

## Comprehensive Progress Report

**Mission:** Mission Statement: Committed to academic excellence, inspiring all students to reach their full potential.


**Vision:** Vision Statement: Helping each student reach their full potential through passion, trust, and inspiration.

**Goals:** Increase student growth as measured by state assessments within two years.

Academic, behavioral and social emotional support through the use of Multi-Tiered Systems of Support (MTSS) throughout the school.

Appropriate instruction through development of engaging instructional plans aligned with the North Carolina Standard Course of Study provided in each classroom every day.

Provide all students and staff increased social/emotional support through social emotional training including: Student Services Team (HELP ), monthly counseling lessons, character education lessons and recognition, professional development, stakeholder meetings, Professional Learning Community (PLC) meetings, Panorama surveys, open and timely conversations, and collaboration with stakeholders.

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

**Core Function:**      **Dimension A - Instructional Excellence and Alignment**

Effective Practice:		High expectations for all staff and students			
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
<i>Initial Assessment:</i>		We have consistent matrices posted throughout the school and classrooms. We recite daily as a school our school accountability pledge led by students. We have decided to return to the research phase of documenting consistent interventions put in place to help support holding high expectations for all students in meeting behavioral expectations. Each classroom provides stakeholders with clear expectations. We understand there is still a need for clear rewards and consequences school-wide in order to provide the best environment for all students.	Limited Development 07/19/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		-All students will follow the same rules in the same manner through out the school and classroom. -Faculty will consistently enforce the same rules in the same manner through out the school - We will do this through our classroom and behavior matrices (setting a foundation - what is the minimum expectation for success).  8.1.2021  We have consistent matrices posted throughout the school and classrooms. We recite daily as a school our school accountability pledge led by students. We have decided to return to the research phase of documenting consistent interventions put in place to help support holding high expectations for all students in meeting behavioral expectations. Each classroom provides stakeholders with clear expectations. We understand there is still a need for clear rewards and consequences school-wide in order to provide the best environment for all students.		<b>Matt Ross</b>	<b>06/01/2022</b>
<b>Actions</b>			<b>13 of 15 (87%)</b>		
	7/19/17	PBIS committee will be sent to PBIS Module 1 training.	Complete 07/24/2017	Rebecca Summer	07/25/2017

	<i>Notes:</i> We have a team of 10 faculty members going to Greensboro to complete PBIS training.			
9/27/17	Meet with the county level PBIS representative (Clarissa Mitchell) to gather further data and collaboration for a future plan.	Complete 10/10/2017	Adam Windmiller	10/10/2017
	<i>Notes:</i>			
10/13/17	Create matrix for school in the different areas around the school	Complete 06/08/2018	Adam Windmiller	12/13/2017
	<i>Notes:</i>			
7/11/18	Give staff professional development during the first day teachers are back. This professional development will be done by members of the PBIS team. The entire faculty and staff will attend.	Complete 08/21/2018	Adam Windmiller	08/21/2018
	<i>Notes:</i>			
7/11/18	Put up all paraphernalia for PBIS in the school building. This will include the matrix and rules posted throughout the building.	Complete 09/01/2018	Adam Windmiller	09/01/2018
	<i>Notes:</i>			
7/11/18	Have monthly PBIS meetings through out the year. During these meetings we will discuss how PBIS is going and any changes that need to be made.	Complete 06/10/2019	Jennifer Phillips and Emily Buckland	06/10/2019
	<i>Notes:</i>			
7/11/18	Survey staff to find out what the PBIS team needs to monitor and adjust.	Complete 12/04/2019	Jennifer Phillips and Emily Buckland	06/10/2019
	<i>Notes:</i>			
7/11/18	Discuss and get feedback during at least two SIT meetings this year.	Complete 12/04/2019	Adam Windmiller	06/10/2019
	<i>Notes:</i>			
5/26/21	Review matrix with all staff at the opening meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
	<i>Notes:</i>			
5/26/21	Every classroom will review and define school and classroom expectations in age-appropriate language.	Complete 09/07/2021	Emily Buckland	10/01/2021
	<i>Notes:</i> Teachers will submit their classroom behavior plan aligned to the school and classroom matrix within the first 10 instructional days.			
5/26/21	Review behavior interventions, current incident form, and data documentation during the opening faculty meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
	<i>Notes:</i>			
5/26/21	Review behavior tiers (minor/major), current incident form, flow chart <including designated next step supports>, and data documentation during the opening faculty meeting.	Complete 08/18/2021	Emily Buckland	10/01/2021
	<i>Notes:</i>			

