

Comprehensive Progress Report

Mission:

The mission of B.O. Barnes Elementary School is for all staff to teach at the highest level ensuring success for every student academically, physically, emotionally, and mentally. At B. O. Barnes Elementary School, we strive to promote the academic, social, and physical welfare of all students. Our goal is to prepare our students for the future by helping them achieve academic excellence and personal growth in a student-centered environment led by leaders and supported by the community.

Goals:

By June of 2018, Science proficiency in 5th grade will increase from 55.7% to 60%.

By June of 2018, Math proficiency in grades 3-5 will increase from 35.2% to 45%.

By June of 2018, Reading proficiency in grades 3-5 will increase from 30.8% to 40%.

By June of 2018, TRC proficiency for grade K will increase from 84% to 85%. By June of 2018, TRC proficiency for grade 1 will increase from 69% to 85%. By June of 2018, TRC proficiency for grade 2 will increase from 80% to 85%.



! = 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>		The Positive Behavior Intervention Support Committee revised the PBIS matrix for B.O. Barnes during the summer of 2017. The committee will host a PBIS kickoff at the beginning of the year to ensure that all staff members are clear about the PBIS expectations. Teachers are expected to explicitly teach and model the expectations.	No Development 08/14/2017		
<i>How it will look when fully met:</i>		Smart Goal: By June 2020, 100% of teachers will routinely teach and review the PBIS expectations to ensure that all students clearly understand what is expected of them in all settings.		Rosslyn Waddell	06/13/2020
Action(s)	Created Date		2 of 6 (33%)		
1	8/14/17	Teachers will have the opportunity to refer students in need of Tier 2 and Tier 3 interventions for behavior to the school problem-solving team. The school problem-solving team will meet every three weeks.		Carol Abrams	06/13/2018
<i>Notes:</i>					
2	8/14/17	Administration, in collaboration with the MTSS committee, will hold a kick off assembly for PBIS.	Complete 09/01/2017	Rosslyn Waddell	09/15/2017
<i>Notes:</i>					
3	8/14/17	Discipline data will be analyzed by the PBIS team monthly to identify trends in behavior and to establish next steps needed to strengthen Tier 1 PBIS implementation.		Ashley Bass	06/13/2018
<i>Notes:</i>					
4	8/14/17	Trend data will be reported quarterly in staff meetings by the PBIS team.		Rosslyn Waddell	06/13/2018
<i>Notes:</i>					
5	8/25/17	The PBIS committee will provide professional development to the entire staff as needed based on the quarterly review of discipline data.		Sandy Barnes	06/13/2018
<i>Notes:</i>					
6	10/13/17	Teachers will be trained on the implementation of PBIS.	Complete 08/21/2017	Rosslyn Waddell	09/15/2017
<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>		Grade level teachers currently meet weekly during common planning time to create lesson plans based on standards. All teachers in grades K-5 meet in Professional Learning Communities to break down standards, evaluate student data, and plan lessons based on standards and needs of the students.	Limited Development 02/26/2016		
<i>How it will look when fully met:</i>		SMART GOAL: 100% of teachers will develop and implement standards-aligned Learning Focused lesson plans by June 2020 .		Sandy Barnes	06/15/2020
Action(s)	Created Date		1 of 6 (17%)		
1	4/3/17	Weekly common assessments will be utilized weekly for reading and math in grades 3-5. These assessments will be created in Schoolnet and data will be tracked in PLCs.		Carol Abrams	06/13/2018
<i>Notes:</i>					
2	8/14/17	All teachers will submit Learning Focused lesson plans to administration weekly via Google Classroom.		Sandy Barnes	06/13/2018
<i>Notes:</i>					
3	8/14/17	Lesson plan implementation will be monitored via walkthroughs by administration and coaches. The district Cognito walkthrough form that is aligned to Learning Focused will be utilized.		Sandy Barnes	06/13/2018
<i>Notes:</i>					
4	8/14/17	Collaborative planning sessions for Kindergarten and 3rd-5th grade teachers will be facilitated by the School Improvement Coach weekly. All teachers will utilize the newly revised district curriculum frameworks to build standards-aligned lessons using the Learning Focused lesson plan format.		Carol Abrams	06/13/2018
<i>Notes:</i>					
5	9/29/17	Collaborative planning sessions for 1st and 2nd grade teachers will be facilitated weekly by the Reading Instruction Teaching Support teachers (RITS). All teachers will utilize the newly revised district curriculum frameworks to build standards-aligned lessons using the Learning Focused lesson plan format.		Vickie Thompson	06/13/2018
<i>Notes:</i>					

6	9/29/17	A Professional Learning Community schedule will be developed for the school year to ensure that protected time is dedicated for teachers, coaches and administrators to analyze common assessment and mClass Reading 3D data.	Complete 09/01/2017	Robin May	09/01/2017
Notes:					

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	B.O. Barnes is in its first year of implementing the Multi-Tiered Systems of Support framework. The School Instructional Coach and administration will lead the implementation of MTSS. The focus for 2017-2018 will be strengthening Tier 1 Core instruction.	Limited Development 03/09/2016			
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<i>How it will look when fully met:</i>	SMART GOAL: By June of 2020, 100% of teachers will implement a tiered instructional model with research based Tier 1 instruction coupled with Tier 2 interventions during Bobcat Time. Tier 3 intensive intervention and support will be implemented for individual students as needed. When this objective is fully implemented, the following actions will have taken place: Tier 2 and 3 students will be identified based on academic, attendance, and behavior data. Teachers will be trained on how to provide Tier 2 and Tier 3 interventions effectively. Interventions will be monitored by the problem-solving team every three weeks.		Carol Abrams	06/15/2020
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Action(s)	Created Date		1 of 6 (17%)		
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2	4/7/17	Teachers will be trained on the multi-tiered systems of support framework with a focus on participants understanding each tier and how the framework should guide the school improvement process. Data will be shared to support the focus on strengthening Tier 1 Core instruction.		Carol Abrams	06/13/2018
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4	8/14/17	K-3 teachers will provide evidence based interventions based on Reading 3D data. Teachers will utilize the Now What Tools for all students that are red and yellow in DIBELS.		Robin May	06/15/2018
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6	8/14/17	Teachers will maintain student data folders for all students in grades K-5. Teachers will guide students through the process of tracking their individual academic and behavior data.		Carol Abrams	06/13/2018	
<i>Notes:</i>						
7	9/29/17	A school problem-solving team will be established to assist teachers who have students in need of Tier 2 and Tier 3 interventions.	Complete 09/30/2017	Carol Abrams	09/30/2017	
<i>Notes:</i>						
8	9/29/17	During weekly PLCs, common assessment data and Reading 3D data will be analyzed to identify students in need of reteaching. Data will also be analyzed to determine students in need of Tier 2 interventions		Robin May	06/13/2018	
<i>Notes:</i>						
9	9/29/17	Weekly common planning sessions facilitated by the School Improvement Coach or RITS teachers will focus on strengthening Core instruction through the use of Learning Focused Instructional framework.		Carol Abrams	06/13/2018	
<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>			Building relationships with students and being attentive to their emotional needs is an identified area of focus for Barnes Elementary School. Barnes serves a high-poverty student population in which it is critical for staff to understand that basic physical and emotional needs must be met before students can engage in the learning process.	Limited Development 02/19/2016		
<i>How it will look when fully met:</i>			Smart Goal: Office discipline referrals will be reduced by 15% by end of the 2017-2018 school year.		Katherine Skinner	06/15/2020
<i>Action(s)</i>	<i>Created Date</i>			0 of 5 (0%)		
1	8/14/17	Tier 2 behavior students will be identified based on the 2016-17 discipline data. These students will be assigned to a staff member for a weekly check and connect session.			Bobbie Preston	06/13/2018
<i>Notes:</i>						
2	8/14/17	The Student Support Specialist will work with a caseload of approximately 40 students to provide small group/one on one support. These students will be selected based on attendance data from 2016-17.			Karen Stephenson	06/13/2018
<i>Notes:</i>						

3	8/14/17	Teachers will refer students that exhibit emotional/behavioral issues to the counselor to ensure that support and intervention is provided early for all students experiencing difficulty.		Katherine Skinner	06/13/2018	
<i>Notes:</i>						
4	8/14/17	Staff members will be assigned to mentor students identified as Tier 2 behavior students. They will have designated times during their weekly schedules at Barnes Elementary to check in on their assigned students.		Bobbie Preston	10/31/2017	
<i>Notes:</i>						
5	9/29/17	The student support specialist will establish a caseload of 40 students and a weekly schedule for service delivery.		Karen Stephenson	10/31/2018	
<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
<i>Initial Assessment:</i>		Beginning summer 2017, Barnes will be more intentional in planning for transition to Kindergarten, transition grade to grade, and transition to middle school. In August of 2017, the school will host its first Kindergarten Orientation to provide parents and rising students with information and resources needed to be successful.	No Development 08/14/2017			
<i>How it will look when fully met:</i>		Smart Goal: By September 2019, Barnes will host at least 2 transition activities for Kindergarten students and 2 transition activities for rising sixth graders during the spring of 2018.		Sandy Barnes	06/15/2019	
<i>Action(s)</i>	<i>Created Date</i>		1 of 5 (20%)			
1	8/14/17	The school will collaborate with local day care providers to advertise for a “Transitioning to Kindergarten” night in the spring. This will give families a chance to get to know school staff and to see the facility while engaging in a fun activity with their children.		Teisha Edwards	05/15/2018	
<i>Notes:</i>						
2	8/14/17	The school will collaborate with Darden Middle School to plan a “Move Up” day in the spring for the 5th grade students.		Monica Thompson	05/30/2018	
<i>Notes:</i>						
3	8/14/17	Vertical PLCs will be hosted for all grade levels at least once a year. A vertical PLC with 5th grade teachers from Barnes and 6th grade teachers from Darden will be hosted to allow teachers to have open discussion about what they can do to help students prepare for middle school.		Carol Abrams	04/30/2018	
<i>Notes:</i>						

4	8/25/17	The leadership team will develop a transition plan for grade 2 moving to grade 3 to provide additional academic support and resources to students and parents.		Ashley Sullivan	05/30/2018
<i>Notes:</i>					
5	9/29/17	Barnes will host Kindergarten Orientation for rising kindergarten students. This orientation will be separate from the 1st-5th grade beginning of year open house.	Complete 08/16/2017	Teisha Edwards	08/30/2018
<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 training 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 training 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. Describe how the team will sustain these efforts: The District Coach Team will meet on a consistent basis with a focus on instructional progress. We will analyze data both by school and district and give schools feedback and provide resources for support. We will continue to ensure that School Improvement Plans are transformational documents with SMART goals that result in all students learning. We will focus on core instruction, monitoring progress, assessing and analyzing data in order to gain desired outcomes.		Sandy Barnes	09/11/2020
Action(s)	Created Date		0 of 3 (0%)		
1	8/31/17	The LEA will require all district team members to attend monthly meetings and trainings.		Sandy Barnes	06/13/2018

<i>Notes:</i>					
2	8/31/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Sandy Barnes	06/13/2018
<i>Notes:</i>					
3	8/31/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Carol Abrams	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>		The leadership team consists of a teacher from each grade level, administration, guidance counselor, student intervention specialist, instructional assistant, a special area teacher, and two parent representatives. We meet twice a month for at least an hour.	Limited Development 03/09/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		SMART Goal: The Barnes Leadership Team will meet twice a month during the 2017-2018 school year, as outlined on the staff calendar. Minutes will be kept to document the items discussed and actions taken.		Sandy Barnes	06/13/2019
Action(s)	Created Date		0 of 3 (0%)		
1	4/27/16	The Leadership Team will research and implement best practices to guide school improvement. Data-based decisions will drive this process.		Sandy Barnes	06/13/2020
<i>Notes:</i> Each grade level will vote on grade level chair so that each grade level will be represented.					
2	4/27/16	The Leadership Team will meet the second and fourth Wednesday of every month.		Sandy Barnes	06/13/2020
<i>Notes:</i> Must have two meetings per month.					
3	4/27/16	The team will consist of a representative from each grade level, enhancements, teacher assistants, and two parent representatives.		Sandy Barnes	10/31/2017

Notes:

Implementation:

Evidence

5/27/2016
We have a schedule and meeting minutes.

Experience

5/27/2016
It was easy to identify the meeting dates.

Sustainability

5/27/2016
We will continue to meet bi-monthly.

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>		The master schedule includes planning times for teachers and a duty schedule that outlines duty expectations for staff. The schedules are housed in Google Drive.	Limited Development 03/09/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		By June 2018, 100% of teachers will plan collaboratively and will meet in PLCs weekly to analyze data.		Sandy Barnes	06/13/2018
Action(s)	Created Date		1 of 3 (33%)		
1	4/27/16	The master schedule has been developed to allow for daily common planning, weekly Professional Learning Communities, and duty free lunch.	Complete 08/21/2017	Sandy Barnes	08/30/2017
<i>Notes:</i>					
2	4/27/16	The Master Meeting Schedule has been finalized for the year and protects collaborative planning time for teachers.		Sandy Barnes	10/30/2017
<i>Notes:</i>					
4	8/14/17	A common template for Professional Learning Communities will be utilized to document the data analysis, discussion, and actions of each team.		Sandy Barnes	10/30/2017
<i>Notes:</i>					
Implementation:					
<i>Evidence</i>		11/4/2016 Data has been uploaded into the system.			
<i>Experience</i>		11/4/2016 The school has developed a master schedule, letters were sent home inviting parents to join the PTO and ask parents to be class mom or dad, we have voted on leadership team members, we use the indistar agenda template for meetings, and minutes are kept by member of the leadership team.			
<i>Sustainability</i>		11/4/2016 We will continue to use materials for the this year. Materials will be revised, if necessary, and used for the upcoming years.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Extended learning occurred afterschool in the Spring of 2017. Interventions will occur during Bobcat Time during the school year. Extended learning opportunities will be held during the summer of 2018 for any students that have not demonstrated mastery of grade level content.	No Development 08/14/2017		
<i>How it will look when fully met:</i>			SMART Goal: Based on pre and post assessments, students that attend the extended learning opportunity will demonstrate a 10% increase in proficiency.		Robin May	08/15/2018
Action(s)	Created Date			0 of 2 (0%)		
1	8/14/17	The school will plan, organize, and execute an effective extended learning program for non-proficient students during the summer of 2018.			Robin May	08/15/2018
<i>Notes:</i>						
2	8/14/17	The summer learning opportunity will target rising 1st, 4th and 5th grade students. Students in other grades are provided extended learning opportunities through Summer Reading Camp offered by the district.			Robin May	08/15/2018
<i>Notes:</i>						
	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 Learning Focused Cognito walkthrough form designed by the district that will be utilized by administration and coaches. Trend data from walkthroughs will be utilized to drive teacher support.	Limited Development 03/09/2016		
<i>How it will look when fully met:</i>			SMART GOAL: By the end of June 2019, at least 10 walkthroughs will be completed by administration and coaches weekly.		Sandy Barnes	06/13/2019
Action(s)	Created Date			0 of 4 (0%)		
2	5/24/16	K-5 lesson plans will be reviewed and monitored by administrators and coaches weekly.			Sandy Barnes	06/15/2018
<i>Notes:</i>						

7	5/25/16	A K-5 data wall will be created to visually display student data and assist with charting progress. Teachers in K-3 will utilize Reading 3D data. Teachers in 3-5 will utilize Schoolnet data. Reading 3D data will be collected at the beginning, middle, and end of year. Progress monitoring and common assessment data will be monitored weekly.		Carol Abrams	06/15/2018
<i>Notes:</i>					
8	5/25/16	Walkthrough trend data will be shared quarterly at staff meetings as a way to celebrate successes and to drive continuous improvement.		Sandy Barnes	06/15/2018
<i>Notes:</i>					
9	5/25/16	Administrators and coaches will participate in weekly PLCs to monitor student data and to discuss instructional delivery and design.		Sandy Barnes	06/15/2020
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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>		Teachers will meet in PLCs weekly to monitor data and discuss next steps. The following data sources will be utilized: weekly common assessments by grade level, universal screener data, Reading 3D, Case 21, EOG, discipline data (ODR), attendance data, EVAAS data.	Limited Development 03/09/2016		
<i>How it will look when fully met:</i>		SMART Goal: By June of 2018, Reading proficiency in grades 3-5 will increase to 40%. By June of 2018, math proficiency in grades 3-5 will increase to 45%. By June of 2018, science proficiency in 5th grade will increase to 60%. By June of 2018, TRC proficiency for grades K-2 will increase to 85%.		Sandy Barnes	06/15/2018
Action(s)	Created Date		0 of 2 (0%)		
1	9/21/16	PLCs will be held weekly for the purpose of analyzing student data. Teachers in K-3 will analyze Reading 3D, benchmark, and progress monitoring data. Teachers in grades 3-5 will analyze weekly Schoolnet common assessment data.		Robin May	06/13/2018

Notes:

4	9/21/16	A room will be redesigned to serve as a professional learning/data room. The room will include visual displays of grade level data (mclass, common school need assessments, case 21, Lexile scores and quantile scores).		Carol Abrams	06/13/2018
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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<i>Initial Assessment:</i>	School administration utilizes Teacher Match and social media outreach efforts to quickly fill openings with qualified personnel. The district also hosts a job fair annually. The district also recruits at nearby colleges, universities, and out of state recruitment.	Limited Development 03/09/2016			
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How it will look when fully met:	SMART Goal: By June 2020, the teacher turnover rate at Barnes Elementary School will be reduced by 5%.		Sandy Barnes	01/18/2020
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Action(s)	Created Date		0 of 4 (0%)		
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1	1/20/17	Beginning teacher support sessions will be held quarterly. These sessions will be facilitated by the School Improvement Grant Coach who will provide ongoing support for new teachers.		Robin May	06/13/2018
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Notes:

2	4/12/17	Current staff members will assist with interviewing new candidates and will attend the job fair to help recruit new teachers.		Penny Johnson	06/15/2018
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3	8/14/17	Teachers will have the opportunity to recognize their peers utilizing the "shout-out" board in the front office. Shout-outs will be shared monthly at staff meetings.		Jumela Bullock	06/15/2018
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Notes:

4	9/29/17	The school Climate Committee will plan and host monthly events to build a sense of community.		Bobbie Preston	06/13/2018
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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>		During the 2016-2017 school year, the school hosted report card pick up nights and scheduled parent conferences to keep parents informed. During the 2017-2018 school year, the Parent Academy events will be intentionally aligned with core content areas. Students will be involved in assisting with presentations and parents will leave with resources that can be utilized immediately. All K-5 students will have agendas which will be utilized for daily communications and updates. Social media accounts will provide "on-time" information for parents and community stakeholders.	Limited Development 03/09/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		SMART GOAL: By the end of 2018, Barnes will host 5 parent academy sessions. The sessions will focus on the core academic areas and will provide strategies for parents/guardians to utilize at home.		Sandy Barnes	06/13/2018
Action(s)	Created Date		0 of 3 (0%)		
1	5/23/16	We will utilize the Barnes webpage, Twitter, and Facebook, and Connect Ed to effectively communicate with parents.		Ben Gufford	06/15/2018
<i>Notes:</i>					

2	5/23/16	<p>The parent academy sessions will be as follows: August – Kindergarten Orientation (Aug. 16), 1st-5th Open House/Annual Title I Meeting (Aug. 24) September – Reading to Succeed – During this session we will review Reading 3D results and ensure that parents understand what they mean and how they can help their children continue to improve their literacy skills. November – Mathmania Night – Key math standards will be highlighted for each grade level through the use of hands on activities. March – Scientific Explorations Night – Students will showcase what they have been learning in Science by leading their parents through some inquiry based activities. May –Rock the EOG – What can parents do to assist with ensuring their students are prepared for End of Year Assessments?</p>		Sandy Barnes	06/15/2018
<i>Notes:</i>					
3	8/14/17	All staff members are expected to make a positive phone call home to each of their students during the first quarter of the school year.		Penny Johnson	10/30/2017
<i>Notes:</i>					
Implementation:			08/14/2017		
	Evidence	8/14/2017			
	Experience	8/14/2017			
	Sustainability	8/14/2017			