

## Comprehensive Progress Report

**Mission:** To create a safe, respectful, and trusting community that encourages and educates the whole child, providing the skills necessary to succeed and positively contribute to society.

**Vision:** Through the use of an academically and culturally rich environment, Thomasboro Academy endeavors to be a learning community that empowers its students through a rigorous curriculum, encourages through a positive school culture, and enriches through engaging parental and community partnerships.

**Goals:**

- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 42.9 % in SY2023-24 to 49.4% in SY2024-25. (Aligns to A2.04, C2.01, FAM- S 29, 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 10.8% in SY2023-24 to 16.7% in SY2024-25. (Aligns to A2.04, B3.03, FAM- S 29, and CMS Goal 2)
- The percent of students scoring Grade Level Proficient (GLP),on End of Grade assessments in grades 3-8 will increase from 25.6% in SY 2023-24 to 30% in SY 2024-25 (Aligns to A4.01, B1.03, B3.03, D1.02, FAM-S 3 and CMS Guardrail 1)
- The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 66.7% in SY2023-24 to 70% in SY2024-25. (Aligns to A2.04, B3.03, FAM- S 29, and CMS Goal 3)
- The number of OSS incidents will decrease from 128 in SY 2023-24 to 115 in SY 2024-25 (Aligns to A1.07, A4.06, B2.03, C3.04, and CMS Guardrail 2)
- 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06, A4.16, E1.06, FAM-S 30, and CMS Guardrail 3)
- The school will retain 90% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04,D1.02, and CMS Guardrail 4)
- Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)
- To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
<b>Effective Practice:</b>	<b>Practice 1A: Prioritize improvement and communicate its urgency</b>

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the 2023-2024 school year, we have met our SIP goals targets. Coaches met and provided feedback weekly. 100% of the time, coaching agendas were monitored by admin and presented during weekly ILT meetings. 100% of Math 1 students were proficient on End of Course assessment. 48% of students met their projective growth on MAP testing from Fall to Spring in math and ELA. According to unofficial EOG data, in math, 21.5% of Thomasboro math classrooms exceed EVASS projected percentages on the End of Grade testing. Our EOY EOG data is as follows: 3rd grade ELA grew from 23.20% to 20.3% with a change of 3%. 8th grade Math did meet projected growth with an decrease from 21.00% to 11.5%</p> <p>Moving forward, we have created a new ILT team with updated structuring based around Get Better Faster. This structure includes: new ILT members with specific instructional roles, weekly meetings, walk-throughs, Get Better Faster (Relay) Scope and Sequence, and individual Coaching meetings held by Admin. During the staffing process for 2024-2025 school year, the Admin team determined the best use for Title 1 funds was to employ MCLs and a teacher.</p>	Limited Development 09/14/2023		

<b>How it will look when fully met:</b>		When this goal is fully met, the Instructional leadership team will provide K-8 core teachers with ongoing monitoring and direction to ensure that 100% of their lessons are aligned to meet the demands and rigor of the standards. This monitoring will be captured in coaching meetings with each teacher as well as with each coach. Coaching caseloads are implemented from the Principal and AP to the coaches. Each coach meets and provides feedback to each teacher weekly. This feedback is monitored by the admin coach which will consist of Get Better Faster action steps. For the 24-25 school year, we will continue to facilitate weekly and quarterly data dives with our coaches on the ILT and teachers.		<b>Rolando Parkins</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
9/14/23	ILT will meet weekly with an intentional agenda that reviews coaching and instructional collaboration based Get Better Faster Action Steps via Classroom Walks. (EVAAS) The school will retain 90% of its highly effective classroom teachers throughout the 2024-25. This aligns with CMS Guardrail 4: While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement.			Rolando Parkins	06/15/2025
<i>Notes:</i>					
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

During the 2024-2025 school year, each grade level and content team has weekly planning time, as well as, each teacher has at least one individual planning day to pre-plan each week. Afternoon and morning duties are assigned and responsibilities are detailed in the staff handbook. We have developed in the Master Schedule specific times allotted for teacher planning to work directly with their Coach and to create the opportunity to vertically plan. Mondays are for MTSS, Tuesdays are for ELA and Social Studies, Wednesdays are for individual planning, Thursdays are for Math and Science, and Fridays for the support team/grade level meetings. An opportunity we created this school year was to hire MCLs to facilitate planning and Coaching to support our biggest focus areas. Last year, we hired a Science Facilitator to focus on 5-8 Science, which is an area in which we need to grow proficiency school wide. We created a central location for all lesson plans in Google that are easily accessible for review for planning, coaching, observations/evaluations, in order to ensure students are receiving best instructional practices as well as school and district goals and guardrails are being met. Admin will do weekly audit of lesson plan spreadsheet, looking for 100% compliance.

