

Comprehensive Progress Report

Mission: Mission: Creekside Elementary School maximizes student success by providing relevant and rigorous lessons while building positive relationships in a safe environment.

Vision: Creekside Elementary School empowers learners to be critical thinkers and responsible leaders in a global society.

Vision:

Goals:

Creekside will progress from operationalizing to optimizing with the implementation of the identified critical component of Three Tiered Instruction/Intervention Model as indicated by items #31, #33 and #35 of the FAM-S. Within the 24-25 school year, Creekside will implement core SEL instruction, core SEL practices in order to reduce suspensions and student time-out of class by 15%. (4.01, 4.06, 1.07, D. 1.02)

Creekside will increase overall achievement by 5% with the implementation of the following high yield instructional strategies from the Learning Focused Instructional Framework: Vocabulary Instruction, Writing and Collaborative pairs. (A2.04, B1.03, B3.03, D.1.02)

Creekside will foster shared responsibility for student success by increasing communication between home, school and community, as measured by communication logs and engagement night sign-in sheets. (E1.06, D1.02)

Creekside will move indicators from implementing to developing as measured by the PLT at Work Continuum: Laying the Foundation. (A2.04, C2.01, B2.03)

Teachers and IAs will be provided at least 3 differentiated professional development opportunities. (C2.01)



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has a Support and Improvement Team. The team meets monthly and includes full representation of our staff.	Full Implementation 11/29/2021		

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	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>		Administrators will create a schedule for walk-throughs and evaluation at the beginning of the school year.		Limited Development 05/27/2016		
		Instructional rounds schedule was created focusing on Reading Horizons, small group instruction, vertical alignment, engagement and classroom management.				

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Administrators will complete observations and provide feedback in a timely manner. The teacher observation schedule, as well as Google Spreadsheet, will be the evidence this objective has been met.	Quarterly instructional rounds will occur grade levels.	Administrators conduct walk-throughs in specific areas including: SEL, classroom environment, blended learning strategies and student engagement to provide teacher feedback and assess fidelity core instructional expectations.	Objective Met 07/11/24	Yolanda Williams	06/05/2024
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Actions						
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	12/1/23	Walkthrough template updated to reflect updated look fors: rigor, classroom environment, engagement, PBIS, SEL and blended learning strategies.	Complete 08/29/2023	Yolanda Williams	08/28/2023
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Notes:

	12/5/22	Admin will conduct daily walkthroughs in order to provide meaningful feedback. Foster will focus on math instruction and Williams focus on ELA.	Complete 06/05/2024	Dannie Foster	06/05/2024
	<i>Notes:</i>				
	12/5/22	Observations will be completed in a timely manner by administration. Staff will be required to complete reflective questions during the post conference.	Complete 06/12/2024	Yolanda Williams	06/12/2024
	<i>Notes:</i> Depending on teacher status number of observations may vary.				
	6/10/22	Leadership team devises instructional rounds schedule for teachers.	Complete 08/29/2023	Ashley Bennett	08/28/2024
	<i>Notes:</i>				
Implementation:			07/11/2024		
	Evidence	6/12/24 Evidence of completed teacher observations can be found in the NCEES platform. Links and evidence will be placed in the folder.			
	Experience	6/12/24 The principal and assistant principal created and followed an observation schedule that was followed to fidelity with Classroom walkthroughs being embedded throughout the year as well.			
	Sustainability	6/12/24 Administrators will continue completing classroom observations for all staff throughout the 2021-2022 school year as well as classroom walkthroughs			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

Initial Assessment:

