

## Comprehensive Progress Report

**Mission:**

Dunn Elementary School is a premier learning community that inspires new generations to think beyond boundaries, comprehend complexity and engage in the world around us by providing safe, challenging, educational opportunities supported by 21st century systems to prepare students to be globally competitive in curriculum and society.

**Vision:**

All Dunn Elementary School students will learn and grow in a respectful, responsible, safe, and caring environment to become global contributors and lifelong learners with critical thinking skills.

**Goals:**

Increase composite reading achievement to 43% by June 2025.

Increase composite math achievement to 50% by June 2025.

Increase composite science achievement to 60% by June 2025.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>High expectations for all staff and students</b>			
		<b>A1.02</b>	<b>ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The principal completes quarterly observations using NCEES. Walkthroughs are limited to specific teacher/classroom look-fors. We are currently working together to implement MTSS. Feedback is provided to teachers in a timely manner.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>			The Current Year 2022-2023:  Principals will complete walkthroughs using the Bullseye Online Platform. This online walkthrough platform will allow principals to meet data-driven goals established by the Instructional Team. Principals will monitor to determine if the feedback is effective and share it with the Instructional Team. The data from the walkthrough will be used to determine professional development for staff. Administrators provide effective feedback and are enrolled in giving effective feedback courses through Fayetteville University Doctoral Program.		<b>Calvetta Dunkins</b>	<b>06/11/2024</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/19/22	The Instructional Team will create nonnegotiable's regarding instruction, curriculum, and environment. These will be shared and discussed at each meeting. Data will be reviewed monthly with each classroom teacher.			Theresa Cameron	06/09/2024
<i>Notes:</i>						
	10/19/22	Professional development will be designed based on specific teacher needs that were found in the Principal's walkthrough data. All students in grades 3-5 will participate in NC Checkins. Student data/Teacher data will be reviewed and teachers will respond to the data.			Calvetta Dunkins	06/09/2024
<i>Notes:</i>						

	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
Initial Assessment:			Implementation of the PBIS model at DES ensures effective classroom management and reinforces rules and procedures by positively teaching them.	Limited Development 10/19/2022		
How it will look when fully met:			All teachers use the behavior incident document created by administrators and school counselor to determine what behaviors are managed in the classroom and which are handled by the administration team. DES teachers use ClassDojo to award points which will result in an increase of student active participation throughout the day as well a decrease in office referrals. Students then use these points to visit the ClassDojo store to purchase rewards. Evidence of full implementation includes copies of behavior form, discipline data, record of attendance of PBIS events, and ClassDojo reports.		Casie Mims	05/31/2024
Actions				0 of 2 (0%)		
	10/19/22	The PBIS Team will deliver expectations of utilizing ClassDojo points to reinforce consistent positive behavior throughout the school through a school staff meeting.			Jennifer Vaughn	05/31/2024
Notes:						
	10/19/22	PBIS team will meet monthly to analyze PBIS data, ClassDojo data and review the effectiveness of the incentive programs. Agendas and minutes will be shared and stored in the school Google Drive.			Rebecca Wilson	05/31/2024
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>			Teachers are currently using Benchmark Advance as their curriculum. This is a County Based learning program that encourages students to be active learners and collaborators. Teachers meet weekly to discuss the implementation of Benchmark Advance and the progress students are making. Teachers also discuss the student and teacher struggles with Benchmark Advance. Teachers attend PLC meetings weekly to discuss data that will help them customize learning for their students.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>			Teachers are implementing Benchmark Advance and students are showing growth. Teachers are using summative assessment data, weekly data, formal and informal assessments to determine if the students are showing growth. Teachers are provided professional development where all staff members will better understand culturally relevant teaching. PLCs will discuss culturally relevant teaching strategies, and work to implement strategies into lesson plans.		Teresa Cameron	05/31/2024
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	10/29/23		Instructional teams will utilize common planning, PLCs, and professional development meetings to collaborate with colleagues on the development of standards-aligned units of instruction for each subject and grade level. Each subject and grade level team will provide common standard-aligned units of instruction to all students.		Georgia Day	05/29/2024
<i>Notes:</i>						
	10/29/23		Administration will monitor progress of Benchmark Advance and facilitate continuous improvement by participating in PLCs, common planning among grade levels, and professional development meetings.		Dena Collins	05/29/2024
<i>Notes:</i>						
	10/30/23		The Instructional Team will create nonnegotiable's regarding instruction, curriculum, and environment. These will be shared and discussed at each meeting. Data will be reviewed monthly with each classroom teacher.		Teresa Cameron	05/29/2024
<i>Notes:</i>						

