school composite increase from 69.20% to 70.60% GLP and a decrease of 51.20% to 47.20% CCR. During the 24-25 school year, the total number of suspensions was 18, with 8 OSS and 10 ISS.

Successes we demonstrated during the 2024-2025 school year included an MCL/facilitator worked directly with kindergarten-5th grade teachers to plan lessons aligned to grade level standards, program standards, and needs of students. The MCL attended weekly content/PLC and data meetings and provided resources and support to classroom teachers. During weekly PLC meetings, teams engaged in unpacking of grade level lessons and discussions around standards, content, assessments, and small group supports. The master schedule was developed to allow time for students to receive both whole group and small group support, with teachers, instructional assistants and support staff including EC and ML teachers working with students during this time. A walkthrough schedule was created where administration and instructional support staff conducted bi-monthly observations of staff and provided feedback based on common areas of strengths and growth.

Challenges during the 2024-2025 school year include transitioning to self-contained classrooms in 1st and 2nd grade. Teachers that have historically only taught math, are now expected to learn grade level literacy standards and programs and teach these to their students. Due to new math program implementation, there was more focus related to professional development in math this year during Early Release and teacher workdays. As a result, the administrative team and instructional leaders will provide consistent coaching, feedback, and monitoring of instruction and student outcomes throughout the year.

Opportunities that exist to address these challenges during the 2025-2026 school year include a continued focus on data driven, standards based, teacher directed instruction and best practices through small groups, personalized learning, and targeted interventions. We will continue to strategically utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and

support staff to impact student achievement through conducting walkthroughs and providing consistent coaching, feedback, and monitoring of student outcomes throughout the year.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Students will demonstrate proficiency on iReady diagnostic assessments, mClass and End-of-Grade assessments. Classroom walkthroughs will be conducted for each teacher by administration, MCLs, and Facilitator twice a month, with coaching and/or feedback provided to the teacher within 24 hours. The focus of these walkthroughs will be small group and independent instruction that meets student needs, as well as a focus on the new math program and science standards implementation. During weekly grade level planning, teams with the support of the MCLs, EITs, and Facilitator will consistently unpack standards to ensure true understanding of the standards, the level of rigor expected, and possible ways to differentiate their instruction based on needs of the students. End of unit assessments will be examined to ensure that instruction and assessments are aligned. Teachers will feel confident in the material they are teaching and the alignment of the assessments to the standards taught.

Melissa Roy

06/10/2026

Actions

1 of 3 (33%)

8/6/24 Instructional leadership team will attend weekly grade level PLCs to assist teachers with unpacking of standards, ensure appropriate level of rigor when planning instruction, and discussing implementation of lessons that allow all students to learn essential standards and skills. (Aligns with Goals 1&2, FAM-S 3)

Complete 05/13/2025

Shannon Copley

06/10/2026

Notes: K-1 Reading and Math- Sarah Blanchard (MCL)
2-5 Reading- Shannon Copley (Facilitator)
2-5 Math- Rusty Bice (MCL)

8/7/24 The principal will develop a walkthrough calendar 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)

Melissa Roy

06/10/2026

Notes: See supplemental plans

9/1/25 The administrative team and instructional leadership team will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Aligns with Goal 2, FAM-S 29)

Melissa Roy

06/10/2026

Notes:

Implementation:

09/01/2025

Evidence

5/13/2025 - MCL/facilitator worked directly with kindergarten-5th grade teachers to plan lessons aligned to grade level standards, program standards, and needs of students. The MCL/facilitator attended weekly content/PLC and data meetings and provided resources and support to classroom teachers. During weekly PLC meetings, teams engaged in unpacking of grade level lessons and discussions around standards, content, assessments, and small group supports. The master schedule was developed to allow time for students to receive both whole group and small group support, with teachers instructional assistants and support staff including EC and ML teachers working with students during this time. A walkthrough schedule was created where administration and instructional support staff conducted bi-monthly observations of staff and provided feedback based on common areas of strengths and growth.

