

Comprehensive Progress Report

Mission:

Delivering a Rigorous, Unstoppable, Intentional, Data-driven learning environment, we ensure all scholars thrive.

Our scholars need rigorous, consistent, data driven teaching and learning to thrive in the school environment. That's our mission- teach to high levels, support the growth and development of our scholars, and exceed where we are supposed to land! *2025-26

Our Vision Verbs:

Vision:

Highlight -- Interact -- Leverage -- Lead -- Serve

*These were developed as a whole staff in the 2023-2024 school year and still stand true today for the 2025-2026 school year. We believe that vision requires ACTION and we are all responsible to act in the best interest of our scholars, families, and each other.

Goals:

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and 2025-2026. (Aligns to A4.01, C2.01, and B3.03 and CMS Goal 4)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 73% in SY2024-25 to 85% in SY2025-2026. (Aligns to A2.04, C2.01 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 19.6% in SY2024-2025 to 29.6% in SY2025-2026 (Aligns to A2.04, C2.01 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on the Math End of Grade assessments in grades 3-8 will increase from 29.9% in SY 2023-24 to 49.9% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS incidents will decrease from 13% in SY 2024-25 to 10% in SY2025-2026 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 90% of licensed high performing classroom teachers throughout the 2025-2026 SY. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP) on the Reading End of Grade assessments in grades 3-8 will increase from 38.3% in SY 2024-25 to 48.3% in SY 2025-2026 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP) on the Science End of Grade assessments in grades 5/8 will increase from 56% in SY 2024-2025 to 66% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP) on the Math End of Grade assessments in grades 3-8 will increase from 54.1% in SY 2024-2025 to 64% in SY 2025-2026 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP) on all assessments in grades 3-8 will increase from 47.3% in SY 2024-2025 to 57.3% in SY 2025-2026 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 30% in SY 2024-25 to 20% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = 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>As of September 2025, we now have a new AP and a new Dean. All MCLs and EXLT members have assigned roles/responsibilities with coaching, teaching, learning, and providing feedback. Our EXLT consisting of principal, AP, Dean and 3 MCL 2's meet weekly to discuss teacher effectiveness, data driven instructional practices, student data and overall positive climate and culture. Principal meets one on one with each member of the EXLT team as needed and the TLP team meets monthly to stay calibrated with best practices in teaching and learning.</p> <p>As of June 2025, the Principal and the AP utilized an observation and walkthrough schedule for the school year. The principal continued to meet with the ExLT weekly/biweekly. She met 1:1 with the MCLs who led K-8 across content, staying abreast of the movement and the needs of teachers and students. The AP continued to meet with the MS ELA and the MS SS teachers to ensure positive movement and growth.</p>	Limited Development 07/18/2024			

Walkthroughs with feedback are continuing to happen. Peer observations are happening. Coaching and support are pervasive throughout the school, contributing to the overall growth in student achievement.

As of June 2025, we have made progress toward our goal of increasing the percentage of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase to 25% in SY 2024-25. We did not meet the goal. Our end of year results reflect that there was a 4.9% increase for all 3rd grade students 2024-25 SY. 3rd grade Black and Hispanic student Reading CCR increased from 11.8% in 2023-2024 to 16.7% in 2024-2025. Additionally, 3rd grade DIBELS data reflected a 0.2 percentage point decrease in students performing at or above benchmark from BOY to EOY, ending with 35.1% of students meeting this benchmark. This also reflected a -12.4 percentage point cohort decrease from EOY 2024 to EOY 2025. We made progress toward our goal of increasing the percentage of 8th grade students who score at the College and Career (CCR) level a 4 or 5 on the Grade 8 Mathematics EOG will increase to 20% in SY 2024-25. Our end of year results reflect that there was a 20% increase SY 2024-25. Our 24-25 target for EVAAS was to Exceed expected (EVAAS) growth for our overall school index in SY 2024-25. All students except for 1 Met or Exceeded EVAAS projected score levels for our overall school index in SY 2024-25.

How it will look when fully met:

When fully met, we will see that Improving student performance rests heavily on improving classroom instruction. As the instructional leader of the school, the principal's visibility and focus on rigorous instruction will be essential. Frequent visits to teachers' classrooms will help them to model good teaching practices which will help to Increase student engagement as measured by classroom visit.

