

Comprehensive Progress Report

Mission:

At BES, we intentionally live the 7 Habits, lead through teamwork and communication, and build long lasting and positive relationships, with colleagues, students, and families.

Vision:

We lead through teamwork and communication to build long lasting and positive relationships. We are a community of empowered leaders and learners, growing together to reach our highest potential.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase 84% in 2023-2024 to 91% in 2024-2025. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will increase the percent of teachers that strongly agree with the statement "Encourages teachers to use new knowledge and skills obtained through professional development." on the TWC survey from 35.85% in 2023-24 to at least 60% in 2024-25. (Aligns to A2.04, B3.03, and Guardrail 4)

The percent of Students With Disabilities scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 22.7% in 2023-2024 to 35.2% in 2024-25. We will increase our SWD subgroup letter grade from an D to a C or higher in 2024-25. Aligns to A2.04, A4.01, B3.03, D1.02, CMS Goal 2 and Guardrail 1)

The percent of chronically absent students will decrease from 11.4% in 2023--2024 to 6.4% in 2024-2025. (Aligns to A4.06 and CMS Guardrail 3)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessment in grades 3-5 will increase from 51.8% in 2023-2024 to 60% in 2024-2025. The percent of students scoring College and Career Ready (CCR) on math End of Grade assessment in grades 3-5 will increase from 69% in 2023-2024 to 77.2% in 2024-2025. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessment in grades 3-5 will increase from 76.8% in 2023-2024 to 85% in 2024-2025. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Decrease the number of total referrals by 10% from 56 during the 23-24 school year to 50 in the 24-25 school year. (A4.06, CMS Guardrail 2)

We will increase our students with disabilities subgroup performance grade from a F to a D or higher in 2024-25. (Aligned to A4.01, 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>		<p>During the 2024-25 school year, preliminary data indicates:</p> <ul style="list-style-type: none"> - Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS was 80% - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 was 53.5% - The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 was 69.2% <p>During the 2024-25 school year the principal met with the admin team at least once per week and individually throughout the week based on grade level instructional needs. We discussed coaching plans and grade level trends based on walkthrough data. The coaching caseload was divided amongst the admin team based on admin strengths and teacher needs. The coaching cycles were differentiated based on the teacher's data.</p> <p>Successes from the 2024-25 school year include a commitment to small group instruction, walkthroughs were targeted towards instructional practices during this time. The admin team was able to determine individual teacher support that was needed and provide it based on walkthrough data. During PLC meetings and staff PD we were also able to build teacher capacity.</p> <p>A challenge that we faced was a shift in practice and lift in teacher ownership of student data, work product, planning expectations, and other areas that may have been a shift from previous school practice.</p> <p>We will measure success for the 2025-26 school year based on the following goals:</p> <ul style="list-style-type: none"> - Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS will increase from 80% in SY2024-25 to 84% in SY2025-26. - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 will increase from 53.5% in SY2024-25 to 56% in SY2025-26. 	Limited Development 07/10/2024		

- The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 will increase from 69.2% in SY2024-25 to 73% in SY2025-26.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

The principal, assistant principal and master literacy and math teachers are visible throughout the school day in classrooms and other areas of the school building. Staff will receive ongoing professional development that is based on building teacher capacity and increasing student achievement. The principal communicates a vision and mission to school staff. Supplemental resources for planning and implementing instruction and intervention are available. A plan for implementation of core action walkthroughs and feedback is used to support staff instructional practices. We will be meeting our goals as evidence by student growth and achievement gains.

Jigna Patel

06/30/2026

Actions

0 of 2 (0%)

7/30/24 The principal will develop a weekly walkthrough calendar and feedback process with specific look fors including standards alignment, stamping the learning, and evidence of Reading Strategies 2.0 PD for quarter 1. We will move into execution of data-driven small group and independent student tasks by quarter 2. (CMS Goal 1, 2, Guardrail 1, 4, and FAM-S 29)

Jigna Patel

01/21/2026

Notes:

7/30/24 The principal will develop a comprehensive coaching plan that provides tiered coaching based on teacher performance and needs to develop teacher capacity in standards aligned instruction aligned with planning and classroom management strategies. (CMS Goals 1 and 2, Guardrail 4)

Jigna Patel

06/30/2026

Notes: A comprehensive coaching plan was created and utilized by admin, master teachers and teacher leaders.