Experience

5/13/2025 - MCL/facilitator worked directly with kindergarten-5th grade teachers to plan lessons aligned to grade level standards, program standards, and needs of students. The MCL attended weekly content/PLC and data meetings and provided resources and support to classroom teachers. During weekly PLC meetings, teams engaged in unpacking of grade level lessons and discussions around standards, content, assessments, and small group supports. The master schedule was developed to allow time for students to receive both whole group and small group support, with teachers, instructional assistants and support staff including EC and ML teachers working with students during this time. A walkthrough schedule was created where administration and instructional support staff conducted bi-monthly observations of staff and provided feedback based on common areas of strengths and growth.

Sustainability		5/13/2025 -Acontinued focus on data driven, standards based, teacher directed instruction and best practices through small groups, personalized learning, and targeted interventions. We will continue to strategically utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and support staff to impact student achievement through conducting walkthroughs and providing consistent coaching, feedback, and monitoring of student outcomes throughout the year.			
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:

Current State from June 2025:

During the 2024–2025 school year, Barnette Elementary strategically aligned its resources—time, staffing, and funding—to support instructional priorities for students with disabilities (SWD), in alignment with D1.02.

A 0.5 ADM was utilized to increase the ECGC teacher allotment from 2.5 to 3.0. Through intentional scheduling, SWD received services during the WIN block to ensure access to core instruction, while also receiving support during skills and ALL blocks within general education settings. Collaboration between EC and general education teachers was strengthened through attendance in PLC meetings and participation in IEP meetings. IEP service times were reviewed and adjusted based on individual needs, and opportunities for additional support and behavior plans were provided. Continued efforts are needed to improve the SWD subgroup performance grade from an F to a D or higher. Current composite proficiency was at 28% in 2024-2025, as measured by EOG and benchmark assessments.

Some of the challenges we are facing to meet our targets would be in relation to staffing. The 0.5 EC assistant position was traded in to secure a full-time ECGC teacher due to a reduction in allotments. Another challenge is meeting the needs of our SWD population when additional resources, support and/or intervention are needed. Lastly, ensuring that general education teachers can address students' academic, social-emotional, and behavioral needs in the classroom has also been a challenge.

Opportunities that exist that could address these challenges would be to provide additional professional development throughout the year to general education teachers in support of SWD throughout the day in the general education classroom. Collaboration between the ECGC teacher and general education teachers during data discussions after each assessment window would also address challenges. Lastly, reviewing IEP service times to determine changes that need to be made including less service time, more service time, more inclusion time, or more time in the general education classroom

Limited Development
09/10/2025

<p>How it will look when fully met:</p>	<p>The percentage of SWD who are proficient on EOG assessments will increase from 28% in SY2024-25 to ___ in 2025-2026. We will increase our SWD subgroup performance grade from a F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Goal 4) Data from EOG assessments, as well as data from i-Ready, DIBELS, and MVPA benchmark assessments will be used to monitor growth toward this goal and determine if we have reached full implementation.</p> <p>Full implementation will look like consistent collaboration between EC staff and general education teachers sharing instructional strategies to meet individual needs of students. Process of ongoing performance analysis and professional development will be provided to strategically address student needs.</p>		<p>Sarah Blanchard</p>	<p>06/10/2026</p>
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Actions		0 of 3 (0%)		
9/10/25	The principal will allocate staffing to allot a full-time ECGC teacher (for 3 total ECGC teachers) and a EC assistant for students with disabilities and not working at grade level. (Goal 1, 2, & 4)		Melissa Roy	12/10/2025
<i>Notes:</i>				
9/28/25	EC, ML, and TD teachers will collaborate with grade level PLC's twice per month to provide strategies to implement and to analyze data to ensure all students in our subgroups meet their DIBELS and/or EOG goals as set by our CMS guardrails. (Aligns with CMS Goals 1 & 2, FAM-S 3)		Melissa Roy	06/10/2026
<i>Notes:</i>				
9/10/25	Instructional teams in collaboration with the ECGC and general education teachers will analyze data after each benchmark window to provide differentiated instructional and to meet the needs of SWD after each assessment window (Aligns to Goal 1)		Melissa Roy	06/10/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			Limited Development		

As assessed in Indistar on May 9, 2025.