- Master schedule reflects time allocated for planning, SEL block, WIN block, PLTs, grade level appropriate time for individual subjects
- Master schedule reflects 25 minute intervention block including utilization of staff members and remediation teachers.
- ELS Certified Teacher position to support ELA in grades Ki-5.
- Remediation teachers are hired using grant funds (United Way) to provide targeted student support for third and fourth grade.
- An additional IC hired to support Ki.-2 using TITLE I funds.
- An Instructional Assistant is employed to provide alternative support to decrease loss of instructional time.
- Additional full-time school counselor position paid for (.5) with TITLE I funds to support SEL and reduce classroom discipline referrals.
- Funds used to support family engagement event
- TITLE I funds used for contract pay for teachers to work on master schedule that ensures all students are in classroom during core instruction blocks (TIER1)

Limited Development
12/01/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<ul style="list-style-type: none"> -Staff has adequate time to collaborate, plan and analyze data (master schedule) -PLTs are 70 minutes (PLT minutes) -A daily intervention block is provided for all students daily for remediation, small groups and acceleration (master schedule) -Title 1 funds are used to provide human capital: additional IC, ELS, School Counselor (.5), and additional IA -Grant funds (United Way) provide three additional ELA remediation teachers to provide interventions and small group instruction in third and fourth grades (personnel list/remediation teacher schedules) -Parent engagement events scheduled and families receive resources to support the home school learning continuum (TITLE I calendar of events/flyers and photographs.) - All students are present in class to receive core instruction (Tier 1) and all students achievement will improve by 5% and show growth 			Yolanda Williams	06/06/2025
Actions			4 of 5 (80%)		
12/1/23	Master schedule created to allow for planning, 70 minute weekly PLTs, grade level appropriate time for individual subjects. <ul style="list-style-type: none"> - 25 minute intervention block (WIN) -15 minute block for SEL -120 minutes for ELA, Math for Ki-2 -90 minutes ELA, Math for 3-5 		Complete 08/01/2024	Yolanda Williams	08/01/2024
	<i>Notes:</i> WIN block will start in October.				
12/1/23	TITLE I funds used to pay for .5 of full -time School Counselor position.		Complete 08/01/2024	Yolanda Williams	08/01/2024
	<i>Notes:</i> Ms. White has a full time position. TITLE I funds supplemented 50 % of her funding to increase her time.				

12/5/24	EC teachers and administration create a master schedule that ensures students with disabilities are present during whole group instruction (TIER 1) and pulled out for service delivery during small group blocks.	Complete 08/26/2024	Yolanda Williams	08/26/2024
<i>Notes:</i>				
12/1/23	-Certified retired EC teacher hired to provide small group instruction for students with disabilities in grades 2-5.	Complete 11/18/2024	Yolanda Williams	11/18/2024
<i>Notes:</i>				
12/7/23	Resources are purchased and provided to families during parent engagement nights using Title 1 funds.		Yolanda Williams	06/06/2025
<i>Notes:</i> Title 1 funds are used to fund the parent engagement events.				
Implementation:		11/26/2024		
Evidence	9/17/2024 Master schedule created with ECStealth to ensure students are in classroom for core instruction.			
Experience	9/17/2024 challenging			
Sustainability	9/17/2024 Ensuring that coverage is provided to allow teachers 70 minutes of PLT time.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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>		Pitt County Schools HR department organizes recruiting trips and helps identify potential candidates for school administrators to consider. Creekside administration strives to recognize staff for accomplishments monthly at each faculty/staff meeting. Creekside administration and grade level chairs are involved in interviewing for positions that become available. Members of the grade level teams also participate in the interview process. Creekside hosts Senior I and II interns in our core instruction, Encore, EC, Support Services and DHH program. Creekside also hosts numerous practicum students. Two Community of Practice (CoP) teams work to address specific deficits in achievement through action research projects. Participation is rewarded monetarily and meant to retain.	Limited Development 05/27/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>CSE staff will consist of 100% HQ Certified Staff members or staff members in residency process.</p> <p>CSE will support BTs through school-based mentorship and monthly BT meetings to support teachers and build community.</p> <p>Cardinal Spotlight for staff members introduces staff members to our school community through a photograph and brief bio listed on our social media page.</p> <p>Teachers encouraged to present best practices to other staff at staff meetings.</p> <p>Staff members are rewarded for achieving levels of mastery/completion of LETRS training and other PD modules.</p> <p>Staff members are provided bi-monthly or monthly snack carts.</p>	Objective Met 06/03/24	Yolanda Williams	06/01/2024
<i>Actions</i>					
	6/19/23	Provide 1:1 mentorship at school level for year 1-3 teachers and teachers who are members of the ECU residency program.	Complete 06/01/2023	Yolanda Williams	06/01/2023
<i>Notes:</i>					