Implementation:

06/30/2025

<i>Evidence</i>			6/1/2025			
<i>Experience</i>			6/1/2025			
<i>Sustainability</i>			6/1/2025			
!	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the 2024-25 school year, preliminary data indicates:</p> <ul style="list-style-type: none"> - Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS was 80% - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 was 53.5% - The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 was 69.2% <p>Based on 23-24 EOG data, Ballantyne Elementary was identified as a TSI school for SWD. Successes from the 24-25 school year include implementation of EL Skills Block Supplemental Instruction (Tier 2), Orton-Gillingham (Tier 3), and Check In Check Out (Tier 2 behavioral support). We also were successful in utilizing SPIRE and Pirate Math with our EC students. Our EC team worked to utilize the MVPA data and iReady to support their instruction. They also took accurate data and applied it towards meeting student IEP goals.</p> <p>Challenges we faced were having enough time and resources to address the needs of students with significant cognitive impairments. Opportunities for the 25-26 school include continuing to expand planning time for these teachers to collaborate and intentional design instruction based on student need. We also will focus on standard aligned lesson development and collaboration across general education teachers and support staff. We will be monitoring lesson plans more closely and providing weekly feedback during PLC meetings. The admin team will also conduct walkthroughs to continue to provide feedback on small group instruction.</p>	Limited Development 12/05/2023		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	This indicator will be fully met when we address our inequity gap by providing specific professional development to all staff for supporting students who receive EC services. We will also implement evidence based interventions and programs. We will be off the TSI list and our EC students will be growing and successful in alignment with their peers.			Temika Smith	10/01/2025
Actions			0 of 1 (0%)		
8/7/24	Continuing into the 2025-26 school year, our school identified an inequity in the time spent analyzing student data and planning to respond with standards aligned resources based on identified student needs. As a result, our school plans to mitigate this inequity by shifting the EC PLC focus to standards-based lesson planning and discussing intentional strategies to target our SWD subgroup of students around grade level instruction. (Goal 1, Goal 2, TSI goal, and Guardrail 1)			Jigna Patel	06/30/2026
<p><i>Notes:</i> Ballantyne Elementary School TSI Comprehensive Assessment Link</p> <p>https://docs.google.com/document/d/1ZRZw5bIPPDuNRM_QlitBN5vYs3jD2cBYba1as3KZS2k/edit?usp=sharing</p>					
Implementation:			06/26/2025		
Evidence	6/13/2024 Flexible grouping was utilized to maximize trained staff in implementing interventions. EC staff provided professional development for other staff during planning and staff meetings.				
Experience	6/13/2024 Staff were trained on site or at the district level. EC staff implemented SPIRE and Pirate Math.				
Sustainability	6/13/2024 New Teachers and Teacher Assistant's will be trained on intervention strategies and support, including Orton Gillingham.				
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>		<p>During the 2024-25 school year, preliminary data indicates:</p> <ul style="list-style-type: none"> - Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS was 80% - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 was 53.5% - The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 was 69.2% <p>Our MTSS Leadership Team consistently and effectively analyzes Core, Supplemental, and Intensive Data. Through leadership meetings and PLC meetings, teachers and support staff have worked to ensure that data is being utilized to help students master their grade level expectations. We have problem solving team meetings to discuss students who are performing below grade level. Discussions include a review of current student data, determination of the level of support needed (supplemental or intensive) and next steps including staff support and progress monitoring.</p> <p>Successes from the 2024-25 school year include that we have been able to allocate for a K-5 MTSS facilitator who also supports reading interventions. This position will continue into the new school year Reading support includes Orton Gillingham instruction and interventions aligned with the core instruction. Progress Monitoring and documentation in Branching Minds is consistently up to date and monitored. Our MTSS facilitator supports all K-5 teachers with the creation and implementation of supplemental, intensive intervention plans and progress monitoring. In addition, the MTSS facilitator communicates effectively with all stakeholders regarding updated student data and interventions.</p> <p>Challenges that we have faced include having gaps in communication across different teams regarding when to move students to an intensive plan and the EC team takes over.</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS will increase from 80% in SY2024-25 to 84 % in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of</p>	Limited Development 07/10/2024		

Grade assessments in grade 3-5 will increase from 53.5% in SY2024-25 to 56% in SY2025-26. The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 will increase from 69.2% in SY2024-25 to 73% in SY2025-26.