10/30/23	Professional development will be designed based on specific teacher needs that were found in the Principal's walkthrough data. All students in grades 3-5 will participate in NC Checkins. Student data/Teacher data will be reviewed and teachers will respond to the data.		Tamekkia Cotton	05/29/2024
<i>Notes:</i>				
10/30/23	All teachers will learn principles of blended learning and allow them wide leeway to innovate within their classroom activities with students. Blended learning activity examples will be provided during professional developments, staff meetings, and/or grade level meetings. Staff members will be utilizing principles of blended learning in their classrooms.		Shaneik Hardial	05/29/2024
<i>Notes:</i>				

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
Initial Assessment:			DES currently incorporates a multi-tiered instructional system to meet the individual needs of all students at a variety of levels. We have had professional development and training over the past few years on the MTSS (Multi-Tiered System of Supports) within the school and district. We have an Intervention Team in place with an Intervention Coordinator who works in conjunction with teachers, counselors, and administrators to identify and support students who struggle. Students who are identified as struggling are progress monitored by the teacher and/or Intervention Team members. A concern we have is the number of students at each grade level in need of intervention in the areas of reading and math and the training for teachers in the use of the standard treatment protocols for each area of need, especially decoding deficits in the upper grades.	Limited Development 10/29/2023		
How it will look when fully met:			All teachers will incorporate differentiation to meet the needs of every student at every level. They will remediate, reinforce, and enrich the curriculum based on each student’s needs while being mindful of the individual backgrounds and social-emotional state of each student. Teachers will collaborate with all stakeholders, including parents/guardians, to ensure that every student is engaged in a dynamic, relevant learning experience and is able to demonstrate mastery of the curriculum.		Teresa Cameron	05/30/2025
Actions				0 of 5 (0%)		
	10/30/23	Teachers will consult with Mrs. Thompkins and LEA to gain a better understanding of the execution and implementation of the MTSS process.			Tamekkia Cotton	02/28/2024
Notes:						
	10/30/23	Teachers will consult with the Instructional Team to gain classroom processes and procedures to implement intervention strategies for students.			Lance Honeycutt	05/29/2024

<i>Notes:</i>				
10/30/23	Administration will provide PD for teachers by MTSS Coordinator (Mrs. Thompkins) to gain a better understanding of the MTSS process and how to collect student data.		Calvetta Dunkins	05/29/2024
<i>Notes:</i>				
10/29/23	Leadership Team will develop a clear, concise, and understandable system for full implementation of all three tiers within MTSS. We will have a complete utilization of the standard treatment protocol with clearly defined expectations for entry and exit of all tiers. The case manager model will be fully implemented. There will be timely documentation of interventions, recorded in ECATs. The frequency and fidelity of interventions will be appropriate as determined by STP. Progress monitoring will be completed every 10 or 20 days as WCPSS STP states, and documented in the intervention tracker.		Georgia Day	05/30/2025
<i>Notes:</i>				
10/29/23	All Instructional Teams will develop standards-aligned units of instruction for each subject and grade level, as evidenced by unit plans that include concepts, principles, and standards, as well as pre- and post-assessments and benchmarks, including NC Check-ins. This will ensure aligned units of instruction with differentiated lessons and formative assessments.		Dena Collins	05/31/2025
<i>Notes:</i>				

		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Currently, grade-level teams meet bi-weekly to discuss students learning data goals and student referrals to MTSS regarding Tier 2 and Tier 3 interventions. Grade-level teams along with DES Instructional Team then meet with the MTSS/Problem Solving Team as needed to determine whether a student requires a referral for special education services.	Limited Development 10/19/2022		
<b>How it will look when fully met:</b>			Grade-level teams and the instructional team will utilize student learning data to determine whether a student requires a referral for special education services by establishing a framework of systems and procedures utilizing MTSS with fidelity.		Tamekkia Cotton	02/24/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/19/22		Teachers will consult with Mrs. Thompkins and LEA to gain a better understanding of the execution and implementation of the MTSS process.		Tamekkia Cotton	02/24/2024
<i>Notes:</i>						
	10/19/22		Teachers will consult with the Instructional Team to gain classroom processes and procedures to implement intervention strategies for students.		Lance Honeycutt	02/24/2024
<i>Notes:</i>						
	10/19/22		Administration will provide PD for teachers by MTSS Coordinator (Mrs. Thompkins) to gain a better understanding of the MTSS process and how to collect student data.		Calvetta Dunkins	02/24/2024
<i>Notes:</i>						



	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Currently, The PBIS team has been established and they meet once a month to collaborate on an incentive system to improve student behavior. There is also a student support team that meets bi-weekly to discuss students well being to support emotional regulations. When fully met, all teachers will have access and training to implement the Character Strong program in their everyday lessons to help guide students in managing their emotions and teachers will have access to a google form to communicate with the school support team.	Limited Development 10/19/2022		
<b>How it will look when fully met:</b>			All teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.		Diane Pellam	03/24/2024
<b>Actions</b>				0 of 3 (0%)		
	10/20/22	Teachers know and execute processes for referring students for additional emotional and behavioral support.			Heather Baumhauer	03/24/2024
Notes:						
	10/20/22	Provide PD for staff to gain a better understanding implementation of social emotional learning and how to address a deescalation situation.			Kirsten Sehen	03/24/2024
Notes:						
	10/20/22	School Counselors will complete a needs assessment for student, staff, and parents to create a plan for the current needs of the student body.			Jennifer Vaughn	03/24/2024
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
<i>Initial Assessment:</i>			We currently have transition programs but we would review the fidelity of the programs that are being executed. Local preschool teachers and organizations discuss expectations with our Kindergarten teachers and attend a conventional day of school with the Kindergarten teachers in the Spring semester. The fifth graders visits their feeder school, Dunn Middle School, in the Spring semester to find out the expectations of middle school. At this time we would like to initiate a transition plan for all students moving to the next grade level.	Limited Development 10/20/2022		
<i>How it will look when fully met:</i>			DES will develop and implement consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.		Sarah Davis	05/24/2024
<i>Actions</i>				0 of 3 (0%)		
	10/20/22	Transition Day to introduce students to the upcoming grade level.			Georgia Day	05/24/2024
<i>Notes:</i>						
	10/20/22	Local preschool leaders meet with Kindergarten teachers to transition to DES. Kindergarten teachers will also visit local preschools to share info about Dunn Elementary.			Savannah Brafford	05/24/2024
<i>Notes:</i>						
	10/20/22	Fifth-grade teachers and students will visit Dunn Middle School			Keitora Smith	05/24/2024
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			DES has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 10/29/2023		
How it will look when fully met:			The School Improvement team will be created by voting on representatives among peers and will meet on a regular basis to help dramatically improve student achievement at DES.		Tamekkia Cotton	05/31/2024
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
Initial Assessment:			Currently, the School Improvement Team, or MTSS Team, meets two times a month, it is led by the School Improvement Team Chair, MTSS Coordinator, and all members are elected.	Limited Development 10/20/2022		
How it will look when fully met:			A team consisting of the principal, teachers who lead instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.		Jamie Evans	05/24/2024
Actions				0 of 2 (0%)		
10/20/22			The team will be elected by the staff.		Jamie Evans	05/24/2024
Notes:						
10/20/22			Team will meet two times a month to review practices and share ideas for school improvement.		Jamie Evans	05/24/2024

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			During summer sessions teams meet to establish schedules, roles, and responsibilities for instructional teams. New teams will be established with all school personnel to ensure representation from all instructional levels to establish a time for instructional planning.	Limited Development 10/20/2022		
How it will look when fully met:			The school will establish a team structure among teachers with specific duties and time for instructional planning.		Shaunette Baugh	06/01/2024
Actions				0 of 2 (0%)		
	10/20/22		A schedule for all teachers will be provided a time for instructional planning. Grade-level teams will create mock schedules before the end of the school year.		Tewanda Smith	06/01/2024
Notes:						
	10/21/22		Teachers will have a schedule in which a quarterly half-day planning session will be provided.		Calvetta Dunkins	06/01/2024
Notes:						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal's monitor curriculum and instruction. The administration regularly provides timely, clear, constructive feedback to teachers.	Limited Development 10/20/2022		
How it will look when fully met:			The principal will monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.		Calvetta Dunkins	05/29/2024
Actions				0 of 4 (0%)		
	10/20/22		Complete periodic walkthroughs to observe classroom instruction and monitor curriculum.		Tamekkia Cotton	05/29/2024

<i>Notes:</i>				
10/20/22	Provide timely, clear feedback to teachers to improve curriculum and instruction.		Tamekkia Cotton	05/29/2024
<i>Notes:</i>				
10/20/22	The School Improvement Team will meet monthly to analyze walkthrough data to determine areas needing additional support. Data trends will be shared with the staff during monthly meetings.		Maggie Raynor	05/29/2024
<i>Notes:</i>				
11/8/23	Complete regular walkthroughs using Bullseye software.		Rebecca Wilson	05/29/2024
<i>Notes:</i>				

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>			Currently, DES reviews school performance data and classroom observation data. We use this data to make decisions about school improvement Goals and Tasks. This data is also reviewed to plan for necessary professional development.	Limited Development 10/20/2022		
<i>How it will look when fully met:</i>			By June 2024, DES will review school performance data and aggregate classroom data to make decisions about school improvement and professional development. Evaluations will be given for each professional development and results will be analyzed.		Tewanda Smith	06/01/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
10/20/22			School Improvement Team will meet to review data.		Casie Mims	06/01/2025
<i>Notes:</i>						
10/20/22			Professional Development needs will be determined based on data.		Casie Mims	06/01/2025
<i>Notes:</i>						
10/20/22			Instructional Teams will use student data to determine supplemental/intensive interventions and professional development on an individual basis.		Casie Mims	06/01/2025

Notes:

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			DES follows the observation procedures and protocols as outlined by NCDPI. Currently all staff will receive super observations in addition to their already required observations. Pre and post conferences occur to discuss lessons and any concerns/ideas/changes needed. When replacing staff if necessary, a committee is gathered to interview prospective employees to ensure a good fit for our school, students, and staff. The principal holds monthly leadership team meetings where grade/department chairs can share concerns and feedback regarding processes, structures, culture, and students. The principal encourages staff affirmations of each other and provides the opportunity for staff shout-outs for colleagues. The principal also has an open-door policy.	Limited Development 10/29/2023		
How it will look when fully met:			The district and school will establish a system of procedures and protocols for recruiting, evaluation, and rewarding staff.		Calvetta Dunkins	05/31/2024
Actions				0 of 2 (0%)		
	11/5/23		Staff shout outs will be given on a monthly basis to recognize staff members who have exemplified greatness.		Jamie Evans	05/29/2024
Notes:						
	11/5/23		The administration will attend all recruiting events provided by the district.		Lance Honeycutt	05/29/2024
Notes:						
Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	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

<b>Initial Assessment:</b>	<p>Dunn Elementary School allocates funds that align with the professional development needs of our teachers to address instructional goals.</p> <p>Professional development and modeling is provided to teachers to support the implementation of Benchmark Advance/Adelante ELA curriculum.</p> <p>Dunn Elementary School is currently offering Saturday Academy to students who are not performing at grade level.</p> <p>Students receive books annually to build their at-home libraries. Classroom libraries are culturally diverse and relevant to students.</p> <p>Our students have access to safe, well-maintained, and adequate facilities to facilitate their learning and meets their needs.</p> <p>Each classroom is equipped with an Apple TV and each student has access to a device to enhance learning.</p> <p>DES is currently awaiting the completion of a 12 classroom wing expansion to be complete this winter.</p> <p>DES offers enrichment opportunities with Battle of the Books, Lego League, Choir, Drum Line, and Pop Band.</p>	Limited Development 11/06/2023		
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<b>How it will look when fully met:</b>		Instructional priorities are identified and trained staff deliver quality instruction on a consistent basis. Resources align with priorities and positions are funded and filled. Saturday Academy students and teachers are identified and are "at work". Student attendance and staff attendance is monitored. The school leadership team meets regularly to review the resources currently in place. These meetings are done collaboratively to both identify the needs of the school as well as to assess the effectiveness of the resource implementation. Physical resources are inventoried, maintained, and updated as necessary. A process in is place to identify areas needing additional resources. This process ensures needed resources are identified while preventing duplication of support in another area. These resources are focused on the core instructional foci of Curriculum, Instruction, and Environment. Each year, the effectiveness of the resources is examined and adjustments are made based on this analysis.		Tewanda Smith	05/29/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
11/6/23	Create and send home invitations to participate in tutoring. Update student tutoring list and send invitations for students newly identified by data sources monthly.			Sarah Davis	05/29/2024
Notes:					
11/6/23	Data sources (EOG scores, DIBELS, K-2 Math Assessment, Check-ins) will be used to determine and implement professional development and resource needs.			Teresa Cameron	05/29/2024
Notes:					
11/6/23	Administration will allocate funding as needed for class size reduction to lower the number of students in a classroom.			Calvetta Dunkins	05/29/2024
Notes:					



Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, PD is offered in research-based instructional practices that can be applied within blended learning environments. The media technology department is willing to assist with one on one and small group instruction when requested.	Limited Development 10/20/2022		
<i>How it will look when fully met:</i>			All teachers will learn principles of blended learning and allow them wide leeway to innovate within their classroom activities with students.		Jamie Evans	01/05/2024
<i>Actions</i>				0 of 2 (0%)		
	10/20/22		Provide blended learning activity examples during staff meetings and/or grade level meetings.		Kirsten Sehen	01/05/2024
<i>Notes:</i>						
	10/21/22		Staff members will be utilizing principles of blended learning with and will be provided in-service professional development.		Tamekkia Cotton	01/05/2024
<i>Notes:</i>						

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>			Currently, DES provides an open house/back to school night at the beginning of the year. School administration uses a parent alert call system to highlight weekly events every week and several night events are planned for parental involvement.	Limited Development 10/20/2022		
<i>How it will look when fully met:</i>			We will provide two-way school-home communication linked to learning by offering regular parent-teacher conferences, newsletters, informing families of school events, student learning, and ways to help their students at home. Teachers will communicate with families via phone calls, Dojo, emails or notes home to share positive news regarding student behavior and learning. Parent nights will be planned throughout the year to showcase student learning and help parents understand the curriculum taught to strengthen the school-family relationship.		Lance Honeycutt	12/01/2023
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	10/20/22	Teachers will keep a record of all parental communications.			Crystal Bethea	12/01/2023
<i>Notes:</i>						
	10/20/22	Increase parent engagement by utilizing district-approved social media platforms to share event and positive things happening on weekly basis.			Casie Mims	12/01/2023
<i>Notes:</i>						
	10/20/22	DES will host parent workshops to assist families in supporting the development of comprehension skills in their student readers.			Sarah Davis	12/01/2023
<i>Notes:</i>						
	10/30/23	Use Class Dojo for 2-way parent communication.			Shaunette Baugh	05/29/2024
<i>Notes:</i>						
	11/8/23	DES will implement a Masked Reader activity to encourage consistency to tuning in to read aloud and to increase community involvement. This activity will encourage students and families to guess who our mystery reader is. The reader will only be revealed during family night's at the school.			Sarah Davis	05/29/2024

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		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, we contact parents at the beginning of the year. We have the opportunity for parents to complete the learning preference survey and we host curriculum and the required Title 1 night.	Limited Development 10/20/2022		
How it will look when fully met:			All homeroom teachers will be required to meet with parents two times a year and will be responsible for completing parent conference documentation. Documentation will include the review of reading and math goals. Parent vision of student success will be recorded and all parties will be required to sign to verify the conversation.		Tewanda Smith	02/09/2024
Actions				0 of 3 (0%)		
	10/20/22	Use Class Dojo for 2-way parent communication.			Shaunette Baugh	02/09/2024
Notes:						
	10/20/22	Social-emotional component will be added to Beginning of the Year Curriculum Night.			Courtney Kerchner	02/09/2024
Notes:						
	10/20/22	Monthly school newsletters for parent communication digitally or paper copy will be sent home.			Calvetta Dunkins	02/09/2024
Notes:						