Limited Development  
09/25/2017

<p><b>How it will look when fully met:</b></p>	<p>Coaches will provide administration with access to planning notes via google drive. Coaching with fidelity will be monitored throughout the school year as admin will attend planning sessions with coaches monthly as well as Coaching sessions bi-weekly with ILT. During ILT meetings, the Admin team has developed an agenda to focus on instruction, data and dive into the Get Better Faster Model. With Title 1 funds, our ILT team will attend future Professional Development. In the summer of 2024, a team of 9 Thomasboro staff members attended Innovative Schools Workshop, which we will monitor and implement strategies of high student engagement within teaching and learning which will show an increase in student academics across various grade levels.</p>		<p><b>Rolando Parkins</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/22/18</p>	<p>Data trackers for all grades are monitored weekly by admin and instructional coaches.</p> <p>This aligns with Thomasboro's CMS Goal 1 (Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 42.9% in June 2023 to 50% by June 2025.), Goal 2 (Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 10.8% in September 2023 to 25% by June 2025.), and Goal 3 (Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 66.7% in September 2023 to 100% by June 2025.).</p> <p>? during admin meeting. (3rd ELA, 8th Math)</p>		<p>Rolando Parkins</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>	<p>Parkins, new AP, and Rooks meet Friday mornings at 9am to discuss trackers and the support of each coach as well as teacher action steps to ensure alignment with what is seen in the classroom during walkthroughs and formal observations.</p>			
<p>10/22/18</p>	<p>Morning and afternoon duty rosters are monitored by administration. (FAM-S)</p>		<p>Rolando Parkins</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>	<p>If teachers are not on duty, they are required to meet with administration. This is to ensure safety of students at all times. If they are going to miss the duty spot, they must notify administration so that another staff member can be placed in their location for safety reasons.</p>			

7/30/24	<p>Each coach will meet with administration at least one time bi-weekly to discuss case load and action steps. (EVAAS)</p> <p>This aligns with Thomasboro's CMS Goal 1 (Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 42.9% in June 2023 to 50% by June 2025.), Goal 2 (Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 10.8% in September 2023 to 25% by June 2025.), and Goal 3 (Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 66.7% in September 2023 to 100% by June 2025.).</p>		Rolando Parkins	06/10/2025
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<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>During the 2023-2024 school year, our efforts in monitoring curriculum and classroom instruction have been pivotal in meeting our School Improvement Plan (SIP) goals. We met our SIP targets, underscoring our commitment to improving instructional quality and student outcomes. Coaches met weekly to provide feedback, with 100% of coaching agendas monitored by administration and presented during weekly Instructional Leadership Team (ILT) meetings. This consistent oversight has been crucial in maintaining high standards. Our data shows 19.4% proficiency in 3rd grade ELA and 10.7% proficiency in 8th grade math. Regular evaluations and classroom walkthroughs have been conducted, providing valuable insights into instructional practices and areas for improvement. Feedback from the INSIGHT survey and staff surveys has been instrumental in identifying strengths and areas needing attention. Data from Professional Learning Communities (PLCs) and coaching sessions have been analyzed to guide our instructional strategies. Some challenges were managing student behaviors. This has been an ongoing challenge that impacts the learning environment. Ensuring consistent student attendance is critical for academic success and remains a challenge. Effectively implementing the curriculum, especially with new staff and evolving standards, has presented difficulties. Opportunities for improvement; we will offer summer PD sessions focused on curriculum implementation, aiming to equip teachers with the skills and knowledge needed for effective instruction. Filling all certified teacher vacancies for the 2024-2025 school year is a priority, ensuring that our students receive high-quality instruction from well-prepared educators.</p>	Limited Development 07/30/2024		
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<p><b>How it will look when fully met:</b></p>	<p>In the 2024-2025 school year, the Instructional Leadership Team will enhance support for K-8 core teachers through ongoing monitoring and direction. Key strategies include: Each teacher will receive targeted feedback from their coach weekly. This process will include detailed coaching meetings between teachers and coaching meetings between teachers and coaches, as well as among coaches themselves. Coaching caseloads will be assigned by the Principal and Assistant Principal, ensuring that every teacher receives consistent and constructive feedback. This feedback, monitored by the admin coach, will include 'Get Better Faster' action steps. Weekly and quarterly data dives with our coaches on the ILT and teachers will continue. These sessions will analyze performance data, identify areas for improvement, and refine instructional strategies accordingly. By maintaining rigorous monitoring of curriculum and classroom instruction, we aim to foster an environment of excellence and continuous growth for both our teachers and students. This will result in the following:</p> <ul style="list-style-type: none"> <li>• The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 43% in SY2023-24 to 50% in SY2024-25. (Goal 1)</li> <li>• The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10% in SY2023-24 to 25% in SY2024-25. (Goal 2)</li> <li>• The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 67% in SY2023-24 to 100% in SY2024-25. (Goal 3)</li> <li>• The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-8 will increase from 3% in SY 2023-24 to 25% in SY 2024-25. (Guardrail 1)</li> </ul>		<p>Rolando Parkins</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/30/24</p>	<p>The Principal will attend weekly planning sessions with teachers and coaches to monitor and ensure cohesive planning with instructional driven practices observed. There will be core action walks to make teaching and standards are aligned. This aligns with Goals 1, 2, and 3.</p>		<p>Rolando Parkins</p>	<p>12/01/2024</p>
<p>Notes:</p>				