We will measure success for the 2025-26 school year based on the following goals:

- Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS will increase from 80% in SY2024-25 to 84% in SY2025-26.
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 will increase from 53.5% in SY2024-25 to 56% in SY2025-26.
- The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 will increase from 69.2% in SY2024-25 to 73% in SY2025-26.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

As a school we will implement the MTSS process including the standard treatment protocol with fidelity. In order for teachers to have the knowledge and skills needed to adapt materials and adjust teaching strategies to meet the specific needs of each student professional development is provided throughout the school year. Teachers routinely differentiate instruction and design lessons that are standards based. Tiered lessons will be created to address the needs of each group of students. Student assessment of learning based on understanding of the content and the skills learned will be in place. As a result of effective MTSS implementation we will have a reduction in the number of EC referrals.

Jigna Patel

06/30/2026

Actions

0 of 4 (0%)

8/7/24

Establish a system in which team discussions about students taking place in SSPLC and Grade level PLC meetings are being monitored weekly in all areas of intervention by the MTSS Leadership Team. (CMS Goal 1, Goal 2, Guardrail 1, 2 and 3, and FAM-S 3)

Jennifer Councilman and Michelle Haston

06/30/2026

<i>Notes:</i>				
9/5/24	Continuing into the 25-26 school year, our ATSI school will establish and implement weekly planning for support staff to collaborate with admin/ILT to support the development of grade level aligned lessons, scaffolds and amplifications for groups of students based on their needs in order to increase the overall performance of our SWD subgroup. (Goals 1-2, Guardrail 1)		Jigna Patel	06/30/2026
<i>Notes:</i>				
11/19/24	Establish support staff PLCs to discuss how instruction for groups of students (ML, TD, EC) are aligning to grade level standards and supporting student growth and proficiency gains. (Guardrail 1)		Jigna Patel	06/30/2026
<i>Notes:</i>				
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. (Goals 1-2. Guardrail 1)		Jigna Patel	06/30/2026
<i>Notes:</i>				
Implementation:		06/01/2025		
Evidence	6/1/2025			
Experience	6/1/2025			
Sustainability	6/1/2025			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

During the 2024-25 school year, preliminary data indicates:

- Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS was 80%
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 was 53.5%
- The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 was 69.2%

Based on our 2024-25 school year data, our PLCs will continue to be provided with 80 minutes weekly for collaborative team planning. In addition they have designated one to two 45 minute blocks of time each week for additional planning. During planning, teams are expected to review standards, to discuss student data and teaching practices that have worked for them that extend or remediate core instruction and to share lessons. Teams review standards at the start of the unit, but standards-based discussions are not consistently part of planning. Our Master Teachers have provided templates for small group planning and heavily support teachers in using data to plan small group instruction. Teachers need to utilize their classroom data to plan differentiated small groups.

Successes from the 2024-25 school year include a shift in our intentional small group instruction K-5 in literacy and math. Teachers pull students in small groups on a daily basis. Support staff (ML, TD, EC) also pull students during this time. This has allowed for students to provide more intensive targeted instruction, whether it is acceleration or remediation. We also started implementing cool downs and exit tickets with fidelity. In PLC meetings teachers are utilizing the standard course of study unpacking documents in order to make sure that instruction is aligned to the standards. Additionally, we made adjustments to our literacy practice by focusing on the DOK level of questions, vocabulary development and utilizing rigorous grade level or above text. In order to hold teams accountable the admin team and Master Teachers provided daily support to designated teachers on our coaching caseload.

Challenges we faced with were being met with hesitation by some teachers. Additional classroom support was needed and provided for teachers demonstrating deficiency in structure, planning, content knowledge and/or implementation in small group instruction. As we collected student and teacher data we identified needs around how to

Limited Development
07/10/2024

analyze student work and how to respond to student gaps using specific data points and explicit strategies.