08/07/2024

As of June 2025, 86% of K-2 students were at or above benchmark in early literacy as measured by DIBELS. This was an increase of 1% from 2024-2025. 95% of kindergarten, 91% of first grade, and 72% of 2nd grade were proficient. As of June 2025, our EOG Reading composite increased from 64.10% to 65.10% GLP, with a decrease from 42.60% to 42.50% CCR; our overall Math composite increased from 71.60% to 73.60% GLP and decreased from 55% to 48.90% CCR; and our overall Science composite increased from 77.80% to 78.90% GLP and decreased from 66.7% to 55.70% CCR. This resulted in an overall school composite increase from 69.20% to 70.60% GLP and a decrease of 51.20% to 47.20% CCR. During the 24-25 school year, the total number of suspensions was 18, with 8 OSS and 10 ISS.

Successes from 24-25 were that we had 132 ELA MTSS plans and 72 Math MTSS plans during the 2024-2025 school year. Of the 6 students that were referred for EC testing through MTSS, 6 or 100% qualified. An MTSS school team, with members representing each grade level and support staff has been created. Team members have been trained at the district and school level. This team meets monthly and representatives from the team met with grade level teachers monthly to evaluate progress. The instructional team works with classroom teachers to identify students who need an MTSS plan based on academic concerns and student data. Classroom teachers and support staff provide interventions and progress monitoring for each identified child. A master schedule was developed that aligned with district instructional tenants, and allowed for small groups, differentiated instruction based on student need. Professional development was provided to staff aligned with the standard treatment protocols and MTSS procedures. Two data deep dive sessions were provided for teachers to disaggregate MVPA and iReady data to plan for small group instruction.

As of June 2025, the challenges included evaluating the progress of intervention impact on supplemental and intensive students, continued focus on analyzing data, specifically subgroups, and differentiating instruction based on the data. Additional support and strategies were needed with providing appropriate behavioral interventions for students with repetitive behavior concerns, in and out of the classroom.

Opportunities that exist to address these challenges for the 2025-2026 school year include a continued focus on data driven instruction and

best practices through small groups, personalized learning, and targeted interventions. We will continue to strategically utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and support staff to impact student achievement through consistent coaching, feedback, and monitoring of student outcomes throughout the year. We will work collaboratively with the school counselors, the psychologist and the social worker to focus on behavioral interventions for students that are struggling. Additionally, our PBIS committee will continue to meet on a monthly basis to look for school-based supports to ensure positive behavior and student discipline.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Based on our FAM-S data, we will be ranked optimizing in all item areas that are currently operational. Facilitators and counselors will be adequately trained in the interventions and progress monitoring tools available and will disseminate that knowledge to the teachers. Teachers will use data (iReady, DIBELS, MVPA and classroom assessments) as well as the Branching Minds platform to identify students working below grade. Teachers will know how to run successful interventions using the Standard Treatment Protocol and what to do when students are not successful. Students brought through the MTSS process will show academic growth in their area of need. Teachers will work with the facilitators to create intervention plans and will meet after each round of interventions to discuss the effectiveness and next steps.

The following required meetings will allow us to make an impact on student needs : Weekly MTSS Team Data Meetings, Grade Level participation in Monthly Data Meetings, All support (EC/ML/TD) Staff meet with Grade Levels to communicate and share strategies on a weekly rotation, weekly EC Team Meetings, and monthly EC and MTSS Team Meetings.

Sarah Blanchard

06/10/2026

Actions

0 of 3 (0%)

8/7/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team 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 Goal 4 and FAM-S 3)		Sarah Blanchard	06/10/2026
<i>Notes:</i>				
8/7/24	Instructional teams will collaborate with the school leadership team to analyze data after each benchmark window (iReady, DIBELS, MVPAs) to provide differentiated instruction to meet the needs of all students. (Aligns to Goals 1)		Melissa Roy	06/10/2026
<i>Notes:</i>				
9/1/25	The instructional leadership team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once per month, while utilizing a common small group lesson plan template to highlight data driven instruction and small group lesson components (Objective, Standard, & Data Source, Misconception/Teaching Point, Direct Instruction, and Independent Practice/Check for Mastery.) (Aligns with Goal 1, FAM-S 29)		Sarah Blanchard	06/10/2026
<i>Notes:</i>				
Implementation:		09/01/2025		
Evidence	<p>5/13/2025</p> <p>5/13/2025- we had 132 ELA MTSS plans and 72 Math MTSS plans during the 2024-2025 school year. Of the 6 students that were referred for EC testing through MTSS, 6 or 100% qualified. An MTSS school team, with members representing each grade level and support staff has been created. Team members have been trained at the district and school level. This team meets monthly and representatives from the team met with grade level teachers monthly to evaluate progress. The instructional team works with classroom teachers to identify students who need an MTSS plan based on academic concerns and student data. Classroom teachers and support staff provide interventions and progress monitoring for each identified child. A master schedule was developed that aligned with district instructional tenants, and allowed for small groups, differentiated instruction based on student need. Professional development was provided to staff aligned with the standard treatment protocols and MTSS procedures. Two data deep dive session were provided for teachers to disaggregate MVPA and iReady data to plan for small group instruction.</p>			