9/29/24	Principals meet weekly with the Instructional Leadership Team (ILT) to collaborate on improving teaching and learning. The goal is to improve instructional practices so that students can learn at higher levels. By creating a data-driven culture, we will make informed decisions that directly impact student achievement. Using real-time data to track student progress and adjust instructional strategies will lead to a measurable increase in proficiency rates and closing the achievement gap for marginalized students.		Rolando Parkins	12/01/2024
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	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>Within the 2023-24 school year, our school identified the following inequities, student engagement, academic resources, and teacher feedback/coaching. As a result, our school plan to mitigate the inequity by attending Innovative School Summit and Relay over the summer. Research supports that when students are engaged, motivated, and immersed in an experience, their ability to retain information increases significantly. Instructional leaders attending the Innovative Schools Summit allowed for instructional planning, and increased knowledge of how to ensure the SEL goals for students and staff are met to build a positive school climate. Relay will be used to provide to immediate feedback to teachers to help with management and rigor in the classroom. Funds were allocated to purchase instructional teachers, and conduct needed professional development. Allocated funds were utilized to obtain MLCs and EITs to assist with instructional goals. Instructional coaches were also purchased using the allocated funds to assist with the implementation of our goals.</p> <p>We also allot funds for three MCL 1 positions. They will coach teachers in ELA and Math. They will plan with teachers weekly, give feedback on lesson plans weekly, observe weekly, and give feedback weekly based on coaching model by Relay. They will have data dives with teachers to assist in creating small groups with differentiation for student needs in effort to grow student achievement and mastery.</p>	Limited Development 09/14/2023		
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<p><b>How it will look when fully met:</b></p>	<p>When this is fully implemented, the Instructional Leadership Team will intensify its support for K-8 core teachers through ongoing monitoring and direction. Key strategies include: continuous monitoring; each teacher will receive targeted feedback from their coach weekly, with coaching meetings thoroughly documented. This process will include interactions between teachers and coaches, as well as among coaches themselves. Structured feedback; coaching caseloads will be distributed by the Principal and Assistant Principal, ensuring that every teacher receives consistent and constructive feedback. This feedback will be monitored by the admin coach and will include 'Get Better Faster' action steps. Data-Driven decisions; we will continue to facilitate bi-weekly and quarterly data dives with our coaches on the ILT and teachers.</p> <p>-Goal 1: Increase K-2 students scoring at or above benchmark in early literacy from 42.9% (June 2023) to 50% by June 2025 (DIBELS).</p> <p>- Goal 2: Raise grades 3-8 students scoring CCR in reading from 10.8% (September 2023) to 25% by June 2025.</p> <p>- Goal 3: Increase students scoring CCR in Math I from 66.7% (September 2023) to 100% by June 2025.</p>		<p>Rolando Parkins</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>9/14/23</p>	<p>Our school identified instruction and training as a key resource inequity. To address this, we will use the Teacher Leader Pathway program to ensure all students have access to highly effective teachers and coaches. This initiative supports the following all three of our school goals.</p>		<p>Rolando Parkins</p>	<p>06/10/2025</p>
<p>Notes:</p>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Admin team worked hard to fill positions and will begin the 2024-2025 school year with 0 vacancies. Coaches and MCLs met weekly to discuss school wide data. Coaches and MCLs pulled small groups based on benchmark data. An opportunity we faced in the 2024 summer, we attended the in-person job fair. We were able to meet qualified teachers looking for Title 1 employment as well as certified staff. We filled our 8 vacancies in classroom content areas and employed 2 full-time certified EC teachers. With the continuous recruitment implemented from the Admin team throughout the summer, we were able to interview numerous candidates. During the Spring, Principal Parkins encouraged staff to enter the Teacher Leader Pathway with their past and current data, to qualify for the extended monies positions such as Expanded Impact and MCL. Providing this incentive and reward has encouraged teachers to return to Thomasboro for the next school year and to be rewarded for their hard work. We now have 2 MCLs and 3 EIT 2 members on staff.</p> <p>We have started the 2024-2025 school year in need of 1 EC Elementary Teacher, 1 Math MCL and 1-1st Grade Teacher. We are in the process of interviewing and in contact with the Human Resource Department for their support.</p>	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		Our ILT team will work to retain all teachers hired, and provide the needed support and training to ensure their success in the classroom. Teachers will continue with their TLP status to ensure that they are maximizing their strengths and providing high-level engaging instruction to our students. Our goal is to have a 90% retention rate for our highly qualified teachers this school year.		Rolando Parkins	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	9/29/24	We will celebrate successes at all levels for teachers to foster a culture of achievement and motivation. Recognizing progress and accomplishments will boost morale, increase staff engagement, and create a more positive school environment, driving further improvements in academic performance.		Rolando Parkins	12/01/2024
<i>Notes:</i>					

9/14/23	Attend all CMS Job Fairs to recruit qualified candidates for Thomasboro Academy. This aligns with Guardrail 4 (While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement).		Rolando Parkins	06/10/2025
<i>Notes:</i> Virtual and In-person job fairs				

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>
<b>Effective Practice:</b>	<b>Practice 2B: Target professional learning opportunities</b>

