

Comprehensive Progress Report

Mission:

Through the combined commitment of the school, home, and the community, Stantonsburg Elementary School will provide a child-centered environment which will nurture the intellectual, social, emotional, and physical growth of our children.

Goals:

Stantonsburg's EVAAS Growth for the 2016-17 school year was -1.78. We will improve to 0.

By June 2018, Stantonsburg Elementary's overall science proficiency score will increase 2 percentage points. Our score will improve to 70%.

By June 2018, Stantonsburg Elementary's overall EOG math proficiency score will increase by 2 percentage points. Our score will improve to 47%.

By June 2018, Stantonsburg Elementary's overall reading proficiency on the EOG will increase by 5 percentage points. Our score will be 48%.



! = Past Due Actions

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>		Positive Behavior and Intervention Support (PBIS) implementation began during the 2016-17 school year. The PBIS team was formed and established a matrix along with guidelines for implementation. The team created a notebook which consists of all required documentation along with artifacts of the implementation. PBIS matrices are placed throughout the building and teachers use common PBIS language which is consistent throughout the building. The expectation is with continued efforts from all staff, the number of discipline referrals will decrease from previous years. The PBIS team continues to meet on a monthly basis to discuss any changes to make the program even better.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		By June 2018 , the total number of discipline referrals will decrease by 25% from 187 to 140 based on data derived from EdClick (our discipline data system), used to determine the number of discipline referrals.		Kimberly Wise	06/30/2018
Action(s)	Created Date		2 of 4 (50%)		
1	9/11/17	The PBIS team will present the top 5 behavior referrals at the September staff meeting to define the behavior and give examples.	Complete 09/27/2017	Kimberly Wise	09/27/2017
<i>Notes:</i>					
2	9/11/17	The PBIS team will gather the information from the staff meeting regarding behaviors and consequences and create a reference card for all teachers to create consistency throughout all classrooms.		Kimberly Wise	11/01/2017
<i>Notes:</i>					
3	9/21/17	Run monthly discipline reports to share during monthly staff meetings to discuss ways to curtail discipline issues in the school.		Susan Strickland	06/30/2018
<i>Notes:</i>					
4	10/12/17	PBIS Team Members who have not received Module 1 training will be trained in Module 1.	Complete 10/10/2017	Kimberly Wise	10/10/2017
<i>Notes:</i>					

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>		We currently have a district framework aligned with district benchmark assessments. Prior to the current school year, Professional Learning Community (PLC) meetings were held bi-monthly to analyze student data and to discuss best practices. Lesson plans were submitted weekly to the principal. Teachers were also required to participate in district-wide professional development. At the beginning of 2017-18 school year, PLCs will meet two times weekly for 40 minutes each time. Meetings will consist of grade level teachers along with the School Improvement Coach and the Principal. The meetings will focus on aligning the curriculum, data analysis and data driven instruction, and best practices. Teachers in grades 3-5 will focus on creating lesson plans using the district-wide Learning Focused Lesson Plan format for reading only this year.	No Development 09/28/2016		
<i>How it will look when fully met:</i>		When fully implemented by June 2020, teachers in K-5 will complete and submit whole group core lesson plan units using the Learning Focused Lesson Plan format aligned with the North Carolina Standard Course of Study (NCSCOS). Completed lesson plans will be submitted in Google files. Full implementation will result in improved classroom instruction and increased student achievement as well as an increase School Performance grade of a C or better. The school will also no longer be considered low performing. Teacher evaluations will improve as well. Progress will be monitored through classroom walkthroughs, evaluations and lesson plan reviews. Feedback will be shared with individual teachers during post conferences as well as grade levels during PLCs.		Vicky Deans	06/30/2020
<i>Action(s)</i>	<i>Created Date</i>		2 of 7 (29%)		
1	1/12/17	PLC teams will meet weekly to discuss standards being taught, current data and best practices. Coaching will be provided on learning focused lesson plans.		Vicky Deans	05/31/2018
<i>Notes:</i> PLC Teams will meet for 40 minutes 2x per week during their planning. The dates are pre-set in the school's master calendar.					
2	1/13/17	Provide staff development on district's curriculum framework.	Complete 08/21/2017	Jenny Hayes	08/21/2017

