

Comprehensive Progress Report

Mission: Mission: Through student, school, family, and community partnerships, Central Elementary School will work collaboratively using the Engineering Design Process in teaching and learning within a safe and nurturing environment. Vision: As a community of learners, we will work as problem solvers to continuously improve ourselves and the world around us.

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Goals:

Orange County Schools will be the First Choice for Families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.

Orange County Schools will be the First Choice for Families through consistent and effective engagement with our diverse community.

Orange County Schools will be the First Choice for Families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.

Orange County Schools will be the First Choice for Families through the provision of safe and sustainable operations for all students.

Orange County Schools will be the First Choice for Families through the accountable, equitable and transparent management of human and financial resources.



! = 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>		Classroom management is always a focus and priority. The desire to meet the social & emotional needs of all students is there, but there is always room to improve this area. Currently, we utilize our student support team (behavior interventionist, guidance counselor, and social worker) to support students, families, and staff in better meeting social/emotional needs. Any teachers who are having difficulty with implementation will attend recommended professional development based on their areas of need, and/or be paired with a peer to assist with strategies for implementation.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		In full implementation, it will be evident that there are well-established rules and expectations in every classroom, and those rules/expectations will be reviewed and revised, as needed. These rules/expectations will also be posted/readily available so they can be referenced by substitutes and other classroom visitors. Any teachers who are having difficulty with implementation will attend recommended professional development based on their areas of need, and/or be paired with a peer to assist with strategies for implementation.		Myron Wilson	06/19/2020
Actions					
Notes:					

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>		Materials and curriculum units have been developed by (district) teams consisting of teacher leaders and district instructional leaders, however they are not yet complete.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		When fully implemented, there will be complete units of study aligned to curriculum standards for each subject developed by teacher teams. It will be evident that classroom instruction is based on these units of study, and lesson plans, student work-samples, and assessments will be artifacts demonstrating instructional alignment to standards.		Myron Wilson	06/19/2020
Actions					

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>		Student assessment/achievement data is analyzed and discussed regularly to inform instruction and identify needs. We utilize instructional support personnel to help monitor and improve core instruction to better meet the needs of all learners and support teachers in the use of best practices/research-based strategies. We are (as a district) beginning to implement the MTSS process to help reinforce this indicator.	Limited Development 09/06/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>When this objective is fully met, we will see:</p> <ul style="list-style-type: none"> instruction differentiated based on student needs, interests, and learning styles, an integrated SST process (targeting the whole child), academic performance will improve, behavioral referrals will decrease, and social/emotional wellness will improve among students. <p>Sample lesson plans, SST/MTSS meeting notes, student achievement and behavior data (including achievement gap data), and a school-wide plan addressing students' social/emotional needs will serve as evidence of full implementation.</p>		Jayne Bell-Williams	06/19/2020
<i>Actions</i>			3 of 4 (75%)		
9/12/17	Tiered (differentiated) instructional plans developed during grade-level team meetings based on student performance data (academic and behavioral), as well as anecdotal notes.	Complete 09/25/2017	Jayne Bell-Williams	09/25/2017	
<i>Notes:</i> PLC agendas and meeting notes will also serve as evidence.					
9/12/17	Utilize the Instructional Design and MTSS teams to provide support for enhanced instruction and tiered instructional planning.	Complete 11/01/2017	Kim Greene	10/02/2017	
<i>Notes:</i> Present/implement strategies/ideas developed from the ID and MTSS teams during PLC meetings.					