5/26/21	Ensure all staff has the school-wide matrix visible in the classroom.	Complete 09/07/2021	Emily Buckland	12/01/2021
<i>Notes:</i>				
10/25/21	Review of School Minor and Major Discipline Reports and Trends Quarterly		Matt Ross	06/30/2022
<i>Notes:</i>				
10/25/21	Review of Student Supports bi-monthly in HELP Team.		Ashlyn Gibson	06/30/2022
<i>Notes:</i>				
<b>Implementation:</b>		12/04/2019		
<b>Evidence</b>	11/22/2019 All PD was given, survey given, signs up and discussed with children.			
<b>Experience</b>	11/22/2019 PBIS was a great initiative to begin. We are working to continue train and meet with fidelity in every classroom and hallway schoolwide.			
<b>Sustainability</b>	11/22/2019 We will need meetings to discuss discipline reports, what is working and not, use of buzzbucks, and time to share. Reiterating consistent school wide expectations.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		We have a MTSS School Leadership team that meets monthly. Within the team we have members that represent on a district wide vertical alignment MTSS team. We complete MTSS paperwork for academics, behavioral and social emotional supports to meet the needs of the whole child. We are currently working towards consistent documentation and implementation of interventions to support student success and align with our school values, mission, and vision.	Limited Development 12/04/2019		
<i>How it will look when fully met:</i>		All students will receive academic, behavioral, and social emotional interventions needed using a Standard Treatment Protocol in order to be as successful as possible within the school environment.		Michelle Hunt	06/30/2022
<b>Actions</b>			<b>6 of 13 (46%)</b>		
	2/5/20	Organize student data in crates utilizing colored folders and labels to create documentation for all students on all plans.	Complete 06/08/2020	Jeni McNulty	06/30/2020
<i>Notes:</i>					
	3/3/20	Faculty will implement end of year transition of data from HIVE supplemental groups in order to not lose instructional supplemental supports from end of year to beginning of year.	Complete 09/30/2020	Michelle Hunt	10/01/2020
<i>Notes:</i>					
	2/24/21	Complete Corrective Action Videos for all Instructional Staff	Complete 02/24/2021	Jeni McNulty	02/26/2021
<i>Notes:</i>		Staff watched corrective action videos and signed sheet. Submitted sign in sheet to EC Director, Travis Gillespie by email and courier.			
	5/6/20	Complete FAM-S with all staff	Complete 05/26/2021	Jeni McNulty	06/01/2021
<i>Notes:</i>		Completed FAM-S on May 8, 2020 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students. We will reassess using the same survey Spring 2021.			

9/30/20	Create new folders for incoming students to our school after the first nine weeks. Teachers will add documentation of interventions each nine weeks depending on the needs determined from the universal screener.	Complete 05/26/2021	Michelle Hunt	06/01/2021
<i>Notes:</i>				
5/26/21	Review and revise the master schedule and duty schedule to maximize school-wide intervention time.	Complete 08/23/2021	Michelle Hunt	10/01/2021
<i>Notes:</i>				
5/26/21	Aligning county standard treatment protocol to meet the needs of HES students.		Michelle Hunt	06/01/2022
<i>Notes:</i>				
5/26/21	Development of HES MTSS staff handbook that aligns with CCS MTSS Handbook.		Michelle Hunt	06/01/2022
<i>Notes:</i>				
5/26/21	Complete FAM-S with all staff		Jeni McNulty	06/01/2022
<i>Notes:</i>				
5/26/21	Review and update MTSS data folders. Teachers will add documentation of interventions every nine weeks depending on the needs of the student.		Michelle Hunt	06/01/2022
<i>Notes:</i>				
10/25/21	Enter CORE plans into ECAT Early Warning System to help learn how to use the program and apply to school MTSS planning.		Erica Greer	06/30/2022
<i>Notes:</i> MTSS Grade Level Representatives entering CORE plans into Early Warning System.				
10/25/21	Wit and Wisdom Reading curriculum implemented school-wide with social emotional learning embedded as well as instructional differentiation.		Jeni McNulty	06/30/2022
<i>Notes:</i>				
12/4/19	MTSS team will create a plan for consistent documentation and implementation of interventions.		Michelle Hunt	06/30/2022
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			<p>We have a HELP team to discuss students with multiple areas of concern.</p> <p>Completed Darkness to Light training with staff &amp; Think First Stay Safe with kindergarten October 2019.</p> <p>Recompleted Darkness to Light training with all staff October 2021.</p> <p>Completed ACES Resilience training convocation by CCS superintendent in August 2019.</p> <p>HELP team presents at PLCs monthly.</p> <p>Completed grief in schools training March 2021.</p> <p>Character traits - lessons shared, students recognized in the classroom, grade level, and school-wide</p> <p>Social-emotional lessons and choice boards created and shared with all students monthly.</p> <p>Safe Schools trainings include Social Emotional Learning modules. Counselors will provide follow-up with team PLC meetings to review and answer questions/concerns about training and applying what is learned to support all students.</p> <p>Using matrix to document student behaviors to guide supports provided for student success.</p>	Limited Development 12/04/2019		
<i>How it will look when fully met:</i>			<p>Having accessible supports and interventions for all teachers.</p> <p>Necessary documentation to place students in appropriate programs.</p> <p>Reduction in discipline referrals related to mental health issues.</p> <p>Reinstate second counselor to full time.</p>		Ashlyn Gibson	06/01/2023
<i>Actions</i>				11 of 18 (61%)		
		3/10/20	School administration will attend Reconnect for Resilience sponsored by the district Mental Health Task Force.	Complete 04/29/2020	Rebecca Summer	05/01/2020

	<i>Notes:</i> Assistant Principal completed training in March 2020. Principal completed training July 2020.			
5/6/20	Complete FAM-S with all staff	Complete 06/01/2020	Jeni McNulty	05/11/2020
	<i>Notes:</i> Completed FAM-S on May 8 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students.			
4/22/20	Teachers and staff will reach out to students and families to check on well-being and personal needs by phone calls, emails, and video conferences.	Complete 06/01/2020	Bethany McRary	06/12/2020
	<i>Notes:</i>			
2/5/20	5th grade will complete the Why Try program.	Complete 02/19/2020	Jennifer Phillips	06/30/2020
	<i>Notes:</i> Completed Twice			
2/5/20	Planning SEL videos, and counselor referrals to put in place as a behavioral intervention in all classrooms prior to office referrals.	Complete 05/26/2021	Ashlyn Gibson	06/01/2021
	<i>Notes:</i> Moved away from planning Back up Unit as it wasn't aligned with our schoolwide goals and how to intervene to help support all students. We are also working through our MTSS goal to work to meet the needs of the whole child through interventions.			
2/5/20	Childhood Adolescent Health class will be taught to 5th graders.	Complete 02/27/2020	Ashlyn Gibson	06/30/2021
	<i>Notes:</i> Unable to complete in 2020 due to school closing for COVID-19.			
3/3/20	Staff will attend Grief in Schools training.	Complete 02/10/2021	Jeni McNulty	07/01/2021
	<i>Notes:</i> Had to move to 2020-2021 PD Schedule due to COVID 19 and School Closing Provided by Zoom 2pm - 3pm from Caldwell County Hospice and Palliative Care by Kimberly Setzer in place on faculty meeting on February 10, 2021.			
10/25/21	Darkness to Light Training	Complete 10/25/2021	Ashlyn Gibson	12/01/2021
	<i>Notes:</i>			
10/25/21	Staff Panorama Surveys	Complete 10/04/2021	Jeni McNulty	12/01/2021
	<i>Notes:</i>			
12/4/19	Having accessible supports and interventions for all teachers.		Ashlyn Gibson	06/30/2022



*Notes:* Having accessible supports and interventions for all teachers.  
Videos on SEL being shared by counselors monthly to all classrooms teacher.

Necessary documentation to place students in appropriate programs.

Reduction in discipline referrals related to mental health issues.

Reinstate second counselor to full time. Full time counselor began 08.10.2020.

12/4/19	Documented data to justify needed student supports.		Ashlyn Gibson	06/30/2022
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*Notes:* Having accessible supports and interventions for all teachers.

Necessary documentation to place students in appropriate interventions.

Reduction in discipline referrals related to mental health issues.

Reinstate second counselor to full time.

10/25/21	Student Panorama Surveys (4th and 5th grade only)	Complete 10/04/2021	Jeni McNulty	06/30/2022
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*Notes:*

10/25/21	Social Emotional Training through Safe Schools with Counselor follow-up in PLC meetings.		Ashlyn Gibson	06/30/2022
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10/25/21	Childhood Adolescent Health class will be taught to 5th graders.		Amanda Marley	06/30/2022
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10/25/21	5th Grade Completes DARE program in conjunction with Hudson Police Department (bullying, peer pressure, use of drugs, stress and anxiety, choices, accountability...)		Amanda Marley	06/30/2022
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10/25/21	Staff Panorama Training and Review of Data	Complete 08/18/2021	Jeni McNulty	09/01/2022
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	2/11/21	Staff will complete a book study to help support self-care and how to provide a stronger and more connected school environment for students and staff. Purchasing QBQ workbooks and books to complete a book study to help provide insight on growth mindset and seeking to be part of the solution for overall school improvement, but particularly for support of staff and student mental health.		Jeni McNulty	07/01/2023
<i>Notes:</i>					
	2/25/20	Parents will rotate through a series of six stations. Parents will enter in the gym, sign in, get their family copy of the book Ish by Peter H. Reynolds, and be given directions for the evening. While in the gym, families will read the book and complete a scavenger hunt about text features and details. Then families will rotate through a series of 4 stations (1 – poetry/rhyming; 2 – summary/sequencing/retell; 3 – creating a foldable involving the central message of the text; and 4 - parents complete Title 1 parent survey and receive tips on inspiring reading at home while students complete an activity creating their ish). Our Book Fair will remain open to allow families time to find more books of interest to take home and continue instilling the love for reading outside of school and with family.		Bethany McRary	12/31/2023
<i>Notes:</i> Had to move to 2020-2021 Title 1 Schedule due to COVID 19 and School Closing					
Had to move to 2021-2022 due to the ongoing pandemic.					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>- Remediation paperwork - Foundational, Supplemental, Intensive meetings address on going plans - Have data meetings and grade level meetings at the end of each year to vertically align for the following year.</p> <p>12.04.2019</p> <p>There will be more discussion in PLC meetings in able to plan beneficial vertical alignment to meet the needs of each student.</p> <p>Have some PLC meetings with different grade levels together.</p> <p>Better promotion of parent transitional meetings and grade level expectations.</p> <p>Transition Videos and Expectations shared at Parent Advisory Council 4 each year and left for reference year long on the Hudson Elementary School website.</p> <p>Communities in School Referrals for students transitioning to middle school.</p>	<p>Limited Development 07/19/2017</p>		
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<p>We will have data notebooks for all teachers. This will give grade level teachers the opportunity for better level-to-level transitions horizontally within CORE, supplemental, and intensive plans. These individual data notebooks will also help with grade-to-grade discussions with vertical planning. We will also have all teachers give us their template for lesson plans or share planbook. Teachers will be required to have lesson plans for each day. These lesson plans will help the level-to-level consistency throughout the grade level. Teachers will review and reflect on lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They can compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. Teams will meet together to collaboratively plan, share ideas, implement CORE plans, discuss data (what is working, what needs to change, what are our strengths, what are our areas for growth), pacing discussion, curriculum planning and implementation, etc.</p>		<p><b>Michelle Hunt</b></p>	<p><b>06/30/2023</b></p>
<p><b>Actions</b></p>		<p><b>8 of 15 (53%)</b></p>		
<p>7/19/17</p>	<p>Each teacher will create a data notebook for classroom, grade, and school data to be stored.</p>	<p>Complete 09/06/2017</p>	<p>Adam Windmiller</p>	<p>09/20/2017</p>

	<i>Notes:</i> Each teacher will create a data notebook for classroom, grade, and school data to be stored.			
7/19/17	Each teacher or grade level will turn in a lesson plan template.	Complete 09/08/2017	Rebecca Summer	09/20/2017
	<i>Notes:</i> Each teacher or grade level will turn in a lesson plan template.			
9/27/17	Have the initial Foundational Core meetings for every grade level to start implementing guidelines and procedures for the Foundational Plans.	Complete 07/11/2018	Barbara Fisher	10/20/2017
	<i>Notes:</i>			
5/6/20	Complete FAM-S with all staff	Complete 05/01/2020	Jeni McNulty	05/08/2020
	<i>Notes:</i> Completed FAM-S on May 8 with District Staff as an indication of where we are and need to be to continue implementation of MTSS and reaching the needs of all students.			
2/5/20	5th grade will complete CIS referrals for middle schools.	Complete 03/06/2020	Jennifer Phillips	06/30/2020
	<i>Notes:</i>			
3/3/20	Inviting rising kindergarten students and families to kindergarten screening April 23 and 24 as well as school-wide transition night.	Complete 02/21/2020	Shelly Oliver	06/30/2020
	<i>Notes:</i>			
12/4/19	Better promotion of parent transitional meetings and grade level expectations.	Complete 05/26/2021	Katie Causby	06/30/2021
	<i>Notes:</i> There will be more discussion in PLC meetings in able to plan beneficial vertical alignment to meet the needs of each student.  Have some PLC meetings with different grade levels together.  Better promotion of parent transitional meetings and grade level expectations.  Virtual transition night due to pandemic guides with grade level expectations shared through email, text, Dojo, website, and Facebook.			
2/5/20	Transition night for all grade levels will take place to prepare families for the upcoming school year.	Complete 05/26/2021	Lee Goble	06/30/2021
	<i>Notes:</i>			
10/25/21	Transition night for all grade levels will take place to prepare families for the upcoming school year.		Lee Goble	06/30/2022
	<i>Notes:</i>			
10/25/21	CIS Referrals for Rising 6th Grade Students		Amanda Marley	06/30/2022
	<i>Notes:</i>			

10/25/21	Band and Chorus presentations and visits for rising 6th grade students.		Amanda Marley	06/30/2022
	<i>Notes:</i>			
10/25/21	Kindergarten Screening		Alison Milstead	06/30/2022
	<i>Notes:</i>			
10/25/21	Transition Plans for Prek, 504 , and EC students changing placements.		Michelle Hunt	06/30/2022
	<i>Notes:</i>			
10/25/21	PLC Meeting Notes		Amanda Marley	06/30/2022
	<i>Notes:</i>			
12/4/19	There will be more discussion in PLC meetings to plan beneficial vertical alignment to meet the needs of each student.  Cross-team meetings will be scheduled to allow more complex problem solving to meet student needs.		Michelle Hunt	06/30/2023
	<i>Notes:</i>			
<b>Implementation:</b>		07/11/2018		
<b>Evidence</b>	7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.			

<b>Experience</b>	7/11/2018 We now have data notebooks for all teachers. this will give our teachers in the grade levels opportunity for better level-to-level transitions horizontally within foundational, supplemental, and intensive plans. These individual data notebooks also help with grade-to-grade discussions with vertical planning. We also have all teachers give us their template for lesson plans. Teachers are required to have lesson plans for each day. These lesson plans help the level-to-level consistency throughout the grade level. teachers also review their lesson plans for mid course corrections and future lessons for grade-to-grade consistency. They compare these lessons with pacing guides and vertical alignment on what other teachers think they need to progress. We also have a parent transition night at the end of the year to make sure parents are aware of next years expectations.			
<b>Sustainability</b>	7/11/2018 We will continue to do all the following above in the upcoming years.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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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
<b>Initial Assessment:</b>		MTSS School leadership team created to support grade levels with the implementation of the MTSS framework. Each team has a representative on the school team. Six members also attend District MTSS Leadership Meetings. CORE plans are created in the fall, winter, and spring and evaluated with support from school MTSS leadership team members. School Improvement Team also meets to help support MTSS and HELP to align all efforts for student need and growth. We are building a student-centered, data driven team to drive commitment and growth at Hudson Elementary.	Limited Development 10/25/2021		
<b>How it will look when fully met:</b>		The responsibilities currently held by MTSS School Leadership Team and School Improvement Team will be handled by a single group of school leaders who independently evaluate school data and makes decisions based on data and student needs.		Michelle Hunt	06/30/2023
<b>Actions</b>			<b>0 of 7 (0%)</b>		
	10/25/21	NC Teacher Working Conditions Survey		Jessy Coffey	05/01/2022

Notes:				
10/25/21	FAM-S Survey		Erica Greer	05/01/2022
Notes:				
10/25/21	Comprehensive Needs Assessment		Amanda Marley	06/30/2022
Notes:				
10/25/21	MTSS School Leadership Team Meetings		Erica Greer	06/30/2022
Notes:				
10/25/21	School Improvement Team Meetings		Jessy Coffey	06/30/2022
Notes:				
10/25/21	MTSS Core Team Meetings		Matt Ross	06/30/2022
Notes:				
10/25/21	MTSS Supplemental Meetings		Matt Ross	06/30/2022
Notes:				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>				
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
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	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>We have ASU student interns through the ASU partnership.</p> <p>Job fairs in Caldwell County, Catawba County, and Watagua County.</p> <p>BT 1, 2, &amp; 3 mentoring</p> <p>CCC&amp;TI Partnership</p> <p>Early College and BETA Club students have the opportunities to explore education as a career through volunteer opportunities.</p> <p>County longevity bonus.</p>	Full Implementation 12/04/2019		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		<p>We speak about curriculum at Parent Nights - 3 -4 times a year.</p> <p>We have multiple outlets to communicate with parents but we feel it is more like a one way communication versus two-way (more information about, not two way communication and not about connecting education at home) - adding Talking Points to further 2 way communication.</p> <p>Webpages are an excellent opportunity for us to share this information. We are in the beginning stages of "relearning" how to maintain and utilize our webpages to best communicate with parents including instructional items in parent and student friendly terms.</p> <p>We currently communicate; however, we need to communicate more curriculum to parents through Class Dojo, Facebook, parent nights, parent conferences, &amp; newsletters. Through the pandemic of 2020/21 we learned how to better meet the needs of parents through after-hours Zoom conferences.</p>	Limited Development 09/04/2019		
<i>How it will look when fully met:</i>		<p>Teacher webpages will be interactive and updated.</p> <p>Blackboard, Classdojo, Talking Points and Facebook will not only be for announcements; but they will also be for sharing curriculum.</p> <p>Examples of how we will include parents: planbook weekly lesson plans, parents educational tip of the week, etc...</p> <p>Webmasters Training - Erica Greer and Deanna Taylor</p>		Erica Greer	06/30/2023
<i>Actions</i>			6 of 11 (55%)		
	9/4/19	Webpage Training	Complete 10/25/2019	Jeni McNulty	10/31/2019



	<i>Notes:</i> Angel Clark is coming to train staff on how to create webpages and be within copyright law.			
11/22/19	Planbook Training during PLCs with Josh Blackburn	Complete 10/31/2019	Josh Blackburn	10/31/2019
	<i>Notes:</i> Planbook training to introduce and help everyone be on the same page in usage.			
12/4/19	Google Everything training	Complete 12/18/2019	Bethany McRary	06/12/2020
	<i>Notes:</i>			
2/14/20	Send home RTA Letters and ISEP Reports in color with student guide sample for parent at MOY and EOY.	Complete 06/08/2020	Rebecca Summer	06/30/2020
	<i>Notes:</i>			
10/25/21	Create and manage dissemination of information, photos, the buzz in the hive, etc... through Facebook.	Complete 10/25/2021	Jennifer Phillips	12/01/2021
	<i>Notes:</i>			
10/25/21	Parent Conferences (Required 1st 9 weeks)		Jeni McNulty	06/30/2022
	<i>Notes:</i>			
10/25/21	Share of ISR for students, mclass reports, STAR reports, and student work samples.		Jeni McNulty	06/30/2022
	<i>Notes:</i>			
10/25/21	Update parent information in PowerSchool	Complete 10/08/2021	Wendy DiMichele	06/30/2022
	<i>Notes:</i>			
11/22/19	New Website Platform and App Training		Erica Greer	06/30/2022
	<i>Notes:</i> We will review in a faculty meeting or PLC and allow teachers time to discuss and trouble shoot website updating. This will be lead by our WebMasters, Erica Greer and Deanna Taylor.			
2/5/20	Talking Points Training - district wide communication tool to provide 2 way communication between schools and families.		Jeni McNulty	11/01/2022
	<i>Notes:</i>			

2/25/20 Offer Family reading night and provide strategies how to help children learn to improve reading skills and apply reading strategies at home.

Parents will rotate through a series of six stations. Parents will enter in the gym, sign in, get their family copy of the book *Ish* by Peter H. Reynolds, and be given directions for the evening. While in the gym, families will read the book and complete a scavenger hunt about text features and details. Then families will rotate through a series of 4 stations (1 – poetry/rhyming; 2 – summary/sequencing/retell; 3 – creating a foldable involving the central message of the text; and 4 - parents complete Title 1 parent survey and receive tips on inspiring reading at home while students complete an activity creating their *ish*). Our Book Fair will remain open to allow families time to find more books of interest to take home and continue instilling the love for reading outside of school and with family.

Bethany Christian

07/01/2023

*Notes:* Had to move to 2020-2021 Title 1 Schedule due to COVID 19 School Closing  
Due to COVID-19 and limited parent interaction, this activity will be moved to the 2022-2023 school year.