Experience	<p>5/13/2025</p> <p>5/13/2025-We had 132 ELA MTSS plans and 72 Math MTSS plans during the 2024-2025 school year. Of the 6 students that were referred for EC testing through MTSS, 6 or 100% qualified. An MTSS school team, with members representing each grade level and support staff has been created. Team members have been trained at the district and school level. This team meets monthly and representatives from the team met with grade level teachers monthly to evaluate progress. The instructional team works with classroom teachers to identify students who need an MTSS plan based on academic concerns and student data. Classroom teachers and support staff provide interventions and progress monitoring for each identified child. A master schedule was developed that aligned with district instructional tenants, and allowed for small groups, differentiated instruction based on student need. Professional development was provided to staff aligned with the standard treatment protocols and MTSS procedures. Two data deep dive session were provided for teachers to disaggregate MVPA and iReady data to plan for small group instruction.</p>			
Sustainability	<p>5/13/2025</p> <p>5/13/2025- continued focus on data driven instruction and best practices through small groups, personalized learning, and targeted interventions. We will continue to strategically utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and support staff to impact student achievement through consistent coaching, feedback, and monitoring of student outcomes throughout the year. We will work collaboratively with the school counselors, the psychologist and the social worker to focus on behavioral interventions for students that are struggling. Additionally, our PBIS committee will continue to meet on a monthly basis to look for school-based supports to ensure positive behavior and student discipline.</p>			

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
Initial Assessment:		As assessed in Indistar on May 9, 2025.	Limited Development 07/18/2024		

As of June 2025, 86% of K-2 students were at or above benchmark in early literacy as measured by DIBELS. This was a increase of 1% from 2024-2025. 95% of kindergarten, 91% of first grade, and 72% of 2nd grade were proficient. As of June 2025, our EOG Reading composite increased from 64.10% to 65.10% GLP, with an decrease from 42.60% to 42.50% CCR; our overall Math composite increased from 71.60% to 73.60% GLP and decreased from 55% to 48.90% CCR; and our overall Science composite increased from 77.80% to 78.90% GLP and decreased from 66.7% to 55.70% CCR. This resulted in an overall school composite increase from 69.20% to 70.60% GLP and a decrease of 51.20% to 47.20% CCR.

Successes from the 2024-2025 school year were that members of the admin team attended grade level PLCs on a weekly basis to support instructional planning and data analysis. Members of the instructional leadership team closely monitored small group lesson plan creation and implementation, and provided feedback to teachers. The Principal and Assistant Principal completed school wide observations, both announced and unannounced and the entire instructional leadership team conducted classroom walkthroughs on a rotational basis. Feedback from informal and formal visits was given to individual teachers as well as grade level feedback. 100% of teams and teachers had both types of visits with feedback. Our MCLs provided coaching to individual teachers, and met with them to further analyze data and create lesson plans and groups based on specific areas of need.

As of June 2025 the challenges that we are facing in meeting this indicator include transitioning to self-contained classrooms in 1st and 2nd grade. Teachers that have historically only taught math, are now expected to learn grade level literacy standards and programs and teach these to their students. Due to new math program implementation, there was more focus related to professional development in math this year during Early Release and teacher workdays. Another challenge we had this year was related to staffing. We had ten staff members that were new to Barnette, their grade level, or teaching. A large portion of our coaching time was focused on supporting these individuals.