2/13/24	CSE will support BTs through school-based mentorship and monthly BT meetings to support teachers and build community.	Complete 05/22/2024	Torie Smith	05/22/2024
<i>Notes:</i>				
6/19/23	Staff members are recognized for going above and beyond. Nominations by peers and administration for Praise from the Principal.	Complete 06/03/2024	Yolanda Williams	06/01/2024
<i>Notes:</i>				
2/13/24	Teachers are provided opportunities to share best practices to other staff at staff meetings.	Complete 05/22/2024	Ashley Bennett	06/01/2024
<i>Notes:</i>				
Implementation:		06/03/2024		
Evidence	6/3/2024			
Experience	6/3/2024			
Sustainability	6/3/2024			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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>		<p>A Problem Solving Team (PST) will meet with teachers weekly/bi-weekly to discuss students' academic/social/behavior concerns.</p> <p>Together teachers and PST team members determine who will continue in the Tier process. Data is reviewed to evaluate the interventions put in place to support individual students needs.</p> <p>PST look at researched-based strategies, and give dates to implement strategies/collect data.</p>	Limited Development 03/01/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The Problem Solving Team meets with all teachers to review Tier status / academic/ social/ behavior concerns of students in their classrooms. Interventions are provided for students in Tier 2 and Tier 3. Tier 3 students that do not make progress will proceed to the referral process.		Robbie Baker	06/05/2025
<i>Actions</i>			3 of 8 (38%)		
12/19/18	Ms. Bennett will train/update all teachers in how to use i-Ready Teacher toolbox and how to accordingly group students.	Complete 11/01/2023	Ashley Bennett	11/01/2023	
<i>Notes:</i>					
12/5/24	EC teachers and administration create a master schedule that ensures students with disabilities are present during whole group instruction (TIER 1) and pulled out for service delivery during small group blocks.	Complete 08/08/2024	Yolanda Williams	08/26/2024	
<i>Notes:</i>					
2/15/24	The IC will provide a calendar to support teachers with tracking Progress Monitoring on a regular basis	Complete 09/30/2024	Ashley Bennett	09/30/2024	
<i>Notes:</i> Recurrence of progress monitoring is dependent on individual student progress.					
12/5/22	School counselors will attend monthly PST training meetings to gain skills to effectively lead the monthly Tier meetings.		Robbie Baker	05/25/2025	
<i>Notes:</i>					

12/5/22	Instructional Coaches, School Counselors and ELS tteacher and School Pyschologist will participate in Tier 2 and Tier 3 meetings each month. Teachers will complete data sheets with interventions and progress monitoring.		Ashley Bennett	05/26/2025
<i>Notes:</i>				
11/20/23	Classroom teachers, instructional assistants, remediation teachers and support staff provide supplemental, researched based interventions for Tier 2 and Tier 3 students		Jimmy Bowen	06/05/2025
<i>Notes:</i> Remediation teachers paid for with TITLE I funds.				
11/20/23	Teachers provide Tier 1 instruction to 100 percent of students every day.		Jimmy Bowen	06/06/2025
<i>Notes:</i>				
12/3/21	The Problem Solving Team meets twice per month to review data, interventions and the Tier process. A schedule was created for Tier 2 and Tier 3 meetings.		Robbie Baker	06/06/2025
<i>Notes:</i>				
Implementation:		11/26/2024		
Evidence	6/19/2023			
Experience	6/9/2023 PST meets bi-monthly 6/10/2022 The PST meets twice per month 11/17/2016 Ms. Garner held the meeting to review MTSS/PST process on 9/7/16.			
Sustainability	6/9/2023 Continue to have PST meetings bi-monthly and continue to support teachers with strategies for interventions and collecting data. 6/10/2022 Continue to have PST meetings twice per month. 11/17/2016 Ms. Garner will provide monthly updates of MTSS/PST implementation at faculty/staff and SIT meetings.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		<p>Students are able to earn five points each day through a newly established PBIS reward system. Points are redeemed on the PBIS cart bi-weekly and on off weeks students may use points for non-tangible awards.</p> <p>Based on classroom walkthrough data, most teachers employ effective classroom management strategies. Schoolwide expectations are shared and explicit. The PBIS system is in place and most teachers are following PBIS behavior flow charts for reinforcement and correction processes.</p>	Limited Development 09/18/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>All teachers explicitly teach, provide corrective feedback, and positively reinforce school-wide expectations and classroom procedures. Social/emotional skills are embedded in daily instruction. At least 80% of students demonstrate adherence to school-wide and classroom expectations.</p> <p>This objective will be measured by data from Educator's Handbook, Class Dojo, and classroom walkthroughs and student CHIRPS.</p>		Dannie Foster	06/05/2025
Actions			5 of 12 (42%)		
	10/11/23	Updated PBIS matrices posted in classrooms, hallways, cafeteria and bathrooms.	Complete 08/21/2024	Dannie Foster	08/24/2023
<i>Notes:</i>					
	10/11/23	The instructional coach provides a coaching menu for teachers to request coaching support.	Complete 08/19/2024	Ashley Bennett	11/16/2023
<i>Notes:</i>					
	10/11/23	Updates and changes to Core Behavior System expectations, behavior flow chart, CBT notebook and matrices revised during Summer SIT meeting.	Complete 08/09/2024	Dannie Foster	08/10/2024
<i>Notes:</i>					
	10/11/23	Students participated in grade level assemblies to learn about PBIS expectations and point system.	Complete 09/06/2024	Dannie Foster	09/07/2024

<i>Notes:</i>				
10/11/23	All students Ki-5 will participate in a bus orientation and review of bus behavior expectations as listed on bus matrix.	Complete 09/06/2024	Dannie Foster	09/07/2024
<i>Notes:</i>				
9/29/23	Provide SEL resources to the staff monthly at staff meetings		Robbie Baker	06/03/2025
<i>Notes:</i>				
10/11/23	CBT Team Meets Monthly to monitor implementation of the core behavior system and analyzes data from Educator's Handbook to identify trends.		Dannie Foster	06/05/2025
<i>Notes:</i> Minutes will be uploaded into NCStar evidence monthly. CBT will be ea. 2nd Wednesday of the month. Each CBT team member has a contributing role.				
11/15/21	Teachers provide opportunities for students to earn five points per day and students are able to redeem points on the PBIS cart bi-weekly. In off weeks grade levels have provided opportunities to redeem points through incentives that are non-tangible, but experience based. Students may choose to redeem points at the quarterly PBIS Celebration for each grade level.		Dannie Foster	06/05/2025
<i>Notes:</i> The cart will distribute prizes based on a point system that separates prizes by point valuation. Ki-2 and 3-5 carts are different.				
10/11/23	Teachers are provided specific feedback on classroom management practices on the walkthrough form.		Yolanda Williams	06/05/2025
<i>Notes:</i>				
10/11/23	Teachers will complete a minimum one CHIRP for students or staff each week that exemplify Cardinal Rules.		Yolanda Williams	06/05/2025
<i>Notes:</i>				
11/26/24	School Counselors will create a Character Trait of the Month Award for students who exemplify positive character traits. Students are nominated by their peers and teacher. An award ceremony with certificate and prize will occur at the end of each month.		Shenetta White	06/05/2025
<i>Notes:</i>				

10/13/22	<p>Social Emotional Competencies will be embedded in daily instruction across Ki-5.</p> <p>Teachers will teach and review rules on the schoolwide matrix routinely.</p> <p>School-wide lessons are provided (Sanford Harmony) in Staff Notes weekly.</p>		Dannie Foster	06/06/2025
<p><i>Notes:</i> Monitored through intentional "SEL" walkthroughs</p> <p>Master schedule incorporates instructional time daily for SEL</p>				
<p>Implementation:</p>		11/26/2024		
<p>Evidence</p>	<p>6/19/18</p> <p>Please see uploaded documents in File A1.07 for this evidence.</p> <p>8/10/24 Admin. & CBT team checked school to make sure matrices posted in classrooms and common areas</p>			
<p>Experience</p>	<p>6/19/18</p> <p>Creekside staff worked diligently the first semester of this year to problem-solve issues and create documents that would support improvements in the effective implementation of PBIS. We used our Dojo data and analyzed it weekly to improve our behaviors, increase academic performance, and strengthen relationships with parents. We used the documents we created as a guide for implementation throughout the school.</p>			
<p>Sustainability</p>	<p>6/19/18</p> <p>The PBIS Team will continue to meet monthly to review the effectiveness of our current strategies. Teachers will continue to review data with students and turn in Class Dojo reports to administration weekly.</p>			

!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> Teachers are expected to utilize Canvas resources in developing Learning Focused lesson plans. Learning Focused lesson plans are developed by grade level. Teams plan weekly in 70 minute PLTs. Teams are expected to use backward design to plan lessons with fidelity after reviewing DISTRICT constructed CFAs. Resources include pacing guides, anchor charts, graphic organizers and CFAs located on Canvas by the district. 	Limited Development 09/16/2021		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<ul style="list-style-type: none"> Instructional teams collaborate to develop standards-aligned instructional units using Canvas resources in order to improve achievement. These standards-aligned units of instruction include learning objectives and criteria that are assessed using formative and summative assessments to demonstrate individual student mastery. Well-designed learning activities aligned to learning objectives, and corresponding materials are easily accessible and shared with Special Education, ELL and Encore teams to ensure standards-aligned instructional units address the needs of all learners. Teachers receive specific feedback in daily walkthroughs on Blended Learning strategies, small group instruction, classroom environment, AVID (4/5), classroom management and engagement. Evidence include sample lesson plans, PLT minutes, integration into resources and Encore classes. 		Ashley Bennett	06/05/2024
Actions				2 of 9 (22%)		
	12/5/22	Using district created CFAs, teams will develop Learning Focused lesson plans.		Complete 06/05/2024	Ashley Bennett	06/05/2024
<i>Notes:</i> As of August 2023 all classroom teachers have been trained in Learning Focused lesson planning.						
	9/29/23	Provide a refresher on Blended Learning strategies at each staff meeting. (program-logic model)		Complete 04/03/2024	Ashley Bennett	06/05/2024
<i>Notes:</i> Refresher activities refer to year-long Blended Learning training provided throughout the 2022-2023 school year.						

11/26/24	Micro - PD will be delivered for all staff on Anchor Charts and Graphic Organizers four times throughout the school year.		Michelle King	05/07/2025
<i>Notes:</i>				
9/29/23	Create a folder in the school shared Google Drive folder to store all lessons plans by grade level and subject		Ashley Bennett	05/26/2025
<i>Notes:</i>				
2/12/24	The ICs plan with specific grade levels to support with the Learning Focus template and the Backward Design Process (teacher analyze district-made CFAs and develop lessons)		Ashley Bennett	05/26/2025
<i>Notes:</i>				
9/29/23	Administration conducts specific (Anchor Charts, Graphic Organizers, Collaborative Pairs, Writing, SEL, Blended Learning, engagement, questioning, environment) walkthroughs to monitor instructional fidelity to plan.		Yolanda Williams	06/05/2025
<i>Notes:</i>				
9/29/23	Administration will check grade level lesson plans for fidelity.		Yolanda Williams	06/05/2025
<i>Notes:</i>				
7/29/24	Teachers will utilize Flash Friday Vocabulary framework (Ki.-5)		Ashley Bennett	06/06/2025
<i>Notes:</i>				
7/29/24	Teachers will create opportunities for collaborative groups that are intentionally designed to engage learners.		Ashley Bennett	06/06/2025
<i>Notes:</i>				
Implementation:		07/11/2024		
Evidence	6/19/2023 Teacher lesson plans and data sheets indicating CFAs administered Ki-5.			
Experience	6/10/2023 All teachers planned and wrote standards aligned Learning Focused lesson plans and administered district CFAs.			
Sustainability	6/19/2023 Continue implementation of all staff using Learning focused lesson planning and administration of district CFAs			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

- All classrooms are expected to allot min. 10 minutes daily along with WIN block to work with students on building social and emotional capacities through SEL activities.
- **School counselors teach whole class SEL lessons monthly to all students, Ki-5.**
- Weekly Positive Office Referrals - announcement/call home/certificate & photos
- School counselors conduct 1:1, small group and large group sessions as needed/requested
- Ki-5 180 days of SEL lessons provided to all teachers.
- Daily morning announcements review character trait of the month.
- Students are recognized by their peers and teacher for modeling the character trait of the month through monthly celebration, certificate and photos.
- SEL lessons for ea. grade level created and provided by school counselors for classroom teacher delivery through October 15, 2024.
- Committed use of DOJO for positive contacts along with phone calls and notes (focus on the positive) was expected for all teachers.

Limited Development
03/01/2016

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Class Dojo messages to parents will include information about students managing their emotions and interventions teachers use to address this issue.</p> <p>Ms. Baker and Ms. McCarthy will keep documentation of counseling sessions with students and conferences with parents.</p> <p>Counselors will provide small group lessons and whole class lessons to meet the social and emotional needs of students.</p> <p>Discipline referral data will decrease when social emotional needs of students are met.</p>		Objective Met 04/24/24	Robbie Baker	06/01/2024
Actions					
	12/1/23	SEL mini-lessons created and provided by school counselors delivered by classroom teachers through the first marking period.	Complete 10/31/2023	Robbie Baker	10/31/2023
	<i>Notes:</i>				
	12/1/23	Teachers receive ongoing professional development each staff meeting delivered by school counselors in the areas of SEL, trauma response and classroom environment including calming corners.	Complete 04/03/2024	Michelle McCarthy	04/03/2024
	<i>Notes:</i>				
	12/5/22	Ms. McCarthy and Ms. Baker will provide whole group lessons monthly focused on SEL.	Complete 04/19/2024	Robbie Baker	04/19/2024
	<i>Notes:</i>				
	12/5/22	Ms. McCarthy and Ms. Baker will provide 1:1, small or larger group lessons focused on specific needs. Teachers will provide feedback about student needs via Google Form.	Complete 04/19/2024	Robbie Baker	04/19/2024
	<i>Notes:</i>				
Implementation:			04/24/2024		
Evidence	<p>6/9/2023 School counselor schedule, PST calendar, Encore schedule, PBIS implementation</p> <p>6/20/2018 Please see evidence in file folder A4.06</p>				

Experience	<p>6/9/2023 School counselors met weekly for whole class SEL lessons (Encore rotation for 3-5) and as needed for small groups and 1:1.</p> <p>6/20/2018 Mrs. Garner was able to meet with PLC teams, identify and serve children with emotional needs, and refer them to PRIDE as appropriate.</p>			
Sustainability	<p>6/9/2023 Utilizing a school counselor for SEL lessons, PST, small groups, 1:1 and more employing a 1/2 (or more preferably) counselor allows all student needs to be met.</p> <p>6/20/2018 Our new counselor, Suzanne Hazelton, will need to continue meeting with PLCs and serving students with emotional needs.</p>			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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>			Creekside utilizes a weekly communication folder to send home school and curriculum information. We conduct Curriculum Nights for all grade levels at the beginning of the school year and conduct a minimum of five Title I Parenting Sessions each school year. We also maintain a website that includes links to curriculum documents and appropriate educational websites for student use. We use the Blackboard Connect system to send voice messages and Smore electronic newsletters to families about school information and events. Weekly Communication folders are sent home every Tuesday to keep families abreast of what is occurring at Creekside. Other forms of communication include: Creekside Facebook, Instagram, Class Dojo Story, Announcements,	Limited Development 05/27/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			<p>- Administrators and teachers are using multiple forms of daily-weekly communication such as Weekly Communication folders, all calls, Smores letters, Creekside Facebook, Instagram, Class Dojo Story, Announcements, and Messages.</p> <p>-Parents are informed of ways to assist their student in learning through Title One events, teacher dojo messages, monthly Connections newsletters.</p> <p>-Parent contact information (PowerSchool) is updated twice a year to ensure all attempts at communication are received.</p> <p>Artifacts include: Sign In sheets from school and Title One events, teacher communication logs, a history of sent emails, Dojo messages, and newsletters. Parents are attending events and actively engaged.</p>		Katie Richardson	06/05/2025
Actions				1 of 6 (17%)		
	11/26/24	Parents/Families are updated on 1) Parent Guide to Conduct to support Safe Schools and 2) Parents Guide to Student Achievement	Complete 09/12/2024	Yolanda Williams	09/12/2024	

<i>Notes:</i> New guides replacing Student Code of Conduct				
12/3/21	The monthly School Improvement Team agenda includes discussion and decisions about family engagement events.		Yolanda Williams	05/07/2025
<i>Notes:</i> The TITLE I Calendar of Events is updated each Summer.				
9/18/17	We will expand our digital content on the school website to include more resources for families including EOG information and links to educational websites and resources.		Katie Richardson	06/05/2025
<i>Notes:</i>				
6/19/18	We will increase our digital presence through weekly parent contact (Smore,) Class Dojo and Facebook, Instagram which will connect families in real-time to our school events and information.		Katie Richardson	06/05/2025
<i>Notes:</i> Mrs. Richardson, Mrs. Williams and classroom teachers, and the PTA president will consistently use Class Dojo, Facebook, Instagram, Smore to keep families informed of school events as well as behavioral issues.				
12/3/21	The school will host at least 5 family engagement meetings throughout the year to actively engage parents in reading, math, arts, etc.		Kristy Romagna	06/06/2025
<i>Notes:</i> Title 1 funds will be used to provide resources such as Scholastic paperback books, crafts for the family Art Expo, refreshments and copies for invitations for family events.				
12/5/22	Teachers will contact parents through preferred and appropriate means to communicate positive and negative behaviors, academic achievements and concerns and school / classroom events		Yolanda Williams	06/06/2025
<i>Notes:</i> Teachers will contact parents through preferred and appropriate means to communicate positive and negative behaviors, academic achievements and concerns and school / classroom events				
Implementation:		07/11/2024		
Evidence	6/1/2024			
Experience	6/1/2023 Evidenced by PDP (EOY) 6/1/2022 Blackboard Connect, Facebook Messages, and Dojo Messages were sent weekly.			

Sustainability

6/1/2024

Continued use of DOJO, FB, DOJO and phone calls to build home-school connections

6/1/2022

Continued usage of Blackboard Connect, Facebook Messages, and Dojo Messages. Title I nights will continue to take place as well.

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