

Comprehensive Progress Report

Mission:

To educate students at high levels while creating a well-rounded student.

Vision:

Culture Expectations Excellence: Our goal is to create a positive school culture that sets high expectations of school stakeholders and as a result will yield excellence.

Goals:

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26. (aligns to A4.01 and B3.03).

The percent of students scoring College and Career Ready (CCR) on Science End of Grade assessments in grades 8 will increase from 74.1% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03).

The percent of students scoring College and Career Ready (CCR) on Math 1 End of Grade assessments in grades 7-8 will increase from 87.9% in SY2024-25 to 100% in SY2024-2025. (Aligns to Goal 3, A2.04, and B3.03)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 56.9% in SY2024-25 to 65% in SY2025-26. (Aligns to Goal 2, A2.04 and B3.03)

The percent of African American students scoring College and Career Ready (CCR) on Math 1 End of Grade assessments in grades 6-8 will increase from 85.7% in SY 2024-25 to 90.7% in SY 2025-26 (Aligns to A4.01, B3.03 Guardrail 1)

The number of instructional days lost to OSS will decrease from 176.83 in SY 2024-25 to 159 (10%) in SY 2025-26 (Aligns to A4.06, Guardrail 2).

The percent of Chronic Absenteeism will decrease from 12.88% in SY 2024-25 to 9% in SY 2025-26 (Aligns to Guardrail 3, A4.06).

The school will retain 90% of its highly effective classroom teachers throughout the 2025-2026 school year. (Aligns to Guardrail 4, B3.03).



! = 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	

Initial Assessment:

The School Improvement Goal that this indicator aligns to is: The percent of Grade 8 students who core at College and Career Readiness (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.6% in SY 2021-22 increase from 28% in SY 2023-24 to 35.7% during SY 2024-25. Our goal was 35%

Our 2024-2025 MVPA Data showed a trend of not meeting the target as demonstrated with Benchmark 1 at 20.6%, Benchmark 2 was at 30.3%, and Benchmark 3 was at 20.1%. According to our most recent iReady projected data, 80.7% of 1152 students met their Reading RIT growth projections, and 84.7% of 1152 of students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are at 2.1% CCR, indicating that 7 students are CCR.2023-24 SY Math 1 unofficial data shows an increase in GLP from 79.3% in SY 2022-23 to 93.9% in SY 2023-24. College and Career Ready students increased in Math 1 from 43.4% in SY 2022-23 to 58.8% in 2023-24 SY.

SY24-25 resulted in 53.8% GLP and 35.7% CCR based on our unofficial EOG results. This is an increase from SY23-24 of 1.8% in GLP and 11.8% in CCR.

Successes around this indicator included: A weekly walkthrough schedule was implemented at the beginning of the school year for all members of the admin team. Information was shared out in weekly admin meetings. Relay training helped improve practices around classroom walkthroughs. Evaluations were completed by all administrators as outlined. Specific coaching was provided to all teachers with a focus on new staff. The admin team will continue the observation calendar and cycle into the 25/26 school year. Administrators complete walk-throughs, email teachers, and document in a spreadsheet. Teachers monitor their feedback with their coach or grade level administrator. Teachers participated in peer opening up practice school-wide quarterly. Turn in reflection sheet to grade-level administrator after walk-through of peer. Facilitators and administrators actively participate in PLC meetings. Administration monitored PLC minutes via Google Docs and provide feedback. The principal created a weekly walkthrough and observation schedule for the principal, APs and facilitators. A challenge that we forecast for 25-26 will include training other instructional team members to be at the same capacity as the rest of our teammates that completed the Relay. An opportunity to address this challenge will be to schedule and facilitate District professional development to address this gap.

Limited Development
08/01/2024

<p>How it will look when fully met:</p>	<p>Relay will be the main protocol for instructional feedback this academic year. Only the principal, one APs and one facilitator are officially Relay trained. Full implementation will include all administrators trained in Relay. In addition, the principal, APs, and facilitators will consistently provide weekly walkthrough feedback on a 95% completion rate based on their assigned caseload. Observations will be completed on-time throughout the school year and timely feedback given to teachers and staff using the NC Evaluation Rubric As a result of intentional and deliberate coaching and teacher feedback, Jay M. Robinson will retain 90% of its highly effective teachers.</p> <p>Final 25-26 SY student outcomes will be the following:</p> <ul style="list-style-type: none"> • The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 59.9% in SY2024-25 to 70% in SY2025-26. • The percent of students scoring College and Career Ready (CCR) on Math 1 End of Grade assessments in grades 7-8 will increase from 87.9% in SY2024-25 to 93% in SY2024-25. • The percent of students scoring College and Career Ready (CCR) on Science End of Grade assessments in grades 8 will increase from 86.7% in SY2024-25 to 91% in SY2025-26. 		<p>Rebecca Thompson - Principal</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>9/10/24</p>	<p>The principal will create a schedule for formal observations and Core Action Walkthroughs to ensure that all teacher feedback documentation is completed in a timely manner. (Aligns to all goals and guardrails).</p>		<p>Rebecca Thompson (Principal)</p>	<p>12/01/2025</p>
<p>Notes:</p>				
<p>8/1/24</p>	<p>The principal will review walkthrough data with the instructional team to determine necessary feedback for coaches during administrative meetings to increase coaching effectiveness throughout the school year (Goal 2 and Goal 3, Guardrail 4, FAM-S 29).</p>		<p>Rebecca Thompson (Principal)</p>	<p>06/15/2026</p>
<p>Notes:</p>				
<p>9/10/24</p>	<p>All members of the ILT will participate in school-based Relay training to provide prescriptive coaching and feedback using the Get Better Faster scope and sequence. (Aligns to all goals and Guardrail 4).</p>	<p>Complete 06/11/2025</p>	<p>Rebecca Thompson (Principal)</p>	<p>06/15/2026</p>
<p>Notes:</p>				
<p>Core Function:</p>		<p>Domain 3: Instructional Transformation</p>		
<p>Effective Practice:</p>		<p>Practice 3A: Diagnose and respond to student learning needs</p>		

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>As of June 2025, EVAAS data is currently available. During the second half of the 2025-2026 school year, 26 students were receiving Tier 2 or Tier 3 Reading intervention; 27 students were receiving Tier 2 or Tier 3 Math intervention; 1 student was receiving Tier 2 Behavior intervention. At the end of the 2025-2026 school year, 3 Reading students (12%) were able to exit intervention and utilize Tier 1 instruction only. Also, 2 Math students (7%) were able to exit intervention and utilize Tier 1 instruction only. Students received Tier 2 instruction during their BOOST time 2x per week. Students were provided Tier 3 instruction during their Academic Enrichment time 3x per week. One of the successes of this program was that several students were exited from needing MTSS intervention in both Reading and Math. Another success was that the schedule was developed to ensure the consistent delivery of MTSS interventions. Therefore, students were able to consistently receive interventions with minimal disruptions. Some of the challenges that existed previously were that the classroom teachers could be resistant to allowing their students to leave their classroom to receive their interventions on a daily basis. The teachers would prefer for the students to complete missing/late work or makeups. Another challenge was the lack of communication from the classroom teacher to the interventionist regarding the need to keep students in the classroom. During the 2025-2026 school year, the Jay M Robinson Admin team has implemented ways to ensure that students receive their Reading and Math interventions even more consistently. Classroom teachers will be limited to 2 specific days a week where they can hold students to complete missing/late work. However, if the student has no missing work, they will attend interventions on these 2 specific days. The Admin team will also support the consistent communication between the classroom teachers and the interventionist.</p>	Limited Development 08/01/2024		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>In order to achieve full implementation, the MTSS dashboard would need to be structured so that the processes could launch during the 2025-2026 school year from day 1 with little to no interruption. The MTSS data dashboard has students who were served during the 2024-2025 school year. It needs to be updated for the 2025-2026 school year. Therefore, one step would need to be to update the MTSS dashboard with the most current student data.</p> <p>The principal will allocate staffing to allot an interventionist position to provide K-5 math and reading interventions for students who are on Tier II and Tier III MTSS plans to support students not working at grade level.</p> <p>The MTSS team will create a structure to identify new students who require intervention services within 30 school days of arrival.</p> <p>The MTSS team will create a process to collaborate with the feeder elementary school to identify rising 6th graders who require intervention services in reading, math, and/or behavior before the start of the school year.</p> <p>One subgroup that our school will need to focus on during the 2025-2026 school year are students identified as EC and 7th grade African-American students. According to the most recent data released by NC DPI, these students achieved a "Met Growth" status per the 2023-2024 EOG results and likely reflect the same for 2024-25. Every other subgroup achieved an "Exceeded Growth." Therefore, we would like to see how we can better support their needs within the MTSS process. We will identify the students within this subgroup who are receiving MTSS services. We will brainstorm ways to better meet their reading, math, and/or behavior needs. We will use the iReady and MVPA data to determine if we are closing the achievement gap.</p>			Rebecca Thompson - Principal	06/10/2026
Actions			2 of 4 (50%)		
	9/11/24	The ILT will identify AA students who currently receive MTSS services in reading, math, and/or behavior to determine specific ways to address their intervention needs through individualized progress monitoring. (FAM-S 3, Guardrail 1)	Complete 06/30/2025	Rebecca Thompson (Principal)	12/01/2025

<i>Notes:</i>				
8/1/24	Principal, APs and support staff will analyze student benchmarks (MVPAs) and any additional supports that may be needed for students to increase their daily attendance, and academic/social-emotional success. (Guardrail 1, all goals)		Rebecca Thompson (Principal)	06/15/2026
<i>Notes:</i>				
8/1/24	Grade level PLCs will meet on a quarterly basis to focus on the progress of student interventions and to determine levels of support for targeted students with academic and/or social needs. (Guardrail 1).	Complete 06/15/2025	Rebecca Thompson (Principal)	06/15/2026
<i>Notes:</i>				
9/4/24	The interventionist will share literacy, math, and behavior intervention data on a quarterly basis with the Admin team and the MTSS team to determine ways to further support students receiving Tier 2 and Tier 3 services. (All goals and guardrails)		Rebecca Thompson (Principal)	06/15/2026
<i>Notes:</i>				
Implementation:		06/30/2025		
Evidence	6/22/2025			
Experience	6/22/2025 Our experience has been positive and yielded some positive results in both reading and math.			
Sustainability	6/22/2025 Our work will continue throughout the new school year and we will now deepen our work into behavior and EC.			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

All PLCs met weekly throughout the school year to plan instruction and assessment relevant to each unit and learning objective. Students results are:

6th ELA - 79.2% GLP, 58.4% CCR (EVAAS 95.4%)

6th Math - 91.8% GLP, 80.5% CCR (EVAAS 99.7%)

7th ELA - 83.7% GLP, 57.1% CCR (EVAAS 90.9%)

7th Math - 92.1% GLP, 84.1% CCR (EVAAS 99.7%)

8th Math 53.9% GLP, 35.7% CCR (EVAAS - 100%)

8th ELA 80.4% GLP, 55.4% CCR (EVAAS - 87.5%)

8th Science 86.2% GLP, 74.1% CCR (EVAAS - 48%)

Math 1 99.1% GLP, 87.9% CCR (EVAAS - 99.3%)

Math 3 EVAAS - 100% GLP, 100% CCR (EVAAS - 98.1%)

The School Improvement Goal that this indicator aligns to is: The percent of Grade 8 students who score at College and Career Readiness (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.6% in SY 2021-22 to 16.3% in SY 2022-23 and 28% in SY 2023-24. Our students scored 35.7% CC during the SY24-25.(Aligns to A2.04 and B3.03 and CMS Goal 2)

According to our most recent iReady projected data, 70.7% students met their Reading growth projections, and 89.7% students met their Math growth projections. 2024-25 SY Math 1 unofficial data shows an increase in GLP from 98.6% in SY 2023-25 to 99.1% in SY 2024-25. College and Career Ready students increased in Math 1 from 83.4.4% in SY 2023-24 to 87.9% in 2024-25 SY.

The successes we experienced related to this indicator are the instructional leadership team created and monitored PLC protocols and teachers are beginning to internalize the standards and use the curriculum as a tool to teach the grade-level standards. Also, DUSI and our Learning Community specialist regularly supported PLCs and Instructional leaders to determine tiered support and pervasive PLC practices. The challenges aligned to this indicator we anticipate needing to be addressed for the 2025-26 SY are the capacity of our teachers and

Limited Development
08/01/2024

leadership team and constituent coaching and feedback to build capacity. Opportunities for the 2025-26 SY include recruitment of teachers with growth data through our acceptance in the Teacher Leader Pathway (TLP) cohort 11. Also, there will be changes in the structure of our instructional leadership team to include 1 Dean, a ELA Master Teacher, Math Master Teacher, and 2 APs. Our PLC protocols will continue to include internalization of standards and the curriculum and include data analysis to develop action plans. The instructional leadership team will be trained in Relay to provide coaching and feedback and weekly data meetings. A calendar will be created that will include weekly walkthroughs and monthly walkthrough data meetings to determine coaching and feedback as well as on-going differentiated professional development.

How it will look when fully met:

Student growth on assessments will indicate when this indicator is fully met. Full implementation will reflect curriculum integration and weekly data assessment analyzation. Discussion focused on unpacking the standards and what rigor and engagement practices are being incorporated into the instruction will be a focus during weekly PLCs. During regular walkthroughs, the Admin team will be able to see content alignment among classroom teachers. MVPAs, iReady diagnostic assessment data, common formative assessments, and exit tickets will be regularly reviewed by PLCs to ensure alignment and consistency and to support the implementation of facilitation of small group. Lastly, the Admin team will review walkthrough data to determine coaching opportunities for staff requiring additional support with standards alignment.

**Jenelle McCheyne
(Fall 2023) - Math
Facilitator**

06/30/2026

Actions

3 of 6 (50%)

8/1/24 PLCs will review disaggregated assessment data (MVPA and iReady) to determine next instructional steps for intervention, remediation, and enrichment within core instruction. (Goal 2 and Goal 3).

Complete 06/15/2025

Jenelle McCheyne
(Elected Fall 2023)

06/15/2025

Notes:

9/4/24 The ILT will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, Goal 3).

Complete 06/15/2025

Rebecca Thompson
(Principal)

06/15/2025

Notes:

9/10/24	The ILT will develop a protocol for PLCs to unpack the content standards and to ensure that all supplements are standards-aligned and are an approved resource. (Goals 2 and Goals 3).	Complete 06/15/2025	Christine Miller (Elected Fall 2025)	06/15/2025
<i>Notes:</i>				
6/22/25	ILT will facilitate a book study for the integration of two books around standards-based learning and student engagement/self-regulation.		Rebecca Thompson (Principal)	06/15/2026
<i>Notes:</i>				
8/1/24	ILT will create an instructional protocol emphasizing data analyzation and standards mastery to support the implementation and facilitation of differentiated small groups. (Goal 2, Goal 3, FAM-S 29).		Jenelle McCheyne (Elected Fall 2023)	12/01/2026
<i>Notes:</i>				
9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Rebecca Thompson - Principal	12/01/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

During the 2024-2025 school year, 61 total instructional days were lost due to out-of-school suspensions. Of this data, 23 students comprised the total out of school suspension data. Jay M Robinson currently serves 1,344 students. Students who receive out-of-school suspensions represent a very small portion of our overall population. Our students thrive on high academic and behavior expectations and typically rise to meet them. We consider this intrinsic motivation a success. Jay M Robinson continues to utilize an in-school suspension tutor to provide reflection opportunities and academic support for students who exhibit lesser disciplinary infractions.

During the 2024-2025, student daily attendance averaged 94.25%. Overall, our students feel safe coming to school and our high daily average attendance reflects it. We celebrate this student-focused culture as another success. However, chronic absenteeism was at 12.88%. Our guidance counselors and the social worker worked with our attendance counselor to address this. Attendance will continue to be a focus particularly for our guidance counselors, social worker, and attendance counselor during the 2025-2026 school year to ensure that students are receiving consistent instruction. They are proactively reviewing daily attendance data to support families with ensuring students attend consistently.

Administrators, teachers, and counselors work together to support the social emotional learning needs of all students. Counselors meet as an SS PLC weekly to review ongoing supports and determine ways to provide support for newly identified students. Parents are part of the team and decision making process for all students. During the 2025-2026 school year, JMR will have a new social worker on campus 3x/week to additionally support students around attendance.

For the 25-26 school year, we anticipate the challenge of losing instructional days due to out-of-school suspensions. To address this challenge, we will disaggregate the data into categories in order to determine patterns and trends. We will then brainstorm ways to proactively address these behaviors before issues arise. We will also consider other alternatives to suspension as student consequences.

Limited Development
08/01/2024

<p>How it will look when fully met:</p>	<p>All students will indicate that they have a trusted adult (at home, at school, or within the community) to speak to regarding their social emotional needs. We will be in full implementation once our chronic absenteeism decreases to less than 10%. This also includes decreasing instructional days lost to out-of-school suspensions by 10%.</p> <p>Most of the staff at Jay M Robinson has been trained on Capturing Kids' Hearts in August 2024. However, our school will achieve full implementation once 100% of the staff has been fully trained during summer 2026.</p> <p>Most of our staff have received training with Educator's Handbook. However, additional training is necessary for staff to fully understand what is considered a minor vs a referral in this platform based on the school's Student Code of Conduct.</p>		<p>Rebecca Thompson - Principal</p>	<p>09/15/2026</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
<p>8/1/24</p>	<p>The guidance counselors, social worker, and attendance counselor will meet bi-weekly to review chronic absenteeism (more than 10%) data to both build relationships and to provide additional supports with families of students. (FAM-S 31, Guardrail 3)</p> <p>Attendance Plan: https://docs.google.com/document/d/1L9wY_2XUOLCwRw0gQhujqdx_O5aAE1NN2_ZyT8PFFU/edit?tab=t.0</p>	<p>Complete 06/15/2025</p>	<p>Rebecca Thompson (Principal)</p>	<p>06/15/2025</p>
<p><i>Notes:</i></p>				
<p>6/30/25</p>	<p>The ILT will implement the CKH survey to review and adjust based on staff feedback.</p>		<p>Rebecca Thompson (Principal)</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/24/25</p>	<p>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).</p>		<p>Rebecca Thompson - Principal</p>	<p>06/20/2026</p>
<p><i>Notes:</i></p>				
<p>6/22/25</p>	<p>The ILT will create and facilitate a structured professional development plan for staff to execute Capturing Kids' Hearts to enhance the school culture (Guardrail 2, Guardrail 3, and Guardrail 4, FAM-S 31)</p>		<p>Rebecca Thompson - Principal</p>	<p>06/20/2026</p>
<p><i>Notes:</i></p>				
<p>6/30/25</p>	<p>The ILT will support PLCs to integrate CKH strategies within their weekly lessons.</p>		<p>Jenelle McCheyne (Elected Fall 2023)</p>	<p>12/01/2026</p>

Notes:

9/24/25 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).

Rebecca Thompson
- Principal

12/01/2026

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

Initial Assessment:

During the 2024-2025 school year, ParentSquare was regularly used to communicate with stakeholders about the happenings within the Jay M Robinson community. This resource greatly improved the ease with which the school could communicate with all families. All events were added to the ParentSquare calendar. Also, teachers routinely reached out to students and their families through this resource regarding upcoming assessments and reminders. It helped bridge the gap between home and school. We will continue to encourage families to use the PS app for communication and to stay involved at school.

During the 2025-2026 school year, stakeholders were invited to attend Open House and Curriculum Nights. Both of these events were highly successful with a high percentage of family attendance. During these events, teachers shared information with parents on how to best support their student(s) academic performance at home. In addition to this, parent/teacher conferences will be held in October 2025. Each team will meet with parents to address any academic, social, or behavioral concerns regarding specific students.

One of the challenges that need to be addressed is over-communicating via ParentSquare. Parents have reported that at times, they can feel overwhelmed with the amount of messages they receive from this platform. JMR needs to strategically assess what needs to be communicated to ensure that this communication tool is viewed positively by parents. Another challenge is that some parents have turned off their notifications (due to what has been stated at the beginning of this paragraph). Again, by determining what and how frequently communication will occur, these challenges can be mitigated.

Limited Development
08/01/2024

<p>How it will look when fully met:</p>	<p>When fully met, data will show that parents feel supported in their child's learning through the evidence of participation in Open House, Curriculum Night, and Parent/Teacher conferences. In addition to this, ParentSquare messages and calendar reminders will reflect communication provided to parents on how to best support their students.</p> <p>Also, when fully implemented, parents will view ParentSquare positively and will not feel the need to turn off their notifications from it. They will value the school's efforts at communication and will also engage in 2-way dialogue.</p> <p>Lastly, in order for there to be full implementation, the Charger Chatter (a JMR specific parent newsletter) and a grade level specific newsletter will be shared with parents on a regular basis to ensure that school AND teacher-specific information is communicated regularly to stakeholders.</p>		<p>Rebecca Thompson - Principal</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>6/30/25</p>	<p>The ILT will create 2 parent education night opportunities around building a resilient middle schooler and academic support for parents in a secondary setting.</p>		<p>Rebecca Thompson (Principal)</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
<p>9/12/24</p>	<p>The ILT will review ParentSquare data to determine who is readily accessing it and how future communication using this tool can be maximized. (FAM-S 3, all goals and guardrails)</p>		<p>Rebecca Thompson (Principal)</p>	<p>06/15/2026</p>
<p><i>Notes:</i></p>				
<p>6/22/25</p>	<p>The principal will facilitate the distribution of the Charger Chatter - JMR parent newsletter to increase family engagement through the 25-26 SY. (All goals, and guardrails, FAM-S 3)</p>		<p>Rebecca Thompson (Principal)</p>	<p>06/20/2026</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The ILT will host an annual Open House & Curriculum Night to increase family engagement throughout the entire 25-26 SY through opportunities to register for ParentSquare, PTO, Spirit Wear. (All goals and guardrails)</p>		<p>Rebecca Thompson (Principal)</p>	<p>12/01/2026</p>
<p><i>Notes:</i></p>				