

Comprehensive Progress Report

Mission:

Edwin Elbert Waddell High School will foster a positive, collaborative, and supportive school culture for all students to graduate from high school, college or career ready. Each student will maximize his or her growth potential in all core academic areas, as well as social and emotional responsibility and maturity. The mission of Edwin Elbert Waddell High School is to maximize academic achievement for every student.

Vision:

Provide all students with the best culturally relevant, rigorous, differentiated, and supportive education available anywhere, preparing every child to lead a rich and productive life.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.7% in SY2023-24 to 5% in SY2024-25. (Aligns to A2.04, C2.01, and FAM-S 29)

The percent of students who will meet their ELP Goal Standards as indicated on ACCESS will increase from 38.8% in 2023-2024 to 43% SY 2024-2025. (Aligns to A4.01 and FAM-S 3)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and FAM-S 30 and 31)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04, B2.03, and FAM-S 3)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: 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)

The percent of OSS/ISS incidents will decrease from 5.3% in SY 2023-24 to 4% in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 1)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% in SY2023-24 to ___% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of students scoring Grade Level Proficient (GLP), on English II End of Course assessment will increase from 0% in SY 2023-24 to 5% in SY 2024-25 (Aligns to A1.03, A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will retain 70% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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>		With only fourteen teachers on staff, we developed an ILT consisting of our veteran teachers from each subject area. Collaboration and planning remains a challenge due to each teacher being responsible for a specific subject. Despite that, our ILT meets biweekly to discuss trends and develop plans for meeting the needs of all students and staff.	No Development 07/30/2024		
<i>How it will look when fully met:</i>		When fully met, our ILT will prove to be effective by operating with agendas, keeping minutes, staying focused, meeting biweekly and following through with the plans they make. Our team will show that there is a team structure established with specific duties and time for instructional planning throughout the school day. Our team will facilitate communication and coordination among the grade levels and the departments of the school in out weekly staff meetings.		Courtney Blosser	06/30/2026
Actions			0 of 2 (0%)		
	10/7/24	Proper district curriculum materials will be provided to teachers. Teachers will be trained on how to effectively utilize classroom curriculum materials.		Courtney Blosser	06/10/2025
<i>Notes:</i>					
	10/7/24	Meet biweekly with leadership team to make sure that as a school we are moving towards our mid year, year and two year goals.		Courtney Blosser	06/30/2026
<i>Notes:</i>					

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a master schedule that allows our strongest ML Teacher to coteach with our Math 1 Teacher every day to support Math 1 instruction with vocabulary, background knowledge, ML amplifications, and small group instruction. The challenge is that their planning times do not align; however, we have developed a plan to provide common planning once weekly.	No Development 10/07/2024		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have common planning for all teachers who coteach or teach the same curriculum, even allowing PACE teachers to collaborate with CMVS teachers.		Alyssa Matuck	06/10/2025
Actions			0 of 2 (0%)		
	10/7/24	Administrative team will monitor teachers in weekly meetings.		Courtney Blosser	06/10/2025
	<i>Notes:</i>				
	10/7/24	Our EC and ML support staff will attend weekly meetings will core teachers.		Alyssa Matuck	06/10/2025
	<i>Notes:</i>				
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
<p><i>Initial Assessment:</i></p>			<p>Elbert Edwin Waddell High School is a new high school that currently serves students who are within their first through 3rd years in the country and scored a Level 1 or 2 on an ELP Test.</p> <p>With that in mind, we will focus on day-to-day instruction by leveraging the most time available to observing classrooms, coaching teachers to make them better, leading or planning professional training for teachers, using data to drive instruction, and evaluating teachers. Coaching with Get Better Faster Model- meeting weekly with teachers to analyze class instruction and provide feedback on measurable action steps for improvement. The feedback is aligned with a focus on lesson objectives, student work assigned, and action taken based on assessment data points. The goal and focus is to drive teacher development and growth while in turn building a strong school culture.</p>	<p>Limited Development 10/03/2024</p>		

