

## Comprehensive Progress Report

**Mission:**

Rea Farms STEAM Academy provides a well-rounded stimulating education that integrates Science, Technology, Engineering, Arts and Math. The school offers an academically enriching and supportive climate that allows all of its community to thrive and succeed. We strive to give students a belief in self and individual ability to succeed.

**Vision:**

Rea Farms STEAM academy gives students the desire to influence and initiate changes to create a brighter future for themselves and their communities. We strive to support students in building the skills they need to meet the demands of life and to engage as productive citizens of the world. We will inspire students to maximize their potential in academics as well as all aspects of their lives. The school will be known as a best-practice model for K-8 magnet programs offering academic excellence to all students and aim to positively influence the broader community.

**Goals:**

Rea Farms STEAM Academy will become a NC Model STEM School. (A2.04)

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 91.8% in June 2023 to 100% by June 2026. (A2.04, A4.01, A4.06, A4.16, B3.03)

Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 64.2% in September 2023 to 75% by June 2026. (A2.04, A4.01, A4.06, A4.16, B3.03)

The Percent of students scoring CCR (college and career ready) on Math 1 End-of-Course assessments will increase from 92.3% to 100% in June of 2026. (A2.04, A4.01, A4.06, A4.16, B3.03)

Percent of lowest performing students scoring CCR (college and career ready) on Math End-of-Grade assessments will increase from 57.7% to 67% and Reading End-of-Grade assessments will increase from 43.6% to 53% by June 2026 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

According to the TWC Survey, 100% of staff will agree: -Overall, my school is a good place to work and learn -Professional development is differentiated to meet the individual needs of teachers -The School Leadership helps teachers set clear and actionable goals for improving student learning (CMS Guardrail 4)

Decrease the number of rule 8 violations by 50% (75 violations to 33 violations). Rule 8 in the Code of Student Conduct pertains to Bullying, Cyberbullying, Profanity, Obscenity, and Derogatory Language. This rule prohibits bullying and harassing behavior, as well as the use of profanity, obscenity, or derogatory language. It also addresses conduct that disrupts the school environment or threatens the safety of others.

The school will retain 95% of its highly effective classroom teachers throughout the 2025-26 (Guardrail 4)



! = 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>Rea Farms STEAM Academy demonstrates a strong system of instructional monitoring and feedback. A weekly coaching cycle, grounded in walkthroughs and instructional look-fors, ensures timely and targeted feedback. All teachers are observed regularly using a schoolwide feedback tracker, and walk-throughs are aligned to CMS priority practices and SIP goals. The principal and MCLs use iReady data, EVAAS, and DIBELS results to shape teacher support and coaching plans. As a result of this structured feedback cycle, the school has achieved high proficiency and growth in math and science and demonstrated reading gains, though CCR remains a focused area for growth.</p> <p>2023-2024 School Year:</p> <p>During the 23-24 academic school year we made growth towards goals. We met weekly as an instructional leadership team to discuss data, challenges, and successes. Conversations were centered around data and helping the school achieve its goals. We were able to establish a consistent walk-through schedule and provided high-quality feedback for teachers. We failed to meet our goal of reaching 50 % CCR in 3rd grade reading for our black and Hispanic students. We did reach our goal of 25% CCR in 8th grade.</p> <p>This year our success was centered around our walkthroughs and teacher feedback. After getting our mid-year data back we were able to analyze it and make big changes to our teacher assistant schedules.</p> <p>The opportunities that present on the Insight survey indicated that teachers would like the opportunity to provide more input on key school decisions and that they want to feel as though their feedback is valued. Next year, the coaching team and capacity will be increased so that more instructional support will be evident.</p>	Limited Development 07/30/2024		