With the new implementation of iReady, there were a lot of inconsistencies during the first semester with when and how to use the program and data related to effectively impact student learning. Lastly, challenges continued to exist with effectively using data to plan and differentiate instruction based on student areas of growth and strengths.

As of June 2025, the opportunities that exist to address these challenges for the 2025-2026 school year include a continued focus on unpacking grade level standards during PLCs as well as spending time ensuring teachers understand the standards and the lessons. We will also focus on data driven instruction and best practices through small, differentiated groups based on data, and targeted interventions. We will continue to utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and support staff to impact student achievement through consistent coaching, feedback, and monitoring of student outcomes throughout the year. We will continue to conduct walkthroughs on a weekly basis focused on curriculum implementation and school expectation implementation, particularly in the areas of small group instruction.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Our administrative walkthrough and observation schedule will assist us with monitoring instruction focused on small group instruction. Our walkthrough form will allow us to provide feedback to teachers after the visit. Data from walkthroughs will be analyzed during weekly admin. team meetings to determine instruction occurring in classrooms and to create coaching opportunities for staff. Data that is collected by the administrative team will also allow us to better calibrate our feedback as a team.

Our PLCs will unpack standards and will confidently teach the curriculum provided (EL and Envisions) while also differentiating for individual student needs.

Melissa Roy

06/10/2026

Actions

0 of 4 (0%)

8/8/24	The administrative team and instructional leadership team will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Aligns with Goal 2, FAM-S 29)		Melissa Roy	06/10/2026
<i>Notes:</i>				
9/1/25	Instructional teams will collaborate with the school leadership team to analyze data after each benchmark window (iReady, DIBELS, MVPAs) to provide differentiated instruction to meet the needs of all students. (Aligns to Goals 1)		Melissa Roy	06/10/2026
<i>Notes:</i>				
9/1/25	The school leadership team will develop and execute a school-wide PLC system and processes (meetings agendas, small group expectations, small group lesson plan template and weekly data analysis and extended data analysis processes) to analyze and review attendance, behavior, and common assessment data at least once per week. (Aligns with Goals 1 and 2, FAM-S 29)		Melissa Roy	06/10/2026
<i>Notes:</i>				
9/17/25	School administration will 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.		Melissa Roy	06/10/2026
<i>Notes:</i>				
Implementation:		05/13/2025		

Evidence	5/13/2025 - an MCL/facilitator worked directly with kindergarten-5th grade teachers to plan lessons aligned to grade level standards, program standards, and needs of students. The MCL attended weekly content/PLC and data meetings and provided resources and support to classroom teachers. During weekly PLC meetings, teams engaged in unpacking of grade level lessons and discussions around standards, content, assessments, and small group supports. The master schedule was developed to allow time for students to receive both whole group and small group support, with teachers, instructional assistants and support staff including EC and ML teachers working with students during this time. A walkthrough schedule was created where administration and instructional support staff conducted bi-monthly observations of staff and provided feedback based on common areas of strengths and growth.			
Experience	5/13/2025 - An MCL/facilitator worked directly with kindergarten-5th grade teachers to plan lessons aligned to grade level standards, program standards, and needs of students. The MCL attended weekly content/PLC and data meetings and provided resources and support to classroom teachers. During weekly PLC meetings, teams engaged in unpacking of grade level lessons and discussions around standards, content, assessments, and small group supports. The master schedule was developed to allow time for students to receive both whole group and small group support, with teachers, instructional assistants and support staff including EC and ML teachers working with students during this time. A walkthrough schedule was created where administration and instructional support staff conducted bi-monthly observations of staff and provided feedback based on common areas of strengths and growth.			

Sustainability	5/13/2025 - a continued focus on data driven, standards based, teacher directed instruction and best practices through small groups, personalized learning, and targeted interventions. We will continue to strategically utilize instructional leaders and support staff including instructional assistants, EC, TD and ML teachers, and tutors to provide targeted interventions and support. We will continue to strategically utilize the administrative team, instructional leaders, and support staff to impact student achievement through conducting walkthroughs and providing consistent coaching, feedback, and monitoring of student outcomes throughout the year.			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As assessed in Indistar on May 9, 2025

As of June 2025, our attendance rate increased from 93.8% to 94.5 %. We have decreased the chronically absent rate from 13.6% in 23-24 to 14.3% in 24-25. As of June 2025, our discipline incident count decreased from 87 incidences to 73. As of June 2025, we increased the total number of out of school suspensions from 5 to 8, though this was made up of 3 different students.