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • High student performance growth, positive school culture, and teacher retention. Improving student performance rests heavily on improving classroom instruction. • Administrators and teacher leaders will focus on supporting teacher’s instructional practices and the curriculum, the work of PLCs, and teacher’s planning and preparation. • Administrators and teacher leaders focus on day to day instruction by leveraging the most time available to observing classrooms, coaching teachers to make them better, leading or planning professional training for teachers, and using data to drive instruction. • The principal will focus on instruction first and establishes expectations and processes for team planning and for instructional delivery, then monitor the work, meeting with teams, visiting classrooms, reinforcing good practice. 		<p>John Cline</p>	<p>06/10/2025</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>10/7/24 Establish a regular coaching cycle with the Administrative Team and Instructional Leadership Team to provide constructive feedback that is rooted in best practice, is student centered, and cultivates positive academic change. The Administrative Team and Instructional Leadership Team will engage in coaching sessions, using the Get Better Faster model, to develop personalized strategies for enhancing curriculum delivery, monitoring assessment data, increasing student engagement, and improving academic achievement. Administration and the ILT will create a supportive learning and coaching environment where teachers feel empowered to continuously improve their teaching methods and align their curriculum with best practices and student need. This action directly aligns and supports the improvement of FAM-S.</p>		<p>Courtney Blosser</p>	<p>01/22/2025</p>
<p>Notes:</p>				

	10/7/24	The Administration and Instructional Leadership Team will calibrate walkthrough, observation, PLC, and data coaching and feedback using the Get Better Faster model. Administration and the ILT will discuss trends during regular meetings to align observation look-fors, expectations and coaching points. This action directly aligns and supports the improvement of FAM-S.		Courtney Blosser	01/22/2025	
<i>Notes:</i>						
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Despite serving only newcomers, EEWS is not designated as Title I and does not receive Title I funds. We have evaluated our staffing needs and exchanged positions to allow for hiring a Math EIT 3 and a Literacy Master Teacher; however, neither position has been filled.		No Development 10/07/2024		
How it will look when fully met:		When this objective has reached full implementation, a Math EIT 3 and Literacy Master Teacher will be on staff. The Math EIT 3 will lead Math PLCs and monitor student growth, while the Literacy Master Teacher will lead English PLCs and monitor student growth.			Courtney Blosser	06/10/2025
Actions				0 of 1 (0%)		
	10/7/24	A Math EIT 3 and a Master Literacy Teacher will be hired to coach and work closely with the Math and English teachers to ensure effective planning, instructional delivery, and assessing. They will progress monitor student academic progress regularly through the use of the following: iReady assessments, Quarterly Benchmark assessments, and MasteryConnect assessments and data portal.			Courtney Blosser	06/10/2025
<i>Notes:</i>						
Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1C: Customize and target support to meet needs				

	B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Elbert Edwin Waddell High School is a new high school that currently serves students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test.</p> <p>With that in mind, the social emotional state of our students has likely been greatly impacted by trauma experienced in their home countries, the stigma that has been placed upon them as multi language learners, and the practices by other educational facilities.</p>	No Development 10/07/2024			

How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS teams, structures and processes • Collaboration across general education and support staff • Purposeful tiered instruction is being provided • Data driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students 		Courtney Blosser	06/30/2026
Actions		0 of 2 (0%)		
10/7/24	<p>Staff will implement the district-adopted Capturing Kids' Hearts SEL Curriculum and resources to explicitly teach social-emotional skills and integrate social emotional learning across subject areas, schoolwide systems and practices (academics and behavior) in all Grades. We will review and analyze data from a variety of sources to support all students with their social emotional learning throughout daily instruction. The Instructional Leadership Team will monitor and provide feedback through PLC meetings, observations, and review of behavior referrals. The Student Services Team will support SEL through classroom lessons, small groups, staff PD, and check-in/check-outs. This action directly aligns and supports the improvement of FAM-S 31.</p>		Courtney Blosser	06/30/2025
<i>Notes:</i>				
10/7/24	<p>The admin team will work to develop a Student Support Team that will provide ongoing training to all staff on attendance, support roles, DDS protocol, threat assessment, SEL and support resources within our school, district, and community. This action directly aligns and supports the improvement of FAM-S 30.</p>		Courtney Blosser	06/30/2026
<i>Notes:</i>				