We will measure success for the 2025-26 school year based on the following goals:

- Kindergarten through 2nd grade students scoring at or above benchmark in foundational literacy as measured by DIBELS will increase from 80% in SY2024-25 to 84% in SY2025-26.
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grade 3-5 will increase from 53.5% in SY2024-25 to 56% in SY2025-26.
- The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grade 3-5 will increase from 69.2% in SY2024-25 to 73% in SY2025-26.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>Our instructional teams will collaborate with each other and our Literacy and Math Master Teachers to design standards aligned instructional units. In addition our EC Resource teachers, ML teachers and TD teachers will support teachers in differentiating units of instruction based on student progress. Teams will work together in a manner that supports professionalism, open dialogue and a focus on data analysis to create next steps in the learning process for students. Planning will prioritize the most critical learning standards for the content area. Teachers will unpack the standards by identifying the explicit and implicit domain skills for the learning standards for literacy and math. Teachers will identify essential skills from domain skills. Teachers will work cohesively and interdependently to highlight academic success and utilize the strengths of each other to build their individual capacity. Teachers will be able to write end of the year learning targets to describe the performance students should be able to demonstrate. Teams will work to create success criteria for each student based on the learning targets. Teams will also be able to vertically articulate the learning targets for the grade level above and below. We will be meeting our school goals around proficiency gains on DIBELS and End of Grade assessments.</p>		<p>Jigna Patel</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>11/19/24</p>	<p>All math teachers will collect student data during the cool down to target student needs and provide instruction based on student needs. Identify students on the verge of excellence and working to push them to GLP/CCR. (Guardrail 1)</p>		<p>Jigna Patel</p>	<p>11/15/2025</p>
<p><i>Notes:</i></p>				
<p>11/19/24</p>	<p>Focus on the implementation of ALL Block/Skills Blocks small group instruction by establishing a structure and data analysis protocol to ensure standards-aligned instruction and quality independent tasks are taking place. Identify students that are on the bubble to push into GLP/CCR proficiency. (Goals 1-2, Guardrail 1)</p>		<p>Jigna Patel</p>	<p>01/15/2026</p>
<p><i>Notes:</i></p>				

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.		Jigna Patel	06/30/2026
<i>Notes:</i>				
8/7/24	Master teacher leaders will facilitate planning meetings during which teachers will analyze student data and plan standards-aligned small group lessons and tasks for use during small group instruction based on student needs. Evidence of Reading Strategies 2.0 PD will be present in literacy PLCs. (CMS Goal 1, Goal 2, Guardrail 1)		Jigna Patel	06/30/2026
<i>Notes:</i>				
Implementation:		06/16/2025		
<i>Evidence</i>	6/16/2025			
<i>Experience</i>	6/16/2025			
<i>Sustainability</i>	6/16/2025			

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:

Based on 2024-25 data, we have decreased our total number of incident referrals to 49 which is below our 24-25 goal of 50.

Ballantyne Elementary has been a Leader in Me school for the past five years. Teachers are viewed as leaders and are encouraged to set goals that support their leadership goals whether they are inside of the classroom, school or beyond. To set the tone for classroom leadership, morning meetings are implemented daily. Leadership opportunities are also given to all students. They are encouraged to be leaders of their behavior, learning and in the community. In addition, each classroom behavior goals are posted and goals are actively being worked on being reached. Each classroom also has a calming corner and calming strategies that individual students can use throughout the day are posted. School counselors are placed on grade level hallways for accessibility. They also provide classroom guidance lessons, small lunch groups and individual counseling sessions as needed.

Successes in the 2024-25 school year include implementing a new school wide behavior system that promotes LIM habits and behavioral WIGS. Students are excited to meet classroom goals.

A challenge we faced was that in general, our K-2 teachers are more enthusiastic about implementing morning meetings. With increased content demands especially in 5th grade, teachers find it difficult to prioritize consistent morning meetings. The cafeteria has been the most challenging area for students to meet school wide behavior expectations. Classroom behavior folders have been utilized so that teachers and lunch monitors can communicate and each holds students accountable for their cafeteria behavior as individuals and as a class.

As we transition into the 2025-26 school year, we will be implementing Capturing Kids Hearts with a goal of 100% implementation of morning meeting and school-wide utilization of signals.

Limited Development
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	All teachers will explicitly teach SEL and leadership skills during morning meetings/closing circles using the Leader in Me framework. Counselors will provide classroom guidance lessons and classroom specific lessons based on the SEL needs of a class. Teachers will guide students in managing their emotions and arrange for support and interventions when necessary. Students will learn different skills to express emotions and know how to apply those skills across situations and environments. Students will be leaders of their behavior with self-regulation strategies and techniques. Staff will receive ongoing SEL professional development using the LIM on demand model.			Temika Smith	06/30/2026
Actions			0 of 5 (0%)		
	11/19/24	Counselors will provide attendance lessons in classrooms during special area blocks. (Guardrail 3)		Jigna Patel	06/01/2026
	<i>Notes:</i>				
	7/23/25	Staff will engage in Capturing Kids Hearts required professional development and complete annual surveys as outlined in year 1 implementation. (Guardrail 3)		Jigna Patel	06/30/2026
	<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.		Jigna Patel	06/30/2026
	<i>Notes:</i>				
	9/9/25	Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis.		Jigna Patel	06/30/2026
	<i>Notes:</i>				
	8/7/24	Implement attendance plan strategies to decrease chronic absenteeism. (CMS Guardrail 3) Attendance Plan: https://docs.google.com/document/d/1PhDTyCYaC7E9-hjcrBFDJxltkkBFie4NkyhSXV5rcb4/edit?usp=sharing		Jigna Patel	06/30/2026
	<i>Notes:</i>				
Implementation:			06/16/2025		
Evidence	6/16/2025				

<i>Experience</i>	6/16/2025			
<i>Sustainability</i>	6/16/2025			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

At Ballantyne we have been using Parent Square for the past three years to keep families abreast of ongoing events and school goals. Teachers are required to communicate academic focus and goals with families, weekly. PTA and administration work together to create experiences for families and students to promote academics and social-emotional well-being. Support staff are consistent with sending home progress reports, scheduling parent meetings, and providing resources for parents to use at home.

Success during the 2024-25 school year were the implementation of BEAR Leader Lunches that were sponsored by community businesses partners. During the lunch the business would speak about leadership and provide Chick fil a to students who were selected by their classmates for demonstrating BEAR Leader traits. We also implemented quarterly BEAR Ceremonies where families were invited into classrooms so that students could show them their leadership portfolio, goals that were met and what they have learned. Both events had overwhelmingly positive feedback and attendance. As we transition into next year, BEAR ceremonies will take place each semester and BEAR lunches will continue monthly. Since communication is always an area for improvement we decided to collaborate with our SIT team and PTA to review the effectiveness of our communication. Systems were then implemented so that we are able to provide consistent and timely communication regarding events and student learning.

Challenges that we faced were the creating buy-in from all families to attend events. We are specifically going to focus on increasing attendance for our families that are multi-lingual.

Limited Development
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	We will create active and meaningful partnerships that prioritize family-school collaboration in student learning. Our school will be a place where families are valued and welcomed. Students and families that represent our diverse school community are engaged with school activities. Opportunities for families to support the student learning are available and accessible. Information is provided to families regarding interventions and student response and progress on assessments. Frequent communication is provided to families. .			Jigna Patel	06/30/2026
Actions			0 of 3 (0%)		
7/30/24	The principal will host quarterly Principal Coffee Sessions to engage parents in ways that directly relate to the school's school improvement goal progress. (All goals)			Jigna Patel	06/30/2026
<i>Notes:</i>					
7/30/24	The teachers will lead and implement two academic, leadership celebrations to connect families to student academic performance as it relates to student achievement in an effort to build partnerships with families toward achieving academic growth goals. (CMS Goal 1, 2 and Guardrail 1 and 4)			Temika Smith	06/30/2026
<i>Notes:</i>					
8/7/24	Meet with families of students that are chronically absent to develop a plan of support to increase student attendance. (CMS Guardrail 3 and FAMS-3)			Marilee Sanchez-Masi and Sarah Elkins	06/30/2026
<i>Notes:</i>					
Implementation:			06/16/2025		
Evidence	6/16/2025				
Experience	6/16/2025				
Sustainability	6/16/2025				