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• The Principal and the leadership team will be described as highly visible and regularly present in classrooms at least once per week and in PLCs both in-person and virtually at least once per week as measured by the Insight Survey.</li> <li>• Teachers will confirm that they receive meaningful feedback on their practice 100% of the time from the principal throughout the year from formal and informal observations and walkthroughs /virtual visits as measured on the Insight Survey.</li> <li>• Teachers will agree that the principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction as measured by the Insight Survey.</li> <li>• Principal and the leadership team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice as measured by teacher feedback on the insight survey and coaching cycle notes.</li> </ul>		<p><b>Brooke Hough (elected March 2020)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>8 of 12 (67%)</b></p>		
<p>8/2/24</p>	<p>Create a hiring plan using the Teacher Leader Pathway Strategic Staffing Model to exchange master teacher allotments in order that each teacher will be responsible for increasing specific student data points through PLC leadership, resource sharing, and teacher coaching. (Goals 1-3 and Guardrails 1-3)</p>	<p>Complete 08/27/2024</p>	<p>Brooke Hough</p>	<p>06/10/2024</p>
<p><i>Notes:</i></p>				
<p>8/2/24</p>	<p>Create a staff committee leadership structure to align SIT goals, district strategies, and Rea Farms Core Values. (Goals 1-3 and Guardrails 1-3)</p>	<p>Complete 08/27/2024</p>	<p>Brooke Hough</p>	<p>08/26/2024</p>
<p><i>Notes:</i></p>	<p>Committees will include Technology Integration, STEAM, Math Curriculum, Capturing Kids Hearts and Diversity, Equity, and Inclusion.</p> <p>Link to Staff Committee Documents:  <a href="https://docs.google.com/document/d/1jmkIPX3VC-zq_-cVU0CexVkJt4TwkBfBMyy6_wOOblk/edit">https://docs.google.com/document/d/1jmkIPX3VC-zq_-cVU0CexVkJt4TwkBfBMyy6_wOOblk/edit</a></p>			
<p>8/2/24</p>	<p>Establish interrater reliability of "look fors" to provide consistent feedback from Principal, AP, DOS, and MCLs. (Goals 1-3)</p>	<p>Complete 06/09/2025</p>	<p>Brooke Hough</p>	<p>06/10/2025</p>

<i>Notes:</i>				
8/2/24	Provide opportunities for grade level teams to participate in learning walks using the Core Action Walkthrough tool and agreed upon "look fors" to identify and highlight high yield instructional strategies taking place in Rea Farms classrooms. (Goals 1-3 and Guardrail 1)	Complete 06/09/2025	Brooke Hough	06/10/2025
<i>Notes:</i>				
8/2/24	Analyze Walkthrough Notes, Qualtrics Data and Formal Observation Data for trends in order to determine instructional next steps and opportunities for the 25-26 school year. (Goals 1-3)	Complete 06/09/2025	Brooke Hough	06/10/2025
<i>Notes:</i>				
10/2/25	Monitor the coaching framework by tracking teacher improvement by showing that at least 80% of teachers meet growth targets for subgroup students.		Brooke Hough (elected March 2020)	06/26/2025
<i>Notes:</i>				
8/2/24	Utilize district adopted coaching frameworks (Relay, Core Action) to improve student outcomes for all grade levels. (Goals 1-3, FAM-S 3,)	Complete 05/08/2025	Brooke Hough	06/30/2025
<i>Notes:</i>				
8/2/24	Create common expectations for coaching frameworks to assess the current state of curriculum implementation, tiered interventions, and classroom management. (Goals 1-3 and Guardrails 1 and 3).	Complete 05/08/2025	Brooke Hough	06/30/2025
<i>Notes:</i>				
8/2/24	Complete weekly walkthroughs in classrooms to provide feedback to teachers to improve student learning. (Goals 1-3)	Complete 05/08/2025	Brooke Hough	06/30/2025
<i>Notes:</i>				
10/2/25	Include the percentage of classrooms meeting look-for expectations (make sure the actions are not only process-driven, but also include measurable outcomes).		Brooke Hough (elected March 2020)	06/10/2026
<i>Notes:</i>				
10/2/25	Link walkthrough findings directly to PLC agenda items in the weekly PLC Meetings.		Brooke Hough (elected March 2020)	06/10/2026
<i>Notes:</i>				
10/2/25	The admin team will conduct quarterly instructional rounds to ensure consistent ratings.		Brooke Hough (elected March 2020)	06/26/2026
<i>Notes:</i>				

<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>				
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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
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<i>Initial Assessment:</i>		<p>The MTSS framework is well-established at Rea Farms. Teachers use iReady (3–8), DIBELS (K–3), and classroom-based assessments to group students for intervention and enrichment. Weekly MTSS team meetings and monthly grade-level data reviews support timely intervention adjustments. While most students are at or above grade level, DIBELS data shows that only 2nd grade met the 99% goal, and K–3 ranges from 90.4% to 98%. Intervention services such as OG, UFLI, and DreamBox are used consistently. The school has a solid Tier 1 foundation and is actively strengthening Tier 2/3 structures to meet the needs of students demonstrating below-grade level skills.</p> <p>For the 2023-2024 school year:</p> <p>Our school exceeded growth and remained an A school. We will reflect upon our progress toward meeting this goal once this information is released from the state. Some school data points that show evidence of student growth are EOG.</p> <p>Our successes throughout the year and the consistency of implementation and fidelity of MTSS plans have improved by consistent monitoring for the level of fidelity will increase overall impact. The student's progress this year improved due to the consistency of the MTSS program, monthly meetings with the support team, and the progress monitoring of the students identified. For ELA, 3rd grade students are at 57% for CCR. For math, our students achieved 44% CCR in Math 8. We increased the number of TAs and teachers trained in Orton-Gillingham. Students in grades K-3 were serviced by 3 reading teachers. We created an intensive 1st-grade classroom with the goal of 95% of students on grade level in reading. For middle school, we implemented the use of 7th/8th grade AIG resources. We utilized IXL in grades 3-8 for math and ELA.</p> <p>Our challenge will be to continue working through the gaps with the students identified. When we are looking at the MTSS plans and ensuring that correct interventions are put in place and progress is monitored with fidelity. Communication for all teachers and parents will be updated. Communication will include progress towards goals to</p>	Limited Development 08/02/2024		
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ensure students are making growth or if more intensive plans/steps need to be implemented. The support team has met to discuss plans to improve, not only in literacy but in math and behavior as well.

The opportunity for MTSS is to develop and implement behavior plans. Ensuring fidelity of interventions and strategies as evident in progress monitoring is a key next step. For academic supplemental and intensive plans, using the Standard Treatment Protocol workbook to determine the student's needs and the progress monitoring tool.

***How it will look when fully met:***

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

- Teachers implementing core curriculum with integrity
- Diverse use of best practices and strategies that address different learning styles and needs
- Established MTSS team, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Focus is on the quality of instruction rather than student deficits
- Purposeful tiered instruction is being provided for academics and behavior
- Data driven instruction and decision-making
- Accurate identification of student needs rooted in data

This will be measured by the growth of students on local and state assessments to include iReady, Dibels, MVPA, EOCs and EOGs.