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>		Several staff members received compensation through the master teacher program. Due to the small number of staff, there are multiple leadership opportunities are provided to staff such as club leaders, department chairs, FAC, ILT, and the School Improvement Team. Staff retention rate remains high despite continuous reduction in staffing allotments and the challenges with single-member PLCs. Administration provides incentives including monthly breakfasts and/or lunches, jeans passes, staff shout outs, exchange certificates for leadership activities.	Limited Development 10/07/2024		
<i>How it will look when fully met:</i>		This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: Teacher recruitment pipelines deliver effective teachers and leaders with high levels of performance and high growth student results. Evaluating and supporting staff is a critical component to the retention of effective teachers and leaders. EEWHS performance management system (formal/ informal evaluations, coaching) will be connected to other areas of educator talent management and support. Professional development are aligned to school and staff needs so that growth opportunities are well-aligned with teachers' and school leaders' areas for growth. Implementing an effective evaluation system involves including individuals as coaches and peer mentors. Evaluations of staff are conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of one's competencies.		Courtney Blosser	06/10/2025
<i>Actions</i>			0 of 2 (0%)		
	10/7/24	Conduct teacher evaluations frequently, using multiple measures		Courtney Blosser	06/10/2025
<i>Notes:</i>					
	10/7/24	The school will provide staff incentives and recognition such as preferential parking spaces, staff awards, jeans passes, and breakfast/lunches.		Courtney Blosser	06/10/2025
<i>Notes:</i>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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
<i>Initial Assessment:</i>		Our school's implements the DDI process; however, implementation has been inconsistent. Moving forward, data analysis and intentional planning with regards to EVAAS and student needs will take place in weekly PLCs while the shared Student Support Services Team will support with the MTSS process.	Limited Development 10/07/2024		
<i>How it will look when fully met:</i>		This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: The Instructional Leadership Team regularly reviews school performance data and aggregate classroom observation data, then uses that data to make decisions about school improvement and professional development needs. Professional development is differentiated to meet the various needs of the teachers. Data will effectively be utilized to change practices and improve student achievement levels.		Courtney Blosser	06/10/2025
Actions			0 of 2 (0%)		
10/7/24	BTSP- Beginning Teacher Support Program. Align programming to teacher needs using "Get Better Faster". Coaching and support by assigned mentors and administrators will be rooted in proven school turn around techniques.			Courtney Blosser	06/10/2025
<i>Notes:</i>					
10/7/24	Present "State of the School" to all staff and the "State of My Student" to parents/guardians and students.			Courtney Blosser	06/10/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<p>Elbert Edwin Waddell High School is a new high school that currently serves only 9th, 10th, and 11th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test. We recently had a change in leadership and some staffing due to the change.</p> <p>Last year in our first year, our newcomer students increased their English language proficiency significantly, especially in reading and writing. However, speaking still remains a challenge. We attribute this to a high dependence on Spanish speaking staff to offer clarification and understanding as opposed to strategic scaffolding to support English Language Acquisition.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		We must ensure that each of our teachers is consistently implementing effective teaching practices and aligning them to the standards and skills necessary for students to not only master the skills but also to acquire the English Language. With a focus on student response to instructional practices, as opposed to student deficits or failures, as related to language, then the success rates of ML students will increase. Effective monitoring of best practices will include ML committee observation and review on a monthly basis throughout the year.		Alyssa Matuck	06/30/2026
Actions			0 of 2 (0%)		
	7/30/24	The ML Committee will oversee all aspects of implementation, including but not limited to, providing the PACE Toolkit Amplifications to increase overall student progress. (Goal 4 and FAM-S 3)		Alyssa Matuck	11/30/2024
<i>Notes:</i>					

