

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 performance as measured by proficiency ratings on state assessments.

All students will receive academic and behavioral support through the use of Multi-Tiered Systems of Support (MTSS) throughout the school.

Every student will receive appropriate instruction through the development of daily lesson plans aligned with the North Carolina Standard Course of Study.

Decrease the number of students who are chronically absent, tardy/early dismissed or have other challenges that impede their attendance and learning.

All students will receive increased social/emotional support by providing Social Emotional Training and Student Services Team Support during ER day professional development, faculty meetings and monthly grade level PLC meetings.

 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>		<p>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 PBIS in order to gain a better understanding of school-wide 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.</p>	Limited Development 07/19/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>-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 PBIS.</p> <p>12.4.2019</p> <p>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 PBIS in order to gain a better understanding of school-wide 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.</p>	Objective Met 12/04/19	Jennifer Phillips	06/07/2019
<i>Actions</i>					
	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>			
Implementation:		12/04/2019		
Evidence	11/22/2019 All PD was given, survey given, signs up and discussed with children.			
Experience	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.			
Sustainability	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:		Curriculum and instructional alignment				
	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>		Teachers are required to teach units that are part of an adopted program. Grade level teams create, develop, and share instructional units using state standards and objectives as needed to implement instruction for all students. Lesson plans are required and monitored on planbook.com and are reviewed by administration. Standards, pacing guides, and objectives are provided by the state and district for teachers. We use the following programs: Letterland, Big Ideas, Wit & Wisdom. Grade levels have the opportunity to develop units of instruction during PLCs and grade level meetings.		Full Implementation 12/04/2019		
		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Creative writing across the curriculum		Limited Development 07/11/2018		
		Priority Score: 3 Opportunity Score: 3		Index Score: 9		
<i>How it will look when fully met:</i>		Creative writing across the curriculum		Objective Met 12/04/19	Michelle Hunt	06/07/2019
Actions						
	12/4/19	PLC meetings		Complete 12/04/2019	Jeni McNulty	12/04/2019

Notes:

Implementation:		12/04/2019		
Evidence	12/4/2019 Teachers are required to teach units that are part of an adopted program. Grade level teams create, develop, and share instructional units using state standards and objectives as needed to implement instruction for all students. Lesson plans are required and monitored on planbook.com and are reviewed by administration. Standards, pacing guides, and objectives are provided by the state and district for teachers. We use the following programs: Letterland, Big Ideas, Wit & Wisdom. Grade levels have the opportunity to develop units of instruction during PLCs and grade level meetings.			
Experience	12/4/2019 Teachers are required to teach units that are part of an adopted program. Grade level teams create, develop, and share instructional units using state standards and objectives as needed to implement instruction for all students. Lesson plans are required and monitored on planbook.com and are reviewed by administration. Standards, pacing guides, and objectives are provided by the state and district for teachers. We use the following programs: Letterland, Big Ideas, Wit & Wisdom. Grade levels have the opportunity to develop units of instruction during PLCs and grade level meetings.			
Sustainability	12/4/2019 Teachers are required to teach units that are part of an adopted program. Grade level teams create, develop, and share instructional units using state standards and objectives as needed to implement instruction for all students. Lesson plans are required and monitored on planbook.com and are reviewed by administration. Standards, pacing guides, and objectives are provided by the state and district for teachers. We use the following programs: Letterland, Big Ideas, Wit & Wisdom. Grade levels have the opportunity to develop units of instruction during PLCs and grade level meetings.			
A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Creative writing across the curriculum	Limited Development 07/11/2018		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look	Creative writing across the curriculum	Objective Met	Adam Windmiller	06/07/2019