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	As of June 2024, we have not met our SIP goals targets. Third grade reading CCR was 12.9% and 6th grade Math CCR is 14.5%. However, overall 3rd grade Reading CCR increased by 4 percentage points and 6th grade Math CCR increased by 10.7 percentage points. Some of our action were successful. The ILT were able to meet quarterly to discuss data gained through our unit assessments, DIBELS, MAP and MVPA assessments. From these discussion, coaches created small groups to pull for specific instruction. We will continue with this progress by creating small groups based on EOG scores and I-Ready assessment.	Limited Development 09/14/2023		
<b>How it will look when fully met:</b>	When this goal is fully implemented, opportunities around implementation of curriculum occur during weekly planning sessions with Coach/MCL. Teachers are planning the "how" in planning sessions and modeling instructional strategies with their coach and team members based on student needs. Needs are based on learning checks, formal and informal assessments, common assessments, as well as I-Ready data. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. To ensure that our team is working towards goal achievement, coaching planning sessions will be focused around the conversation and current data of our Black and Hispanic 3rd grade students as well as those same subgroups in 6th grade math. This will create an opportunity for student tracking throughout the school year to focus on strengths and needs. Additionally our instructional coaches will provide small group instruction for our focus students which will ensure growth opportunities for our students who need extra support and be able to show greater success through our school performance.		Rolando Parkins	06/30/2026
<b>Actions</b>		<b>0 of 2 (0%)</b>		
	9/29/24 Engage with the entire school community—students, families, and staff—in understanding and supporting the school's improvement goals. Transparent communication and active involvement will foster a sense of shared responsibility, ultimately leading to increased family engagement, student motivation, and higher overall performance on state assessments.		Rolando Parkins	12/01/2024
<i>Notes:</i>				

9/14/23	Coaches will meet regularly with their content teachers as well as their bi-weekly coaching sessions with Admin. (EVAAS) This aligns with CMS Guardrail 4 (While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement).		Rolando Parkins	06/10/2025
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<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
<i>Initial Assessment:</i>		<p>We were successful in kicking off the MTSS process at the start of the year &amp; aligning with district expectations. Partial success; The MTSS team &amp; admin were trained in Branching Minds/AIMSWEB. The intervention team was successful in communicating w/classroom teachers &amp; stakeholders about students progress from January 2024 – June 2024 end of year when MTSS monthly meetings began. Some of the challenges we faced were that the MTSS Professional Development needs to be more purposeful &amp; intentional and aligned to needs of grade bands &amp; what teachers need; MTSS PD needs to be tiered for grade bands so that content can be modified based off of teachers’ current understanding of MTSS process. Since teachers were not trained on Branching Minds and were only provided one MTSS PD at the start of the year they did not know how to use the platform &amp; implement Supplemental interventions within their own classroom; another challenge in meeting this goal is finding the time to deliver the PD to teachers. Ensuring teachers provide input/complete needs assessment surveys on the MTSS process as they are given throughout the year. Challenges with ensuring monthly MTSS meetings are held consistently throughout the 24-25 school year beginning in September 2024 and ensuring all stakeholders are held accountable for their roles and responsibilities w/in the MTSS process.</p> <p>In the 2024-2025 school year opportunities to provide more intentional/purposeful MTSS PD; MTSS PD should be broken down &amp; stretched out over the course of 4 weeks, initially, on MTSS Mondays. Example: 1st 2 Mondays are spent going over MTSS process &amp; Branching minds platform, Weeks 3 &amp; 4 are spent looking at student data from BOY &amp; determining which students need Tier 2/Tier</p>	Limited Development 07/31/2024		

3 intervention & how to enter their plans into Branching Minds. As teachers are feeling more comfortable w/MTSS process & the Branching Minds/AIMSWEB platform, MTSS Monday PD can be spent looking at progress monitoring data & individual student needs. Opportunity to provide differentiated PD throughout the year: Create a living/live MTSS FAQ document so throughout the year & each MTSS Monday session, teachers and stakeholders can input their questions and the needs can be addressed accordingly. Create a 24-25 MTSS Thomasboro Timeline/Calendar with MTSS Meeting /PD dates prescheduled prior to the start of the school year. In the 2024-2025 school year, to continue to meet or exceed growth, teachers will continue to data dive bi-weekly and quarterly with content teams and coaches to ensure they are reviewing live data. Teachers and coaches will continue to be intentional with facilitating lessons and unpacking the standards.

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

Within the 2024-25 school year, Thomasboro Academy will implement the following evidenced-based intervention, Branching Minds and AIMSWEB so that we know how to access student data, progress monitor and enter, update and revise Intervention Plans, as often as needed.

The percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-8 will increase from 13.3% in September 2024 to 25% by June 2025.

**Rolando Parkins**

**06/30/2026**

**Actions**

**0 of 7 (0%)**

7/31/24 Ensure teachers are trained in Branching Minds and AIMSWEB so that they know how to access student data, progress monitor & enter, update and revise Intervention Plans, as often as needed. (EVAAS)  
This is aligned to Goal 1 and Guardrail 4.

