

## Comprehensive Progress Report

**Mission:** Jones Elementary School students and staff will become lifelong learners through rigorous and relevant instruction.

**Vision:**

**Goals:**

Jones Elementary School will increase their overall school accountability growth for all students in grades 3-5 from -1.1 to 0 by June 2018 evidenced by our EVAAS results.

Jones Elementary School will increase student reading achievement for students in grades 3 -5 from 48% to 53% by June 2018 evidenced by our NC EOG results.

Jones Elementary School will increase student math achievement for students in grades 3 -5 from 59% to 65% by June 2018 evidenced by our NC EOG results.

Jones Elementary School will increase student science achievement for students in grades 5 from 52% to 57% by June 2018 evidenced by our NC EOG Science results. .



! = 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>		Teachers are not implementing Positive Behavior Intervention Support (PBIS) guidelines to fidelity	Limited Development 09/14/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		By June of 2018, all teachers implemented a classroom management plan that maximized instructional time and decreased the previous 292 classroom referrals by 50% .		<b>Tonja Harris</b>	<b>06/06/2018</b>
Action(s)	Created Date		<b>1 of 6 (17%)</b>		
1	9/14/17	PBIS team will plan and present the school wide matrix	Complete 08/21/2017	Annette Jones	08/21/2017

Notes: evidence agenda action items completed staff meeting agenda					
2	9/14/17	PBIS team will meet monthly to review data from ed click and decide on school wide targets to focus on each quarter based on data from edclick.		Carla Baker	06/06/2018
Notes: evidence agendas from PBIS meetings					
3	9/29/17	The PBIS team will develop a kickoff for students, parents, and staff		Zachery Temple	06/06/2018
Notes: Evidence Flyers Agendas					
4	9/29/17	Positive Behavior Intervention Support team will plan quarterly celebrations for students.		Annette Jones	06/06/2018
Notes: Evidence Celebration plan Pictures List of those who qualified					
5	9/29/17	PBIS team will analyze discipline data of students with 5 or more referrals and share results with the leadership team .		Zachery Temple	06/06/2018
Notes:					
6	9/29/17	All teachers will use Dojo to track individual behavior and communicate with parents.		Carla Baker	06/06/2018
Notes: Evidence Dojo charts					
<b>Implementation:</b>			09/14/2017		
<b>Evidence</b>	9/14/2017	Training was presented to the staff and the opening meeting on August 21, 2017			
<b>Experience</b>	9/14/2017	PBIS team used the SET review from the previous year to set to revise the matrix			

<b>Sustainability</b>	9/14/2017 Student kick off and parent kick off is needed. Teachers should follow PBIS guidelines and teach them to their students modeling expectations daily.			
-----------------------	---	--	--	--

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
-----------------------	---	--	--	--

<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
----------------------------	---	--	--	--

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<b>Initial Assessment:</b>	We are currently using curriculum frameworks in all grade levels. Lesson plans are required weekly, reviewed by the instructional team, and feedback is given. Grade levels are meeting weekly in grade level meetings as well as Professional Learning Communities (PLCs) to plan together as well as analyzing data to adjust instruction. The School Improvement Coach plays an important role as she is modeling lessons, collaborating with teachers, and conducts weekly walk throughs as well as giving feedback. Teachers are using weekly common assessments to evaluate student learning.	Limited Development 09/24/2016		
----------------------------	---	-----------------------------------	--	--

<b>How it will look when fully met:</b>	By June 2020, all teachers will work together to create standards-aligned units of study in each grade level content area. Student benchmark results will increase from an average of 50% to 55%.		<b>Tonja Harris</b>	<b>06/08/2020</b>
---	---	--	---------------------	-------------------

<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 9 (0%)</b>		
------------------	---------------------	--	--------------------	--	--

<b>1</b>	12/4/16	Determine the concepts, principles, and skills that will be covered within each unit.		Susan Perry	09/27/2019
----------	---------	---	--	-------------	------------

Notes:

<b>2</b>	12/4/16	Identify the standards/ benchmarks that apply to the grade level and unit topic.		Kristin Lamond	01/31/2020
----------	---------	--	--	----------------	------------

Notes:

<b>3</b>	12/4/16	Develop all objectives that clearly align to the selected standards/benchmarks and arrange them in sequential order.		Susan Perry	12/13/2019
----------	---------	--	--	-------------	------------

Notes:

<b>4</b>	12/4/16	Consider the most appropriate elements for mastery and construct final assignments for each lesson.		Susan Perry	09/27/2019
----------	---------	---	--	-------------	------------

Notes:

<b>5</b>	12/4/16	Create Essential Questions for entire unit of study, aligning one question per lesson that is answered in the final assignment.		Susan Perry	12/13/2019
----------	---------	---	--	-------------	------------

Notes:

6	12/4/16	Design lesson plans ranging over 3-5 days containing an essential question and a mastery assignment.		Susan Perry	02/21/2020
<i>Notes:</i>					
7	1/23/18	Teachers use the Curriculum Framework to create lessons plans following the Learning Focused lesson plans and submit plans to the grade level team drive in Google Chrome.		Tonja Harris	08/27/2018
<i>Notes:</i>					
8	1/23/18	Teachers create weekly common assessments based on the standards currently being taught and discuss the strengths and weakness of students during grade level PLC's		Tonja Harris	04/30/2018
<i>Notes:</i>					
9	1/24/18	The Administrative Team monitors lessons submitted in the team drive by giving feedback on the weekly plans.		Liz Jenkins	05/25/2018
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Student support services</b>
----------------------------	---------------------------------

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>		Teachers are expected to differentiate instruction based on student need. Whole group, Small group and work stations are a part of the uninterrupted Literacy, Math and Science block.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		By June 2020, all teachers will use evidence-based instructional strategies to increase the effectiveness of multiple tiers indicated by 80% proficiency on various data sources.		<b>Tonja Harris</b>	<b>06/06/2018</b>
Action(s)	Created Date		4 of 10 (40%)		
1	12/4/16	Administration will create a school-wide schedule to ensure each class receives 90 minutes of uninterrupted reading and math instruction. This schedule will be revisited quarterly to ensure that the needs of all students are being met in both reading and math within the 90-minute block structure.	Complete 06/12/2017	Gavin Meiring	06/12/2017

Notes: Master schedule  
Classroom schedule

**2** 12/4/16 Analyze assessment data and adjust instruction based on individual student needs.

Zachery Temple

06/06/2018

Notes:

Evidence  
PLC Data Analysis Records  
Adapted lesson plans/student groups

**3** 12/4/16 Collaborate in grade level teams to recommend research based interventions to support a wide variety of learners.

Tonja Harris

05/30/2018

Notes:

Evidence  
Grade-level intervention team records  
School-level intervention team records

**4** 9/7/17 Administration will complete a walk through in all classrooms to monitor effective Tier 1 instruction

Liz Jenkins

05/30/2018

Notes:

**5** 9/7/17 Professional Development will be provided for staff on MTSS and Thinking Maps

Complete 01/22/2018

Tonja Harris

01/24/2018

Notes: We have postponed Thinking Maps Training at this time.

**6** 9/7/17 Common Assessments will be created by each grade level and used to monitor effective Tier 1 instruction.

Susan Webb

05/30/2018

Notes:

7	9/7/17	Teachers will receive guidance on creating a learning focused lesson. Teachers in grades 3rd-5th will take part in the district wide Learning Focused professional development day. The administrative team will conduct walkthroughs and review lesson plans according to the monthly component (s) focused on in the district roll-out plan. The School Improvement Coach will conduct mini professional development sessions focused on each component of the lesson plan.		Tonja Harris	06/06/2018	
<i>Notes:</i>						
8	10/12/17	Our school will utilize funds from the title 1 budget to purchase books for classroom libraries and the book room.	Complete 10/31/2017	Liz Jenkins	10/31/2017	
<i>Notes:</i>						
9	10/12/17	Our school will utilize Title I funds to purchase Math manipulatives for all classrooms.	Complete 10/31/2017	Liz Jenkins	10/31/2017	
<i>Notes:</i>						
10	10/12/17	The School Improvement Coach will provide differentiated professional development in evidenced based instructional strategies.		Tonja Harris	06/06/2018	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers are making parent contacts as they continue to focus on building positive relationships. The Positive Behavior Intervention Support (PBIS) system is in the beginning stages.	Limited Development 09/24/2016			
<i>How it will look when fully met:</i>		By June 2018, teachers will work to implement a positive behavior intervention support system (PBIS) as well as a multi-tiered system of student support (MTSS) to reduce discipline referrals by 10% evidenced by Edclick.		<b>Tonja Harris</b>	<b>06/15/2018</b>	
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 5 (0%)</b>			
1	12/4/16	The PBIS team will disaggregate edclick data each month and share the results by time, location, infraction, number of referrals, and time of day with the leadership team.		Annette Jones	06/06/2019	

*Notes:*

Evidence  
ROAR expectations/rewards  
Jaguar Pledge Daily  
Classroom management plans  
PBIS Kick-Off Plans (student, parent, staff)  
Student achievement data from various data sources

**2** 12/4/16 Implement the problem solving process with participation from grade-level representatives with fidelity.

Tonja Harris

06/05/2019

*Notes:*

Evidence  
Weekly meeting minutes for intervention team  
Student support plans

**3** 9/14/17 The School Improvement Coach and MTSS Teacher representative will provide training for the Leadership Team and Grade Levels on effective following the MTSS framework

Tonja Harris

01/31/2018

*Notes:*

Evidence  
Training agenda and materials  
Sign In sheet

**4** 9/29/17 The MTSS team will meet to discuss students who are seen as at-risk as evidenced by triangulated data sources.

Tonja Harris

06/06/2018

*Notes:*

**5** 1/24/18 The School Improvement Coach and Teacher representative will participate in a district wide professional development on the implementation of MTSS

Christina Skinner

10/31/2017

*Notes:*

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school hosts open house to enroll new kindergarten and preschool students.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>		By June 2020, we have intentional plans that describe how we foster students' grade-to-grade, as well as level-to-level transitions as evidenced by 80% proficiency as measured by EVAAS and 20% or less of our total population referred through Edclick.		<b>Kristin Lamond</b>	<b>06/05/2020</b>
Action(s)	Created Date		0 of 1 (0%)		
1	9/14/17	Each grade level will create a transition plan for students entering their grade level and work with the grade level teams their current students will enter to ease transition.		Christine Gilmore	06/05/2020
<i>Notes:</i> Evidence		Transition Plan for each grade level Material from transitional plans			



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 11/08/2016		
<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. 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.		Liz Jenkins	08/25/2017
Action(s)	Created Date			0 of 3 (0%)		
1	10/12/17	The LEA will require all district team members to attend monthly meetings and training.			Liz Jenkins	08/25/2017

Notes: District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.					
2	10/12/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Liz Jenkins	06/06/2018
Notes:					
3	10/12/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Liz Jenkins	06/06/2018
Notes:					
KEY	B1.03	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The leadership team meets at least twice a month and an agenda and meeting minutes are always provided and prepared.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The leadership team will meet twice each month to ensure communication and coordination among departments in the school aimed at improving student achievement. Each meeting will operate with an agenda, meeting minutes, and action items to guarantee fidelity in implementation of plans made to produce positive outcomes for students. This communication across the school will increase student performance from 54% to 55% school wide.		Susan Webb	06/06/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 5 (20%)</b>		
1	11/8/16	Create agendas for meetings with a focus on student-centered instruction and increased communication across the school.		Susan Webb	06/06/2018
Notes: Mrs. Webb will meet with administration to develop an agenda 2 days prior to the meeting.					
2	12/4/16	Record detailed minutes at each meeting with a list of notes and action steps for teacher leaders.		Susan Webb	06/06/2018
Notes: Evidence Leadership Notes					
3	12/4/16	Collaborate with grade level teams to ensure implementation of decisions made at leadership meetings.	Complete 01/31/2017	Susan Webb	01/31/2017
Notes: Evidence Leadership Notes shared with team members					
4	12/4/16	Team representatives will follow-up with their teams to answer questions and provide feedback to leadership team about action items.		Susan Webb	06/06/2018

Notes:

Evidence  
Feedback at next leadership meeting regarding action items

5 1/24/18 The Leadership Team will review the progress of the focus indicators at each leadership team meeting

Liz Jenkins

05/23/2018

Notes:

**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
<b>Initial Assessment:</b>		Administration created and implemented a new schedule which allows all grade levels to have a common planning time each day of the week. Tuesdays and Thursdays are reserved for grade level meetings and PLCs	Limited Development 09/24/2016		
<b>How it will look when fully met:</b>		Every grade level will meet weekly to establish structures to address instructional practice, whole school improvement, and family community connections evidenced by our School Planning calendar.		<b>Tonja Harris</b>	<b>06/05/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	12/4/16	ALL grade levels will use the WCS PLC Agenda/Minutes form to document information discussed during PLC's.		Tonja Harris	06/03/2020
Notes:		Evidence Master Schedule PLC minutes and agenda			
2	1/24/18	The roles for conducting a PLC will be...  Facilitator -Principal or Assistant Principal Minutes- Grade Level representative (rotating) Time Keeper- Grade level representative (rotating)		Christine Gilmore	05/25/2018
Notes:					

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>		Curriculum is monitored regularly through looking at lesson plans as well as classroom visits. The instructional team consisting of the Principal, Assistant Principal, and Curriculum Facilitator reviews lesson plans as well as provides feedback on a weekly basis.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The administration will utilize 50% their schedule to observe all classrooms providing feedback throughout the 2017-2018 in order to increase rigorous instruction.		Zachery Temple	06/06/2018
Action(s)	Created Date		1 of 6 (17%)		
1	11/23/16	Create a collaborative planning schedule focused on common planning, data analysis, and discussion of effective instructional practice	Complete 08/21/2017	Liz Jenkins	08/21/2017
<i>Notes:</i>		Evidence Master Schedule PLC meeting minutes NCEES/ELEOT evaluations/conference notes			
2	11/23/16	Provide descriptive feedback on lesson plans focused on engaging instruction and differentiated learning for students		Zachery Temple	06/06/2018
<i>Notes:</i>		Evidence Cognito Forms lesson plans			
3	11/23/16	Evaluate teachers on effective implementation of instruction using both formal and informal measures		Liz Jenkins	06/06/2018
<i>Notes:</i>		Evidence NCEES/Cognito data Observation feedback notes			
4	9/13/17	Schedule pre and post conferences for observations of all certified teachers		Liz Jenkins	06/06/2018
<i>Notes:</i>					

5	9/13/17	Monitor purposeful planning using lesson plan portion of the walk through form		Liz Jenkins	06/06/2018
<i>Notes:</i>					
6	9/13/17	Administration will provide timely feedback from classroom observations and walkthroughs. The feedback may be individual or school-wide. The data may be disaggregated by many trends seen across the school, grade level, subject area, Learning focus framework component, etc.		Liz Jenkins	06/06/2018
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Quality of professional development</b>
----------------------------	--

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>		The school's instructional team regularly reviews the school performance data to address areas of strength as well as areas of concern. The data is shared with staff in PLCs and interventions are put in place. Teachers meet weekly in grade levels to collaborate as well as plan for the upcoming week.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		By June 2018 the leadership team will meet twice a month to analyze aggregated student outcome data and data on instructional practices from walk throughs looking for patterns that suggest a need for professional development and plan a session on the top need each quarter throughout the 2017-2018 school year. Evidence of completion would be material from Professional Development sessions, increased student achievement as measured by various data sources and evidence to support the need for the PD.		<b>Tonja Harris</b>	<b>06/06/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 6 (17%)</b>		
1	11/23/16	Create a leadership retreat aimed at designing an instructional framework for Jones that will focus on student achievement.	Complete 08/31/2016	Frank Adamkiewicz	09/01/2016
<i>Notes:</i> Evidence Curriculum plan for retreat Agenda/minutes from meetings					
2	11/23/16	Collaborate weekly to analyze student performance data and adjust instruction to meet student need.		Zachery Temple	06/06/2018

*Notes:* Evidence  
PLC Agenda  
Adjusted lesson plans  
Retooling plans

**3** 12/4/16 Collaborate in vertical planning teams to determine best practices to enable students to access curriculum at various levels of ability.

Tonja Harris

06/06/2018

*Notes:*  
Evidence  
Vertical teaming agenda/notes

**4** 12/4/16 Evaluate teacher performance using a variety of classroom visit data, including formal and informal observation data.

Liz Jenkins

06/06/2018

*Notes:*  
Evidence  
Cognito walk through form & NCEES

**5** 12/4/16 Leadership team will analyze various data sources to recommend individualized professional development to staff members based on needs discovered in patterns of professional practices .

Liz Jenkins

01/23/2018

*Notes:* Evidence  
Value Added Data (EVAAS)  
Benchmark Data Analysis  
Edclick  
Cognito Walk through Form  
Read 3D data  
PDP's

**6** 12/4/16 Implement flexible grouping during retooling period to match teacher performance to the needs of students.

Tonja Harris

06/05/2019

*Notes:* Evidence  
Flexible Grouping Lists  
Retooling lesson plans

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>		Administration has developed and implemented an induction plan for new hires as well as a plan to recognize staff for contributions, excellence performance, and attendance. A mentor program is also in place to provide the needed guidance for all BT1, BT2, BT3 and transfer teachers .	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The school will have a 75% staff retention rate by having a positive environment for all staff at Jones Elementary. All new staff will participate in an orientation introducing them to the procedures and best practices our teachers use school wide for planning and instruction.		Zachery Temple	06/06/2018
Action(s)	Created Date		0 of 5 (0%)		
1	12/4/16	Plan new teacher orientation sessions for new staff and their mentors. The Assistant Principal will provide an orientation for all new staff at the end of each quarter.		Zachery Temple	06/06/2018
		Notes: Evidence Agenda Evaluation			
2	9/29/17	Monthly meetings held between new teachers and their mentors.		Zachery Temple	06/06/2018
		Notes: Evidence Agenda			
3	9/29/17	Differentiated training for new staff		Zachery Temple	06/06/2018
		Notes: Evidence Agenda			
4	1/24/18	Staff retention will be tracked and reported for each school year.		Zachery Temple	06/06/2018
		Notes:			
5	1/24/18	Staff accomplishments, contributions, attendance, and excellent performance will be announced at the monthly staff meeting.		Janet Corn	06/06/2018
		Notes:			

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>		We are currently hosting numerous Parent Engagement events. Parent receive information and resources to better help their students to be successful at home. The school is continuing to find ways to improve parent communication by using strategies such as report card pick up, webpages, newsletters, Dojo, connect ed calls and emails, parent conferences, and open house events. Parent participation is low at these events.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The school holds monthly parent engagement sessions aimed at communicating the importance of helping parents become fully engaged in the learning lives of their children. This connection between the efforts of home and school will be built upon purpose, communication, education, and association resulting in an increase of student achievement and efficacy evidenced by decreased student behavior and increased academic achievement data for the 2017-2018 school year.		Christine Gilmore	06/06/2018
Action(s)	Created Date		0 of 3 (0%)		
1	12/4/16	Schedule parental outreach events, such as Open House, Report Card pick-up, Title I events, and parent conferences to work collectively to produce positive outcomes for students.		Christine Gilmore	06/06/2018
<i>Notes:</i>		Evidence Outreach event outlines Agendas/Sign-in sheets			
2	12/4/16	Create and send weekly Connect Ed messages to parents to ensure clear, consistent communication about parent engagement sessions.		Liz Jenkins	06/06/2018
<i>Notes:</i>		Heather Moody Tamara Cooper  Evidence Connect Ed transcript			
3	9/14/17	School will utilize our social media accounts to market parent events		Christine Gilmore	06/06/2018
<i>Notes:</i>		Screen shots from school facebook, instagram, twitter, and the website			