8/20/24	PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific scaffolds and progress monitoring data for ML students. (Goal 4 and FAM-S 3)		Alyssa Matuck	06/01/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The foundation of classroom management and behavior management at EEWS fosters respect for all people and is rooted in Capturing Kids' Hearts. Students are treated with dignity and respect, with a focus on individual and collective success. A fair and consistent approach to helping students modify their behavior through teaching and modeling will be practiced by all staff members. It is important to recognize that ALL staff members are responsible for the behavior of ALL students. It is expected that the social contract and schoolwide expectations are reviewed frequently. All staff members must become familiar with procedures for addressing student behavior.	Limited Development 10/07/2024		
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<i>How it will look when fully met:</i>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <p>All staff members consistently teach and reinforce rules/expectations according to the school's vision. Staff seeks to identify root cause of behaviors and then can provide necessary supports or involve support staff. Teachers work closely with peers and support one another by focusing on best practices and sharing resources. Expectation is for positive, on-task behaviors to increase while discipline referrals and suspensions decrease.</p>		Courtney Blosser	06/10/2025
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Actions		0 of 2 (0%)		
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10/7/24	BOY PD on setting clear consistent expectations in the classroom/hallways/restroom/cafeteria through the lens of Capturing Kids' Hearts and holding students accountable.		John Cline	01/22/2025
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Notes:

10/7/24		Quarterly assemblies reviewing expectations, procedures, and current concerns based on student discipline review.		Courtney Blosser	06/10/2025
<i>Notes:</i>					
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Elbert Edwin Waddell High School is a new high school that currently serves only 9th, 10th, and 11th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test. We recently had a change in leadership and some staffing due to the change.</p> <p>Last year, in our first year, 2.7% of our newcomer students were proficient on the Math 1 EOC. During PLCs, administrators guide teachers to unpack the state standards, review lessons, practice instruction, and analyze data. They monitor and provide feedback for lesson plans, which are uploaded to the Google Drive two weeks prior to the instruction.</p> <p>Both Math I and Math II are supported by a Lead Teacher and a ML Teacher who collaborate to plan, prepare for, and teach the lessons to ensure that the standards-aligned instructional units address the needs of all learners and incorporate best practices and amplifications from the PACE Toolkit.</p> <p>(Aligns to A2.04 and FAM-S 29)</p>	Limited Development 08/08/2024		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Implementation of district curricula with integrity • Evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Student growth and achievement data increased for all subgroups. • Teachers will work collaboratively within their Professional Learning Communities to plan rigorously aligned lesson plans, review student data and formulate corrective teaching plans. Team meetings will be led by an administrator. Administrators will attend and support literacy, math, and data planning days. Teachers are responsible for being prepared with the necessary materials including resources, assessments, technology and data. 		<p>Courtney Blosser</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/8/24</p>	<p>The Leadership Team will design PLC protocols and procedures to ensure aligned, rigorous, and differentiated lessons are being developed and implemented. (FAM-S 29).</p>		<p>Courtney Blosser</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/20/24</p>	<p>The Leadership team will create norms and agenda expectations for all departments that include the implementation of specific targeted small groups and amplifications from the PACE Toolkit. (FAM-S 29, Goal 3)</p>		<p>Courtney Blosser</p>	<p>06/01/2025</p>
<p><i>Notes:</i></p>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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>		<p>Elbert Edwin Waddell High School is a new high school that currently serves only 9th and 10th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test.</p> <p>With that in mind, the enrollment is much lower than expected due largely to transportation limitations resulting from Express Stops. Additionally, the majority of our students did not have the opportunity to plan their high school educational experience with a counselor to determine appropriate pathways towards graduation, including the possibility of receiving an endorsement. We have many students who have repeated credits, missed credits, or earned half credits.</p>	No Development 09/15/2023		
<i>How it will look when fully met:</i>		Currently, Elbert Edwin Waddell High School is a new high school that currently serves only 9th and 10th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test.		Courtney Blosser	06/10/2027
Actions			0 of 3 (0%)		
	10/3/23	Review every student's historical grades, earned credits and transcripts to ensure appropriate scheduling. Regularly monitor student progress towards earning credits and meeting graduation requirements. Monitor student progress in credit recovery courses to ensure completion with a passing grade. This action directly aligns and supports the improvement of FAM-S.		Courtney Blosser	12/01/2024
<i>Notes:</i>					
	10/3/23	Build a network of partnerships with colleges/universities, employers and organizations to promote college and career preparedness. Collaborate with SPXFlow and LAWA (Latin Americans Working for Achievement) to provide field trip opportunities, hands on career experiences, and student mentoring. This action directly aligns and supports the improvement of FAM-S.		Courtney Blosser	06/01/2025
<i>Notes:</i>					