**Brooke Hough  
(elected March  
2020)**

**06/30/2026**

***Actions***

**5 of 9 (56%)**

8/5/24	MTSS facilitator will provide updates and continued training during PLC meeting to ensure shared understanding of Core, Differentiated core in small groups or center activities, Tier II and III supports. (Goals 1-3; Guardrails 1-3)	Complete 02/10/2025	Amber Heine	11/01/2024
<i>Notes:</i>				
8/5/24	School counselors will make the MTSS leadership team and staff aware of external support agencies and resources for planning and implementing non-school based interventions to maximize support for struggling students. (FAM S Line Item 3)	Complete 04/08/2025	Amber Heine	03/28/2025
<i>Notes:</i> Share at MTSS leadership meetings				
8/2/24	Provide ongoing support to administrators and facilitators to provide growth-evoking feedback to all staff working with special populations and diverse learners. (Goals 1-3, Guardrails 1-3)	Complete 04/08/2025	Amber Heine	04/01/2025
<i>Notes:</i>				
8/2/24	Analyze subgroup performance data on classroom and benchmark assessments (on the Rea Farms Data Dashboard) in order to evaluate the effectiveness of classroom and small group instructional strategies. (Goals 1-3)	Complete 06/09/2025	Amber Heine	06/10/2025
<i>Notes:</i>				
8/2/24	In collaboration with ML, EC, and TD teachers, develop a comprehensive list of curriculum resources and instructional expectations for differentiated core and tiered support for diverse learners and refer to the comprehensive list in weekly team planning sessions to maximize student learning. (Guardrail 1)	Complete 06/09/2025	Amber Heine	06/10/2025
<i>Notes:</i>				
9/2/25	Prioritize early literacy supports in K–3, where DIBELS shows high but incomplete benchmark achievement (K: 94.7%, 1st: 93%, 2nd: 98%, 3rd: 90.4%).		Becky Roman	06/10/2026
<i>Notes:</i>				
9/2/25	Integrate MVPA quadrant shifts into MTSS discussions to ensure interventions are impacting both projected achievement and actual growth.		Megan Last	06/10/2026
<i>Notes:</i>				
9/2/25	Monitor percent of students on Tier 2 and Tier 3 Interventions who exit to Core Instruction.		Megan Last	06/10/2026

Notes: Based on student data and updates in IEPs

8/2/24 Provide biweekly feedback to Extensions classroom teachers on small group instructional practices to ensure standards aligned instruction. At least 70% of extensions student move meet IEP goals. (Guardrail 1)

Courtney Hubbard  
(elected February 2025)

06/26/2026

Notes:

**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:**

Fall:

As of June 2024, our school did not meet the following school improvement goal, The percent of Black and Hispanic 3rd Grade students combined who scored at the College and Career Ready (CCR) level- a 4 or 5- on the English/Language Arts (ELA) EOG will increase from 20% in SY 2022-23 to 50% SY 2023-2024 and 50%. According to unofficial EOG data for Grade 3, we are at 19 % CCR for Black and Hispanic students.

As of June 2024, we made progress on our goals with evidence outlined below with EOG (unofficial) scores. We have an unofficial Grade 3 proficiency score of 76% GLP and 57% CCR. The percent of 8th grade students who score at the CCR level increased from 51% to 68%.

The successes we experienced related to this indicator include strengthening our PLCs in grades 3-8 and providing targeted small-group instructions aligned to grade-level standards. A challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that students routinely engage in student discourse and have opportunities to struggle productively throughout instruction. Walkthrough data suggests that teachers remove the rigor of the lesson by over-scaffolding, and missing opportunities to allow for productive struggle.

Our opportunities will be to continue to focus on these subgroups of students to sustain the growth and continue it.

Spring:

Instructional teams meet weekly for PLCs that are focused on unpacking standards, reviewing data, and co-planning lessons using CMS-approved curricula (Open Up, EL Education). The school supplements core resources with interventions such as Orton-Gillingham and enrichment through TD push-in and curriculum extensions. PLC agendas and lesson plans are reviewed by administration, and STEAM-aligned PBL units have been developed quarterly. The school's designation as a Blue Ribbon School of Excellence and a Magnet School of Distinction reflect effective planning and instructional alignment.

Limited Development  
08/05/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• During Core Action Walkthroughs teachers will implement district curricula with integrity 100% of the time.</li> <li>• Once per week, PLCs will meet to ensure processes and procedures are in place and rooted in backwards design/instructional planning approach to improve student learning.</li> <li>• Multi-Classroom Leaders and teachers will collaborate in PLCs with lessons and strategies being modeled regularly and subsequently observed in walkthroughs and formal observations 80% of the time.</li> <li>• Differentiation and scaffolds will be planned intentionally by classroom teachers and support services (EC, ESL, and TD) during PLC meetings and observed in math and literacy walkthroughs and formal observations 100% of the time.</li> <li>• Common vocabulary and academic language will be pre-planned in 100% of teacher lesson plans.</li> <li>• Multi-Classroom leaders will lead discussions around standards alignment, ensuring that 100% of Tier 1 lessons are directly aligned to standards and that teachers have established the criteria for mastery ahead of time. This will be measured by reviewing lesson plans weekly and providing feedback. It will also be measured through walkthroughs and formal observations.</li> <li>• Student growth and achievement data across grade levels, across subgroups will increase by 4 percentage points as evidence of full implementation.</li> </ul>		<p><b>Brooke Hough (elected March 2020)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>4 of 9 (44%)</b></p>		
	<p>8/5/24 Require elementary staff to attend professional development during the summer months and start of school in order to internalize the structure and scope and sequence of the Open Up Resources. (Guardrail 1)</p>	<p>Complete 02/10/2025</p>	<p>Rebecca Roman</p>	<p>11/01/2024</p>
<p><i>Notes:</i></p>				
	<p>8/5/24 Plan for differentiated core with TD teachers, EC teachers, ML teachers and general education teachers during monthly support team meetings. (Goal 2, Goal 3, Guardrail 1, Guardrail 2)</p>	<p>Complete 02/10/2025</p>	<p>Multi-Classroom Leaders</p>	<p>01/13/2025</p>

<i>Notes:</i>				
8/5/24	Provide ongoing professional development for master teachers at each school, ensuring their ability to demonstrate their proficiency in all areas required for effectively leading teacher planning, data analysis, coaching and support. (Goals 1-3, Guardrails 1-3)	Complete 02/11/2025	Brooke Hough (elected March 2020)	03/28/2025
<i>Notes:</i>				
8/5/24	Design culturally responsive practices to increase student engagement via scaffolding and differentiated instruction. (FAM S 29)	Complete 06/09/2025	Multi Classroom Leaders	06/10/2025
<i>Notes:</i>				
9/2/25	Provide targeted planning support for new and transitioning staff to maintain consistency in instructional rigor.		MCL	06/10/2025
<i>Notes:</i>				
9/2/25	Use iReady domain data to inform remediation in weak areas—e.g., focus on Geometry and Algebra in upper grades, and Comprehension and Vocabulary in Reading.		MCLs	06/10/2026
<i>Notes:</i>				
9/2/25	Embed weekly PLC planning protocols with unit alignment checks using CMS curriculum maps and formative data checkpoints (aligned to high-performing iReady and EVAAS classrooms).		MCLs	06/10/2026
<i>Notes:</i>				
10/2/25	For advanced learners, track the percentage of students moving into CCR proficiency levels after small group cycles.		Brooke Hough (elected March 2020)	06/26/2026
<i>Notes:</i>				
10/2/25	As teachers receive PD (Small Group Instruction, Using Technology, etc.), monitor that 100% of teachers are implementing new strategies in their classrooms.		Brooke Hough (elected March 2020)	06/26/2026
<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
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**Initial Assessment:**

Rea Farms has a robust SEL program anchored in Capturing Kids' Hearts and Caring School Community. CKH practices are embedded schoolwide, and student affirmations, social contracts, and morning meetings create a positive emotional climate. Rea Farms was named a Capturing Kids Hearts Rising Star. Counseling services are provided through rotations and targeted small groups. Discipline data indicates low levels of OSS/ISS overall, though the school is focused on reducing rates from 6% to 4%. Panorama SEL data and feedback from families and students guide SEL planning and behavior support interventions.

For the 2023-2024 school year:

The panorama YTD Percentage of all students reported many and all strengths (green) are as follows: Attentive and invested in class 78%, valued members of school community 76% and Student-teacher relationship at 80%. Teachers are monitoring and adjusting SEL lessons for all students. We will continue to monitor and adjust so that students' self reporting will continue to increase.

We implemented two training days for B3 to increase engagement. Our PE teacher provided quarterly exercises for elementary breaks.

The successes we have seen this year are although the number of suspensions have increased, the population of the school has also grown. This year's data will provide a baseline of behavior challenges to work to support next year so that our number will decrease. This will include a tightened data collection and communication to parents regarding behavior concerns and be proactive.