when fully met:		12/04/19		
Actions				
12/4/19	12.4.19 Reassessed indicator	Complete 12/04/2019	Rebecca Summer	12/04/2019
<i>Notes:</i> All instructional planning focuses on the implementation of expanding curriculum to teach writing, memorization, and vocabulary development of all students. Wit & Wisdom is being used by two grade levels and other grade levels using different reading programs and studies. K-2 implements Letterland.				
Implementation:		12/04/2019		
Evidence	12/4/2019 All instructional planning focuses on the implementation of expanding curriculum to teach writing, memorization, and vocabulary development of all students. Wit & Wisdom is being used by two grade levels and other grade levels are using different reading programs and studies such as SIOP and Frayer model instructional strategies. K-2 implements Letterland.			
Experience	12/4/2019 All instructional planning focuses on the implementation of expanding curriculum to teach writing, memorization, and vocabulary development of all students. Wit & Wisdom is being used by two grade levels and other grade levels are using different reading programs and studies such as SIOP and Frayer model instructional strategies. K-2 implements Letterland.			
Sustainability	12/4/2019 All instructional planning focuses on the implementation of expanding curriculum to teach writing, memorization, and vocabulary development of all students. Wit & Wisdom is being used by two grade levels and other grade levels are using different reading programs and studies such as SIOP and Frayer model instructional strategies. K-2 implements Letterland.			

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 combined MTSS/PBIS team that meets monthly. Within the team we have 6 members that represent on a district wide vertical alignment MTSS team. We complete MTSS paperwork for academics; however, we are currently working towards consistent documentation and implementation of interventions.	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 in order to be as successful as possible within the school environment.		Michelle Hunt	06/30/2021
Actions			0 of 5 (0%)		
	5/6/20	Complete FAM-S with all staff		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	Organize student data in crates utilizing colored folders and labels to create documentation for all students on all plans.		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.		Michelle Hunt	10/01/2020
	<i>Notes:</i>				
	12/4/19	MTSS team will create a plan for consistent documentation and implementation of interventions.		Michelle Hunt	06/30/2021
	<i>Notes:</i>				
	2/5/20	Faculty will participate in the district facilitated review of MTSS Modules 1.1 and 1.2.		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
Initial Assessment:		<p>We have a HELP team to discuss students with multiple areas of concern.</p> <p>Completed Darkness to Light training with staff & Think First Stay Safe with kindergarten.</p> <p>Completed ACES Resilience training convocation by CCS superintendent.</p> <p>HELP team presents at PLCs monthly.</p>	Limited Development 12/04/2019		
How it will look when fully met:		<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>		Martha Johnson	06/30/2021
Actions			3 of 11 (27%)		
	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>					
	5/6/20	Complete FAM-S with all staff		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.		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	Childhood Adolescent Health class will be taught to 5th graders.	Complete 02/27/2020	Jennifer Phillips	06/30/2020
<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.		Rebecca Summer	07/01/2020
<i>Notes:</i> Had to move to 2020-2021 Title 1 Schedule due to COVID 19 and School Closing				
2/5/20	Planning Back Up Unit to put in place as a behavioral intervention prior to office referrals.		Martha Johnson	10/31/2020
<i>Notes:</i>				
12/4/19	Having accessible supports and interventions for all teachers.		Jeni McNulty	06/30/2021
<i>Notes:</i> Having accessible supports and interventions for all teachers. Necessary documentation to place students in appropriate programs. Reduction in discipline referrals related to mental health issues. Reinstate second counselor to full time.				
12/4/19	Necessary documentation to place students in appropriate programs.		Jeni McNulty	06/30/2021
<i>Notes:</i> Having accessible supports and interventions for all teachers. Necessary documentation to place students in appropriate programs. Reduction in discipline referrals related to mental health issues. Reinstate second counselor to full time.				
12/4/19	Reduction in discipline referrals related to mental health issues.		Jeni McNulty	06/30/2021

Notes: Having accessible supports and interventions for all teachers.

Necessary documentation to place students in appropriate programs.

Reduction in discipline referrals related to mental health issues.

Reinstate second counselor to full time.

3/3/20 Staff will attend Grief in Schools training on Early Release Day.

Jeni McNulty

07/01/2021

Notes: Had to move to 2020-2021 PD Schedule due to COVID 19 and School Closing

	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
Initial Assessment:			<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>	Limited Development 07/19/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>We will 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. have 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. 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 can also review their 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.</p>		Katie Causby	06/30/2021
Actions				5 of 9 (56%)		
	7/19/17	Each teacher will create a data notebook for classroom, grade, and school data to be stored.		Complete 09/06/2017	Adam Windmiller	09/20/2017
<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		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.				
12/4/19	Better promotion of parent transitional meetings and grade level expectations.		Katie Causby	06/30/2020
<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.				
2/5/20	5th grade will complete CIS referrals for middle schools.	Complete 03/06/2020	Jennifer Phillips	06/30/2020
<i>Notes:</i>				
2/5/20	Transition night for all grade levels will take place to prepare families for the upcoming school year.		Debbie Barlowe	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	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.		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.				
Implementation:		07/11/2018		

Evidence	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.			
Experience	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.			
Sustainability	7/11/2018 We will continue to do all the following above in the upcoming years.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Caldwell County Schools provides full support and improvement teams that meet monthly in order to help improve the continuous systemic improvement approach. The school also has more than 2 improvement meetings each month.	Full Implementation 12/04/2019		

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>School Improvement Team meets monthly as a unit bringing together ideas, concerns and suggestions from all parts of the school community.</p> <p>Faculty Improvement Team meets monthly as a unit as well.</p> <p>PLCs (MTSS, Collaborative Planning, Social/Emotional) meet weekly with Instructional Leaders.</p> <p>Grade Levels and Teams at least monthly.</p> <p>MTSS/PBIS Leadership Team meets each month.</p> <p>PTO Leadership Team meets each month.</p> <p>HELP Leadership Team meets at least 2 times each month.</p>	Full Implementation 09/04/2019		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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>		There are weekly grade level and PLC meetings. Designated teams hold SIT, MTSS, and and faculty meetings monthly following a master schedule. EC and specials are not currently provided common planning time but it is being addressed.	Full Implementation 12/04/2019		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration performs formal and informal observations using NCEES as required by the state. Timely feedback is provided to all faculty and staff. That is monitored through pre and post conferences, PLC meetings, grade level meetings, and professional development days.	Full Implementation 12/04/2019		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently teachers don't share much with colleagues, especially vertically.</p> <p>12.04.19</p> <p>PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.</p>	Limited Development 09/21/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will be given opportunities in grade level meetings, PLC's, and Professional Development days to lead meetings and give workshops on their teaching strategies and other things that will be valuable to the faculty.	Objective Met 12/04/19	Adam Windmiller	06/07/2019
Actions					
	12/4/19	PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.	Complete 12/04/2019	Perri Jeanne Keller	12/04/2019
		<i>Notes:</i> PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.			
<i>Implementation:</i>			12/04/2019		
	<i>Evidence</i>	12/4/2019 PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.			

Experience	12/4/2019 PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.			
Sustainability	12/4/2019 PLCS, grade level meetings, common planning time, PD days, STEM night, math night, reading night, and teachers will be provided opportunities to observe other teachers, vertical alignment meetings across grade levels.			

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	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
Initial Assessment:			SIT, MTSS, & HELP Team meetings are used to look at and make decisions to improve our school test scores and to implement the professional development needed to improve school scores.	Full Implementation 12/04/2019		

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	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

<p>Initial Assessment:</p>	<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, & 3 mentoring</p> <p>CCC&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>	<p>Full Implementation 12/04/2019</p>		
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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 - but usually only 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).</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>12.4.2019</p> <p>We currently communicate however we need to communicate more curriculum to parents through Class Dojo, Facebook, parent nights, parent conferences, & newsletters.</p>	Limited Development 09/04/2019		
<i>How it will look when fully met:</i>		<p>Teacher webpages will be interactive and updated weekly.</p> <p>Classdojo 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>		Jennifer Phillips	06/30/2021
<i>Actions</i>			3 of 7 (43%)		
	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 samepage in usage.			
11/22/19	Followup with Website updating and use		Bethany McRary	06/12/2020
	<i>Notes:</i> We will review in a faculty meeting or PLC and allo teachers time to discuss and trouble shoot website updating.			
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.		Rebecca Summer	06/30/2020
	<i>Notes:</i>			
2/5/20	Class Dojo training to check in with staff and teachers to make sure everyone is utilizing this application to be of best service for the communication between the school and home.		Jennifer Phillips	10/30/2020
	<i>Notes:</i> Had to move to 2020-2021 PD Schedule due to COVID 19 School Closing			
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.		Rebecca Summer	07/01/2021
	<i>Notes:</i> Had to move to 2020-2021 Title 1 Schedule due to COVID 19 School Closing			