9/12/17	Establish monthly SST meetings in grade levels.	Complete 11/24/2017	Kayla Roberts	10/02/2017
	<i>Notes:</i> Grade levels will address individual student needs (whole child) with SST.			
9/14/18	Continued review of current implementation practices for this indicator and utilization of the MTSS and School Improvement Teams to guide school improvement.		Myron Wilson	06/19/2020
	<i>Notes:</i>			
Implementation:		09/14/2018		
Evidence	5/23/2018 See links on 5/22/18 SIT meeting notes.			
Experience	5/23/2018 Our grade-level and instructional leadership teams meet weekly during our PLC time to plan/prepare lessons based on the standards and district curriculum guides, as well as to analyze student data to form instructional groups and plan interventions. Our school guidance counselor met with grade levels monthly to identify students with specifically identified difficulties (both academic and social/behavioral) to develop plans of action to address their needs. The Instructional Design Collaborative and MTSS teams utilized district meeting days to identify areas of concern and/or ideas for improving student performance, and brought ideas back to the school to share and implement. For example, we identified student struggles with pacing during testing as an area to address immediately, and brought id			
Sustainability	5/23/2018 We will continue to utilize PLCs for analyzing and responding to student data to better inform our instructional planning and decision-making. We will continue the SST process, seeking feedback from grade-level and instructional leadership teams to make improvements each year. Some professional development on differentiating instruction and continued professional development on Conscious Discipline and/or Restorative Justice will help teams in developing strategies to address concerns presented during SST meetings. We have combined the IDC and MTSS teams for our school to streamline the work, allow for representation for multiple areas (leadership, classroom, and student support), and continue sharing ideas/developing strategies to improve our service to students/families.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Again, we have supports and systems in place to help meet the social/emotional needs of students (i.e. the student support team), however we have teachers in varying stages of being able to successfully guide students in managing their emotions.	Limited Development 09/06/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, we will see:</p> <ul style="list-style-type: none"> • authentic interactions between all members of the school community; • a community of respect; • a decrease in negative behaviors and incidents of bullying; • students empowered to build and nurture relationships; • an increase in supportive relationships, tolerance, and empathy. <p>Evidence of full implementation would be:</p> <ul style="list-style-type: none"> • student behavior/referral data showing an overall decrease, as well as a decrease in repeated behaviors; • survey data/"parking lot" feedback that allows for input from all stakeholders; • student tolerance/empathy pre and post-test data showing growth/improvement; • an active student-led committee/counsel and/or peer mediation group; and • a weekly student recognition program celebrating student successes/growth in a variety of areas (academic effort, social/emotional development, etc) 		Arshad Ali	06/19/2020
Actions				4 of 5 (80%)		
		9/12/17	Develop a student recognition program to allow for students on each grade level to be recognized/celebrated each week.	Complete 10/02/2017	Kayla Roberts	10/02/2017
			<i>Notes:</i> This will be a "whole-child" approach (not based on academics), and will include their pictures being posted, principal recognition, and some type of reward.			
		9/12/17	Develop a survey and create a system for students to provide feedback.	Complete 01/31/2018	John Gaddy	12/15/2017
			<i>Notes:</i> We may conduct the survey three times, but at least twice.			

9/12/17	Implement an all-school meeting day (FAM- Friday) to nurture community-building and student leadership.	Complete 02/02/2018	John Gaddy	02/02/2018
	<i>Notes:</i> The focus of the meetings will vary based on need and time of year. Students/grade levels will have opportunities to lead the meetings (i.e. Kindergarten and/or 1st grade leading a meeting on Letterland). There will be a feature song each week.			
9/12/17	Staff training/professional development to support the management/guidance of students' emotional states.	Complete 11/15/2017	Myron Wilson	11/15/2019
	<i>Notes:</i> We will identify some of the research-based trainings (i.e. Kagan, Capturing Kids Hearts, Peaceful Schools, etc.) and select the strategies/program that best meet our needs. With new staff for the 2018-2019 school year, we will need additional PD. Also, there is training needed for individual staff based on the needs of students.			
9/14/18	Staff training/professional development on meeting the varied social/emotional needs of students, strategies for addressing challenging behaviors, and working with students with special needs beyond academics (i.e. students with autism, PTSD, etc).		Myron Wilson	11/15/2019
	<i>Notes:</i> We will identify some of the research-based trainings (i.e. Kagan, Capturing Kids Hearts, Peaceful Schools, etc.) and select the strategies/program that best meet our needs. With new staff for the 2018-2019 school year, we will need additional PD. Also, there is training needed for individual staff based on the needs of students.			
Implementation:		05/22/2018		
Evidence	5/22/2018 See links on 5/22/18 meeting notes			
Experience	5/22/2018 The Student Recognition program started out extremely well. The students were proud and the parents were elated about the calls recognizing their child as student of the week. However, as deadlines and work-load increased toward the end of the year, it became more difficult for the principal to maintain the weekly calls/recognition. We have ideas/strategies for improving this goal for next year. We have a number of teachers (at least one on each grade-level, specials, and EC/student support) who participated in either Conscious Discipline, Restorative Justice, and/or Racial Equity training. The FAM program began September 1 with whole-grade-level meetings, starting with 5th grade. We added 3rd grade the following Friday, and 4th grade the Friday after that to build momentum and establish expectations for the eventual implementation of our Friday All-school Meetings. (see 5/22/18 meeting notes)			

Sustainability		5/22/2018 We have established what changes may help with implementation of the student recognition program for next year. We will have another staff member head up the FAMs next year to keep moment going and bring in new ideas. (see meeting notes)			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have transition meetings and activities for students going from pre-K to Kindergarten and from fifth grade to sixth, however we do not have a consistent/regimented system in place for all other grade-to-grade transitions. We do seek input/guidance from grade-level teachers when determining class grouping for the next school year based on students' academic, social, and emotional needs.	Limited Development 09/06/2017		
How it will look when fully met:		When fully implemented, there will be an established system for transitioning students from grade to grade (including incoming Kindergarten and outgoing fifth grade students). This plan may include, but is not limited to: -Transition meetings held near the end of the school year for each level (to include students, parents/guardians, teachers, and support staff); -Teacher/staff meeting discussions of students needs and strengths during vertical planning/PLC meetings; - Student portfolios consisting of work samples, behavior logs, parent contact records, and any other relevant information.		Myron Wilson	06/19/2020
Actions					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have active School Improvement, Instructional Support, and Student Support Teams. We need to improve the communication from the School Improvement Team and be more intentional in updating/informing the entire school community about the discussions/outcomes of meetings.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		In full implementation, the School Improvement Team will serve as the primary decision-making body for the school with the goal of improving the educational experiences and outcomes for all students, while the MTSS Team will serve as the data-based, problem-solving body that provides the SIT with the information needed to make knowledgeable decisions. All teams (school improvement, instructional leadership, student support, etc) will have ongoing, open communication with the school community to provide updates and information.		Myron Wilson	06/19/2020
Actions					
Notes:					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The instructional leadership team meets regularly (as a team and with grade-level teams) and reviews current practices for effectiveness. The school data team also meets regularly to analyze and discuss data (academic, behavioral, attendance, etc) and review current practices for effectiveness. We are in the process of improving these practices using the MTSS framework. Team meeting notes (including MTSS & SIT), PLC notes, the master schedule, coaching logs, student support team records, and data-team presentations will serve as evidence of implementation and sustainable efforts. While this indicator is very important, we feel our current efforts and focus on indicators B3.03 and C2.01 will support our implementation efforts for this indicator, as well. Therefore, while it is not a focus indicator for the 2018-2019 school year, we will use some of the strategies implemented this year to improve in this area and focus more on this indicator in the 2019-2020 school year.</p>	<p>Limited Development 09/06/2017</p>		
<i>How it will look when fully met:</i>			<p>When this indicator is fully implemented, the school MTSS team will work through the School Improvement Team to guide the school in data-based decision making that improves student achievement (including closing achievement gaps), community involvement/investment, and instructional practices for all teachers. We will use problem-solving protocols to review, analyze, and develop solutions to help us meet school-wide goals.</p>		<p>Myron Wilson</p>	<p>06/19/2020</p>
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers, instructional support, and school administrators meet regularly as a professional learning community. The master school schedule, PLC agendas, meeting notes, and the staff handbook reflect implementation and sustainable efforts.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Classroom visitation takes place on a regular (almost daily) basis. Our goal is to improve the timeliness and depth of feedback to reinforce good practices, continuously improve instruction, maximize student achievement, and close achievement gaps.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		<p>In full implementation:</p> <ul style="list-style-type: none"> NCEES observations will fall within the state-recommended schedule/calendar; Walk-through observations will be provided with immediate feedback. Teachers are aware of what is being looked for in these observations, written feedback will be provided (including the use of electronic forms), conferences will be held as needed to discuss observations, and instructional coaches will also perform walk-through observations; Administration will be present in PLCs and/or will monitor PLC focus and efficacy through the weekly review of PLC meeting notes; and Weekly instructional leadership team (ILT) meetings will include debrief/discussion of walk-through observations. <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> An observation schedule shared with staff; Documentation of walk-through observations (i.e. copies of feedback provided); PLC meeting notes; and ILT meeting notes reflecting a focus on instructional fidelity using data from observations and student performance (academic and behavioral). 		Myron Wilson	06/29/2019
Actions			0 of 5 (0%)		
	9/14/18	The observation calendar will be shared with staff. The first observation for all certified staff will be announced, and will be comprehensive. While subsequent observations may be unannounced, they will fall within an announced window.		Myron Wilson	09/28/2018
<i>Notes:</i>					

9/14/18	Develop a feedback form with input from teachers, coaches, and administration. Areas of concern will be first addressed with the teacher, and overall trends will be reviewed during Instructional Leadership Team meetings to identify areas for celebration and/or PD/support.		Myron Wilson	10/30/2018
	<i>Notes:</i> Once the tool has been developed, it will be reviewed mid-year for needed adjustments/modifications.			
9/14/18	PLC agendas/meeting notes will be shared in a team drive accessible to all CE staff.		MJ Rosensweet	01/31/2019
	<i>Notes:</i> Once the drive has been created, teams are expected to save weekly PLC meeting notes there for review.			
9/14/18	Instructional Leadership Team (ILT) meeting notes that reflect discussions of and response to walk-through observation data.		Jayme Bell-Williams	01/31/2019
	<i>Notes:</i> Meeting notes should begin reflecting analysis and discussions of walk-through observation data after the official tool is developed (by late October) and implemented. Again, this tool will be used to monitor instructional fidelity, note areas of strength/concern, and inform coaching support and professional development plans.			
9/14/18	The schedule of walk-through observations will be prioritized based on areas of greatest need as indicated by student performance data.		Myron Wilson	01/31/2019
	<i>Notes:</i> Student performance data will include (but will not be limited to) the following: <ul style="list-style-type: none"> -Assessment data (i.e. pre/post unit assessments, NC Check-ins/benchmarks, Aimsweb, mClass, etc) -Behavior data (i.e. Class Dojo, behavior referrals, etc) -Attendance data -Student support data (guidance, social worker, school nurse, etc) (with a focus on trends, achievement gaps, and areas of celebration/concern).			

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>Data is regularly analyzed and discussed to plan instruction, direct teacher support, and inform decisions about professional development. We have an established school MTSS (data) team, an instructional leadership team consisting of administrators and coaches, and a weekly PLC meeting schedule.</p> <p>We are working to improve the effectiveness of our PLCs, our analysis and use of data, and identifying areas for professional development based on teacher needs/interests.</p>	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		<p>At full implementation:</p> <ul style="list-style-type: none"> We will effectively analyze data (including sub-group data) from all sources to improve instruction and student achievement; All teachers will know how to access and regularly use data from IO effectively; The MTSS Team will monitor data and utilize problem-solving protocols to address improvement needs, and improvements will be implemented once identified. <p>MTSS/SIT meeting notes, plans reflecting strategies to close achievement gaps, and PLC meeting notes reflecting the use of data from IO and other sources will serve as evidence of full implementation.</p>		Kristi Guzzo	06/14/2019
<i>Actions</i>			0 of 4 (0%)		
	9/14/18	Professional development for all site-based certified staff on using IO (district data "warehouse") effectively. This includes instruction and support on: entering data; accessing data; creating reports; and creating assessments.		Jayne Bell-Williams	11/30/2018
<i>Notes:</i>		We will schedule a professional development session during a staff meeting for our initial training, and will follow up with sessions during PLC meetings for more individualized support for classroom teachers. We will also record the sessions for future reference/support.			

9/14/18	Data is reviewed at least twice a month during PLCs to group students, plan instruction, and identify areas of strength and concern.		Kim Greene	12/21/2018
	<i>Notes:</i> PLC meeting notes will reflect data analysis, instructional planning, and a focus on student learning needs.			
9/14/18	Using the MTSS framework to problem-solve based on data with a focus on responding to data effectively and appropriately.		Kayla Roberts	01/31/2019
	<i>Notes:</i> We will utilize the MTSS and School Improvement Teams to drive this process, and will use information/data from MTSS meetings to make decisions during SIT meetings.			
9/14/18	Use Class Dojo to track and monitor behavior data (by class, grade-level, and school-wide).		Brenda Dailey	01/31/2019
	<i>Notes:</i> Brenda Dailey will lead professional development on using Class Dojo (including accessing reports and analyzing data for trends) to assist with the school-wide monitoring of behavior data.			

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>		We have systems for evaluating staff and for hiring new members. We recognize teacher success/growth during staff meetings, but could use a system for rewarding staff. We feel there needs to be a systemic (district) approach for recruiting and retaining quality staff.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		When fully implemented, there will be a clearly established system for recruiting, hiring, evaluating, retaining, and rewarding staff. This may include: participation in local recruitment fairs; a team for interviewing potential candidates; utilizing NCEES and classroom visitation to provide feedback/evaluation; and implementing a recognition system (i.e. Teacher of the Month).		Myron Wilson	06/19/2020
Actions					
<i>Notes:</i>					

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We host family night events at least four times a year, with at least one of the events taking place in the community (not at the school). We have a successful and growing community support group that meets regularly throughout the year as our "Community Roundtable." Our family nights and community roundtable meetings are very well-attended, however engagement and attendance is not as high for academic meetings and/or the PTO.	Limited Development 09/06/2017		
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<p>How it will look when fully met:</p>	<p>When this objective is fully met, we will see:</p> <ul style="list-style-type: none"> parental involvement/engagement in academics with increased participation in academic events and parents using research-based strategies at home to improve student achievement, improved/increased partnerships with parents/families including parent participation/input in progress monitoring, an increase in parent participation in the PTO, parent education and empowerment (in terms of how they can support student learning). <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> parent sign-in sheets reflecting increased parent attendance at academic nights/student support meetings/information events during which parents will be provided with the literacy strategies, academic vocabulary, and tools to promote social/emotional development. The consistency of language, strategies, and expectations between home and school will reinforce student learning and improve student achievement; survey data reflecting input from all stakeholders (students, parents, and community partners) including feedback on how we (the school) can support them (students/parents/community) in assisting students to improve achievement; PTO rosters showing increased membership with the organization serving as a collective voice to express parent concerns, a platform for parent involvement, and an avenue for participating in school improvement efforts; agendas and/or samples of information provided during parent meetings/information sessions that also reflect a response to parent needs as indicated by feedback from the survey. 		<p>Arshad Ali</p>	<p>06/14/2019</p>
<p>Actions</p>		<p>3 of 6 (50%)</p>		
<p>9/12/17</p>	<p>Utilize social media to increase parent engagement.</p>	<p>Complete 10/02/2017</p>	<p>Grete Hopkins Reynolds</p>	<p>09/26/2017</p>
<p><i>Notes:</i> Encourage teachers to utilize Twitter and social media to promote parent engagement and awareness of school happenings.</p>				
<p>9/12/17</p>	<p>Vary PTO meetings to increase participation.</p>	<p>Complete 06/08/2018</p>	<p>Deanna Byers</p>	<p>10/27/2017</p>

Notes: Survey parents to see best days/times for meetings.
Offer virtual meeting attendance.
Hold meetings in the community.

10/3/17	Develop a survey to solicit parent/guardian input about topics of interest for parent education sessions.	Complete 01/09/2018	Amanda Boleratz	12/21/2018
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Notes: We did not have much success with the survey during the 2017-2018 school year, so we are going to try to revise and re-launch the survey this year with new strategies.

9/14/18	Develop a survey to solicit input from stakeholders (parents/guardians, community partners, etc) about ways in which they need support and/or opportunities to help improve student learning/achievement.		Kim Joines	12/21/2018
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Notes: We did not have much success with the survey during the 2017-2018 school year, so we are going to try to revise and re-launch the survey this year with new strategies.

9/14/18	Utilize parent communication tools from existing resources (i.e. NC Tools4Teachers, Letterland, Bridges, mClass, etc) to keep parents informed about their student's progress and ways to support their learning at home.		Lauren Miller	01/31/2019
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Notes: These communication tools will be utilized as often as feasible and effective, but will be sent at least quarterly.

9/14/18	<p>Host parent math & literacy nights (PD for Parents). Topics for parent instructional/informational sessions will be selected based on an analysis of past data for areas in which students struggled most. We will also include topics of high interest/importance such as social media/internet safety. The ultimate goal of these nights is to provide parents with:</p> <ul style="list-style-type: none"> -early literacy strategies (especially for K-2); -general literacy strategies to improve comprehension (i.e. providing question stems, going back to the text, etc); -academic vocabulary (based on grade-level; by content-area); -tools/strategies to promote social/emotional growth and reduce negative behaviors; and -strategies for promoting responsible internet use and safe use of social media <p>...to provide consistency between the home and school in terms of strategies, vocabulary, and expectations that will improve student achievement.</p>		Kim Taylor	03/29/2019
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Notes: Utilize feedback from the parent survey to schedule meeting times and locations.
Host meetings (at school and in the community) according to the topics selected.

This is a revised version of a goal from last year that was not achieved due to limited submission of the parent surveys. This year, instead of using the survey to determine topics, we will choose the topics based on historical student performance data and use the survey to inform other practices (i.e. parent self-assessment of areas in which they need support, etc).