Beth Marshall

06/30/2026

Actions

2 of 5 (40%)

7/18/24	<p>Budget: \$3901.00 to purchase two MacBook's to enhance the coaching and professional development provided by facilitators ultimately leading to improved teacher effectiveness and student learning outcomes.</p> <p>Provide professional development in the instructional planning and delivery of research based instructional strategies. This will happen in PLCs, Early Release Days, coaching sessions in am/pm, and on Wednesday staff meeting days. (EVAAS)</p>	Complete 09/15/2025	Beth Marshall	06/01/2025
<p><i>Notes:</i> PD was provided on as needed basis, as requested, and as recommended by CMS. Coaching sessions occurred daily across grade levels. PLCs were consistent. Walkthroughs and feedback were also consistent and purposeful. Wednesday staff meetings were monthly. PD was led by both teacher leaders, CMS, and teachers.</p>				
9/24/25	<p>Principal and assistant principal will completed all observation in a timely manner, adhering to established timelines and required formats. They will ensure that teachers receive actionable feedback promptly and consistently, with a focus on building teacher capacity and strengthening instructional practices throughout the school.</p>		Jessica Farr	06/30/2025
<p><i>Notes:</i> Jessica Farr</p>				
9/5/25	<p>Budget: \$816 for reMarkable Paper pro tablet to use for coaching teachers, coaching coaches, and working with my ILT (AP and Dean) Vendor: Staples Business Advantage</p> <p>The reMarkable tablet will provide principal/admin with a focused tool for coaching teachers and teacher coaches, along with coaching my AP and Dean. It will capture real time notes, model lesson plans, and provide quick actionable feedback in the moment. This supports effective coaching cycles by ensuring feedback and strategies are clearly shared and documented and organized for long term growth and development.</p>	Complete 09/19/2025	Beth Marshall	09/19/2025
<p><i>Notes:</i></p>				

	7/18/24	The principal and EXLT members performs weekly targeted, informal classroom observations, and provides specific, timely, and supportive feedback. The decision of who/when/which content will come from our EXLT meetings that occur every Friday from 9:30 -11:30 when discussing trends, data, and staffing needs.(EVAAS, FAM-S Monitoring)		Beth Marshall	06/10/2026	
<p><i>Notes:</i> Principal had a detailed schedule of in class walks, 1:1 meetings with teacher leaders, and built in time for feedback - she stuck to it most days. We met as an EXLt weekly and continued to meet 1:1 with MCLs and teacher leaders. An area of improvement would be to consistently meet with Dean, AP, and AF</p>						
	7/18/24	Principal will build leadership capacity within the members of the ExLT by providing weekly/biweekly coaching sessions to all members. MCLs, AP, and Dean will all have a coaching protocol with their assigned teachers. Coaching sessions will consist of teacher led demonstrations of effective delivery and instructional strategies. Data will also be a regular discussion point in coaching sessions. (EVAAS)		Beth Marshall	06/10/2026	
<p><i>Notes:</i> ExLT Coaching sessions occurred semi-consistently. Coaching sessions occurred between MCLs and teachers consistently. Data discussions occurred consistently.</p>						
	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:			<p>As of September 2025, we have maximized our schedule to meet all state and local requirements and then some. Grades 2 - 8 have 80 minutes of planning that connects with 30 minutes of lunch duty free. K and 1 have 80 minutes of planning and 30 minutes of duty free lunch. All certified staff have the same amount of time. Our master schedule maximizes every TA in the building to work closely with students in small group - supporting our goal of increasing GLP/CCR percentages.</p> <p>Our Restart funds have allowed us to hire 2 additional teachers and move our 60% social worker to 100% of her time being here at DHA.</p> <p>Our Title one funds have provided the following:</p> <ul style="list-style-type: none"> • 2 tutors (one with an ESL focus) • recruitment bonus and several retention bonuses (aligned to our SIP goal of retaining and recruiting the best teachers) • TLP stipends (eit 1, eit 3, mcl2) • tutoring 	Limited Development 09/17/2023		

- extended employment
- instructional supplies
- field trips for our scholars

We currently are using CSI funds for: (side note: we thought we were exiting CSI status, but due to data from 2021-2022 - we are unable to fully exit CSI status eventhough we are NOT low performing)

- chrome books for an extra laptop cart
- remarkable pad for the principal to align coaching and support streamlined
- instructional supplies
- student agendas for grades 7-8

As of June 2025, we are currently using a wide range of additional funding and flexibility as they relate to teaching and learning. We are utilizing Title I funding to do the following:

- support building capacity and increasing our teachers ability to internalize and deliver aligned lessons
- add MCLs to support grades K-8 in increasing their impact on teaching and learning, thus increasing student achievement while building better teachers
- purchase supplemental materials that are aligned, rigorous, and provide differentiated support to our students in all grade levels
- a tutor that supports students who are behind grade level in math and ela

We are using Restart flexibility to

- be fully staffed in all content areas, including MS ELA and EC

We are using our CSI funding to

- hire a BMT to support our PBIS approach across the total school, while building student capacity in areas of self regulation, anger management, and self advocacy

	<ul style="list-style-type: none"> hire 2 additional teachers to support smaller class sizes and more coaching opportunities 			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>All funding will directly impact student achievement. Flexibility will ensure having a high level staff member in all classrooms across all subjects. The MCLs will positively impact teaching and learning, while facilitating PLCs, data protocols, and providing PD that is staff centered and moves the academic achievement dial. All support staff funded by CSI, Title I, Restart will have a positive impact on serving all scholars well and ensuring that we exceed growth and students are better equipped to move forward. The additional teachers will ensure smaller class sizes.</p>		Beth Marshall	06/30/2026
Actions			5 of 14 (36%)	
9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06 and D 1.02)		Jessica Farr	06/06/2025
	<i>Notes:</i> All staff have at least 30 minutes of duty free lunch every day.			
9/24/25	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. (Aligns to A2.04 D 1.02)		Jessica Farr	06/06/2025
	<i>Notes:</i> All staff have at least 70 minutes of duty free instructional planning time every single day			
8/24/25	<p>Budget: \$1270.00 Curriculum-Aligned Field Trip Step Afrika field trip - real word experience for K-2 students. vendor: Blumenthal Arts</p> <p>By strategically allocating Title I funds for instructional and curriculum aligned Field Trips, students will have the opportunity to make real world connections between theoretical and practical applications in the areas of science, mathematics literacy and social studies ultimately supporting their academic success and aligning with CMS goals. (Title I, CSI, EVASS)</p>		Beth Marshall	10/01/2025
	<i>Notes:</i> this field trip is scheduled for 9/19/25			

9/3/25	<p>Budget: CSI funds in the amount of \$15,620.06 to purchase a class set of chrome books for elective teachers to use in their curriculum aligned instruction. We also purchased extra chrome book chargers to ensure the effective use of charged devices when not in their HR classes.</p> <p>These computers will be used for PBL activities, cross curricular activities, and other standards aligned units of instruction with elective teachers.</p>	Complete 10/03/2025	Beth Marshall	10/30/2025
<i>Notes:</i>				
9/16/25	<p>Budget: 2325.00 to supply teachers with resources for the poster maker that will be used for small group instruction, whole group instruction, ALL block support, and the effective use of anchor charts. A4.01 (instructional practices) CSI funds</p>		Beth Marshall	11/01/2025
<i>Notes:</i>				
9/16/25	<p>Budget: \$540 to supply teachers with resources for small group instruction, whole group instruction, ALL block support, and data collection and use. A4.01 (instructional practices) CSI funds</p>		Beth Marshall	11/01/2025
<i>Notes:</i>				
8/26/25	<p>Budget: \$752.00 Curriculum-Aligned Field Trip Journey to Oz at Children's Theater - real word experience for 4th grade students vendor: Children's Theater</p> <p>By strategically allocating Title I funds for instructional and curriculum aligned Field Trips, students will have the opportunity to make real world connections between theoretical and practical applications in the areas of science, mathematics literacy and social studies ultimately supporting their academic success and aligning with CMS goals. (Title I, CSI, EVASS)</p>		Beth Marshall	11/01/2025
<i>Notes:</i>				

9/3/25	<p>Budget: \$624.00 Curriculum-Aligned Field Trip Journey to Oz at Children's Theater - real word experience for 3rd grade students vendor: Children's Theater</p> <p>By strategically allocating Title I funds for instructional and curriculum aligned Field Trips, students will have the opportunity to make real world connections between theoretical and practical applications in the areas of science, mathematics literacy and social studies ultimately supporting their academic success and aligning with CMS goals. (Title I, CSI, EVASS)</p>		Beth Marshall	11/01/2025
<i>Notes:</i>				
9/3/25	<p>Budget: \$2040.00 Curriculum-Aligned Field Trip at the Lazy Five Ranch - real word experience for K - 2nd grade students vendor: Lazy 5 Ranch</p> <p>By strategically allocating Title I funds for instructional and curriculum aligned Field Trips, students will have the opportunity to make real world connections between theoretical and practical applications in the areas of science, mathematics literacy and social studies ultimately supporting their academic success and aligning with CMS goals. (Title I, CSI, EVASS)</p>		Beth Marshall	11/05/2025
<i>Notes:</i>				
9/10/25	<p>Budget: 696.76 to supply 6-8 graders with student academic planners to keep up with due dates, projects, events, etc supporting the AVID approach to building student accountability. Vendor: ODP CSI funds</p>		Beth Marshall	11/11/2025
<i>Notes:</i>				
9/16/24	<p>Budget: aproximately \$10,000 Curriculum-Aligned Field Trips</p> <p>By strategically allocating Title I funds for instructional and curriculum aligned Field Trips, students will have the opportunity to make real world connections between theoretical and practical applications in the areas of science, mathematics literacy and social studies ultimately supporting their academic success and aligning with CMS goals. (Title I, EVASS)</p>	Complete 06/30/2025	Kaz Muhammad	06/04/2026
<i>Notes:</i> Field Trips that are planned and on the calendar sent to families, include but not limited to: The Children's' Theatre, Patterson Farms, Blumenthal Theatre, and Discovery Place.				

9/25/24	<p>Budget: approximately \$30,000</p> <p>We are utilizing Title I funding to do the following: Purchase necessary classroom supplies that will support aligned, rigorous, and differentiated support to our students in all grade levels (Title I, EVASS)</p>	Complete 06/30/2025	Latonya Stafford-Baldwin	06/10/2026
<i>Notes:</i>				
9/17/23	<p>Our school identified human capital resource gaps and are using federal funds to supplement human capital strategies to ensure high levels of academic improvement:</p> <p>Budget: Approximately \$375,000: Teachers were not equipped to unpack lessons, plan for impactful instructional delivery with student outcomes, and deliver rigorously engaged and aligned lessons with fidelity or consistency. As a result, we have used Title I funds to utilize Teacher Leader Pathway to employ 5 MCLs who directly impact teaching and learning in K-8 for math and ELA. We have also hired 2 EIT3 teachers to positively impact scholars in 4th and 6th grade in math and ELA. Title I funds will also be used for personnel (example: Teacher Assistants, BMT, weekly tutor, Interpreter, and additional teachers to make class sizes smaller) that positively supports teachers, student achievement, and ensure students needs are met. (EVAAS, Title I funded) Restart flexibility has allowed us to hire teachers who were hard to staff previously - i.e. ELA middle school, EC, etc.)</p>	Complete 06/30/2025	Beth Marshall	06/15/2026
<p><i>Notes:</i> TLP included: MCL1, MCL 2 x 3, EIT 3 x 2, EIT 2</p> <p>CNA: https://drive.google.com/file/d/1xYw4R-CNBNIhFtuk0gMk55O3MeRLYJmy/view?usp=sharing</p>				

9/25/24	<p>Summer curriculum planning and/or workshops are designed to ensure staff are ready to begin quality instruction at the start of school. This also gives teacher leaders time to plan PD sessions, unpack curriculum, disaggregate data, and prepare for a continuous improvement to teaching and learning.</p> <p>Federal funds to pay for summer planning are approximately \$85,000</p>	Complete 06/30/2025	Beth Marshall	06/30/2026
<i>Notes:</i> summer extended employment will occur in June, July, and August				
Implementation:		08/02/2024		
Evidence	6/14/2024			
Experience	6/14/2024			
Sustainability	6/14/2024			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2024, our Multi-Classroom Leaders (MCLs) have taken on the responsibility of leading their respective grade levels. They play a critical role in identifying students who require academic support and work closely with teachers to ensure the appropriate use of intervention tools. In addition to guiding instructional practices, MCLs actively monitor student progress to assess the effectiveness of interventions and make necessary adjustments. This collaborative approach strengthens instructional quality and ensures that all students receive the targeted support they need to succeed.

As of June 2025, our MTSS is up and running with intensive needs being addressed across the board through our interventionist and MCLs. All identified students are being served following the STP provided by CMS. All resources are being maximized such as Dreambox, IReady, OG, and supplemental materials for reading instruction. The Interventionist is serving predominantly intensive needs, while the MCLs are providing services to our supplemental. We've also held our monthly MTSS leadership meetings, while weekly/biweekly meetings are held with the 2 MTSS leaders and the interventionist. As of June, we have made progress on our targets. We have seen an increase in our Grade Level Proficiency (GLP) by 15.4% moving from 32.9% to 48.3%. We have also increased our College and Career Readiness (CCR) by 6.1% moving from 19.2% to 25.3%. The successes we experienced during the 2024-2025 in working toward this goal included our bi-weekly data dives. These data dives provided teachers with a clear view of their student data; and action plans were created and implemented to support students in small groups. Some challenges in meeting this targeted goal was including more students in the branching minds MTSS platform to be identified or tiered instruction. When this indicator is fully implemented, some continual opportunities will consist of core instruction through lessons aligned to the North Carolina Standard Course of Study and the district's EL and Open Up curricula. These lessons will be delivered using small groups, frequent assessments and timely specific feedback. Another opportunity in helping to meet this target would be for teachers to submit student referrals to our MTSS interventionist when warranted and needed.

Limited Development
07/18/2024

<p>How it will look when fully met:</p>	<p>When fully met, we will ensure that each teacher is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. We will focus on student response to instructional practices, as opposed to student deficits or failures. This will help us improve the success rates of struggling students, and the accuracy of identifying students who truly have disabilities.</p> <p>We will also use the MTSS framework which is broader than response to intervention or problem solving alone. It establishes a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction.</p> <p>When this indicator is fully implemented, core instruction will be delivered using small groups, frequent assessments and timely specific feedback. All instruction will be differentiated and data driven. Students will show growth on all school, district, and state assessments. Students in the EC program will receive specialized instruction using research based programming. We will also have more EC students participating in the least restricted environment.</p>		<p>Beth Marshall</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>3 of 6 (50%)</p>		
<p>9/24/25</p>	<p>Bullying Prevention: We will continue to provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06 and A 4.01)</p>		<p>Maria Hawthorne</p>	<p>06/06/2025</p>
<p><i>Notes:</i> We have a PBIS approach across the total school environment. We use our counselors, BMT, CSA, AP, and social worker to support the PBIS approach. All staff are utilizing CKH and addressing SEL needs as they arise.</p>				

7/18/24	<p>BUDGET: \$794.98 will be used to purchase breakfast from vendor Chik-Fil-A for May 10th and May 17th as part of the EOG Prep Bootcamp.</p> <p>BUDGET: \$520 will be used to purchase breakfast from vendor Food Lion for May 10th and May 17th as part of the EOG Prep Bootcamp.</p> <p>BUDGET: \$615 will be used to Literacy novels to support K-8 ELA curriculum</p> <p>BUDGET: \$2,392.70 will be used to purchase NC Ready EOG Coach books to prepare students for EOY Testing.</p> <p>Within the 24-25 school year, our CSI-LP school will implement the following evidenced-based interventions to increase overall student performance: I-Ready, Orton Gillingham, and Go Math to increase overall student performance. (EVAAS, Title I)</p>	Complete 06/30/2025	Shaniekia Moore	06/10/2026
<p><i>Notes:</i> IReady and OG were used consistently as determined on MTSS plans of intervention. Go math was not used. TAs, MTSS interventionist, Guest teachers, MCLs, and classroom teachers were all used cohesively to ensure interventions were provided with progress monitoring happening consistently as prescribed.</p>				
7/18/24	<p>MTSS team will be created and led by our Interventionist who links up with the teacher leader/MCL from each grade level. The team will know and understand the core of an effective MTSS approach to teaching and learning and will meet regularly to discuss students of concern and assess their progress as noted through progress monitoring done weekly/bi-weekly depending on their tier in MTSS. All team members will have a thorough understanding of STP and best practices to increase student achievement. (EVAAS, FAM-S 3, Title 1 & CSI)</p>	Complete 06/30/2025	Shaniekia Moore	06/10/2026
<p><i>Notes:</i> An MTSS team was comprised, supported, and met monthly to ensure effective practices were consistently delivered. The MTSS Interventionist, MCL1, MCL2, 2 counselors, principal, AP, and psychologist made up the team. PD was shared on STP and how to effectively deliver interventions.</p>				
7/18/24	<p>Teachers and support staff will use multi-tiered interventions to meet the learning needs, behavioral needs, and attendance needs of their scholars. The decisions will be made at the MTSS meetings that will be held weekly. The master schedule will support additional time in small groups for all staff, including flex time per grade level and content. Our MCLs and the tutor will support flex time and small group time to meet individual needs. (EVAAS, OSS FAM-S 3, Title 1 funding, and CSI funding)</p>		Jessica Farr	06/10/2026

Notes: MTSS team met and ensured effective and consistent delivery of interventions. The master schedule was modified throughout the year to meet the diverse needs of grade levels, instructional teams, and student needs based on data. FLEX time and intentional small group/skills/all block were consistently used to grow students and meet their learning needs

8/23/24

BUDGET: \$369.63 will be used to purchase " What Do You Do with a Chance" novels from vendor (Barnes & Nobles) for EOG prep in Literacy.

BUDGET: \$319.86 will be used to purchase ELA EOG workbooks from Curriculum Associates for EOG prep in Literacy.

BUDGET: \$13,219.00 After school tutoring for Grades 3-8 students performing below grade level taught by TLP.

BUDGET: \$4,759.00 for Saturday School Camp for Grades K-8 to provide intensive prep for the EOGs in May 2025.

\$19,461 Interpreter

\$20,763 Instructional Supplies

\$22,979 Tutor

We are hiring a part time tutor who will work to provide small group intervention support with students with instructional gaps. We also have an interpreter that can help translate information for families to support their child with attendance and learning. Our interpreter also supports interpreting core content for students. We also plan on buying Math and Science instructional supplies to support all learners that were not included in our new curriculum (TBD)
(See Notes)

Complete 06/30/2025

Shaniekia Moore

06/10/2026

Notes: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on Reading End of Grade assessments in grades 3-8 will increase from 31.4% in SY 2023-24 to 46.4% in SY 2024-25

(Title I and CMS Guardrail 1)

9/24/25	MTSS team will be led by MCL's from each grade level. The team will meet bi-weekly to discuss student concerns, and assess their progress as noted through progress monitoring done weekly/bi-weekly depending on their tier in MTSS. All team members will have a thorough understanding of STP and best practices to increase student achievement. (EVAAS, FAM-S 3, Title 1 & CSI).		Jessica Farr	06/26/2026
<i>Notes:</i>				

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:

As of September 11, 2026, our school hosted its annual Title I Curriculum Night, providing families with an opportunity to engage directly with teachers and learn more about grade-level expectations and instructional strategies. During the event, parents were invited to sign up for our key communication platforms: ParentSquare, which is used to share all school events and announcements, and Infinite Campus, where they can monitor their child's academic progress, including grades and attendance. This initiative supports our goal of strengthening family engagement and improving transparency between home and school.

As of June 2025, we are in the process of fully implementing the use of ParentSquare to keep parents abreast and in the know. We have had a curriculum night, an academic night, a winter performance, a middle school math night, a Black History night, and have several other parent engagement evenings scheduled for the upcoming school year. When we have our Saturday Boot camps and carnival, we have also prepared a parent informational session.

With this success, our school leaders and teachers will be able to show that they enhanced the efficacy of parental involvement by offering advice to parents on the most vital components of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.

Some challenges that we may encounter would be to increase the number of MLL parents attending the family engagement events and having an interpreter available to translate in person meetings.

Opportunities that exist for this implementation would continue to have parent nights once per quarter, this will give parents access to school resources which will increase engagement in academics. This will also help parents to gain information and to communicate with teachers and other school staff.

Limited Development
07/18/2024

<p>How it will look when fully met:</p>	<p>When fully met, the school will provide professional development on effective home school communications to staff. The school has a culture in which parents and teachers utilize a mutual two-way communication process in the school. The school will have a culture in which parents engage in authentic hands-on activities so that they experience the academic curriculum in the school so that they can best support student learning at home. Our school leaders and teachers will be able to show that they enhanced the efficacy of parental involvement by offering advice to parents on the most vital components of family engagement such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.</p> <p>We will continue to have parent nights once per quarter, this will give parents access to school resources which will increase engagement in academics. This will also help parents to gain information and to communicate with teachers and other school staff.</p> <p>The school is most effective when the home does its part; therefore, the connection between the school and the home is essential to school improvement and school success. Helping parents fully engage in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention. A fruitful connection between the school and the home is built upon purpose, communication, education, and association.</p>		<p>Jessica Farr</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>3 of 5 (60%)</p>		
<p>9/19/25</p>	<p>budget: 366.16 for food for Parent Curriculum Night where parents learn about the math, ela, science, SS, and SEL curriculum and ways to support their child(ren) from home! this is a great way to build partnerships from school to home</p> <p>Vendor: Food Lion</p>	<p>Complete 11/01/2025</p>	<p>Beth Marshall</p>	<p>11/01/2025</p>
<p>Notes:</p>				
<p>9/10/25</p>	<p>budget: 438.35 for food for Parent Curriculum Night where parents learn about the math, ela, science, SS, and SEL curriculum and ways to support their child(ren) from home! this is a great way to build partnerships from school to home</p> <p>Vendor: Hungry Howies</p>	<p>Complete 09/02/2025</p>	<p>Beth Marshall</p>	<p>11/20/2025</p>
<p>Notes:</p>				

7/18/24	<p>\$2,094 Supplies and Materials</p> <p>Parent nights will be held once per month that will promote collaboration and partnership, as well as giving parents access to school resources which will increase engagement in academics. This will also help parents to gain information and to communicate with teachers and other school staff. (Title I , EVAAS)</p>	Complete 08/31/2025	Kaz Muhammad	06/30/2026
<p><i>Notes:</i> Family engagement events that are planned and on the calendar sent to families, include but not limited to: Muffins with Moms/Grandmas Donuts with Dads/Granddads, Curriculum Night, Academic Night, Mobile Food Pantries (4-5 per year) Thanksgiving lunch w/ DHA families, Winter Concert, International Night, Family Dance, EOG/Dibels Night, and DHAs Got Talent, and food pantries in the summer in July</p>				
7/18/24	<p>We will increase parent communication methods by utilizing the ParentSquare App, infinite Campus and social media, class newsletters and the school website. We will have and use a Facebook page and an Instagram page to keep parents informed. The school will also work closely with area community leaders to increase parent engagement and communication with district information. (SEL, EVAAS)</p>		Jessica Farr	06/30/2026
<p><i>Notes:</i> Communication has been effective and diverse - connect ed messages, parent square, newsletters, teacher emails, dojo, website, Instagram page, facebook page, and marquee highlights</p>				
7/18/24	<p>Our school will distribute the school compact (agreement between families and schools) at our Title I Curriculum Night and we will continue to provide parents with tools and resources to best enable a meaningful partnership between school and home. We will continue to use ParentSquare for weekly updates and flyers as reminders for upcoming events on campus. Staff will document calls in our Parent call log and home visits will be a priority for attendance concerns. (EVAAS, SEL, FAM-S 3)</p>		Jessica Farr	06/30/2026
<p><i>Notes:</i> Curriculum nights were held and heavily attended, parent engagement events were hosted monthly</p>				