<p><i>Notes:</i> Wanda Humphrey from the district office came to our opening staff meeting and shared information on accessing the updated curriculum framework and how to use the framework to plan. A video was also provided via email to all teachers as a follow up to the training. A sign in sheet is provided in the evidence folder to indicate teachers who were present. Any new teachers hired after 8/21/17 will be trained at a time conducive to both the teacher and Ms. Humphrey.</p>					
3	9/11/17	Teachers will turn in whole group lesson plans (Learning Focused Reading lesson plans for grades 3-5) electronically through Google Files. The principal and School Improvement Coach will review the lesson plans and go over them in PLCs each week.		Jenny Hayes	05/31/2018
<p><i>Notes:</i></p>					
4	9/12/17	LEA will provide professional development to teachers in grades 3-5 on creating learning focused lesson plans in reading.	Complete 08/17/2017	Jenny Hayes	06/30/2018
<p><i>Notes:</i></p>					
5	9/12/17	LEA will provide professional development for K-2 teachers on implementing the Learning-Focused lesson plan format in whole group reading.		Jenny Hayes	08/30/2020
<p><i>Notes:</i></p>					
6	9/12/17	Teachers will turn in whole group lesson plans electronically through Google Files. The principal and School Improvement Coach will review the lesson plans and go over them in PLCs each week.		Jenny Hayes	05/31/2020
<p><i>Notes:</i></p>					
7	9/29/17	Create lesson units aligned to the NCSCOS in core subject areas.		Sandi Webb	06/30/2020
<p><i>Notes:</i></p>					

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>		An intervention team is in place. We are continuously gathering information to implement better strategies for all tiers. We have small group instruction for math and reading this year. Teachers will use data from the universal screeners and the Reading 3D Beginning of Year (BOY) assessment to determine placement for small groups.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		By June 2020, Stantonsburg Elementary School will implement a tiered-instructional system that allows core teachers to deliver evidence-based instruction that will meet the individual needs of students across all tiers. Small flexible groups will be formed in grade levels to address student deficits. Teachers will create lesson plans for each of their small groups. In addition, each Teacher Assistant who pulls groups will have a small group lesson plan as well. Additional time has been set aside in the master schedule for retooling/intervention.		Joan Taylor	06/08/2020
Action(s)	Created Date		2 of 8 (25%)		
1	10/13/16	The school's intervention team will observe and collaborate with another intervention team in the district. From this visit, the team hopes to gain knowledge to increase the effectiveness of our meetings.	Complete 02/13/2017	Joan Taylor	02/13/2017
<i>Notes:</i> The team will visit Lucama Elementary's intervention team in February 2017.					
2	10/13/16	The school's intervention team will be observed by an Exceptional Children's Development program specialist. The team plans to use that feedback to conduct future meetings more effectively.	Complete 05/23/2017	Joan Taylor	05/31/2017
<i>Notes:</i>					
3	9/11/17	All students in Grades 1-5 will complete a Universal Screener in Math.		Joan Taylor	06/01/2018
<i>Notes:</i>					
4	9/11/17	All students in grades 3-5 will complete a Universal Screener in Reading.		Joan Taylor	06/01/2018
<i>Notes:</i>					
5	9/11/17	All Kindergarten students will take a universal screener in Math.		Joan Taylor	06/01/2018
<i>Notes:</i>					
6	9/12/17	LEA will provide professional development in the MTSS process for the School Improvement Coach.		Vicky Deans	06/30/2020

Notes:					
7	9/12/17	The School Improvement Coach will provide professional development on the MTSS process for the staff.		Vicky Deans	06/30/2020
Notes:					
8	9/12/17	Implement small, flexible group tiered instruction for students based on data from the Universal Screener during PLCs after each benchmark.		Vicky Deans	06/30/2020
Notes:					
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:		Teachers are attentive to all students' emotional states; however, teachers are lacking in professional development opportunities in this area. Teachers currently contact the counselor with student concerns. The counselor provides whole group guidance lessons, individual, and group counseling. The principal has scheduled an outside agency to provide on-site professional development in the area of emotional needs. The counselor assists parents with outside agencies and communicates with agencies concerning students' needs when necessary.	Limited Development 09/28/2016		
How it will look when fully met:		By June 2020, all teachers will be attentive to the students' emotional states and will provide supports and interventions when needed. Teachers will be able to help students identify and manage their emotions. All staff will implement and embrace PBIS to better serve our students. Discipline referrals will decrease by 10%. In addition, the staff will be aware of additional services and supports available to student and families.		Joan Taylor	06/08/2018
Action(s)	Created Date		4 of 8 (50%)		
1	10/11/16	Stantonsburg Elementary will implement the "Each One, Reach One" program (a school mentoring program) to provide adult support for students in need.	Complete 09/01/2016	Joan Taylor Counselor	06/09/2017
Notes:					
2	11/18/16	Principal will schedule professional developments in Autism, Attention Deficit Disorder and children dealing with the loss of a parent.	Complete 04/12/2017	Susan Strickland	05/31/2017
Notes: Getting Ready and Pride are agencies that can be utilized.					
3	1/12/17	A PBIS notebook will be developed that includes artifacts of school implementation of PBIS, the school matrix, expectations of school-wide behaviors, PBIS celebrations, and examples of reward systems.	Complete 06/08/2017	Kimberly Wise	06/30/2017

<i>Notes:</i> The PBIS school coach and team will collect meeting agendas, handouts to parents, and other helpful resources to include in the notebook such as school-wide rules, matrices, and PBIS celebration.					
4	9/12/17	Create a master schedule which includes Guidance lessons by the school counselor with all grade levels every 2 weeks.	Complete 08/15/2017	Susan Strickland	08/28/2017
<i>Notes:</i>					
5	9/12/17	Teachers will implement PBIS in their classrooms. They will use a color system to track student behavior. Student will be given the opportunity to move up and down the color chart throughout the day.		Kimberly Wise	06/08/2018
<i>Notes:</i> EdClick data, guidance referrals, classroom observation data will be used as evidence to determine effectiveness.					
6	9/22/17	PBIS team will present discipline data and best behavior management practices during staff meetings.		Kimberly Wise	06/30/2019
<i>Notes:</i>					
7	9/22/17	PBIS team members who have not been trained in PBIS Module 1 will attend professional development in Module 1.		Kimberly Wise	06/30/2019
<i>Notes:</i> Kaylee Limbert Kim Wise Jenny Hayes					
8	9/22/17	PBIS team members will be trained in Module 2 of the PBIS framework.		Susan Strickland	06/30/2020
<i>Notes:</i>					

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:		Currently, the school provides 2 parent nights in the spring for parents and students entering Kindergarten in the fall. One night focuses on math and the 2nd night focuses on reading. 5th grade students go to their middle school during a school day for orientation. The band and chorus teachers as well as the school counselor from the middle school come visit the 5th graders to discuss opportunities available to them in middle school. In addition, there has been 2 vertical planning sessions, one each semester.	Limited Development 09/12/2017		
How it will look when fully met:		When fully implemented, transition programs for upcoming Kindergarten students and parents will be held in May of each year; a transition meeting with 2nd grade parents will be held to share 3rd grade expectations, changes in report cards, standards and testing requirements; a transition program for rising 6th graders will be shared with the middle school to assist students and parents with the transition. Teachers will share grade level expectations at all levels as well as parent and community resources available online. Evidence will include agendas from the meetings, field trip requests, increased student achievement in the transition grade levels. In addition, teachers will vertically plan to ensure a smooth transition for all students when moving from grade level to grade level. Evidence will also include minutes from the vertical planning meetings.		Sandi Webb	06/08/2018
Action(s)	Created Date		1 of 6 (17%)		
1	9/12/17	Conduct a workshop for parents of rising Kindergarten students.		Kimberly Barnes	05/31/2018
Notes:					
2	9/12/17	Conduct a workshop for parents of rising 3rd graders to share 3rd grade expectations, testing and ways parents can help with the transition.		Alyssa Reaves	05/31/2018
Notes:					
3	9/12/17	Arrange a field trip to the middle school for all rising 6th graders.		Sandi Webb	05/31/2018
Notes:					
4	9/12/17	Provide opportunities each quarter for teachers to plan vertically.		Jenny Hayes	05/31/2018
Notes:					

5	9/14/17	Arrange for a vertical planning session for the 5th grade teachers to meet with the 6th grade teachers at the middle school to discuss areas of academic weakness in rising 6th graders and how changes can be made at the elementary level to facilitate a smooth and seamless transition to middle school.		Jenny Hayes	06/08/2018
<i>Notes:</i>					
6	9/29/17	Conduct a parent event in which parents from all grade levels have an opportunity to learn grade level expectations and how to access free parent & community resources online.	Complete 10/02/2017	Amy Aycock	10/02/2017
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Wilson County Schools has organized an 11 member Low Performing District Coach Team. Each member has no more than three school assignments. Two Executive Directors oversee the team and plan monthly meetings and offer trainings on an as needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.	Limited Development 11/29/2016		
<i>How it will look when fully met:</i>		The Executive Directors will hold monthly trainings to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. They will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. In the event that goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant Coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with a K-12 district Curriculum Frameworks for all core content areas. An online curriculum resource is available for parents.		Jenny Hayes	06/08/2018
Action(s)		Created Date	0 of 3 (0%)		
1	9/12/17	The LEA will require all district team members to attend monthly meetings and training.		Jenny Hayes	06/08/2018
<i>Notes:</i>					
2	9/12/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Sylvia Mizzelle	06/06/2018
<i>Notes:</i>					

3	9/12/17	School Improvement/MTSS (Multi-Tiered Support System) Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Vicky Deans	06/06/2018
<i>Notes:</i>					
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>		By June 2018, the Leadership Team that consists of the principal, the school improvement coach and grade level representatives and support team representatives voted on by their team. Two parents currently serve on the team as well. The team meets twice monthly to discuss updates to the school improvement plan as well as effective practices.	Limited Development 09/28/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		By June 2018, the Leadership Team that consists of a principal, teacher leaders, and other professional staff as well as 2 parent representatives will meet two times a month to discuss effective school improvement practices, needs and action steps. The team recorder will take minutes on the agenda and share the minutes with all staff members via email. The opportunity to serve in leadership roles will build teacher capacity as well as develop strong teacher leaders who choose to stay in the profession and remain at the school.	Objective Met 10/12/17	Hope Whitley	06/09/2018
Action(s)	Created Date				
1	10/13/16	Leadership team members are elected through anonymous ballot.	Complete 09/02/2016	Denise Taylor	09/02/2016
<i>Notes:</i>					
2	10/13/16	We will have parent participation on our Leadership Team.	Complete 11/03/2016	Hope Whitley	06/08/2018
<i>Notes:</i> We will use personal phone calls, calendar of events, and reminder fliers to invite parents to our meetings.					
3	10/13/16	The principal provided staff members and parent members with a list of Leadership Team meeting dates.	Complete 09/02/2016	Denise Taylor	06/08/2018
<i>Notes:</i>					
4	3/22/17	A team member will record leadership meeting minutes in IndiStar and will share with staff after each meeting.	Complete 05/17/2017	Vicky Deans	06/30/2018

Notes:				
Implementation:		10/12/2017		
<i>Evidence</i>	9/12/2017			
<i>Experience</i>	9/12/2017			
<i>Sustainability</i>	9/12/2017			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
	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>			By August 2017, the school will have designed a team structure for teachers that allows for instructional planning and specific duties. Our master schedule reflects that 100% of teachers have specific duties and daily time for uninterrupted instructional planning as well as common planning within the team. Other evidence includes duty rosters and PLC schedules and minutes.	Full Implementation 09/28/2016		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>		The principal monitors curriculum and classroom instruction weekly through daily informal and formal walkthroughs, classroom observations and PLC attendance. Feedback is provided in a timely manner by one-on-one meetings with individual teachers or teams as needed.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		By June 2018, administration will monitor curriculum and instruction by checking lesson plans, Reading 3D data, Benchmark data, progress monitoring to fidelity, and by attending PLC meetings. Walkthrough data, PLC minutes, observation data and notes will provide evidence of implementation. Feedback shared will build teacher capacity as well as strengthen classroom instruction.		Jenny Hayes	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	10/20/16	The principal will monitor data points and provide feedback regarding data in PLCs.		Jenny Hayes	06/01/2018
		<i>Notes:</i> Data points include walkthrough data, observation data, benchmark data, universal screener data, Reading 3D data, Case 21 data			
2	1/12/17	The principal will use the district walkthrough document to address teacher strengths and opportunities for improvement.		Jenny Hayes	05/31/2018
		<i>Notes:</i>			
3	9/12/17	Conduct classroom observations and post conference with teachers within 3 days of the observation.		Jenny Hayes	06/08/2018
		<i>Notes:</i>			
4	9/12/17	Collect whole group lesson plans and give feedback as needed.		Jenny Hayes	06/08/2018
		<i>Notes:</i>			

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
<i>Initial Assessment:</i>		We consistently review data during PLCs based on Reading 3D, district benchmarks, previous EOG scores, Read to Achieve, grade level assessments, and universal screener data. Teachers share professional development needs. The principal and the School Improvement Coach use data to determine specific professional development needs throughout the school. The principal uses the Cognito walkthrough form as well as classroom observation data to determine student and teacher needs to generate improvement in instructional practices as well as student achievement.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		By June 2020, overall student achievement in Grades 3-5 will increase by 10% from 48% proficient to 58% proficient. Overall student achievement in Grades K-2 Reading will increase from 29% proficient to 50% proficient. Evidence includes EOG data, Reading 3D data and district benchmark data as well as NCEES PD enrollment and completion reports.		Jenny Hayes	06/08/2020
<i>Action(s)</i>	<i>Created Date</i>		2 of 4 (50%)		
1	10/20/16	Staff will attend professional development offered by the district and school based on individual teacher needs as well as student needs.		Susan Strickland	06/08/2018
<i>Notes:</i>					
2	10/20/16	Selected staff members will receive MobyMax training during their planning periods.	Complete 12/20/2016	Susan Strickland	11/01/2016
<i>Notes:</i>					
3	9/12/17	Complete a technology needs assessment.	Complete 08/31/2017	Susan Strickland	08/31/2017
<i>Notes:</i>					
4	9/12/17	Utilize walkthrough data and classroom observation trends within the school to determine professional development needs.		Jenny Hayes	06/08/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The current teacher turnover rate is 20%. The LEA provides support for beginning teachers through a mentor program in which each beginning teacher has a mentor in their school. The teachers meet regularly with their mentors as well as attend monthly meetings conducted by the district. Orientation and training for new teachers is provided by the district. Additional support is provided within the school by the mentors and the school improvement coach. Recruiting takes place at the district job fair, through the district online job postings, as well as word of mouth from teachers and administrators within the school. District supplements are also provided as a recruiting tool. Evaluation deadlines are established by the district and the principal creates an evaluation schedule. Teachers are rewarded through recognition in staff meetings and PLCs.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		By August 2018, our teacher retention rate will increase by 10% from 80% to 90% (excludes retirees) as evidenced by number of teachers who stay at the school.		Jenny Hayes	08/28/2018
Action(s)	Created Date		1 of 7 (14%)		
1	10/19/16	Teacher surveys will be given to assist in improving school climate, instruction, and safety. Surveys are slated to be given yearly.		Susan Strickland	06/01/2018
<i>Notes:</i>					
2	9/12/17	Conduct exit interviews with teachers who choose to leave the school but not the profession.		Jenny Hayes	08/28/2018
<i>Notes:</i>					
3	9/12/17	Include Good News items during the staff meeting in which staff are recognized for their accomplishments throughout month.		Jenny Hayes	06/08/2018
<i>Notes:</i>					
4	9/12/17	Continued financial support provided to each teacher by PTO (Parent Teacher Organization).		Kim Bass	06/08/2018
<i>Notes:</i>					
5	9/12/17	Provide an opportunity for teachers to recognize their colleagues by nominating "Super Star" teachers at the monthly staff meetings.		Jenny Hayes	06/08/2018
<i>Notes:</i>					

6	9/29/17	Assign mentors or buddies to new teachers to the profession as well as teachers new to the school.	Complete 08/14/2017	Griffin Bass	08/28/2017
Notes:					
7	9/29/17	Celebrate teachers by leaving positive notes during classroom visits as well as recognizing accomplishments in staff meetings and PLCs.		Jenny Hayes	06/30/2018
Notes:					

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		Currently, we provide a Memorandum of Understanding during Open House. This is a contract between the parent, the student, and the school which provides the promotion expectations and acknowledges the role of each individual in ensuring the success of the student. Parent Engagement Nights (Standards Night, Math and Science Night, EOG Night, Transitional grade level meetings) are held throughout the school year. These nights are designed to provide parents with hands-on learning, online resources, and extended activities for the home. Our school website, FB page and the principal's Twitter account shares information about classroom activities, upcoming events, and district happenings. The principal makes weekly phone calls home as well. Interpreters are provided at all school-wide parent meetings to improve our communication with Hispanic families.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		By June 2018, parent attendance at school events will increase from 10% to 50% based on sign-in sheets.		Griffin Bass	06/08/2018
Action(s)	Created Date		3 of 7 (43%)		
1	10/17/16	Include a testing calendar in the school agenda/handbook.	Complete 05/24/2017	Dara Bowen	08/28/2017
Notes:					
2	10/17/16	K-3 teachers will send home the Reading 3D Home Connect handout at BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year).		Hope Whitley	06/01/2018
Notes:					

3	10/17/16	The teachers and staff will host parent informational nights to address critical areas of instruction and/or provide materials relating to the curriculum.	Complete 05/19/2017	Amy Aycock	05/31/2018
<i>Notes:</i> Grade Level Expectations and Parent Resources Parent Event Math Curriculum Night Reading Curriculum Night EOG expectations Transitional information nights for parents of rising K,3 and 6th graders					
4	1/12/17	The principal will maintain a social media account to promote school events.	Complete 01/19/2017	Jenny Hayes	08/28/2017
<i>Notes:</i> Twitter and Facebook					
5	9/12/17	Create sign in sheets for parent events.		Jenny Hayes	06/08/2018
<i>Notes:</i>					
6	9/27/17	Secure Spanish interpreter for all parent events.		Hope Whitley	06/30/2018
<i>Notes:</i>					
7	9/27/17	Increase use of documents in Spanish.		Hope Whitley	06/30/2018
<i>Notes:</i>					