The challenges are as follows: There was an influx of new students and may not have had the same introduction to the RFSA expectations or exposure to the amount of SEL lessons. Attendance challenges lie with counselors reinforcing with parents the importance of being at school on time. Some challenges were implementing SEL during middle school advisory time.

Our opportunities: Morning meetings and building community and continue to work on Emotional Regulation with lessons that are directly linked in the classroom. Behavior Committee that would implement a positive incentive reward system school-wide. As a note, LEP students and SWD students have lower ratings. What is being asked of students may not fully comprehend the question being asked to adequately assess the response.

Limited Development  
08/05/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• All students will receive Caring Schools lessons, providing explicit character and executive functioning instruction 4 out of 5 days during Morning Meeting (elementary) or Advisory (Middle School) as measured by lesson plan reviews and classroom walkthroughs.</li> <li>• Establish effective MTSS team structures and processes that lead to accurate identification of student needs rooted in data, collaboration across general education and support staff (EC, TD,EL, counselors, etc.), purposeful tiered instruction is being provided for academics and behavior as measured by the FAM-S Survey, where all team members agree that every indicator is as at the optimization level</li> <li>• Evidence of culturally relevant and culturally proficient strategies, language, and practices will be observed in lesson plans and during classroom walkthroughs.</li> <li>• There will be zero students who are considered chronically absent.</li> <li>• There will be no incidents resulting in in-school or out of schools suspension.</li> </ul> <p><a href="#">24-25 Attendance Plan</a></p>		<p><b>Brooke Hough (elected March 2020)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>5 of 8 (62%)</b></p>		
<p>8/5/24</p>	<p>Create a wall display for students on the A/B and A Honor Roll to recognize student successes. (Guardrail 3)</p>	<p>Complete 02/10/2025</p>	<p>Counselors</p>	<p>10/30/2024</p>
<p>Notes:</p>				
<p>8/5/24</p>	<p>Complete Educators Handbook PD and rollout to the staff to identify areas of SEL support for students. (Guardrail 3)</p>	<p>Complete 02/10/2025</p>	<p>Buku Guzesh and Courtney Hubbard</p>	<p>11/01/2024</p>
<p>Notes:</p>				

8/5/24	Revise the school-wide behavior matrix and develop a well-defined continuum of consequences for problem-behavior to provide consistent support to students. (Guardrail 3 and 4, FAM-S, 30,FAM-S 31)	Complete 02/10/2025	Buku Guzeh and Courtney Hubbard	01/23/2025
<i>Notes:</i>				
8/5/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Heart to enhance the school culture. (Guardrail 1 and Guardrail 4)	Complete 06/09/2025	Courtney Hubbard and Buku Guzeh	06/10/2025
<i>Notes:</i>				
8/5/24	Partner with Mothers Against Drunk Driving to inform students of the dangers of drugs and alcohol. (Guardrail 3)	Complete 06/09/2025	Tammy Pope	06/10/2025
<i>Notes:</i>				
9/2/25	Focus SEL efforts on chronic absentee students and those involved in OSS/ISS cases (goal: reduce incidents from 6% to 4%).		Counselors	06/10/2026
<i>Notes:</i>				
9/2/25	Monitor percent of classrooms leading the SEL block as expected.		Counselors	06/10/2026
<i>Notes:</i>				
9/2/25	Analyze trends in SEL Panorama data alongside DIBELS Oral Reading Fluency to proactively support students with internalized challenges.		Tia Turner	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Fall:  During the 23-24 academic school year, we implemented ParentSquare with great success. We have 98% of our families contactable, meaning they have a current and updated form of communication. While we still don't have 100% parent interaction using parent square we have made huge steps in getting closer to that goal. Throughout the school year	Limited Development 08/06/2024		

parent square was a huge success in terms of reaching not only parents, but staff as well.

While we still don't have 100% parent interaction using parent square we have made huge steps in getting closer to that goal. Over the course of the school year parent square was a huge success in terms of reaching not only parents, but staff as well. Our PTA heavily used parent square to keep all stakeholders in the loop on events and other things pertaining to the school.

