

Comprehensive Progress Report

Mission:

Vision & Mission: The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential. The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.” Charlotte-Mecklenburg Schools is committed to: provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

WHAT MATTERS MOST 2024 STRATEGIC PLAN: CMS Goals and Guardrails

Commitments:

Equity – Each student’s needs may be different, but those needs should be met at every school in CMS.

Culture – Students, teachers, parents, families, staff, leaders and partners work together to achieve.

GOALS:

Every student graduates with meaningful employment or higher education opportunities

Every student has access to a rich, diverse and rigorous curriculum.

Every student has access to more social and emotional support.

S.A.I.L. Mission Statement:

Creating bright futures in six languages.

We believe that:

Students learn in different ways and should be provided with a variety of instructional approaches to support learning

Students learn best when they have appropriate opportunities for success, and when actively engaged in the learning process

Challenging expectations and a rigorous curriculum increase individual student performance

Students learn to speak best when they are engaged in meaningful, engaging, and relevant discussions

The most important factor in second language acquisition success is motivation

Vision: The language immersion approach is the most successful approach for second language acquisition

Student learning is the chief priority of the school, and students' learning needs are the primary focus of decisions impacting the work of the school

Cultural diversity can increase students' understanding of different people, cultures, and customs

A safe, orderly, and physically comfortable environment promotes student learning

We further believe that:

All students can learn a foreign language

Content instruction should be in the second language the majority of the time for elementary immersion students

Language immersion leads to proficient use of the second language.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 74.3% in SY2023-24 to 100% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 63.4% in SY2023-24 to 72.4% in SY2024-25. (Aligns to A2.04 and B3.03 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 39.4% in SY2023-24 to 46.8% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 for our Hispanic students will increase from 59.4% in SY 2023-24 to 64.4% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 4.3 % in SY 2023-24 to 2.0% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity which will impact school culture with a 50% reduction in Physical Aggression incidents from a total of 30 in SY2023-2024 to 15 in SY2024-2025. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring College and Career Ready (CCR) on the 5th and 8th grade Science EOG will increase 5% in the composite score from 62.7% in SY 2023-2024 to 67.7% in SY 2024-2025.



! = 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 June 2025 the Unofficial EOY EOG scores for our school shows the percentage of Black and Hispanic 3rd grade students who score at the College and Career Ready (CCR) level on the English Language Arts (ELA) EOG has increased double digits. Presently African American GLP is +19.0 (85.7%) and CCR +29.7 (66.7%). Hispanic GLP is + 27.0 (59.4) and CCR is +28.8 (40.6)</p> <p>The percentage of 8th grade students who score at the College and Career (CCR) on the Grade 8 Mathematics EOG has increased for ALL Students with GLP up +14.4 (75.9%) and CCR +15.5 (56.6%). African American and Hispanic students also show an increase: AA GLP is +17.7 (63.6%) and CCR is +21.2 (45.5%) Hispanic GLP is up +16.1 (66.1%) and CCR +16.9 (46.4%)</p> <p>The percentage of Math 1 EOC All Students GLP declined -1.8 (96.8%) but CCR increased +9.9 (84.2%)</p> <p>The successes we experienced in 3rd grade related to the new 3rd grade ELA teacher hired, Ms. Anne Presley, and her work with the grade level teachers. Together they worked on targeted instruction during ELA time followed by classroom support by the classroom teacher. Success was also achieved by the implementation of the IReady system with Ms. Presley assigning students topics on their assigned Reading path plus monitoring student use in their own path within the system. Implementation of IReady in the 8th grade Math course also proved effective as a means of providing students with consistent practice on</p>	Limited Development 08/01/2024			

Math concepts. Teachers used IReady as a 10 minute warm-up as part of their daily practice. Additional successes were achieved by incentivizing the use of IReady for students in Quarter 3 and Quarter 4. First the amount of time students were using the platform was monitored and students who achieved the minimum requirement received a prize of additional recess/fitness time the day before Spring Break. For 4th Quarter students who maintained a Mastery level of 80% in both Reading and Math were provided with additional social time the day before their EOG test. This allowed students to have time to unwind and relax prior to their first day of testing.

A **challenge** is motivating students to use IReady on their own time at home. We devised two quarterly rewards for this year and will need to think of new challenges to start the 2025-2026 school year. An additional challenge is increasing the amount of parent involvement with our Hispanic families. Communication in Spanish is an area of growth to focus on by having key bilingual staff reach out to families and share information. We recently lost our bilingual secretary as she moved on to a 12 month position. We are in the process of interviewing now.