As of June 2025, 86% of K-2 students were at or above benchmark in early literacy as measured by DIBELS. This was a increase of 1% from 2024-2025. 95% of kindergarten, 91% of first grade, and 72% of 2nd grade were proficient. As of June 2025, our EOG Reading composite increased from 64.10% to 65.10% GLP, with an decrease from 42.60% to 42.50% CCR; our overall Math composite increased from 71.60% to 73.60% GLP and decreased from 55% to 48.90% CCR; and our overall Science composite increased from 77.80% to 78.90% GLP and decreased from 66.7% to 55.70% CCR. This resulted in an overall school composite increase from 69.20% to 70.60% GLP and a decrease of 51.20% to 47.20% CCR.

As of June 2025, successes we had related to social-emotional learning included daily check-in with counselors for targeted students, morning classroom meetings, monthly classroom counselor led lessons, School Based Mental Health, and small group and individual counseling opportunities. Successes related to student attendance included creation of a tiered attendance plan; collaboration between the school counselors, social worker, attendance secretary and administration; bi-weekly meetings SSPLC meetings; and increasing parent outreach to reduce unexcused absences through parent meetings and referrals to outside community resources. Successes related to student behavior included daily check-in with counselors for targeted students, proactive approach student behavior through school-wide behavior matrix and quarterly PBIS celebrations.

As of June 2025, the challenges that we are facing in meeting our goal related to this indicator include the need to expand behavioral interventions and resources for students that have repeated incidences, alternatives to suspension, and empowering teachers to be proactive with in determining behavior plans and supports for students with chronic behaviors.

Opportunities that exist to address these challenges for the 2025-2026

Limited Development
08/07/2024

school year include a focus on working collaboratively with the school counselors, the psychologist and the social worker to focus on behavioral interventions for students that are struggling and reducing the number of chronically absent students. Additional professional development for teachers will focus on restorative practices and the school counselors will work to develop a teacher resource guide for more strategies and resources for more focus on social emotional learning

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When this goal is fully met, 100% of our teachers will fully implement SEL, with fidelity, daily in all homeroom classes. School counselors will train staff on anti-bullying strategies and how to identify student risk behaviors. Teachers will continue to use the referral form provided by the counselors to request small group or one on one counseling. School counselors will work with our assigned Core Behavior Specialist to determine strategies to help support students with high-risk behaviors. We will implement the attendance plan and utilize the various support staff including counselors, and the new social worker to reduce the number of students that are chronically absent.

Scott Otolski

06/10/2026

Actions

0 of 4 (0%)

8/7/24 School leadership, in collaboration with school counselors, will monitor the number of student office referrals and work with the PBIS/incentives committee to determine areas of support including staff buddy, positive behavior incentives and alternatives to suspension (Aligns to Goals 1&2, Guardrail 2 and 3, and FAM-S30)

Scott Otolski

06/10/2026

Notes:

9/1/25 In collaboration with classroom teachers, schools counselors, and school social worker, school administration will implement an attendance monitoring plan to consistently address student attendance concerns, (i.e. 3, 6, 10 day absences) which includes maintaining a parent contact log to document phone calls/emails/conferences and utilizing available school resources, to reduce chronic absenteeism. (Aligns to Goals 1&2 and Guardrail 3.)

Scott Otolski

06/10/2026

See Supplemental Attendance Plan

<i>Notes:</i>				
9/17/25	School administration will provide a duty-free lunch period for every teacher on a daily basis.		Scott Otolski	06/10/2026
<i>Notes:</i>				
9/17/25	Teachers will implement daily Social Emotional Learning time using the Caring Schools Curriculum to support a positive school climate and the SEL needs of students. (Aligns with Guardrail 3, FAM-S 31)		Scott Otolski	06/10/2026
<i>Notes:</i>				
Implementation:		09/01/2025		
Evidence	5/13/2025			
Experience	5/13/2025			
Sustainability	5/13/2025			