We also saw a boost in attendance at major events our school hosted, such as dance, STEAM night, athletic events, etc.

Challenges stemmed from power school not being updated due to parents' phone numbers constantly changing. These constant changes created delays in some communications. Moving on to the 24-25 school year we are looking to overcome those challenges by having monthly events to provide parents with support downloading the app and getting logged in. These events will have staff fluent in multiple languages attending in order to successfully.

Spring:

The school uses a comprehensive communication approach that includes newsletters, curriculum nights, family engagement events, and parent surveys. Parents are informed of grade-level learning goals and assessment results (e.g., DIBELS and iReady growth). The school has implemented three educational nights focused on reading strategies, bullying prevention, and math enrichment. A curriculum-focused newsletter and parent resources shared during STEAM and Literacy Nights enhance transparency and family understanding of how to support learning at home. Survey feedback suggests families feel welcomed and informed, though the school aims to increase clarity about data usage and instructional next steps.

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>Teachers will complete 100% of their parent-teacher conferences at the end of first quarter and will provide evidence of completion.</li> <li>Families will confirm that they are receiving excellent customer service experience at our school and may provide feedback using the CROWN experience survey on the school website.</li> <li>The School Leadership Team will meet one time per month, allowing for input and feedback on the schools improvement goals as measured by the SIT agenda and minutes.</li> <li>The Rea Farms PTA Executive Board and PTA Full Board will meet 2x per month to make collaborative decisions around academics, social and emotional and cultural enrichment activities for students. Detailed agendas and minutes will provide evidence of this collaboration.</li> <li>Parent learning events will take place multiple times throughout the school year and parents will indicate by survey that they are better equipped to support their students at home because of the learning experience.</li> <li>A two-way communication system will allow for increased communication between teachers and parents and will serve as a means of communication between the principal and community. Parent Square communication reports will serve as evidence of the increased communication between the school and home.</li> </ul>		<p><b>Brooke Hough (elected March 2020)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>6 of 8 (75%)</b></p>		
<p>8/6/24</p>	<p>Add a Math Resource Room at each of the three STEAM Nights for parents to learn along side their students, in order to increase their confidence with supporting students at home. (Goal 3 and Guardrail 1)</p>	<p>Complete 01/08/2025</p>	<p>Brooke Hough</p>	<p>11/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>Add two columns to the Falcon Flyer (parent newsletter) entitled Tech Tidbit and What is Open Up to inform parents on how to use technology as a learning tool and how to navigate and support students and teachers with the new elementary and current math curriculum. (Goal 3, Guardrail 1 and 4)</p>	<p>Complete 01/08/2025</p>	<p>Megan Mehta &amp; Kimberly Burns</p>	<p>11/01/2024</p>

<i>Notes:</i>				
8/6/24	Host our 2nd annual Heritage Night to appreciate and celebrate the similarities and differences of our families. (Guardrail 3)	Complete 04/03/2025	Amber Heine	03/28/2025
<i>Notes:</i>				
8/6/24	Provide information to parents regarding learning opportunities for current issues facing their students and how to support their students in the classroom. (Guardrail 3)	Complete 04/08/2025	Brooke Hough	06/10/2025
<i>Notes:</i>				
8/6/24	The technology committee will design and host 2 parent technology courses to inform parents about using technology safely and using new learning resources at home. (Guardrail 3)	Complete 05/08/2025	Megan Mehta	06/10/2025
<i>Notes:</i>				
9/20/24	Using Parent Square to communicate with parents on behavior, attendance, and social-emotional support. (Guardial 1) (FAMS 3)	Complete 04/08/2025	Brooke Hough	06/10/2025
<i>Notes:</i>				
9/2/25	Share DIBELS and iReady progress graphs in parent conferences to clarify how home reading routines impact benchmarks.		MCLs	06/10/2026
<i>Notes:</i>				
9/2/25	Provide bilingual curriculum-at-home packets aligned to Reading Comprehension and foundational Math domains showing weakness in mid-year data.		Rojas & Cheng	06/10/2026
<i>Notes:</i>				