Rolando Parkins

12/01/2024

*Notes:*

7/31/24 Create a Needs Assessment Survey for differentiated PD throughout the year. The needs assessment survey will be given toward the end of each quarter to plan PD for the upcoming quarter. (EVAAS)

Rolando Parkins

12/01/2024

*Notes:*



7/31/24	Conduct monthly MTSS meetings with all teachers, support staff and stakeholders to ensure all involved staff are up to date on students' progress and which students are moving across Tiers and which students are in need of more intensive interventions or additional support team services. (EVAAS)		Rolando Parkins	12/01/2024
<i>Notes:</i>				
9/29/24	Within the 2024-25 school year, Thomasboro Academy will implement the following evidenced-based intervention, Branching Minds and AIMSWEB so that we know how to access student data, progress monitor and enter, update and revise Intervention Plans, as often as needed.		Rolando Parkins	12/01/2024
<i>Notes:</i>				
7/31/24	Deliver a school based MTSS PD that outlines the MTSS process, purpose & procedures. (EVAAS)		Rolando Parkins	06/10/2025
<i>Notes:</i>				
10/1/24	Teachers will use the BrainPOP platform to take a scaffold understanding while developing literacy skills to aid in vocabulary acquisition and language development. The platform will allow teachers to apply literacy skills and demonstrate understanding through embedded formative assessments that mirror the types of questions on the EOG. Teachers will use the data collected to adjust classroom instruction to ensure instruction is aligned to classroom needs/student needs so students are meeting and exceeding academic growth in literacy.		Vontraciya Davis	06/10/2025
<i>Notes:</i> Budget: 3-553-050-5330-411 Cost: \$4,095.00				
9/25/24	Teachers will use TI funds to purchase this tiered instructional resource (Number Worlds Levels A-J , Manipulative Kit) as a hands-on resource to accommodate small group interventions for students in grades K-8. These materials are required components to the research-proven, teacher-led math intervention program built on the state standards being used to bring math-challenged students up to grade level and part of CMS EC programming.		Alyscia Foster	06/10/2025
<i>Notes:</i> McGraw Hill: Number Worlds Levels A-J Manipulative Kit TI funds will be used to purchase tiered instructional resources. Budget: 3-553-050-5330-411 Cost: \$375.35				

Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction	Implementation Status	Assigned To	Target Date
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)				
<i>Initial Assessment:</i>			<p>During the summer, our Dean of Students and middle school counselor successfully worked with the District's Core Behavior Specialist, Dr. Rozier to develop a core behavior team and school-wide behavior implementation plan. The plan includes assessing fidelity of implementation, progress monitoring, revision of the school-wide matrix, the teaching of school procedures and expectations, and the implementation of classroom strategies to reduce the number of office referrals.</p> <p>Some of the challenges this school year will be the number of new initiatives at the beginning of the school year with a limited number of workdays to prepare; the number of new teachers with onboarding requirements in addition to the new initiatives; number of provisionally licensed teachers; transient student population and retention of academic and behavioral skills.</p>	Limited Development 09/25/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Teachers will have clear expectations set for all classroom routines and procedures. Directions will be given precisely in the MVP format, supported with positive narration and consequences will be given in the form of restating the expectation. Teachers will follow the hierarchy created by their team for every Core student. Regular parent contact will be made to communicate positive behaviors and areas for growth with Parent Communication Log completed with date, time, and summary. When students do not respond to Core behavior management, teachers will work with support staff to create a positive behavior plan meant to modify student behaviors beyond the hierarchy. When implemented with fidelity throughout the school year, the result of the positively implemented discipline school wide plan will result in a decrease of suspensions, more student engagement and learning will take place.</p>			<b>Doris Chisholm</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
2/8/18	<p>Teachers will receive training to identify emotional needs and implement interventions, which will lead to improved student behavior, attendance, and academic engagement.</p> <p>The number of OSS incidents will decrease from 151 in SY 2023-24 to 100 in SY 2024-25</p>		Complete 06/11/2024	Ve'a Rooks	06/07/2024
<i>Notes:</i>					
2/8/18	<p>Counselors will conduct training with staff utilizing restorative practices with students. (SEL)</p> <p>The number of OSS incidents will decrease from 151 in SY 2023-24 to 100 in SY 2024-25</p>			Shamika Cole	06/15/2025
<i>Notes:</i> Counselors will implement restorative practices at the beginning of the 2023-2024 school year.					
10/3/17	<p>Staff will bring and share examples of building relationships with their students to each staff meeting. Groups of staff will share with each other and choose one person to share to the whole staff. (SEL)</p>			Candace Pauls	06/15/2025
<i>Notes:</i>					

<b>Implementation:</b>			09/14/2023		
<i>Evidence</i>		9/14/2023			
<i>Experience</i>		9/14/2023			
<i>Sustainability</i>		9/14/2023			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>As of June 2024, we have not met our SIP goals targets. Overall CCR for EOG Reading was 10.8% and EOG Math CCR is 11.1%. Our action steps were successful. Our successes we had this year were the ILT were able to meet quarterly to discuss unit assessments and Dibels, MAP and MVPA data. Teachers are planning the "how" in planning sessions and role playing with their coach and team members based on student needs. Needs are based on learning checks, formal and informal assessments, MVPA assessments, as well as MAP data. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. Weekly coaching sessions with teachers done with fidelity. Walkthroughs done by administrators and specific feedback given to help support the teachers. Our biggest challenge this year was not having enough certified teachers to cover all classrooms. We are fully staffed in our core content classes in both elementary and middle school. We have hired several new math/ELA teachers for those positions and are working on supporting new teachers and Beginning Teachers. An additional opportunity to address the challenge of inexperienced staff in the next school year would be to provide live coaching feedback by videoing and watching during action Coaching sessions.</p>	Limited Development 07/31/2024		

<p><b>How it will look when fully met:</b></p>	<p>For the 2024-2025 school year, opportunities around implementation of curriculum occur during weekly planning sessions with Coach/MCL. Teachers are planning the "how" in planning sessions and role playing with their coach and team members based on student needs. Needs are based on learning checks, formal and informal assessments, MVPA assessments, as well as MAP data. Teachers bring work samples from students to the planning sessions to be able to align mastery, partial mastery, and not mastered based on student work samples from class as well as to inform the rigor that may be needed for the next assignment given. To ensure that our team is working towards goal achievement, weekly coaching planning sessions will be focused around the conversation of support for the teacher and current data of our Black and Hispanic 3rd grade students as well as those same subgroups in 8th grade math. This will create an opportunity for student tracking throughout the school year to focus on strengths and needs.</p> <p>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. This focused planning period not only supports teacher well-being and professional growth but also directly impacts student outcomes by allowing educators the space and time to tailor instruction to meet the diverse needs of our students while maintaining a safe and supervised environment during school hours.</p>		<p>Rolando Parkins</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>7/31/24</p>	<p>Coaches will hold teachers responsible coming to planning with data from formal and informal assessments so that during planning teacher can create lesson that will support student growth.</p>		<p>Rolando Parkins</p>	<p>12/01/2024</p>
<p>Notes:</p>				

7/31/24	Principal and AP will complete walk-throughs weekly to ensure quality instruction is occurring in classrooms. The look fors are: <ul style="list-style-type: none"> <li>- Students actively engaged in learning</li> <li>- The content is appropriately challenging</li> <li>- Standards-aligned objectives posted and communicated to students.</li> <li>- Teachers using informal and formative assessments to check for understanding to inform instruction</li> </ul> This information will help coaches give specific and actionable feedback aligned with the "Get Better Faster" framework.		Rolando Parkins	12/01/2024
<i>Notes:</i>				
9/23/24	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.  This focused planning period not only supports teacher well-being and professional growth but also directly impacts student outcomes by allowing educators the space and time to tailor instruction to meet the diverse needs of our students while maintaining a safe and supervised environment during school hours.		Rolando Parkins	12/09/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 08/09/2022		
As of June 2024, we have met our SIP goals targets. Some of the successes that led to this achievement are as follows: Prepared rising 6th and 9th grade scholars for transition into middle and high school. Every scholar has been registered for the 2024-2025 school year. Half of our rising 9th grade scholars will be attending a school choice program and the others will be attending their feeder high school. We currently conduct Beginners Night at the end of the preceding school year where we had 7 families attend on 2 dates offered. Having our very first School Choice Program Fair to allow our scholars to learn about the various programs at the high school level. Having half of our rising 9th grade scholars apply and get accepted into a School Choice program. Having all scholars registered for the next school year. Rising					

9th graders are also provided the opportunity to attend summer bridge programs. We screen our math students, using district provided end of year assessments, to determine which students are eligible to take Honors level Math in 6th/7th grade and which students are eligible to take Math 1 in 8th grade. We provide our 6th-8th grade students with opportunities to take CTE courses to prepare them for the CTE track in HS. We also implement and use components of the AVID curriculum across all grade levels and provide Middle School students the opportunity to take AVID in Middle school. We have an AVID committee that meets on a monthly basis to ensure AVID is being implemented across the school.

Some of the challenges we have faced this school year was parent participation both inside and outside of school hours. We have provided opportunities for parents and families to participate in school events, but had very little participation unless we had prizes, food and/or giveaways. This creates an opportunity of growth for us to prioritize our meetings with parents and survey their needs in order to attend school events. This also creates an opportunity for us to provide our community partnerships with our needs (such as gift cards and dinners) for our families. Also being able to get more parent participation in our rising 9th grade Parent Night. We had an interpreter come out for our Hispanic families and no one showed up for the services. We will continue to reach out to our population as a whole to show the importance of being involved in your child's education through the various activities held at the school.

For the 2024-2025 school year, we plan to offer a light dinner to our families in hopes of getting more parent participation in student transition meetings and academic involvement nights. During the 2024-2025 school year, we will continue to broaden our ideas and resources for parents and students. We will continue to collaborate with High Schools for our rising 9th grader scholars due to the high impact it had on them. We will advertise more publicly for our Kindergarten Beginners Night with signs throughout the community and a light dinner for our new scholars at Thomasboro.

<p><b>How it will look when fully met:</b></p>	<p>6th-8th grade students will be provided opportunities to take advanced coursework in the areas of ELA/Math. Transition activities will be provided to parents so they can learn what is expected of their child upon entering middle school and be able to raise any concerns. Middle school counselors will communicate with HS counselors and stakeholders to plan rising freshmen orientation and 'meet and greets' with families so that parents can be made aware of the expectations for rising 9th graders. Middle school counselor will hold a rising 6th grade orientation for parents and students. Counselors, teachers and admin will administer Needs Assessment Surveys in the spring of each year to determine what additional support families need to help support the transition of their 5th grade students to Middle School and 8th grade students to 9th grade.</p>		<p>Rolando Parkins</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/9/22</p>	<p>MS Transition Needs Assessment Survey will be conducted 5th and 8th grade students to schedule into classes for the following school year and High school courses. (EVAAS)</p>		<p>Shameka Cole</p>	<p>12/01/2024</p>
<p><i>Notes:</i> A Needs assessment survey was not conducted with rising 6th and 9th grade scholar families. As we met weekly with grade levels, which included our Parent Liaison, CIS Coordinator, and Social Worker, we were aware of the support our families needed. If there was additional support a family needed in reference to transition, either the scholar or parent made me aware of this and our Middle School Counselor assisted them.</p> <p>WCHS Counselors visited our school on 03/28/23 to review the 9th grade course card with each scholar attending their school for the 23-24 school year. They also shared information with scholars on what to expect their freshman year in HS and what is expected of them in order to graduate.</p> <p>On 04/20/23 rising 9th grade scholars participated in WCHS's Rising 9th grade Celebratory Event at the high school.</p> <p>School Choice Program Fair took place on 11/30/22 for rising 9th grade scholars.</p> <p>About 6 HS choice programs came out to speak with scholars about their program in order to provide scholars with information before the lottery window opened.</p>				



Attended a workshop for Course scheduling at Waddell HS 12/8/23 to prepare rising 6th and 9th grade scholars for transition.

NW School of the Arts Coordinator came to speak with rising 9th grade scholars on 12/15/23 to provide information about the program and their different arts departments.

School Choice Lottery Process lesson conducted with rising 6th and 9th grade scholars the month of January 2023. Information was shared via Parent Square and flyers were sent home to share information with parents on how to prepare their scholars for middle school and/or high school.

Attended HS vertical team meeting in the month of January 2023 for WCHS and Harding HS.

Rising 9th grade parent night was held on 01/11/23 in order to provide parents/guardians with information to prepare their scholars for HS. The Principal of Harding HS attended and spoke to parents/guardians as well about their programs offered.

For rising 6th and 9th grade scholars, I conducted a lesson entitled, Middle School and Your Success and High School and Your Success the month of March 2023 .

Conducted High School and Your Success for rising 9th grade scholars. Student Placement letters were sent home at the end of January 2023 to share what middle and high schools scholars would be attending for the 2023-2024 school year.

Middle school and high school preparation lessons were conducted for rising 6th and 9th grade scholars in the month of March 2023.

8/9/22 Monitor and review student data to determine which students are eligible to take advanced coursework in ELA, science and/or math. (EVAAS)

Rolando Parkins

12/01/2024

*Notes:*

9/21/23 Conduct magnet information meetings with students (Performance Learning Center, CATO Early College, etc.) to provide students with information about other CMS High School opportunities based on student interests. (SEL)

Shameka Cole

12/01/2024

*Notes:*

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

As of June 2024, we continue to meet our SIP targets. 100% of K-8 core teachers will implement and facilitate a morning meeting with Caring School Communities to address the social and emotional well-being of students from 8:30-8:45 am. Some of the successes we have implemented this school year are groups that take place are: 2nd Grade Male Behavior Group, 3rd Grade Male/ Female Attendance Group, 5th Grade Female Mentoring Group, 5th Grade Male Mentoring group and Behavioral groups provided by the District Behavior Modification Technicians. Through the MTSS process, the MTSS teams will continue to address behavioral concerns and provide behavior plans as well as ensure students in need are placed on a Tiered monitoring plan (Supplemental and/or Intensive.) Our team continues to use the referral system for counseling through our in-house Atrium Health licensed support staff member. Data to support Out-of-School Suspension (OSS) for Black students: Thomasboro Academy met the target goal of maintaining the proportionality of our Out-Of-School Suspension data for Black students at 51.58% African American students make up 60% of our student population. The suspension rate for our African American students is currently 83.4% for the 2022-2023 school year. One of the challenges we have faced at this time, as our populations continue to change, we do not have the diversity in our student body race to change the disproportionality. According to the End of Year data, our actual disproportionality decreased from 23.2% to 21.9%.

During the 2023-2024 school year, Thomasboro teachers and staff will continue to implement and facilitate morning meetings using the Caring Schools Communities to address social and emotional well-being of students in grades K-8. Counselors and Social Worker will provide classroom lessons and Social Worker will continue to provide group sessions. As an opportunity for growth will be that support staff and administration will continue to make home visits and check addresses to ensure that we are locating our students and families. A challenge we continue to face is that our students and families are transient and at times our families leave quickly without any communication. During the 2023-2024 school year, we will decrease chronic absenteeism from 37.46% to 35%. Our focus will remain on unexcused absences in the total student population.

Limited Development  
07/31/2024

<p><b>How it will look when fully met:</b></p>	<p>Cases will be reviewed and implanted during MTSS-B monthly meetings and wrap around services will be provided to students. Weekly check-in at the start of the year and then Bi-weekly check-in meetings have been set for all classroom teachers and the support staff (counselors, Social workers, parent advocate, and CIS) to access current plans for students and help manage new ideas. Mr. Humphrey is also implementing PD for teachers around SEL in one session per month. Support staff meetings have been set weekly on Tuesday with administration to discuss student needs and progress monitor the programs that are being utilized with the students (CIS, Mentor groups, Meditation, etc) Teachers and staff will attend various PD sessions and be trained on No Nonsense Nurturing. Teachers will have a monthly check in with their NNN Coach as well as the holding Quarterly discipline meetings with students.</p> <p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p> <p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p>Thomasboro 2024-2025 Tiered Attendance Plan - <a href="https://docs.google.com/document/d/1tIZKmGIHCeR_iXbRTFtmAfCiCxbhLlNyJj_QjoQL4mo/edit?usp=sharing">https://docs.google.com/document/d/1tIZKmGIHCeR_iXbRTFtmAfCiCxbhLlNyJj_QjoQL4mo/edit?usp=sharing</a></p>		<p>Rolando Parkins</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
	<p>7/31/24 Increase use of Capturing Kids Harts for K-2 , Emotional Regulation, for 3-5 , Challenging Feelings, and 5-8 , Engagement. (Self-efficacy)</p> <p>This aligns with Guardrail 3 (The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.) and FAM- S 30 (Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).) and FAM-S 31 (Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).).</p>		<p>William Humphrey</p>	<p>12/01/2024</p>
<p>Notes:</p>				

9/23/24	<p>To provide a duty-free lunch period for every teacher on a daily basis.</p> <p>This time allows educators to recharge, reflect, and prepare for the remainder of their instructional day without additional responsibilities. A daily duty-free lunch contributes to teacher well-being, reduces burnout, and fosters a more positive school climate. By ensuring that teachers have this dedicated break, we not only support their personal and professional health but also enhance their ability to engage and inspire students when they return to the classroom.</p>		Rolando Parkins	12/01/2024
<i>Notes:</i>				
9/23/24	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p>By promoting respect, inclusivity, and proactive strategies to address negative behaviors, we create a culture where every student feels valued and secure. This positive climate not only encourages academic achievement but also strengthens social and emotional growth, equipping students with the tools to thrive both in and out of the classroom. A safe environment is foundational to the overall success of our school community.</p>		Rolando Parkins	12/01/2024
<i>Notes:</i>				
8/15/24	<p>The middle school counselor will do a book study with middle school students using the book <i>The Chronicles of Coop Di Leu</i>. The book is dedicated to exploring youth developmental issues and ignites discussions about self-respect, diversity, social responsibility and behavioral transformation through everyday life. By reading and doing the activities aligned within the book, we hope to see an increase in attendance and lower discipline referrals.</p> <p>This aligns with Guardrail 3 (The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.) and FAM- S 30 (Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).) and FAM-S 31 (Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).).</p>		Shamika Cole	06/30/2025

Notes: She will have one group each semester.

7/31/24 MTSS-Behavior Plans are monitored and data is collected regularly and updated as well as changed based on student needs. (Engagement)

This aligns with Guardrail 3 (The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.) and FAM- S 30 (Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).) and FAM-S 31 (Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).).

Vontraciya Davis

06/30/2026

Notes:

**Core Function:**

**Domain 4: Culture Shift**

**Effective Practice:**

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

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>During the 2023-24 school year, we met our SIP goals targets. One of our goals is to increase parental involvement and communicate with the importance of the curriculum at home. We had a 90.3% contact rate with parents through Parent Square. This platform registered all parents and communicates with them in the language of choice. This high rate parent contact resulted in the following successes we had last year; a new Board for PTSA , high rate of participation for Open house, Curriculum night, Informational Night for both raising 6th and 9th parents.</p> <p>We would like to keep the high levels of involvement as much as possible. It is an expectation that teachers are communicating regularly to parents about their child's individual academic process and trackers are being used to document. There are also home visits for students with absences of 5 or more days of school. Letters are printed and worked on by the Social Worker and Family Advocate. A challenge we have faced is consistent parental involvement, support in numbers so the same parents are not the only ones planning/hosting all of the events as well as bilingual support within the community.</p>	<p>Limited Development 07/31/2024</p>		
<p><b>How it will look when fully met:</b></p>	<p>For the 24-25 school year, through the use of Parent Square, we are looking for a 90% attendance rate from parent for our raising 6th and 9th grade Parent Information Night. This will be monitored by parents signing in through a QR code for the event. We are also looking for a 65% attendance for our Fall and Spring Festival. This will be monitored by both in person sign in sheet and a QR code sign in.</p> <p>Enhanced communication and family engagement initiatives will lead to a more cohesive school community and improvements in student attendance, behavior, and academic performance.</p>		<p><b>William Humphrey</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>7/31/24 The principal will utilize Parent Square to communicate with parents/guardians with a weekly throughout the school year. Team leads will use Parent Square throughout the year to inform parents/guardians about grade level and school events.</p>		<p>Rolando Parkins</p>	<p>12/01/2024</p>



Notes:

8/5/24 Title 1 Budget:  
\$37,064.44 plus benefits (Family Advocate)  
\$4,196.28 (Supplies and Materials /Family Engagement)  
The school will use Title 1 funds to hire a family school advocate.

Rolando Parkins

12/01/2024

Notes: Family Advocate will host 4 family engagement events this school.  
School Smart Goal:  
The advocate will increase family engagement from 45% to 65%.

7/31/24 School-wide events will occur quarterly to involve parents and community stakeholders. The events will be the following;  
- Open House  
- Fall Festival  
- Spring Festival

William Humphrey

06/30/2026

Notes: