

Comprehensive Progress Report

Mission:

Pisgah Forest Elementary will work together with parents and community to meet the needs of all students, empowering them to become respectful and productive in society.

Prepare productive citizens

Vision:

For lifelong

Educational

Success

Goals:

Provide a high quality educational environment that is safe and fosters growth in each child.



! = 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>		All teachers employ PBIS standards in their classrooms and in shared spaces for school-wide behavior. We are focused on following PBIS suggestions for positive reinforcement.	Limited Development 09/10/2018		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		<p>1. Teachers and administrators will work collaboratively through the PBIS team to collect and disaggregate referral data, learn and implement strategies to support student needs through targeted professional development opportunities, and teach expected behaviors that will positively impact learning in the school environment.</p> <p>2. Administrative observations, including informal walk-throughs, will provide evidence that PBIS is being fully implemented within the school. Decreases in office referrals and write-ups will demonstrate effective classroom management, with rules and procedures established and regularly followed.</p>	Objective Met 06/10/19	Tonya Treadway	06/12/2019
Actions					
	10/31/18	Teachers will be supplied with lesson plans to review the ROCKS acronym in each location around the school at the beginning of the year (cafeteria, hallway, bathroom, car riders, bus, etc).	Complete 08/29/2018	Claire O'Connor	08/26/2018
<i>Notes:</i>					
	10/31/18	The PBIS Action Plan will be updated by team members with goals for the year. It will be shared in google classroom/PBIS folder in Google drive to all staff members and available for reference.	Complete 05/14/2019	Claire O'Connor	06/08/2019

Notes: 3 Goals in action plan: Review and Share discipline data with teachers, conduct student surveys about school wide incentive, team would like to acquire training for next level of PBIS. Plan created and shared in October 2018.

Progress Note 3/11/19 - March 21 is a schoolwide PBIS reward for students without classroom or office referrals between Feb 18 and March 21. Discipline data was reviewed with teachers at staff meeting in February. Assistant Principal and Counselor met with Brevard Elementary administration to share tier two strategies, and AP and At-Risk Coordinator attended MTSS training regarding behavior and tier support on February 27.

Implementation:		06/10/2019		
Evidence	6/10/2019 We had school-wide incentives each quarter to celebrate students with zero office referrals throughout the quarter. Students who received referrals worked with the Guidance Counselor and Assistant Principal to participate in instructional lessons to re-teach expected behaviors. PBIS team met monthly and completed the Action Plan and shared it with school staff. Expectations for student behavior were taught through shared lesson plans targeting each area of the school and behavior matrix. The behavior matrix was posted in specific targeted areas around the school.			
Experience	6/10/2019 Teachers appreciated lesson plans for teaching expected behaviors, and felt the incentives for rewarding positive behavior were beneficial. Staff evaluated referral data and the referral process throughout the year, and improvements were made based on feedback.			
Sustainability	6/10/2019 A team of staff members will attend training on Restorative Justice practices for addressing student behaviors in the upcoming year, and we will update our practices. PBIS team will continue to meet monthly under a new name transformed into the MTSS process.			

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>		For the 2018-19 school year, North Carolina implemented new ELA and Math standards K-12. Our school has provided new curriculum materials to help teachers confidently and effectively instruct students. Teachers will have extended planning sessions to create standards-aligned units of instruction. They will learn how to use new resources to create formative assessments based on these changes and to discuss new curriculum materials with the Instructional Coach. Teachers meet routinely to disaggregate current and past data for each child in order to appropriately meet the individual needs. Currently, teachers do not have consistency amongst the resources used annually (as the standards change), and curriculum materials that accompany those standards are not sustainable for multi-year usage. See Agenda for Grade Level Meeting/PLC Agenda for 2018-19	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		Teachers will gain an in-depth understanding of the new standards and develop integrated units of instruction, engage all learners using differentiated resources that are appropriate, and utilize formative assessment data to determine student progress.		Tonya Treadway	06/04/2021
<i>Actions</i>			5 of 7 (71%)		
	11/29/18	Teachers will implement a structured Writing Workshop in k-2 classrooms using Lucy Caulkins units of study.	Complete 06/06/2019	Anne Hardy	06/12/2019
<i>Notes:</i>		Initial PD offered in extended planning session at the beginning of the year and additional grade level meetings. Each time a unit is completed or new unit is started the grade level collaborates and reviews student works and reviews the teacher manual to plan. Progress Update 3/11/19 - Each grade level has completed one unit of the Lucy Caulkins study. Next steps will include delving deeper into the curriculum and evaluating student and teacher needs.			

11/29/18	<p>1. Teachers will follow the TCS pacing guide and teach the new math standards as demonstrated by the lessons observed and shared with colleagues and administrators.</p> <p>2. Teachers will use resources available as they develop units for each part of the pacing guide to develop a deeper understanding of the clusters using methods that foster critical thinking skills.</p>	Complete 06/06/2019	Anne Hardy	06/12/2019
	<p><i>Notes:</i> Examples of research-based methodology include: YouCubed and Jo Boaler's Research on a conception approach to teaching mathematics paired with a Growth Mindset approach; Productive Struggle Framework-Launch, Explore, Discuss.</p> <p>Teachers will meet weekly to work with their teams and with the instructional coach to discuss the standards as well as sharing lesson plans as they relate to each math cluster. Curriculum Resources have been gathered on a Google Site created and organized by the instructional coach for ease of access and each team is using team drives to gather additional resources as they build and create lessons, assessments, etc... that align with the standards.</p> <p>Progress Update 3/11/19 - Teachers are making progress with understanding pacing guides, finding resources to align to pacing guides and sharing with each other. Next steps will include more reflective conversations.</p>			
11/5/18	SIT Leaders will create communication structures that will increase collaboration between the support staff (EC, EL, AIG) and classroom teachers to support success for students with outlier needs.	Complete 06/08/2020	Stefanie Tomlin	06/08/2020

Notes: If we build better pre- and post- communication, quick interim discussions to update progress we will be more effective.

Progress Update 3/11/19 - Data and Accountability team met on March 4 to identify professional development courses for the 2019-20 school year. We will continue to develop plans to increase collaboration between support staff and classroom teachers in the coming year.

Progress Update 2/10/2020 - Tomlin: Heavy front-loading beginning in January- EOG prep/review with 2 higher level exited ELs using mind mapping skills, check-ins seem to show it is helping. Next year hoping to pull another enrichment group with Anderson to continue to support kids who are not struggling ELs. Hoping for more options to identify these students who do not test into AIG but are gifted.

Progress Update 6/8/20: EL instructor helped co-lead Professional Development whole staff and sat in grade level meetings to review student data. EC teachers have sat into grade level meetings to review student needs and whether progress was being made, as well as opening up lines of communication to continue collaborating with classroom teachers. AIG teacher collaborated with grades 3-5 on Level 5 math. AIG teacher also coordinated with EL teacher to provide enrichment to EL students.

11/5/18 Teachers will use both pre- and post- formative assessments (3-5) for skills/standards to allow for more targeted differentiation based on individual student needs.

Stephanie Sizemore

12/18/2020

Notes: Teachers have had training in small group settings and have worked with the middle school teachers (Griffin and Lambert) to be trained in using Mastery connect as an online assessment tool. They can use Mastery Connect for pre/post assessments of one or more standards. Other tools are available and encouraged for formative assessment using rubrics and standards based grading measures.

Progress Update 3/11/19 - MasteryConnect is being used in grades 3-5. Next steps include entire grade levels giving assessments to use for evaluation of student learning and teacher practices.

Progress Update 11/4/19- SIT team is evaluating resources for math instruction and assessment. What is being used: Freckle (free version), Moby Max, Splash Math, Learning Farm, NC Ready Math, Prodigy, Xtra Math, Easy CBM, Number Worlds, Flocabulary 4-5, NC Check-Ins. K-2 has no screeners and less resources than 3-5. If doing computer assessments, students still need to be required to show work on paper for every single problem. Students need to be exposed to calculators prior to middle school. How do people feel about 90 day trial of math iStation? Potentially the last 90 days for good baseline data to pass up, after we understand iStation? Use check-ins to see how students did on the standards you've actually taught. District admin. Ellenberger attended this meeting and is helping to evaluate needs/resources for further planning.

Progress note June: iStation was purchased in February (both math and reading) for the remainder of the year. However, minimal data was collected due to school closure on March 13th. A Flocabulary subscription was provided at no cost for all grades upon school closure and teachers utilized this resource for remote learning. The third NC Check-In and EOG's were also cancelled.

11/5/18	Teachers will identify and teach appropriate strategies for student use of online resources. (such as paper/pencil during math activities, using reading comprehension strategies, etc).	Complete 06/08/2020	Stephanie Sizemore	05/15/2021
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Notes: Also includes teaching the tools used for online testing, read aloud for students with that accommodation (and making them use it), etc.

June 2020 Update: We collaborated with RES (Crystal Whitman) and she shared what they did to help teach online instructional strategies. Will continue working on this following virtual learning (COVID-19) in preparation for 2020-2021 EOG testing and remote learning guidelines. We agreed that If doing computer assessments, students still need to be required to show work on paper for every single problem. Students need to be exposed to calculators prior to middle school. We also agreed that ongoing analysis of progress data from each online program is essential.

11/5/18 Teachers will work with their teams and with their students to develop individual learning goals as they assess each standard using differentiated methods to demonstrate mastery, incorporating the help and support of all staff (Instructional Assistants, EC, ESL, etc).

Complete 06/08/2020

Stephanie Sizemore

06/08/2021

Notes: Allowing choice for different options of showing mastery (such as a choice board).

Progress Note June: Throughout the year students worked to meet individual learning goals. Differentiation was provided in small group instruction with the support of the reading specialist, instructional assistants, ESL, EC, and AIG teachers. Evidence of this work can be seen in lesson plans, progress monitoring, data walls, and individualized plans. Differentiated instruction continued during remote learning by pushing out appropriate resources through Google Classroom/Meet, Class Dojo, and choice boards. Additionally, specialist continued to meet with small groups using Google Meet sessions.

11/5/18 Teachers will work collaboratively to improve and expand grade level's documentation of curriculum resources (i.e. expanded pacing guide to include more resources, time to contribute to shared team drives, etc) to support guaranteed curriculum.

Stefanie Tomlin

06/08/2021

Notes: This will help with sustainability efforts for the professional growth of staff as transitions are made.

Progress Update 3/11/19 - Different grade levels are progressing towards the completion of shared team drives to have resources easily accessible. Next steps will include to continue pulling together resources. During a staff meeting, show models of how different grade levels are organizing resources to support other groups.

Progress Update 6/8/20 - Goal partially met. Teachers have collaboratively worked to gather resources aligned with standards (in team drives). PFE has developed a MTSS toolbox team to pull together resources by grade level during the summer. Will continue to work towards this goal during the 2020-2021 school year.

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>		PFE uses MTSS in order to provide students with appropriate levels of intervention and instruction based on independent needs. However, the current focus mostly involves reading interventions. Lower grades feel as though math needs to be more of a priority through the tier system, and fifth grade feels as if students are not prepared with enough prior-knowledge background in science. This year there will be teacher representatives from each grade level on tier 3 team.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		Interventions will be focused on the individual needs of students across all tiers for academic, social, and emotional support.		Tonya Treadway	06/12/2020
<i>Actions</i>			5 of 7 (71%)		
	9/23/19	Train teachers and implement new MTSS guidelines using district mandated protocol.	Complete 10/08/2019	Mike Kirst	10/08/2019

Notes: Progress Note 12/4/19: All PLC teams have participated in two formal trainings on how to use form to write tier team referrals/plans. Tammy Morris provided formal trainings and Mike Kirst/Stephanie Sizemore have worked with individual teachers to gather needed data and write goals. Tier 3 meetings are being scheduled as needed.

1/14/19

1. Ensure tier two interventions at each grade level are based on student data collected from mClass, quarterly benchmarks, and other formative assessments.
2. Ensure human resources are utilized to support intervention groups with research-based instructional practices.
3. Ensure tier two meetings take place at six-week intervals to update tier plans and re-group students based on identified needs.

Complete 06/08/2020

Mike Kirst

06/12/2020

Notes: Kindergarten identifies students at mid-year mClass assessments to identify ELA needs and provide necessary interventions in reading. First grade allows lower readers to participate in two 20 minute guided reading blocks for additional instruction and provides a dedicated writing time in the afternoons. Second grade provides writing and reading interventions to students identified using formative assessments and mClass reading data. All K-2 classes use Lucy Calkins writing program for core instruction (tier one). Third grade uses instructional assistants for reading interventions (SRA and Spotlight on Comprehension), and also provide math and ELA enrichment. Fourth grade also uses instructional assistants for reading interventions (Connecting Concepts), math interventions (Number Worlds), and math enrichment (along with AIG teacher). Teachers differentiate core math instruction. Fifth grade also utilizes instructional assistants for math and ELA interventions (Number Worlds and Connecting Concepts).

Progress Update 3/11/19 - Next steps will include a system for teachers to see the work being completed in intervention groups with instructional assistants/support staff.

Progress Update 10/14/19- New MTSS form has been implemented district wide and training has been provided to all teachers during PLC meetings (Kirst/Morris). Oct. 8, 2019- Teachers began updating Tier plans using MTSS form.

Progress Update 2/10/2020 - More collaboration and communication through a clear process to support students academically, behaviorally, and socially/emotionally. Online, so will move with students as they

progress grade-to-grade and school-to-school. PFE will have a plan on how to handle that. Helps with adherence to new laws coming July 2020, MTSS can help pave groundwork for EC referral. Upcoming Support Needed: problem identification, writing a SMART goal, knowing interventions to use for students, and progress monitoring/data points for those interventions. PFE intervention and progress monitoring toolbox that is more user friendly? What PD for staff when it comes to interventions and PM? Online modules could be split up among certain staff to dissect, then spread to others. Small group rotations on early release day to choose which PD/support you need (who could lead small groups from what trainings?-take the module relevant to what you'll speak on to speak from MTSS for structure of how to go about it/guide you. Team situation, include EC teachers because of their background knowledge. Divide and conquer to lay the initial foundation. Start with a rough outline, then progress to plugging in people who will teach.

Progress Update 6/8/2020 - Tier two interventions were put in place using available data from iStation, NC Check-Ins, BOG scores, and other formative assessments. Instructional Assistants and Reading Specialists were utilized to deliver targeted interventions at each grade level. SRA Corrective Reading, LetterLand Intervention, Wilson Reading, Connecting Math Concepts, and Number Worlds are some of the research based instructional strategies utilized in small groups. Tier 2 meetings were held every 6 weeks to update tier plans and adjust instructional delivery methods.

1/14/19

Conduct MTSS tier 3 team meetings bi-weekly to case manage students needing intensive interventions, and works collaboratively to allocate resources, make referrals for evaluation as needed, and provide SIT with feedback regarding any gaps or outstanding needs.

Complete 06/08/2020

Mike Kirst

06/12/2020

Notes: PFE utilizes a Multi-Tiered System of Supports (MTSS) to problem-solve and guide decision making based on student data for academic, social, and emotional interventions. Tier 3 Team which is led by the school counselor, instructional coach, and school administration, along with teacher representatives and EC teacher, and parents. This team has a defined protocol in place for each person's role and responsibilities. Tier 2 team is comprised of each grade level team and the instructional coach. There is a process in place for each tier level and determination of how student referrals are made using student performance data.

Progress Update 3/11/19 - Will continue to maintain this practice.

Progress Update 10/08/2019- PLC teams worked with Sizemore to write tier plans and submit MTSS form for those needed. Will check progress monitoring data in 6 weeks and update plans.

Progress Update 6/8/2020 - Tier 3 meetings were held bi-weekly throughout the year to determine progress made. Re-allocation of resources took place accordingly (ex. recommendations for how to support students with processing problems were made by EC teachers). Four students were referred for evaluation. Gaps and outstanding needs were identified and included the need for universal screeners, additional professional development for all staff (MTSS), and clarification of best practices for documenting tier intervention data (MTSS district form).

1/14/19	PFE will utilize/document tier two behavior interventions to focus on re-teaching expected behaviors, minimize lost instructional time, and provide students with coping skills to learn to self-manage behaviors.	Complete 06/08/2020	Mike Kirst	06/12/2020
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Notes: School administration and the PBIS team are working collaboratively with the school counselor, the at-risk coordinator, and the EC teacher/behavioral specialist (PRC-29) to consult with teachers and case manage students identified at the tier two level for behaviors that interrupt instructional delivery in the general education setting and routinely warrant time out of the classroom.
 A student moves to tier three when tier two interventions are not effective.
 Classroom and office referrals are made by teachers using a Google Form. School administration also documents office referrals in PowerSchool for the purposes of data analysis.

Progress Update 3/11/19 - Tier two test cases were completed by having teacher consultants, Assistant Principal, PBIS chair, and Counselor together to create tier two behavior plans. More tier two plans are being created, as opposed to going straight from tier one to tier three.

Progress Update 6/8/2020 - Restructuring of school wide disciplinary practices supported efforts to intentionally reteach expected behaviors. Tier 2 interventions were embedded in this plan including "Bounces", cool down areas, Check- In and Check-Out with staff members, etc. PBIS Team created lesson plans to teach specific character traits each month and encouraged the use of mindfulness videos from Class Dojo. Guidance counselor provided instruction for all classes about coping skills and how to self-manage behaviors.

10/18/19	Investigate universal screener and interventions for math instruction.	Complete 01/10/2020	Sabrina Shook	06/12/2020
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Notes: Sabrina Shook and Paige Capps will work together on finding a math screener and math interventions (research based).

Progress update 2/10/2020 - iStation Math to be used universal math screener/interventions.

Progress Note 6/8/20: Goal partially met. iStation Math screener used in grades 3-5 for spring 2020. Intervention instruction assigned to individual students but minimal data gathered due to school closures on March 13th.

1/23/19

1. Implement Letter Land phonics curriculum for all students in grades K-2 as part of core tier 1 instruction for all students.
2. Increase teacher capacity to understand and respond to student results on WIDA/ACCESS testing to better meet student needs in Tier 1 instruction.

Stephanie Sizemore

06/12/2021

Notes: Our ESL population is continuously growing and changing such that we have English Learners entering English-speaking school for the first time in all grades, not just kindergarten. We need additional supports and resources to support this subgroup, including additional training for staff, additional tools and strategies to support EL students, and core curriculum that will meet the needs of ALL of our students including EL students. Letter Land phonics is a multi-sensory program with enhanced visuals and visualization strategies for early readers that has proven to be more effective with EL students than other early phonics programs. We plan to implement this in kinder in 2018-19, expand to 1st grade in 2019-20, and 2nd grade in 2020-21.

Progress Update 3/11/19 - Kindergarten is successfully implenting Letter Land, and this cohort will continue with this curriculum in first and then second grade. First grade is currently taking an inventory of Letter Land instructional supplies to budget and order for next year's implementation. Data and Accountability committee has met and will pursue professional development regarding ESL, WIDA, etc for the coming school year. Additional ESL teacher will be hired for the 2019-2020 school year.

Progress Note Sept. 23, 2019: Teachers in grades kinder and first have attended Letterland Training in the summer of 2019 for continued implementation with fidelity.

Progress Update 6/8/2020 - Step 1 of goal was partially met. Four out of five SIOP training sessions were completed (last session cancelled due to COVID 19 school closure). Step 2 of goal partially met due to COVID-19 school closures. Will continue in 2020-2021 school year. Second grade teachers participated in online LetterLand training on May 28th in preparation for the 20-21 school year. Kindergarten and first grade teachers noted on data walls pacing completion as of March 13th for planning purposes (COVID-19 school closure).

1/23/19	<p>1. Teachers will use data from mClass/iStation, Benchmarks, and EVAAS to understand and set appropriate learning targets for each child.</p> <p>2. Teachers will design lessons that are responsive to data and adjust core instructional planning.</p>		Stephanie Sizemore	06/12/2021	
<p><i>Notes:</i> Benchmark assessments are given to students in grades 3-5 and can be correlated to EOG data provided by EVAAS. The instructional coach has worked with teachers during PLC meetings to analyse data using a data wall. Teachers will work through a 'data dive' process on one of the early release days comparing the second benchmark scores (grades 3-5) and EVAAS data to plan how best to adjust core instructional plans. K-2 teachers would also complete a process using mClass data and EVAAS data but without projections (not provided by EVAAS) they will use case study history to determine what is the best instructional plan for them.</p> <p>Progress Update 3/11/19 - Staff completed a "Data Dig" on February 15 as professional development which encouraged changes, updates, and adjustments to instructional strategies and resource allocation (time management, etc).</p> <p>Progress Update 6/8/2020 - Goal not met due to COVID-19 school closures. Will continue in 2020-2021 school year.</p>					
KEY	A4.06	<p>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</p>	Implementation Status	Assigned To	Target Date

Initial Assessment:

PFE staff members care for the well-being of students but are not adequately prepared to support those students who are dealing with more serious issues. Teachers work with the school counselor with large group lessons for classroom support, provide small group sessions based on individual needs, and one-on-one meetings to better address these needs for students. Local mental health agency (meridian) is provided space in the school to support student needs and the counselor helps teachers and parents with the referral process as needs are identified. The Day Treatment program is also utilized for students who are in need of more intensive counseling services. 2018-19 is PFE's first year hosting the district day-treatment program to help students learn coping skills and positive behaviors to eventually appropriately manage their own emotions in a regular classroom setting.

At times students have opportunities to view Class Dojo "Big Idea" videos to learn about having a growth mindset in their regular education classrooms. Classroom groups work together as "Community Partners" to foster student leadership and mentorships throughout the school (older students partnered with younger students). Administration meets weekly along with the School Social Worker, School Counselor, School Resource Officer, and the At-Risk Coordinator to address the social-emotional needs across the student body. Interventions/behavior plans and supports are arranged based on the individual needs of each child.

Limited Development
09/10/2018

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Teachers will gain a deeper understanding of how best to support students who are dealing with adverse childhood experiences through professional development and collaboration with the counselor, at-risk coordinator, and day-treatment staff. As professional development (two early-release days), our staff will focus on becoming trauma-informed, learning to better employ effective classroom management based on the individual needs of students.			Tonya Treadway	06/12/2022
Actions			2 of 4 (50%)		
12/13/18	Teachers will implement trauma informed teaching practices to build resiliency among all members of the school community.		Complete 06/12/2019	Tonya Treadway	06/12/2019
	<i>Notes:</i>				
12/9/19	Third and fifth grade classes work with local SAFE representative on Social/Emotional Lessons.		Complete 01/10/2020	Baylee Hale	01/30/2020
	<i>Notes:</i> Two third grade classes began in Spring of 2019; spread to all of third and fifth grade for Fall 2019 semester.				
2/10/20	MTSS Professional Development to support behavioral/social/emotional needs.			Tonya Treadway	06/02/2021
	<i>Notes:</i>				
2/10/20	Learning about restorative practices as a whole staff to support students with social/emotional needs..			Mike Kirst	06/02/2021
	<i>Notes:</i>				
Implementation:			10/14/2019		
Evidence	10/14/2019 Teachers attended ACEs Training 2018-2019 (two full days); Behavior plans created that allow progress monitoring for referrals to counseling referrals and/or Day Treatment Services.				
Experience	10/14/2019 Reworked Behavior Management/Referral system on school wide basis to implement practices recommended by Restorative Justice framework. Implemented communication guidelines for teachers/parents to build community partnerships that support student growth (social/emotional). Admin team and MTSS team work through documentation of Tier 2 and 3 supports for at-risk students.				

Sustainability		10/14/2019 Continued growth with new MTSS framework/referral system for developing plans and progress monitoring. (Indicator A4.01)			
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
Initial Assessment:		The 2017-18 Title 1 audit showed that PFE's transition from Pre-K to Kindergarten has been implemented successfully. Fifth grade students attend events at Brevard Middle School to help prepare them for the transition from elementary to middle school. However, grade to grade transitions are not as well organized. There is potential for professional development combined with Brevard Elementary School to work on vertical alignment, and staff would like to give students the opportunity to meet teachers from the next grade level to take away some anxiety of the unknown. Each PFE class has a community partner of a different grade level (upper-grade class and lower-grade class) to help students build relationships with teachers among grade levels and provide the opportunity for student leadership development growth.	Limited Development 09/10/2018		
How it will look when fully met:		A fully met objective would also include an end of school year grade-to-grade meeting for students to be introduced to current teachers in the next grade level. PFE will continue doing the same steps to ease the transitions between Pre-K and Kindergarten, as well as fifth grade to BMS.		Tonya Treadway	06/12/2020
Actions			0 of 1 (0%)		
	10/31/18	Students will meet with teachers of the next grade level prior to the end of the school year.		Tonya Treadway	06/12/2021

Notes: Discussions would be an opportunity for teachers to share expectations in a positive way and provide teachers with a chance to build relationships prior to the start of the school next year.

Progress Note: 11/4/19 Established a tentative date for May 13, 2020 to have transition meetings with student groups (K-4). Hale will develop a schedule for the day to present at the next meeting. 5th will continue attending scheduled transition meetings with Brevard Middle School (dates TBA).

Progress Note 6/8/2020: Due to COVID-19/school closures this event was not able to take place. However, grade level data walls were updated/completed to share essential information with teaching teams as they transition and plan for the 20-21 school year. The admin team will meet with the BMS admin team in the summer to provide insight for student support. EC teachers and LEA continued with the process of holding transition meetings with rising 6th graders as they move to the middle school in the fall.

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>		Transylvania County Schools has a county Support and Improvement team.	Full Implementation 09/10/2018		
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

Initial Assessment:	School Improvement Team meets once a month, as does PFE's Instructional Leadership Team. The Instructional Leadership team discusses operational issues, scheduling needs, budgeting, and overall school climate. Functions of the School Improvement Team meet regularly, such as Tier Team, sub-committees, and grade level meetings. Tier Team consists of representatives from each grade level, the exceptional children's program, support services, as well as an LEA. Grade levels meet at least once per week, working collaboratively on curriculum and instructional tools to guide planning.	Full Implementation 09/10/2018		
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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
Initial Assessment:			At the beginning of the school year, schedules are distributed for teachers to share before and after-school duties, divided into different teams. At the end of each year, a proposed master schedule is reviewed by staff, including time for instructional planning built into each day. Input is provided by each grade level team within the school. Grade level teams meet at least once per week on Tuesday, and each has a lead chairperson who meets with Instructional Leaders. During these meetings, curriculum and instructional resources are discussed along with LEA and other support staff within the school.	Full Implementation 09/10/2018		

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
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<p>Initial Assessment:</p>	<p>Administration does require formal observations as required by each teacher's licensure schedule using the NCEES platform. For the 2018-19 school year, informal observations (known as "walk-throughs") will be conducted by each member of the administrative team. These will provide almost immediate constructive feedback through the use of Google Forms. Administration monitors classroom instruction daily. Teachers submit online weekly lesson plans, with administrative access to lesson plans so constructive feedback can be provided in the form of comments. Administration plans regular meetings for teachers to collaboratively discuss curriculum, providing support from the Instructional Coach. The responsibility of monitoring curriculum and classroom instruction is shared amongst administration. The Principal and Assistant Principal evaluate teachers using the curriculum, but the Instructional Coach provides more direct support to teachers through constructive feedback. The Instructional Coach is a specialist serving as a consultant to all instructional staff.</p> <p>Survey Data collected in the fall was largely positive with some concern for morale and the need to prioritize how planning time is spent. Teachers want to feel that their time and professionalism is valued and that the administrative team recognizes their efforts to improve student achievement. Teachers also expressed that they love their school, enjoy the sense of community where they work, and believe they are treated with respect and care by the administration.</p> <p>Teachers are provided with the opportunity to set PDP goals that are appropriate for their individual needs. This allows them the flexibility to align professional growth with student needs with consideration of the overall goals of the school improvement plan.</p>	<p>Limited Development 09/10/2018</p>		
	<p>Priority Score: 2 Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p>How it will look when fully met:</p>	<p>The administrative team will work collaboratively to demonstrate continual involvement in the instructional program of the school and will be heavily invested in supporting teachers as they plan and implement best teaching practices.</p>	<p>Objective Met 06/11/20</p>	<p>Tonya Treadway</p>	<p>06/12/2020</p>
<p>Actions</p>				
<p>1/23/19</p>	<p>The school administration will complete informal walkthroughs using a google form throughout the school year and share feedback with teachers.</p>	<p>Complete 06/12/2019</p>	<p>Tonya Treadway</p>	<p>06/12/2019</p>

Notes: The admin team will complete walkthroughs as time allows and share feedback with teachers for the purpose of growing and improving teaching practices. This data will not be used for evaluation and will serve as a snapshot of what is happening in the classroom.

Progress Note June 2019: Walk-throughs were completed throughout the year in addition to formal observations. Teachers' responsiveness to data was mixed in terms of how feedback impacted instruction. Some teachers felt the informal walk-through practices were overbearing and using the form with feedback made it feel like a formal observation. After reflecting on the process it was determined that adjustments needed to be made to this practice for 2019-2020 school year.

9/23/19 Admin team will continue to complete routine walk-throughs and collect informal data. Follow up face to face conversations with teachers will be determined on an as needed basis. Admin team will use anecdotal notes in place of Google Form used last year.

Complete 06/08/2020

Tonya Treadway

06/12/2020

Notes: Progress Note Dec. 8: Routine walkthroughs have been taking place as well as formal walkthrough on Dec. 8 with SIOP trainer. Team collected feedback and shared "glows" and "grows" for implementation during afternoon training session. Teachers also prepared and shared SIOP lesson plans in small groups to reflect on practices taking place.

Progress Note June: Throughout the year the admin team conducted informal walkthrough observations as well as formal evaluations. We met with teachers and provided feedback accordingly (ex. structures for classroom management put in place, requirement of teachers observing each other, etc...).

Implementation:

06/11/2020

Evidence

6/11/2020 Lesson plans (admin comments), follow up emails, comments in NCEES evals, and walk through data (notes) demonstrate that admin team has provided ongoing feedback to teachers.

Experience

6/11/2020 Daily presence in all classrooms by admin team provided valuable insight regarding teacher strengths and weaknesses.

Sustainability

6/11/2020 Teacher PDP goals reflect areas for improvement needed (as well as NCEES evals).

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>	<p>Professional development is fundamental to school improvement efforts and helps to support the goals of School Improvement Planning. The professional development planned for the 2018-19 school year is based on disaggregation of student performance data (EOG scores, mClass data, etc), classroom observations of student needs, and changes in curriculum. The LEA will provide training about the new NC ELA and Math standards, including vertical alignment amongst grade levels. Analysis of student demographics as well as survey data from the counselor and school social worker indicates a need for staff to understand and learn strategies to respond to students who are dealing with adverse childhood experiences (ACEs). Training to support teachers in all content areas/grade levels to design lessons that enhance students language development will also be offered, based on the increase of ELL students at PFE. Professional development in writing instruction has been selected after K-3 teachers identified a need for improved writing instruction.</p> <p>Updated PD for the 2019-2020 school year can be viewed here.</p> <p>Sept. 23, 2019 Progress Note:</p> <p>School Report Card data reflects PFES made exceeded growth and earned a level C (59.1 achievement score+85.6 growth score=64 performance score). Growth index score was 2.26 which is approximately a 9 point increase from 2018 (-7.01).</p> <p>PFES exceeded growth in Reading with an index score of 2.21 (C) and met growth in Math with an index score of 0.95 (C). Science SPG was 69.5 (C).</p> <p>Subgroup data demonstrates lowest performing groups are English Language Learners and Students with Disabilities. Both groups had a SPS of 43 which is a D. ELL subgroup growth index score was 1.65 and SWD growth index score was 0.95. They met expected growth.</p>	Limited Development 09/10/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Instructional staff at PFE will participate in PD sessions that are tailored to support continual improvement in teacher efficacy as demonstrated by student growth and achievement.		Objective Met 06/08/20	Tonya Treadway	06/12/2021
Actions					
10/8/18	Fine-tuning the Writer's Workshop at Asheville Event Center for 2nd grade teachers.		Complete 09/28/2018	Tonya Treadway	09/20/2018
<i>Notes:</i>					
10/8/18	Vertical alignment training for standards across Transylvania County.		Complete 09/28/2018	Tonya Treadway	09/28/2018
<i>Notes:</i>					
10/8/18	Supporting Truly Independent Readers for 4-5 teachers		Complete 10/03/2018	Tonya Treadway	10/03/2018
<i>Notes:</i>					
10/8/18	K-2 Lucy Calkins Writing Workshops		Complete 10/01/2018	Anne Hardy	10/23/2018
<i>Notes:</i>					
10/8/18	SIOP Overview Training for ESL Instructional Strategies (DPI)		Complete 10/26/2018	Alana Anderson	10/26/2018
<i>Notes:</i> 10 certified staff members from PFE attended this all-day training along with staff from other schools within the county and region.					
10/8/18	ACES training based on social-emotional needs of students.		Complete 04/05/2019	Tonya Treadway	04/05/2019
<i>Notes:</i> The first training (November 9, 2018) combined PFE with Rosman Middle School at the Transylvania County Library to discuss an overview of ACES (Adverse Childhood Experiences), the impact this has on students and how it may present in the classroom. Also discussed how to support students with high ACES scores in the classroom.					
10/8/18	Teacher Leadership Academy		Complete 04/11/2019	Tonya Treadway	04/11/2019
<i>Notes:</i>					
10/8/18	Professional development dependent on individual teacher needs and PDP goals		Complete 06/06/2019	Tonya Treadway	06/08/2019
<i>Notes:</i>					
10/31/18	Data and Accountability Team will create a plan to look at teacher licensure and student needs based on data to determine PD for the 2019-2020 school-year.		Complete 03/04/2019	Stefanie Tomlin	06/08/2019
<i>Notes:</i>					
9/9/19	Reading Research to Classroom Practice Workshop		Complete 07/08/2019	Tonya Treadway	07/08/2019

Notes: This five-day course will develop and enhance the instructional competencies of educators to effectively teach students with persistent reading difficulties. Course work will focus on collection and analysis of data, selection and implementation of research-based instructional reading practices, and implementation of interventions to improve student outcomes.

Attendees: Dinsdale, Starr, Terry

9/9/19	Restorative Practices Overview	Complete 07/15/2019	Tonya Treadway	07/15/2019
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Notes: Restorative practices are a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to (a) reduce crime, violence and bullying, (b) improve human behavior, (c) strengthen civil society, (d) provide effective leadership, (e) restore relationships, and (f) repair harm (www.iirp.edu). This full-day presentation focuses on the key researched-based theories behind restorative practices. Such theories include: explicit practice, fair process, the social discipline window, and the compass of shame. In addition, participants learn about the continuum of restorative practices, ranging from the use of affective statements, affective questions, small impromptu conversations, circles, and formal conferencing. Participants engage in activities to reinforce their learning and leave with tools that can be easily and quickly implemented in their schools.

Attendees: Witt, Kirst, Starr, O'Connor

9/9/19	Letter Land Training for K-1 Teachers	Complete 08/08/2019	Tonya Treadway	08/08/2019
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Notes: "LetterLand Training: Overview
Using a step-by-step process, developing on from the children's previous knowledge and using Letterland's child-friendly story approach this session focusses of emphasizing word recognition. Techniques to further develop fluency when reading and spelling accuracy are practiced along with monitoring and assessment techniques during the session which also includes suggested approaches for Tier 2 or 3 intervention instruction.
Learning Outcomes
Strategies to develop reading fluency
Approaches to encourage spelling accuracy
Differentiated activities to suit various situations"

9/9/19	High Frequency Tier 2 and Tier 3 Math Interventions - Math Institute	Complete 08/09/2019	Tonya Treadway	08/09/2019
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Notes: There will be three different presenters/workshops for the three different math grade level bands. (K-2, 3-5, 6-8) Come learn about Tier 2 and 3 interventions that support core instruction. Learn to consider conceptual frameworks in an interventional approach that develops student ability to access grade level content. Issues of fluency and flexibility will be addressed. We will also consider how this may affect your writing of IEP goals. Dr. Valerie Faulkner from NCSU and her team will be presenting.

Attendees: Souther, Hale, Clark, Capps, Walker, Gasperson, Fedorczyk, Fields, Sizemore

9/9/19	Differentiated Grading: Fair Isn't Always Equal with Rick Wormeli	Complete 09/11/2019	Tonya Treadway	09/11/2019
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Notes: Attendees: Capps, Hale, Hipp, Thaxton, Merkle, Walker

Workshop Description:

Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? This two-day workshop is based on his book, based on his latest book: Fair Isn't Always equal: Assessment and grading in the Differentiated Classroom. When it comes to grading, how can you be sensitive to students' readiness levels, interests, and learning challenges while holding them accountable for the same standards? What's fair and leads to real student learning? In this two-day session, Rick takes a candid look at what grades really mean, and how to handle students' failures. Gain new insight into averaging, zeroes on the 100-point scale, homework, late work, feedback, redone work, setting up the gradebook, 100 vs 4.0 scale, extra credit, group projects, grading exceptional students, formative vs summative assessments in grading (or not), and much more. Rick Wormeli brings innovation, energy, validity and high standards to both his presentations and his instructional practice, which includes 36 years of teaching math, science, English, physical education, health and history, and coaching teachers and principals.

10/18/19	Engaging Experiential Project Based Learning Workshop	Complete 09/20/2019	Stephanie Sizemore	09/20/2019
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Notes: Engaging Experiential Project Based Learning Workshop

PBL is an engaging and effective teaching method that motivates students to develop deep knowledge about content and provides teachers a framework for launching meaningful, authentic projects. PBL is a research-based, effective method for integrating subjects and motivating all students. This session will start with a PBL unit simulation based on a relevant, timely adult topic: Teacher Burnout and Wellness.

The session focused on:

- *steps for crafting a Project Based Learning unit
- *protocols to structure classroom conversation and support classroom management
- *differentiated ways to help students read and build background knowledge
- *formative assessment to empower student reflection and growth
- *integrating technology to create differentiated project design ideas
- *strategies to collaborate and access community resources to enrich your teaching

9/9/19 Foundations of Math with Dr. Chris Cain

Complete 10/22/2019

Tonya Treadway

10/22/2019

Notes: In recent years much attention has been placed on the relatively poor math performance of students in the United States. The research points out that better student success is found in the implementation, (which is the teaching that happens in the classroom) than broader presentation issues that focus on textbooks and curriculum programming. Student success has been tied to the subtle factors of teacher implementation choices. The stronger implementation choices appear to result from teacher knowledge, assessment, and flexibility with the reading and math curriculum. The Foundations of Math workshop helps teachers understand how to make strong mathematical connections to explain the procedures used in mathematics. This will ensure that students conceptualize mathematics instead of only developing procedural knowledge. This training will provide a deep understanding through which teachers can make solid implementation/teaching choices regarding the Evidence-Based Instructional Practices that have proven to positively impact student success. Dr Chris Cain will be leading this five-day workshop.

Attendees: Brown, Terry

9/9/19 SIOP Training for all staff

Complete 02/14/2020

Tonya Treadway

03/23/2020

Notes: The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review & Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Progress Note 10/24/19: PFE instructional staff participated in first of five sessions on SIOP training for the year. Textbooks have been provided and strategies for component 1 have been shared for implementation. Next training date is 11/8/19 and teachers will be observed as part of this session. SIOP lesson plan will be discussed as well as a discussion of how the first phase of implementation is going.

Implementation:		06/08/2020		
Evidence	<p>6/10/2019 ACES training provided specific strategies that teachers have used throughout the year to support social/emotional needs of students such as de-escalation techniques, alternative classroom design options (lighting, flex seating, calm down spaces, etc), and building student-teacher relationships. Another primary focus was understanding new math curriculum by sharing resources, working through the pacing guide, and building lessons and assessment tools as grade levels. In K-2, Lucy Caulkins writing workshop was implemented to transform writing instruction and build critical thinking and comprehension skills.</p> <p>6/8/2020 Evidence includes lesson plans created by teachers, coaching sessions and feedback from observations, and PD attendance.</p>			
Experience	<p>6/10/2019 Teachers participated in Professional Development opportunities targeting academic needs, as well as social/emotional needs of students.</p> <p>6/8/2020 We added action steps to this Objective to support an identified student need during the 2019-2020 school year.</p>			

Sustainability	<p>6/10/2019 Next year, our Professional Development will be focused on increasing our capacity to serve ESL students and differentiation for special needs students. As a TSI school, we have developed a plan for using funds provided to improve instruction for targeted subgroups (ESL, EC) through trainings in the upcoming summer and fall. The whole staff will participate in SIOP training during the 2019-2020 school year, which targets instruction for ESL students. Other trainings will be those that support tier two and three intervention processes.</p> <p>6/8/2020 Teacher implementation of strategies and practices acquired from SIOP training (and other PD opportunities) is necessary to continue meeting this objective. Professional development will continue in the 2020-21 school year based upon student and professional needs within our school.</p>			
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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
<i>Initial Assessment:</i>			<p>The district follows the state's general statutes for hiring, firing, or guiding staff. The principal utilizes the Human Resource department at the District level for support and guidance in these matters, and all personnel work is documented through NCEES. In order to recruit teachers to our school, administration members accompany the county Human Resources Director to college job fairs. Additionally, at the school level, we celebrate the successes of our teachers through our quarterly awards assemblies (Principal's Award), teacher appreciation work from the parent-teacher organization, TCAE Teacher and Instructional Assistant of the Year, and positively recognizing the efforts of our teachers through school-based social media outlets. Annual budget allotments provide for small items of appreciation that promote the school and helps boost school morale.</p>	Full Implementation 09/10/2018		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our campus is open to the community and well used by students and staff. The building has been maintained and updated with the combined efforts of the maintenance/custodial staff as well as community members. Examples of efforts to maintain and improve the campus include installing sculptures and other artwork in and around the school and painting the hallways and classroom spaces with colors that are vibrant and welcoming. Creativity, respect, and emphasis on positive relationships are reflected in the quotes and signage around the campus. The security of the campus as well as the physical surroundings of the campus has been an area of focus for this year. Community groups have helped with removal of obstacles that block natural surveillance (low hanging branches and large bushes. Traffic patterns and times for campus access for outside use has been updated and communicated to the community (back parking lot/3-5 playground area). The outdoor classroom is utilized throughout the day by classes for instruction to increase engagement and support student leadership and service learning for all students.</p> <p>The current areas of need are to continue to increase the safety of our campus with better surveillance tools (cameras) and to address the play areas outside the building (k-1 playground expansion, exposed tree roots).</p>	Limited Development 10/02/2018		
<i>How it will look when fully met:</i>		We will preserve the safety of all students by increasing the capacity of staff to respond to their needs, correcting hazardous campus issues, and making an overall safe physical environment. The campus will promote an inclusive, inviting, and active learning environment for all students.		Tonya Treadway	06/12/2020
Actions			7 of 8 (88%)		
	10/8/18	Install outdoor security cameras	Complete 12/20/2018	Tonya Treadway	06/08/2019

	<p><i>Notes:</i> Security cameras (22) were installed in November on the interior and exterior parts of the campus. Administration, front office, and SRO were trained in how to use the monitoring software and have it installed on the computers and admin phones as of December 17, 2018.</p>			
9/9/19	Walkway connecting sidewalk to track in place of tree on 2-5 playground.	Complete 01/10/2020	Tonya Treadway	10/30/2019
	<p><i>Notes:</i> Progress Note 12/4/19: Treadway and Kirst have communicated and met with district rep (N. Barger) to expedite process of completing project (Aug. 22, Oct.3, Nov. 5, Dec. 3). As of 12/4 brick has been delivered for column repair project and one column at corner of building has been completed. Tree with exposed roots was removed in Sept. but the sidewalk has not been put in yet.</p>			
2/10/20	Replace fiberglass columns along outside of school with brick.	Complete 01/03/2020	Tonya Treadway	01/31/2020
	<i>Notes:</i>			
10/8/18	Communicate with liaison to determine when we can change large sculptures from Brevard College as decorations on PFE front lawn.	Complete 03/11/2019	Tonya Treadway	04/25/2020
	<p><i>Notes:</i> Kyle Lusk from Brevard College is the contact for this project. Contacted on 1/22/19 via email regarding changing the sculptures.</p> <p>Progress Update 3/11/19 - SIT looked at four new sculpture options. Next steps include sending out a vote with all six artwork options for PFE staff to pick the two replacement sculptures.</p>			
10/8/18	Design and install uplifting and positive artwork throughout hallways, classrooms, and shared spaces.	Complete 06/08/2020	Tonya Treadway	06/08/2020
	<p><i>Notes:</i> Progress update 4/8/2019: Positive quotes painted/stuck on walls in shared spaces (hallways, restrooms).</p> <p>Progress update 9/9/2019: Mr. Bryson (art teacher) touched up Sam I Am and Clifford murals, freshly painted and decorated library, camping mural added to 3-5 hallway, new artwork in office to make the space more welcoming, parent volunteer adding table decorations to main lobby and cafeteria seasonally.</p>			
10/8/18	Install indoor security cameras monitoring heavy traffic places in the hallway	Complete 12/20/2018	Tonya Treadway	06/08/2020
	<p><i>Notes:</i> Security cameras (22) were installed in November on the interior and exterior parts of the campus. Administration, front office, and SRO were trained in how to use the monitoring software and have it installed on the computers and admin phones as of December 17, 2018.</p>			

10/8/18	Correct exposed tree roots on both playgrounds that pose a safety hazard.	Complete 09/02/2019	Tonya Treadway	06/08/2020
<p><i>Notes:</i> Progress Update 4/8/2019: Project proposed this summer to have small sidewalk area from library doors to track and tree removal to improve track accessibility.</p> <p>Progress Note 11/8/19: PFE Cleanup Day-Donation from Sam Benton of mulch was spread to cover exposed roots in area near track. Parents and students (Henry Mortensen , Cooper and Griffin Roberts, Chelsea Borman and her little sister Madi, Austin and Troy Peffley, Byron Gill and his little sister Hannah, and Caroline Fisher Wahus) stayed in the afternoon to pick up litter and spread mulch. Hope Janowitz also donated time and supplies to refurbish planters around school.</p>				
10/8/18	K-1 Playground Expansion Project		Tonya Treadway	06/08/2022
<p><i>Notes:</i> K-1 expansion program is underway and fundraising efforts are being led by ROPE parent Amy Fisher and kindergarten teachers.</p> <p>4/8/19 Progress Update: Farmyard Bazaar Bingo event in November, Oskar Blues fundraising event and raffle, and other events have raised a total of \$11,479. 1/3 of proceeds from Rockin' Ranger Jamboree in March will also go towards the playground.</p> <p>2/10/20 Progress Update: \$14,867 raised so far. Currently working on Rockin' Ranger Jamboree, 5k, raffle baskets and Making a Difference Monday at Oskar Blues.</p> <p>6/8/2020 Progress Update: Rockin' Ranger Jamboree, 5k, and Makin' a Difference Monday at Oskar Blues were all cancelled due to COVID-19 closures in Mid-May. Currently, we have raised\$15,800.23 for this project.</p>				

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>		Teachers communicate with parents by sending home newsletters, Dojo messages, phone calls, and school-based social media outlets. Families are invited to join their child at Title I events, with an emphasis on curriculum. Parent-Teacher conferences provide the opportunity for parents to learn from their children's teachers about their individual child's needs and how to better support them outside of school. Home visits are routinely completed by the Principal, School Counselor, School Resource Officer, and School Social Worker when students are not attending school, as absences affect student learning outcomes. Reports from mClass are sent home after Beginning, Middle, and End of Year informing parents of student progress, as well as ways to help improve reading skills at home. Parents participate in Tier team, IEP, and day treatment meetings, where curriculum expectations, interventions, and other special services are discussed.	Limited Development 09/10/2018		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		The information provided to families on a routine basis will be more inclusive of what children are learning at school (curriculum goals) and how they can support these efforts at home. Teachers and administrators will continue to reach out to parents directly, personally, and with a trusting approach to fully engage them in the learning lives of their children.	Objective Met 06/08/20	Tonya Treadway	06/12/2020
Actions					
	1/23/19	Teachers will update their class website to provide better communication to families and community members using the new Google Sites.	Complete 04/08/2019	Mike Kirst	03/30/2019
<i>Notes:</i> Progress Update 4/8/19: Teachers worked with Cathy Zandecki (technology facilitator) to complete new Google Sites to be published to the county site.					

10/18/19	Increase capacity for families to support student learning with math concepts. Plan a Title 1 event during the school day focused on an identified area of need across all grades.	Complete 03/13/2020	Stephanie Sizemore	03/29/2020
<p><i>Notes:</i> Proposed topic like Fractions or Place Value for Math Day event. This will help parents see the progression of learning a single math concept across grades. Hands on activities suggested.</p> <p>Progress Update 6/8/2020 - Title 1 daytime event was planned, however was canceled due to COVID-19 school closure. Will develop a new goal based on remote learning needs for the 2020-2021 school year.</p>				
1/23/19	Teachers will share information with families each quarter about what their children will be learning in reading, math, science, and social studies. Access to curriculum resources will be provided for additional practice and understanding.	Complete 06/08/2020	Tonya Treadway	06/08/2020
<p><i>Notes:</i> Progress update 4/8/2019: Access to information for parents has improved this year (Grade levels were introduced to DPI Parent Guides that can be shared with parents to help their child. Tools4Teachers and NC Ready texts include parent information letters that can be sent to parents. Resources are linked to new teacher Google Sites that can assist families with internet access).</p> <p>Progress Note 11/4/19: Principal shares parent message weekly using Parent Messenger as well as Class Dojo. SIT team is reviewing newsletters from each grade to determine set criteria for communicating with parents. Discussion of format (Dojo/Printed) was also discussed. Will continue to collect samples for next meeting to review and to finalize setting criteria (what should be included and in what format).</p> <p>Progress Update 2-10-2020: School messenger phone class/messages now being sent in both English and Spanish, along with newsletters, etc.</p> <p>Progress Update 6/8/2020 - Monthly (at a minimum) classroom newsletters included curriculum standards as well as access to resources. Parent communication via Class Dojo, as well as Google Classroom and Google Meets, were utilized to share instructional resources with families.</p>				
Implementation:		06/08/2020		
Evidence				
6/8/2020 - All teachers provided evidence of monthly newsletters with curriculum, learning objectives, and resources included.				

<i>Experience</i>	6/8/2020 - Many teachers previously communicated with families solely via Class Dojo, so a transition to monthly printed newsletters was a shift, as well as including learning objectives in these newsletters.			
<i>Sustainability</i>	6/8/2020 - Teachers will continue sending printed newsletters monthly (or more) including learning objectives and resources.			