An area of **opportunity** to address these challenges includes increasing the number of walkthroughs conducted to calibrate and check for standards aligned instruction. Additionally, making established time in our calendars to complete walkthroughs followed by follow-up feedback discussions with teachers. Designating time as a leadership team for weekly discussions is also an area for growth. We have discussed increasing the expectation for PLC Meetings to also include a designated weekly data meeting.

A further area of opportunity is to monitor the level of student engagement in each class with consistent feedback provided to teachers after a walkthrough. One Wednesday per month will serve as PD for selected teachers to present strategies they use in their classroom to increase student levels of engagement. An additional area of opportunity is in the structuring of middle school homeroom classes to have homogeneous groups based on EOG results and MAP results. These groups would be per semester and groups would be re-structures based on performance data. An increase in the number of homeroom classes would be possible by including the ML teachers in the assignments thus providing ML students with a dedicated teacher using specific English as a Foreign language strategies.

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - The principal and assistant principals will be highly visible in classrooms with a focus on rigorous instruction. - Expectations and processes for team planning and for instructional delivery will be established and communicated to all instructional staff. - The principal and assistant principals will consistently monitor the weekly meeting with PLC teams and discussions on instructional standards. - The principal and assistant principals will adhere to a schedule of visiting classrooms, providing feedback and reinforcing good instructional practice. - The principal and assistant principals will meet regularly once per week to discuss informal observation notes and instructional patterns that need to be addressed. 		<p>David Lynn</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>3 of 5 (60%)</p>		
<p>8/1/24</p>	<p>The principal will develop a weekly walkthrough calendar with focus look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S)</p>	<p>Complete 12/01/2024</p>	<p>David Lynn</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The principal will develop an observation schedule to formally monitor teacher instruction by using the NC Teacher Evaluation Instrument for assessing implementation of standards-aligned instruction. (Goal 2, Guardrail 1)</p>	<p>Complete 06/10/2025</p>	<p>David Lynn</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The principal and assistant principals will use the Core Actions checklist to provide timely, clear, and constructive feedback to teachers in an effort to enhance classroom practices. (All Goals, FAM S3)</p>	<p>Complete 06/10/2025</p>	<p>David Lynn</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>6/24/25</p>	<p>One Wednesday per month will serve as PD for selected teachers to present strategies they use in their classroom to increase student levels of engagement.</p>		<p>Katie Wendelken</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

6/24/25	Structuring of middle school homeroom classes to have groups based on EOG results, MVPA and ACCESS test results. These groups would be per semester and groups would be re-structured based on performance data.		Paige Bartholomew	06/10/2026
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Notes:

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
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<i>Initial Assessment:</i>		<p>The SIP goal aligned to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 As of June 2025, EVAAS data is unavailable.</p> <p>As of June 2025 school year, the preliminary data has our school composite for GLP at 75.0 % which is an increase of +8.0 from SY2023-2024. Our CCR also increased to 53.9 which is an increase of +4.1 from last year. Seven of our eight sub groups also showed increased gains in %GLP and %CCR.</p> <p>African American GLP +12.3 (69.3%) and CCR +6.2 (44.9%)</p> <p>White GLP +4.2 (89.5%) and CCR +4.1 (75.5%)</p> <p>Hispanic GLP +7.4 (59.9) and CCR +1.3 (36.4%)</p> <p>Asian GLP +11.6 (89.6%) and CCR +7.5 (70.8%)</p> <p>Two or More Races GLP +9.0 (84.0%) and CCR +1.3 (59.6%)</p> <p>EL/LEP GLP +16.3 (53.3) and CCR +9.0 (30.5)</p> <p>AIG GLP +2.0 and CCR +1.2 (88.4%)</p> <p>One sub group, SWD, shows a decrease in both GLP -8.7 (26.6%) and CCR -3.2 (13.3%)</p> <p>Areas of success included the implementation of the MTSS process as evidenced by consistent monitoring of individual students in Branching Minds, monthly leadership meetings, and discussion of individual students within the grade level. Continue to build capacity/infrastructure for implementation by making all the pieces fit</p>	Limited Development 08/01/2024		
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into a complicated schedule and finding creative solutions to maximize teacher's time. We have established a Data Based Problem Solving process that ensures compliance with MTSS requirements.

Discussions were also held consistently across service teams such as EC and Student Services. The MTSS leadership team has been formed and is meeting regularly once a month. The team includes admin, facilitators, EC counselor, ESL teacher, designated elementary and middle school classroom/content area teachers.

Our process showed success in the identification of students and creation of intervention plans. There is a need for

increased support for all grade levels as well as within our SWD population.

Our immersion language literacy must also be similarly supported. Our greatest challenge for SY 25-26 is in the area of building capacity in the teachers and setting aside PD time to better articulate the MTSS process in an immersion setting. Also, coaching teachers and proper monitoring of implementation fidelity. Our opportunities for SY 25-26 will be to further develop leaders to continue the work of MTSS, with the goal being early intervention and eliminating root causes of identified needs rather than remediated fossilized deficits. MTSS leadership will continue to build the capacity of all teachers to be active participants in the MTSS process with a results-oriented mindset. The student services staff is monitoring students for attendance and providing positive reinforcements to encourage students to attend school regularly.

<p>How it will look when fully met:</p>	<p>The school has a plan for ensuring that the taught curriculum is aligned with the content and world language standards at each grade level. PLCs meet consistently to ensure that instruction and lesson planning is aligned across grade level teams and the content area.</p> <p>PD is provided by facilitators and district personnel and provides explicit focused efforts on aligning written and taught curriculum to provide a uniformed approach to instructional practices. Teachers use district pacing guides and aligned curriculum consistently.</p> <p>With consistent monitoring of and implementation of aligned instructional practices, our teachers will grow in their use and demonstration of best instructional practices and students will benefit by increasing their academic success in the core content of reading and math. Students will increase their scores in reading and math by 10% GLP and CCR. At least 20% of content area teachers will see a rise in student success rates.</p>		<p>Paige Bartholomew</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>3 of 4 (75%)</p>		
<p>8/1/24</p>	<p>MTSS Leadership Team will provide professional development on the MTSS process to establish expectations for screening, intervening, and monitoring student progress toward mastery of curriculum standards. (Guardrail 1)</p>	<p>Complete 12/01/2024</p>	<p>Kathryn Wendelken</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The MTSS Leadership Team will monitor student intervention plans via Branching Minds quarterly to ensure all students are receiving consistent tiered support and that it is documented. (Goal 2, Guardrail 1)</p>	<p>Complete 06/10/2025</p>	<p>Kathryn Wendelken</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>The Administration Team will establish a consistent meeting schedule with individual teachers to problem solve appropriate supports for students after each CMS assessment cycle. (Goal 4 FAM S 3)</p>	<p>Complete 06/10/2025</p>	<p>Kathryn Wendelken</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>6/24/25</p>	<p>Continue the work of MTSS, with the goal being early intervention and eliminating root causes of identified needs rather than remediated fossilized deficits. MTSS leadership will continue to build the capacity of all teachers to be active participants in the MTSS process with a results-oriented mindset.</p>		<p>Katie Wendelken</p>	<p>06/10/2026</p>

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:

As of June 2025 the percent of students scoring College and Career Ready (CCR) on the Reading End of Grade assessment in grades 3-8 showed gains in each grade level except 5th and 7th.

3rd grade increased +18.5%; 4th grade increased +9.1; 5th grade decreased -5.8; 6th grade increased +17.9; 7th grade decreased -8.2; and 8th grade increased +23.1. Double digit gains were made in 3rd, 6th, and 8th grade. This is a significant increase from what was projected.

As of June 2025 our Math 1 Grade 8 Only CCR increased to 80.8 which is an increase of +6.5 from 2023-2024. Additionally our Math 1 All students (including 7th graders) also increased to 84.2 which is up +9.9 from 2023-2024. Math 8 EOG only CCR shows an increase of +11.8 increasing from 4% to 18.5 %

According to preliminary 2024-2025 end of grade test results in overall 3-8 composite CCR proficiency is 53.9% which is an increase of +4.1 from last school year. The success we experienced related to the team planning and increased collaboration led by our Master Math teacher, Paige Bartholomew. She provided consistent coaching and resources to improve daily instruction in the classroom. She monitored grading, testing, MVPA assessment and all data related to the math curriculum. Our challenges for 2025-2024 includes absenteeism among staff and providing students with consistent instruction that is rigorous without it being just busy work because the teacher is out. . Also, there is a need in finding time within the schedule for teachers to have more planning time to collaborate to dive into data, prepare instructional strategies and share teaching resources.

Opportunities for the 24-25 SY will be to replicate our new restructured leadership model to provide consistent instructional support by our K-8 Master Teacher for ELA and Master Teacher for Math in order to better serve students across all grade levels in both Reading and Math. This will give us the opportunity to leverage the resources we have and to ensure that foundational skills are acquired at an early level. We will continue to use the Branching Minds platform to work seamlessly across departments as well as utilizing available analytics in the platform in leadership meetings. We will continue to have instructional teams consisting of groups of teachers organized into grade level clusters/subject-area/world language PLCs which meet weekly. These meetings include aligning instruction to subject area pacing guides and sharing materials and instructional strategies that provide an

Limited Development
07/18/2024

opportunity for teachers to collaborate for improved instruction and student achievement. We will also be looking at our Master Schedule to work on the need for more planning time for data analysis. We will continue to use Orton Gillingham strategies with students. Teachers in ELA ML, and EC will participate in Orton Gillingham and LETRS training.

An additional area of opportunity is to increase the required number of PLC meetings to include a designated data meeting every two weeks and move to once a week as the year progresses and data information increases.

How it will look when fully met:

General Ed, EC, and EL teachers will divide end of year targets into quarterly learning expectations and plan for scaffolded instruction so they are sequenced appropriately. General Ed, EC, and EL teachers will implement the MTSS plan for their grade and language team as outlined in their individual Professional Development Plan. The MTSS process will identify and serve eligible students using multiple data points (DiBels, MAP, EOG, Classroom Assessments and Teacher Observations). The MTSS process will identify students in a timely manner in order to maximize interventions addressing student learning. The EL curriculum will be taught with integrity where students' lived experiences are reflected and valued. Branching Minds will be used as a centralized platform to compile student data. This will provide teachers with a record of progress over time of service. Sounds like: Discussions among all members on how to scaffold and differentiate content for students needing support to reach grade level proficiency and target language fluency. Feels like: A collaborative culture of questioning what mastery.. Looks like and sharing ideas and strategies to put into practice. Teachers feel supported to implement new practices as well as scaffolds for students needing additional support.

David Lynn

06/10/2026

Actions

3 of 6 (50%)

8/6/24

The Administration Team will develop and execute a walk through protocol twice monthly to monitor the fidelity of core actions in Math 8. (Goal 2 FAM S 29)

Complete 12/01/2024

Victoria Perez

12/01/2024

Notes:

7/18/24	Instructional PLC Teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiation strategies to meet the needs of all students. (Goal 1)	Complete 06/10/2025	Victoria Perez	06/10/2025
<i>Notes:</i>				
8/6/24	The Leadership Team will train teachers and monitor the implementation of the new elementary math curriculum monthly to ensure fidelity. (Goal 2 FAM-S 29)	Complete 06/10/2025	David Lynn	06/10/2025
<i>Notes:</i>				
6/24/25	Monitor absenteeism among staff and be proactive with consistent instruction that is rigorous without it being just busy work because the teacher is out.		Victoria Perez	06/10/2026
<i>Notes:</i>				
9/26/25	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. ALIGN TO: A2.01		Victoria Perez	06/10/2026
<i>Notes:</i>				
9/26/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06		Paige Bartholomew	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of June 2025 school year, the preliminary data has our school composite for GLP at 75.0 % which is an increase of +8.0 from SY2023-2024. Our CCR also increased to 53.9 which is an increase of +4.1 from last year. The percentage of 8th grade students who score at the College and Career (CCR) on the Grade 8 Mathematics EOG has increased for ALL Students with GLP up +14.4 (75.9%) and CCR +15.5	Limited Development 09/09/2022		

(56.6%). The percentage of Math 1 EOC All Students GLP declined -1.8 (96.8%) but CCR increased +9.9 (84.2%)

The **successes** we experienced related to the teachers and counselors increased monitoring of students on the D/F list and providing counseling and mediation. Teachers provided students with additional support as needed. Middle School teachers held tutoring time daily through the Lunch and Learn initiative. Additional success was in preparing students for transition from elementary to middle school and from 8th grade to high school. Students were consistently supported by staff and counselors. Counselors monitored and reviewed student schedules to encourage students to participate in honors courses that will prepare them for high school and beyond. Conversations were held with parents to support them in understanding the schedule and the curriculum. Counselors for Gr. 5 and Gr. 8 met with parents and students during scheduled informational nights to provide families with expectations for transition to the next grade level. Additionally, counselors held student conferences regularly during the school year. Students were informed and guided on expectations in order to make the appropriate choices for courses at the next grade level or school, especially for honors and higher level courses. ESL and EC teachers were available for students on their caseloads to provide additional support. Students received on-going support so that they have someone to communicate with and to confide in for their concerns. .

As of June 2025 we have the **challenge** for the 25-26 school year of ensuring that Black and Hispanic students are completing all assignments and achieving passing grades in classes each quarter and are not on the D/F List. Teachers are expected to maintain communications with the home on student academic and behavior progress. Additionally, we need to ensure that students are monitored for enrollment in honors English and honors Math or Math 1 or 2 courses and support is provided as they move from elementary to middle and middle to high school.

Additionally, we need to continue monitoring MVPA testing in Fall, Winter and Spring assessments to identify students who are NP and who have not met growth. Plans to strengthen support for these students will need to be discussed and made by teachers, counselors, and Master Teacher input.

Opportunities that exist to address this challenge for SY24-25 is to monitor the level of student engagement in each class with consistent feedback provided to teachers after a walkthrough.

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Administrators will monitor instruction, using the walkthrough tool to support teachers.</p> <p>Extended day funds and planning will be structured for support of students who need an additional push for success.</p> <p>A plan will be created for additional planning time to support teachers in planning rigorous and aligned instruction. Teachers will monitor student data to make appropriate decisions about courses and advise consistently.</p> <p>When our plan is successful in monitoring and providing specialized instruction and monitoring for teacher for success, it will look like more students enrolled in honors and higher level courses. There will be an increase in the number of students reading at or above grade level and are successfully competent in math.</p> <p>In two years students will be confident readers and and successful math students.</p>			David Lynn	06/10/2026
Actions			3 of 4 (75%)		
8/7/23	The Leadership Team will establish cross grade level communication norms to identify key power standards that are vertically aligned in math 6th through 8th. (Goal 3)		Complete 12/01/2024	Paige Bartholomew	12/01/2024
	<i>Notes:</i> The AF, Paige Bartholomew, meets with the middle school Math PLC on a bi-weekly basis to discuss and plan with a vertical alignment focus. Interventions for students on the MTSS process are also discussed and addressed.				
8/7/23	The administrative team and grade level chairs will monitor the D/F List each quarter to monitor Black and Hispanic students needing additional support to improve academic achievement. (All Goals, Guardrail 1)		Complete 06/10/2025	Victoria Perez	06/10/2025

Notes: Conversations (formal and informal) with teachers and counselors have continued throughout school year on students current standing. Plans for transitions have started to occur. Parent engagement and outreach programs are being scheduled. Rising 6th and 9th grade parent nights will be taking place 2nd semester. Plans for a Spanish language program is also being planned for to accommodate our Spanish speaking parents.

8/7/23 The Administration Team will develop and execute a K-5 protocol including a teacher committee to review multiple data points in deciding class placement for next school year. (All Goals)

Complete 06/10/2025

Kathryn Wendelken

06/10/2025

Notes: A teacher leadership committee has been established to review student placement based on grades, teacher observations, MAP, MVPA, and EOG data in June. Guidance will be provided to teachers on the criteria for student placement discussions and decisions.

6/24/25 Monitoring MVPA testing in Fall, Winter and Spring assessments to identify students who are NP and who have not met growth and develop a support plan for these students made by teachers, counselors, and Master Teacher input.

Paige Bartholomew
and Katie
Wendelken

06/10/2026

Notes:

Implementation:

08/01/2024

Evidence

6/10/2025

Experience

6/10/2025

Sustainability

6/10/2025

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:

The number of incidents for the 2024-2025 school year as identified in Educators Handbook is a total of 167 referrals. Of those incidents the top three actions taken were: 28% resulted in In-School suspension which impacted 35 students. 25% resulted in Admin-Parent Conferences which impacted 30 students. 17% resulted in Admin-Student Conferences which impacted 27 students. Out of School Suspensions was the 9th most used consequence for behavior In the 2024-2025 school year. Only 5% of offences resulted in OSS days impacting 9 students out of a student enrollment of 1,254. Our **successes** included a focus on attendance and parent awareness. Communication on the importance of being present was consistently conveyed by the principal in his weekly community updates. Our chronic absences this year increased marginally to 7.8% from 7.2% last school year. New this year was the assignment of a Social Worker, Ms. Brittany Santiago, was instrumental in making contact with student's homes to check on family needs and provide assistance. She also implemented the use of Attendance Contracts with families. The counselors monitored attendance as well and contacted parents as needed. They also implemented an awards trophy for classes that showed perfect attendance each month. The SSPLC team consistently met twice a month to review students of concern with attendance. In K-5 the counselors provided guided lessons consistently within their assigned grade levels. Additional success included the counselors' involvement with students. Each month a character trait was highlighted and class activities were shared for teachers to further the guided lesson presented. In K-5 counselors provided guided lessons by visiting each elementary class once per week. In 6-8 counselors provided guided lessons by visiting the Social Studies classes on an A day/B day schedule each quarter. This provided students with the opportunity to build relationships. In establishing the expectations for middle school behaviors, the CMS Rights and Responsibility Student Code of Conduct was reviewed each quarter. An assembly was held in the gym at the start of the year and presented by the principal to review expectations for success.

As of June 2025 the **challenges** that we are facing in meeting the 25-26 goal is in delivering the Capturing Kids Hearts process with fidelity by each homeroom teacher consistently throughout the school year. An additional challenge is providing consistent walk-through observations during SEL lessons and sharing the information with teachers.

Opportunities that exist for the coming school year are increased walkthrough observations to ensure teachers are engaging students in

Limited Development
08/01/2024

SEL through morning meetings in elementary and class meetings in middle school during homeroom/5th block At the August work dates our staff will take part in reviewing the SEL expectations and how to continue to implement Capturing Kids' Hearts. An area of further growth is establishing a consistent use of classroom social contracts and the Behavior Matrix with delineated Discipline Procedures to follow. Also, discussing quarterly incident reports and data from Educators Handbook with the SEL committee to review behavior trends.

How it will look when fully met:

Capturing Kids' Hearts curriculum will be implemented K-8 with integrity providing for daily Morning Meetings K-5 and Advisory Meetings 6,7,8. When fully implemented the program will impact our school culture in four areas:

Adult Support: School staff will dedicate their time, interest, attention, and emotional support to students. When an administrative walk-through is conducted during SEL time, observers will see teachers implementing the CKH resource toolkit 66% of the time.

Belonging to a Positive Peer Group: A stable network of peers who share a common respect for our school will improve students' overall perceptions of school. Counselors will provide students with exit tickets after each guided lesson.

Commitment to Education: A shared belief that school and higher education is important to their future. A shared perception that the adults in school are invested in their academic success, and eager to get students engaged in their own learning. 75% of 3-8 grade students will complete a collage and career inventory as a follow-up to our Career Fair.

School Environment: The physical environment and psychosocial climate can set the stage for positive student perceptions of school and equally positive peer interactions. Bulletin boards with student work displayed, posters with positive messages and behavior reminders with discipline matrix will be visible throughout the building daily for 100% of school year.

Victoria Perez

06/10/2026

Actions		4 of 6 (67%)		
8/1/24	Teachers will implement daily Social emotional Learning time using the Capturing Kids' Hearts process (Morning Meetings, Journaling, Good Things Signals (Time Out, Check, Foul) as our schoolwide Core Social Emotional practices to support the SEL needs of our students. (Guardrail 3, FAM S 31)	Complete 12/01/2024	Victoria Perez	12/01/2024
<i>Notes:</i>				
8/28/24	The Administration Team will develop a weekly walkthrough calendar with strategic look-fors to assess the implementation of SEL instruction using the Capturing Kids Hearts process. (Guardrail 3)	Complete 06/10/2025	Paige Bartholomew	06/10/2025
<i>Notes:</i>				
8/1/24	The counseling team will execute a three tiered Attendance Plan to decrease our number of chronically absent students by 10% from 2024-25 (Guardrail 3)	Complete 06/10/2025	Sarah Case	06/10/2025
<i>Notes:</i>				
8/1/24	The school leadership team and counseling team will provide teacher PD, student assemblies, and explicit classroom instruction within the first and third quarter of school to communicate consistent expectations around the school-wide behavior matrix. (Supports FAM S 30)	Complete 06/10/2025	Victoria Perez	06/10/2025
<i>Notes:</i>				
6/24/25	Increase walkthrough observations to ensure teachers are engaging students in SEL through morning meetings in elementary and class meetings in middle school during homeroom/5th block.		Cassandra Mayo	06/10/2026
<i>Notes:</i>				
9/26/25	Bullying Prevention/Title IX: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06		Victoria Perez	06/10/2026
<i>Notes:</i>				