10/3/23	Develop a comprehensive communication plan to keep families informed about graduation requirements, endorsement options, and available resources for tutoring and college preparation. Provide ongoing parent workshops about college and career preparation. (FAM-S, Goal 4)		Courtney Blosser	06/10/2025
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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:			<p>Elbert Edwin Waddell High School is a new high school that currently serves only 9th, 10th, and 11th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test. We recently had a change in leadership and some staffing due to the change.</p> <p>With that in mind, the social emotional state of our students has likely been greatly impacted by trauma experienced in their home countries, the stigma that has been placed upon them as multi language learners, and the practices by other educational facilities. We are working to merge two schools and two student services teams.</p>	No Development 08/08/2024		
How it will look when fully met:			<ul style="list-style-type: none"> • Implementing Capturing Kids' Hearts with integrity • Serving the whole child for all children • Established MTSS team, structures and processes • Collaboration across general education and support staff • Purposeful tiered instruction is being provided • Data driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students 		Courtney Blosser	06/30/2026
Actions				0 of 3 (0%)		
		8/8/24	The Instructional Leadership Team will review and analyze data from any District SEL screener to support all students with their social emotional learning throughout daily instruction and will monitor and provide feedback through PLC meetings, observations, and review of behavior referrals, attendance data and SEL data. (Guardrail 3, FAM-S 30, FAM-S 31, Attendance)		Amy Jurusik	12/01/2024

Notes:

8/20/24 Staff will implement the district-adopted Capturing Kids' Hearts Curriculum with resources to explicitly teach social-emotional skills and integrate social emotional learning across subject areas, schoolwide systems and practices for both academically and behaviorally. (Guardrail 3, FAM-S 30, FAM-S 31)

Amy Jurusik

06/01/2025

Notes:

8/20/24 The Student Services Team will support SEL through classroom lessons, small groups, staff PD, and check-in/check-outs. (Guardrail 3, FAM-S 30, FAM-S 31)

Amy Jurusik

06/01/2025

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
<i>Initial Assessment:</i>		Phone calls, Notes, Emails, Texts, Progress Reports, and ParentSquare are resources that we use to communicate with our parents and school community. The challenges that we are facing include Parent responsiveness, lack of parental computer skills, and incorrect phone numbers/emails.	Limited Development 10/07/2024		
<i>How it will look when fully met:</i>		<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Language is not a barrier; open access • 100% parent-teacher conference rate • Consistent two-way communication tool (ParentSquare) is in effect • Collaborative relationships- all voices matter • School events have high participation and engagement across all parent groups • Resources and supports are made available to parents to support student learning 		Courtney Blosser	06/10/2025
<i>Actions</i>			0 of 2 (0%)		
	10/7/24	Develop a comprehensive parent communication strategy that includes utilizing ParentSquare to contact parents and guardians, adding important information about student expectations, curriculum, academic standards, and upcoming events to the website. Staff will utilize Parent/Guardian Contact Logs to track communication. This action directly aligns and supports the improvement of FAM-S 3.		Courtney Blosser	06/10/2025
<i>Notes:</i>					

10/7/24 Utilize all staff members to reach every student by engaging with our predominantly Spanish speaking community through translated materials, communications, and events and by updating PowerSchool with correct contact information to effectively communicate with all families (both as a school and as classroom teachers) in a timely manner. This action directly aligns and supports the improvement of FAM-S 3.

Tess Mann-John

06/10/2025

Notes: