

## Comprehensive Progress Report

### Mission:

Mission: First Ward's mission is to nurture emerging artists who think independently, learn with confidence, and show kindness to others. Our students thrive through daily experiences that blend arts exploration, challenging academics, and a strong community of care.

### Vision:

School Vision: Vision: First Ward Creative Arts Middle School will serve as a leader in the Arts and in Education. We will be a model of excellence as a top-ranked arts magnet. Our promise is to ensure that every student will excel artistically, academically, socially, and emotionally throughout their secondary years of school and beyond.

### Goals:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 51% in SY2024-25 to 56% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06). (Supported through Indicators A2.04, A4.01, B3.03)

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04). (Supported through Indicators A4.06, E1.06)

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06). (Supported through Indicators A2.04, A4.01, B3.03, E1.06)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 50% in SY2024-25 to 55% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students scoring Grade Level Proficient (GLP), in Reading on End of Grade assessments in grades 6-8 will increase from 68% in SY2024-25 to 73% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 29% in SY2024-25 to 20% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 31% in SY2024-25 to 26% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90 % of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

At the start of the year, the principal has created a tiered instructional framework to address all content areas. She is the primary point of contact at each tier, positioning herself as the instructional leader in the building. She is also connected to the Content Leaders who support the planning and instructional delivery for that content areas. She serves as the primary instructional coach for members of the Admin team and has communicated a coaching plan that supports new teachers and select teachers on a coaching plan for growth.

Current 2025-2026

1) This is our first year as a middle school and have set goals for the year and have created areas of focus that are being implemented to meet our goals.

Goals for the 2025-2026 school year.

Reading: Reading Proficiency will increase from (GLP) 68% to 73% and will increase from (CCR) 51% to 56% as measured by the end-of-grade assessments/EOG.

Math: Math Proficiency will increase from (GLP) 68% to 75% and will increase from (CCR) 50% to 55% as measured by end-of-grade assessments/EOG.

Strategies to implement that will lead towards the growth we aim to accomplish for our team.

- Subgroup Intentional Focus
- Instructional Planning time
- SOAR block
- Small group instruction
- Focus on data analysis
- Targeted strategies for engagement (cold calling, turn and talks, student projects )
- Implementing scaffolds for students during instructional time
- Focus on high-level questioning and enrichment for high-fliers
- Focus on re-teaching misconceptions
- School visits-provide feedback

Limited Development  
07/25/2024

<b>How it will look when fully met:</b>	When this objective is fully met, qualitative walkthrough data will show all of the lessons observed will contain research based instructional practices, alignment to appropriate district curricular resources, and instructional planning will match instructional execution. When this objective is fully met, students across multiple subgroups will reach benchmark mastery (80% or above) on common assessment, topic assessments and district assessments. When this objective is fully met, more students will also benefit from exposure and experiences with advanced coursework across our school. We will consistently review instructional coaching logs, walkthrough data, student achievement data, and instructional planning minutes to see if this objective is being fully met.		Selestine Young	06/30/2026
<b>Actions</b>		<b>1 of 4 (25%)</b>		
7/25/24	Create a walkthrough schedule for members of the ILT team that will outline when teachers will receive walkthrough visits to be observed and when feedback will be given. (FAMS-37).		Selestine Young	06/30/2026
<i>Notes:</i>				
7/25/24	The Principal and members of the Admin Team will review walkthrough data for trends and decide where coaching and support is needed for teams and for individual teachers (FAMS-27)		Selestine Young	06/30/2026
<i>Notes:</i>				
3/25/25	We will utilize approximately \$6.000 in Title I funds for all teachers to participate in frequent Whole Day planning sessions that support their understanding of the curriculum and how to affectively use data to increase outcomes for students.  The funding Title I funds are used to pay for substitutes.		Selestine Young	06/30/2026
<i>Notes:</i>				
7/25/24	Create and implement a coaching plan to coach teachers who need and/or request additional mentoring with teaching and learning. (EVAAS, FAMS-37).	Complete 10/31/2024	Selestine Young	12/01/2026
<i>Notes:</i> Each member of the Instructional Leadership Team (ILT) is responsible for coaching a group of teachers, with each coach working with 2 to 5 teachers.				

	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
<b>Initial Assessment:</b>			<p>We have hired a Technology Associate using Title I funds and are working to hire a part-time tutor to support small group instructions.</p> <p>the Technology Associate if working closely with the Media Coordinator to ensure that the technology needs of the school are met.</p> <p>The part-time tutor will be trained to use current data to create and implement small group instruction to select students across the school.</p>	Limited Development 09/23/2025		
<b>How it will look when fully met:</b>			The Technology Associate will not only distribute and maintain technology for our school, but he will also conduct professional development session individually or with PLC to strengthen their understanding of technology programs that can serve to enhance their teaching and student outcomes.		<b>Michael Dermott (Sept. 17, 2025)</b>	<b>12/31/2025</b>
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	9/29/25	Title 1 Funds will be used to plan and implement events to increase parent involvement and parent engagement.			Jean Vintinner (Sept. 18, 2025)	06/20/2025
<i>Notes:</i>						
	9/23/25	The technology teacher will communicate expectations for caring for district technology and the processes teachers and the school will follow to hold students accountable.			Boyd Stanley (Sept. 17, 2025)	12/31/2025
<i>Notes:</i>						
	9/23/25	The part time tutor will be required to serve plan and conduct small group interventions for select students who need additional remediation or enrichment.			Azra Cantrell (Sept. 17, 2025)	12/31/2025
<i>Notes:</i>						
	9/23/25	Title I funds are used to pay for the Technology Associate-\$60715.83			Selestine Young	12/31/2025
		Title I funds are used to pay for the Part-Time Tutor \$18,383.88				
<i>Notes:</i>						

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school currently participates in district recruitment events and is actively expanding its own recruitment strategies. With student enrollment increasing, administrators are in the process of recruiting and interviewing highly qualified teachers to meet the needs of a growing population. Informal recognition practices, such as staff shout-outs and acknowledgments, are in place and appreciated by staff. While formalized retention and leadership development programs are still developing, there is positive momentum as leaders strengthen partnerships, expand recognition, and begin using evaluation and exit interview data more strategically to support continuous improvement.	Limited Development 09/23/2025		
<i>How it will look when fully met:</i>		When this indicator is fully met, the school will demonstrate a proactive approach to recruiting, rewarding, and retaining staff. Vacancies will be filled with highly qualified candidates from diverse pools, and teachers will report increased satisfaction with recognition and growth opportunities. Retention data will improve, reflecting a more stable and supportive work environment. Staff will feel that leadership values their contributions and provides pathways for professional advancement, while leaders will use evaluation and exit data to make responsive adjustments to staffing systems.		Selestine Young	06/30/2026
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/23/25	The school will build stronger recruitment pipelines by partnering with local universities, education programs, and arts organizations to identify high-quality candidates, particularly in high-need content areas.		Selestine Young	06/30/2026
<i>Notes:</i>					
	9/23/25	A structured recognition and retention program will be established, including quarterly staff appreciation events, and opportunities for professional growth and leadership development. Evaluation and exit interview data will be used to refine these efforts.		Selestine Young	06/30/2026
<i>Notes:</i>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the school collects student achievement data at benchmark periods and conducts leadership walkthroughs. The data is shared with teachers, but alignment between instructional gaps and professional development has not been fully consistent. Leaders are building capacity to aggregate classroom walkthrough data more effectively and to use it for planning PD.	Limited Development 09/23/2025		
<i>How it will look when fully met:</i>		Teachers and staff will clearly understand how school data drives decisions about instruction and professional learning. All PD sessions will directly address needs identified through walkthroughs and assessment trends. Staff will report that PD is timely, relevant, and connected to their practice. Schoolwide, student performance data will show consistent upward movement toward SIP goals.		Selestine Young	06/30/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/23/25	The leadership team will establish a quarterly data review cycle that includes benchmark assessments, EOG projections, subgroup performance data, and common assessment data that aligns with the standards taught. Data will be shared with SIT, PLCs, and staff to identify strengths, gaps, and professional learning priorities.		Michael Dermott (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>					
	9/23/25	Professional development plans will be created each quarter based on data trends. These will include workshops, targeted coaching, and collaborative planning sessions designed to address specific instructional gaps revealed through data analysis.		Selestine Young	06/30/2026
<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>		<p>MTSS continues to be an essential expectation for all staff. All teachers are required to understand the MTSS process and the importance of monitoring the progress for students across the school. During planning, teachers examine multiple data points to analyze the quality of core instruction and their students' response to instructional practices. This will ensure procedures, interventions, and progress monitoring are consistent throughout our school. Teachers meet with the respective school-based personnel to develop an evidenced based plan of action to meet the needs of students across all tiers.</p>	Limited Development 07/25/2024		
<i>How it will look when fully met:</i>		All teachers will implement tiered instruction with fidelity, supported by data-driven interventions that are aligned to student needs. Tier 1 instruction will be strong and consistent across classrooms, Tier 2 will provide targeted supports in small groups, and Tier 3 will deliver individualized interventions. Student performance data will show steady growth across all subgroups, and teachers will report confidence in using the tiered framework.		Selestine Young	06/30/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	7/25/24	The MTSS Committee will train and model for staff on ways to monitor student progress, including the use of the Branching Minds Platform. Monitoring and modeling continue to occur. (3rd grade, EVAAS, FAMS24).		Rose Rhodes (Sept. 17, 2025)	12/31/2025
		<i>Notes:</i> This year, we will have a MTSS committee who will ensure that the school understand the MTSS processes to follow and how we will continue to monitor support learning for students across the school.			

3/18/25	First Ward is purchasing instructional supplies from Direct School Supplies totaling \$12,386.08 (excluding taxes) requested by our teachers and facilitators to support the effective implementation of CMS's curriculum and help close achievement gaps during small group instruction.		Selestine Young	06/30/2026
<i>Notes:</i>				
9/23/25	Instructional teams will use MTSS data and evidence-based interventions to provide differentiated support for students in Tier 1, Tier 2, and Tier 3. Teachers will meet bi-weekly to review formative and benchmark data, identify students who need additional support, and adjust instructional plans accordingly.		Selestine Young	06/30/2026
<i>Notes:</i>				

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

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The school currently Capturing Kids’ Hearts structures, and many teachers implement them with growing consistency. Several classrooms already demonstrate proactive strategies such as modeling routines and reinforcing positive behavior. In addition, students are incentivized through the schoolwide House System, where they can earn “House Points” for a variety of academic, behavioral, leadership, and community-focused accomplishments. Examples include turning in assignments on time, scoring proficient or showing growth on assessments, maintaining strong grades, demonstrating weekly perfect attendance, and receiving “caught being great” cards. Students can also earn points for school spirit, engagement in extracurricular activities, community kindness, responsible technology use, and random acts of kindness. Grade levels may be rewarded collectively with weekly free lunch seating privileges. This system reinforces positive choices with creative categories such as Masterpiece Moves, Star Stage Moments, House Harmony, Art of Kindness, Creative Code, and Spotlight Bonus. The incentive program has created excitement among students and a stronger sense of belonging.</p> <p>Walkthroughs are beginning to show improvements in consistency, and teachers who excel in management are sharing practices informally with colleagues. While variations remain across classrooms, leadership has a strong foundation to build from and is working to make the approach more systematic schoolwide.</p>	Limited Development 09/23/2025		

<b>How it will look when fully met:</b>	When fully implemented, all classrooms will operate with consistent management systems that students clearly understand. Students will be able to explain behavioral expectations and demonstrate them consistently. Instructional time will be maximized, disruptions will be significantly reduced, and walkthrough data will reflect strong, uniform application of management practices across grade levels. Teachers will report feeling supported by both training and coaching, and families will perceive a calmer, more structured learning environment.		Selestine Young	06/30/2026
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/23/25	All staff will receive information at the start of the year and as needed on proactive classroom management strategies, such as positively reinforcing expectations, using restorative conversations, and teaching routines explicitly at the start of each quarter.		Boyd Stanley (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>				
9/23/25	Leadership will conduct monthly walkthroughs focused specifically on classroom management and implementation of behavior plan practices followed by targeted coaching for teachers who need additional support. Teachers who demonstrate strengths will share best practices in professional learning sessions and select teachers will conduct peer visits to these classrooms.		Boyd Stanley (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			PLCs currently meet weekly to plan instruction and are making progress in aligning units with standards. Teachers meet as PLCs with content lead experts to deepen their understanding of standards, strengthen lesson design, and share best practices. Grade levels use lessons and common assessments to ensure consistency across classrooms and to measure student mastery uniformly. There is still variation in the level of alignment and rigor across teams, but leadership has prioritized providing time and professional development to ensure greater consistency moving forward.	Limited Development 07/25/2024		
<b>How it will look when fully met:</b>			Teams will produce consistent, rigorous, standards-aligned units across grade levels. Lessons will be engaging and responsive, with clear pacing, exemplar plans, and common assessments. Student mastery of standards will improve. When this objective is fully met, there will be less than fifteen percent of students at any grade level receiving supplemental interventions. Classroom Teachers will understand how to implement the "approved" interventions for their grade level. Students will consistently show mastery of core content on all assessments. Walkthrough data will show evidence of effective teaching practices across all classrooms and grade levels.		Rose Rhodes (Sept. 17, 2025)	06/30/2026
<b>Actions</b>				<b>2 of 5 (40%)</b>		
	7/25/24	Teachers will review and follow the approved planning protocols to ensure alignment of practices across the grade levels. (CMS Goal 1 and Goal 4 & aligned with FAM-S 29)		Complete 09/09/2024	Selestine Young	12/01/2024
<i>Notes:</i>			During the August teacher workdays, staff participated in a professional development (PD) session where planning protocols were introduced. These protocols were revisited by administration in a November staff meeting to reinforce expectations. In every PLC (Professional Learning Community) meeting, facilitators and teachers utilize these planning protocols to ensure that expectations are consistently met.			
	3/25/25	We will utilize approximately \$10,000-\$15,000 in Title I funds to pay for Summer Extended employment for three staff members to develop pacing guides, unpack units, and support instructional planning for the 25-26 school year.		Complete 06/30/2025	Selestine Young	06/30/2025

*Notes:* Each K-5 Teacher 100% will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth towards our overall school index in SY2024-25. (Aligns to A4.01 and B3.03 and CMS Goal 4: The percent of staff who met or exceed expected Educator Value Added Assessment System (EVAAS) growth will increase from — October 2024 to 95% by October 2025.)

7/25/24 Instructional planning will focus on unpacking standards, and utilizing curricular resources aligned to the standards. Instructional planning in grades 6-8 is led or supported by our TLP (MCL) leader position that is partially funded through Title 1 and Content Leaders (CMS Goal 1 and Goal 4 and Title I Budget-)

Rose Rhodes (Sept. 17, 2025)

06/30/2026

*Notes:*

7/25/24 Teachers and content leaders analyze their data within 48 hours of taking the assessment through the data protocol. Reteaching and reassessments occur after assessments are analyzed.

Core academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum and environment (ICE). These practices are refined based on both student outcome and implementation data for continuous improvement. (FAM-S 29)

Azra Cantrell (Sept. 17, 2025)

06/30/2026

*Notes:*

7/25/24 The Instructional Leadership Team will conduct weekly learning walks using the District's Core Actions Walkthrough Form as look fors to monitor teaching and learning that align to the District's Goals and Guardrails.

Selestine Young

06/30/2026

*Notes:*

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school currently provides orientation for incoming 6th graders, which includes a tour and parent Q&A. Advisory-based lessons for 8th graders focus on high school readiness, and leadership has begun developing partnerships with feeder high schools. While formal supports for 7th graders are still limited, advisory lessons are increasingly being used to promote personal goal setting and independence. Teacher articulation meetings across grades occur informally and focus on logistics, but leaders are working toward more structured processes. Parent involvement in transition planning is increasing gradually, and the school recognizes this as an area of growth.	Limited Development 09/23/2025		
<i>How it will look when fully met:</i>		Rising 6th graders will enter middle school with a stronger sense of belonging and understanding of expectations. Rising 7th graders will feel prepared for greater independence and responsibility in academics and extracurriculars. 8th graders will transition confidently into high school with the knowledge, resources, and preparation needed to succeed as a budding artist in the high school Arts Program. Teachers will benefit from articulation processes that reduce instructional gaps between grade levels.		Azra Cantrell (Sept. 17, 2025)	06/30/2026
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/23/25	For rising 6th graders, the school will create a summer transition program that includes orientation sessions, peer mentoring, and parent workshops to ease the transition into middle school.		Selestine Young	06/30/2026
<i>Notes:</i>					

9/23/25	For 7th and 8th graders, the school will implement transition supports tailored to each level. Rising 7th graders will engage in advisory-based goal setting and leadership development activities to prepare them for increased academic and social responsibility, while 8th graders will participate in high school readiness programming that includes feeder high school visits, course registration support, and transition workshops led by high school counselors. (i.e. Naviance Career selection processes will occur as a readiness awareness practice for all middle school students)		Rose Rhodes (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
<i>Initial Assessment:</i>		Teachers and all staff begin and end the day with an SEL time to check in & check out with students to ensure that they are ready for teaching and learning. Support are provided if students need support.	Limited Development 07/25/2024		
<i>How it will look when fully met:</i>		When this indicator is fully met, SEL will be woven into the fabric of the school culture throughout the school day. Students will have daily opportunities to reflect on their emotions and practice coping strategies. Teachers will demonstrate attentiveness by intervening early, guiding students toward healthy self-regulation, and leveraging support services when necessary. Data will show a decrease in behavior referrals and an increase in positive student climate survey results. Families will also report that the school addresses student well-being proactively, and staff will express confidence in their ability to respond to student emotional needs.		<b>Selestine Young</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
7/25/24		Members of the Student Services Support Team (SST) will provide individual and group counseling to students in need based on data. (FAMS 30, SEL)		Boyd Stanley (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>					
9/23/25		Teachers will embed SEL routines into daily instruction, including reflective journaling, advisory lessons, and class discussions centered on emotional regulation and resilience.		Rose Rhodes (Sept. 17, 2025)	06/30/2026

Notes:

9/23/25 The school will expand restorative practices by offering PD, scheduling structured restorative circles, and training staff to recognize early warning signs of student distress, referring students to the SST team, as needed.

Azra Cantrell (Sept. 17, 2025)

06/30/2026

Notes:

**Core Function:**

**Domain 4: Culture Shift**

**Effective Practice:**

**Practice 4C: Engage students and families in pursuing education goals**

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

Currently, First Ward Creative Arts Middle School has various ways to communicate and share information with parents. Parents also are provided ways to communicate with teachers and the school. The principal and at least 2 representatives attend the monthly PTA board meeting.

- Annual Title I Meeting occurs in September each year
- Teachers send grade levels updates/ParentSquare messages
- Principal sends a weekly newsletter
- Weekly Communication will include information to keep parents informed
- Student agendas, individual messages to parents will provide an avenue for the teacher and parent to communicate
- Parents are invited to attend Curriculum Nights, EOG Nights, Arts Night (where parents and students get to participate in an Arts Night).
- Information/updates are posted on school website, shared with parents on ParentSquare, and through other social media platforms i.e Facebook and instagram.

Current 2025-2026

We have a very active and supportive PTO. Our PTO meets once a month and sponsors several events for our students and staff.

~We continue to identify targeted ways to ensure that students who are below grade level receive the support they need. Teachers implement interventions and small groups to support student's overall understanding and to increase their mastery of skills.

~ We aim to increase parent engagement and provide specific ways parents can support their child at home. We also are implementing ways parents can become more involved during the school day.

Dialogue with parents is an important way to hear their concerns and learn how we can meet the needs of their children

Limited Development  
07/25/2024

<b>How it will look when fully met:</b>	When this objective is fully met, we will communicate more information about how parents can help students at home. We will also increase parent involvement throughout the school year. Families will feel empowered and confident in supporting at-home learning. Communication will be clear, frequent, multilingual, and focused on curriculum. Parents will engage in workshops, and student achievement will reflect increased family involvement.		Selestine Young	06/30/2026
<b>Actions</b>		<b>1 of 3 (33%)</b>		
7/25/24	We will host a Parent Night each semester that focuses on relevant student data and curriculum so parents are better equipped to support students at home with Math, Literacy, and Science. These events will be funded through Title I using the 2025-2026 budget. (We will purchase food for curriculum night and fund other materials for parent involvement \$6831.97).		Boyd Stanley (Sept. 17, 2025)	06/30/2026
<i>Notes:</i>				
7/29/24	We will continue providing informational updates to parents via Parent Square, written notes, monthly newsletters, and our social media platforms.		Cate Gutter (Sept. 18, 2025)	06/30/2026
<i>Notes:</i>				
7/29/24	First Ward staff will attend PTA events and meetings to work alongside parents to support our efforts with students. (SEL, FAMS-21)	<b>Complete 11/29/2024</b>	Jean Vintinner (Sept. 18, 2025)	12/31/2026
<i>Notes:</i>				