

Comprehensive Progress Report

Mission: The Mission of Cumberland Road Montessori School is to provide a safe and caring learning environment empowering all to achieve their full potential and be the change they want to see. We will collaborate, compete, and succeed in a globally changing society.

Vision: Cumberland Road Montessori School is dedicated to empowering all students to becoming globally competitive 21st Century learners through high expectations, collaboration, and innovative practices for all academic areas.

Goals:

Goal 1: Over the course of the next two years we will increase our proficiency score by 10.0 points in 22-23 and 10.0 points for 23-24, to achieve a B School Performance Grade (SPG) at Cumberland Road Elementary school.

Goal 2: We will increase our math achievement from a 47.8 to a 55.0 in grades 3-5 over the course of the 22-23 school year.

Goal 3: We will increase our reading achievement from a 51.4 to a 55.0 in grades 3-5 over the course of the 22-23 school year.



! = 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>		<p>Teachers create a classroom social contract at the beginning of the year and your job/my job chart. The teachers also work together to provide time out stations and areas for students that are struggling. MTSS is also utilized as a measure of support for students who are struggling to follow rules and procedures.</p> <p>Currently, we have a school wide discipline plan that combines a behavior chart and daily calendar. It is now a school wide expectation that all classes also use Class Dojo as a way of communication with parents and for behavior management support.</p>	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		<p>Teachers will create and visibly display social contracts/Be Statements with students and your job/my job. Teachers will model school-wide/classroom expectations and procedures for all students at the beginning of the year. Each grade level will utilize a consistent school-wide behavior chart for student expectations. This will be planned and implemented starting the first day of school. As the year progresses, during breaks, or when new students enter the classroom, teachers will reteach the school-wide discipline plan, rules, and procedures. Evidence of an increase in positive referrals and a decrease in negative referrals will be provided by all teachers to provide positive behavior reinforcement and ensure that students remain in school.</p> <p>If teachers need additional support with classroom management, they will be provided with specific support through peer teachers, administration, and/or coaches. Walk-through, guided observations, and opportunities to observe peers who are proficient with a management strategy will be provided.</p>		Nichole McNair	05/31/2024
<i>Actions</i>			3 of 5 (60%)		
	10/11/22	We are going to have a professional development on the behavior chart and how to use it positively and consistently. We will also make consistent guidelines that will support all teachers to use the clip-chart.	Complete 11/07/2022	Michele Cain	11/02/2022

Notes: 11-7-22

We had training at the beginning of the year for all staff. Reminders and clarifications are consistently discussed to support teachers during their PLC meetings. Additionally, we have weekly positive reinforcements with treasure chest and monthly raffles with the filled behavior chart to support the consistent usage.

10/11/22

Teachers will consistently utilize the behavior log daily. Students who achieve a whole month of purple or above will be entered into a drawing for books that will be purchased by the school.

Complete 06/05/2023

Kimberly Thompson

06/10/2023

Notes: 6-5-23

We are successfully doing this action and will continue it however we are closing the action step.

5-1-23 Most teachers are consistently using the chart and we are using the charts for students to enter into the drawing. If a child loses a behavior chart they can get another chart from the office.

12/05/2022 In support of PBIS we will continue to use Title 1 funds to continue purchasing books for our book vending machine.

10/01/2022 We had a our first school wide Behavior charts Bee Celebration where students consistently utilized their behavior log to participate and are anticipating our first drawing this week.

6/5/23

To better assist students social emotional needs we will utilize Title 1 funding to purchase additional items for our calm down corner.

Complete 11/06/2023

Margilyn Villarosa

10/11/2023

Notes: 11-6-23

All teachers received the items and instructed students how to use the calm down corner and those items to assist them in dealing with their emotions.

We therefore will be closing this action.

10/18/22

Teachers will consistently utilize the data collected on daily behavior charts to monitor increases and decreases in positive and negative behaviors. Changes in data will be discussed during weekly Data PLC Meetings.

Nichole McNair

05/24/2024

Notes: June 5, 2023

We discussed this item and feel that we have not yet met the goal and therefore extended it into the next school year.

March 6, 2023 - Please monitor student behavior and remember to track changes on behavior charts. As a grade level, discuss how you can support your students (and document in ABE). We need to be consistent and if you do not document in ABE, we can not get help for the kids that we need. Remember to take steps to communicate with parents, have after school detention, use calm down corners, send home warnings, etc.

10/11/22

We will consistently implement the school wide behavior management plan and consistently reteach after breaks or new student enrollment.

Ashantee McKelley

06/01/2024

Notes: Dec. 4. 23

We discussed that we are making sure that the behavior calendar is used consistently and daily by all grade levels. The calendar then will be kept in the students data notebook and used to discuss with students and or parents.

Oct. 2. 2023

Cafeteria behavior is improving. Teachers are supporting new staff and each other to be responsible for students while they take care of other business. Recess we still have some scheduling conflicts and overall are improving. We discussed the walkie for student safety. Gates are starting to not close so all teachers need to make sure that they lock after passing through.

Sep. 11. 2023

We are discussing how each grade level is implementing it and to help new teachers to follow the standards in how to use the clip chart. Remind coworkers about the proper guidelines and for teachers to stop and think. We are making positive phone calls to also establish positive relations with parents.

June 5, 2023

We feel that we are consistently using it, however due to the increase of new teachers and students we will continue this action step through the next year.

February 2023- It is very important to be using the behavior plan and ABE. All students should be able to share what color they are on and why. As administrators are doing walkthroughs they are noticing that students are needing many reminders to correct behavior, and they are unable to help us as teachers if we aren't doing our part. If students are going home with N on progress reports and report cards, they should not be on Red, Pink, Purple every day. Also, make sure you are communicating with families about issues. This is a critical time of year to be reviewing procedures and expectations.

Effective Practice:		Data analysis and instructional planning			
	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers administer a variety of assessments and discuss data during PLC meetings. However, some teachers do not implement or administer common assessments which hinders student progress. Spreadsheets and protocols are a school/district wide expectation, however there is a lack of consistency and urgency which hinders student support and learning. Teachers can not make appropriate modifications in planning and implementing instruction without data.	Limited Development 06/02/2022		
<i>How it will look when fully met:</i>		<p>Teachers will differentiate instruction for their students after meeting and discussing needs with the instructional team. An array of differentiated activities will be recommended that align to standards, the individual teacher can then select appropriate activities for each student. The teacher looks at pretests and the students ongoing work to assess mastery and make adjustments in the plans as needed.</p> <p>Teachers will consistently administer all expected assessments and input all classroom/ district/ state data in a timely manner. Teachers will come prepared and ready to discuss data and individual student needs for their data / PLC meetings.</p> <p>Data will be analyzed and used to inform and implement differentiated instruction. Teachers will look at formative assessments to include the criterion for engaging student mastery as demonstrated in their work. Teachers will use assessments to adjust their plans for students.</p> <p>Student data must be utilized to proactively inform instruction through the use of modified teaching methods, resources, learning activities, student products and small groups, to maximize learning opportunities.</p>		Nichole McNair	05/31/2024
<i>Actions</i>			2 of 4 (50%)		
	9/13/22	Teachers will complete their beginning of year assessments in a timely manner to utilize the data cycles for instruction, and small groups.	Complete 10/03/2022	Nichole McNair	09/28/2022

Notes: 9-13-22
 Created
 10-03-22
 All beginning of the year assessments have finished. We are also learning to navigate the wonders assessments to better meet the needs of the students at Cumberland Road.
 We are now ready to analyze data to drive our instruction.

6/2/22 All students will have and utilize personal data notebooks. Students and teachers will collaborate to track, analyze and set goals according to their personal data.

Complete 05/01/2023

Michaela White

06/09/2023

Notes: 5-1-23
 Data binders are being used with all grade levels and all students. This goal has been successfully met and we are closing it.

4-3-23
 Data binders, are used by all grade levels to track and are aware of their data and growth and their end of year goals.

11-7-22
 We have several teachers that have a data notebook/binder, but we still have some teachers that need additional support on how to create/use a data notebook. This includes their goal setting for all areas, Reading, Math, Successmaker math and reading, MClass as well as behavior. Lower grades may even have letters & letter sounds, sight words, etc.
 We will work on this in PLC's.

12/5/22
 All teachers were trained and provided with data notebooks and student data tracking forms. Teachers are challenged to have students consistently track their data and record their data.

1/9/23
 All teachers are working on having students enter data in a timely manner and actually having discussions with students on how they can improve. All grade levels have their data sheets that they are using. We will continue to work on this action step implementation.

6/2/22 All teachers will come prepared to weekly data meetings. The data will be used to create standard aligned lessons that maximize student learning. It will also be used to create meaningful and targeted remediation groups and small group instruction.

Raymona Goins

06/09/2024

Notes: June 5, 2023

We see the importance of this target, and need to continue this goal to get consistency across all grade levels. We feel that teachers need to come with a target group in mind to discuss their data.

March-6, 2023

A suggestion for K-1 is to monitor by groups to assess where they are at, make a strategic plan, remediate, and reassess. 3-5 make sure you are using the trackers with updated small group plans to fill in gaps. 3-5 will also spend time in PLC looking at formative assessments with item analysis to help with groupings. Teachers need to make sure they are inputting data into county spreadsheets in a timely manner.

6/2/22 Data coaches will assume the responsibility to monitor team members actively inputting assessments and data on school/ county/ state spreadsheets.

Andrea Hildel-Reyes

06/09/2024

Notes: Sept.11.2023

All SIT members are supporting each team mate to make sure that our teams are successfully completing all initial assessments at the beginning of the year. We are also making sure that all are keeping on top of the Successmaker Initial placements.

June 5, 2023

We discussed the importance of this and that we need to continue to work on meeting this goal consistently across all grade levels.

February 6, 2023- Coaches are helping to monitor data and planning data driven instruction that is standards aligned. They have been chunking it into manageable pieces for 3-5 and are helping to make groups. We will look at K-2 data next to regroup/ plan remediation based on MClass results. We need to make sure our spreadsheets are up to date because the county is closely monitoring it.

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:

The teachers are working together in PLC's to plan and implement effective teaching practices that are aligned to the State Standards. Teachers utilize data to plan instruction on differentiated levels of development to meet the individual needs of all students. Teachers are becoming more aware of how to analyze their data to inform instruction.

Limited Development
10/11/2022

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<p>How it will look when fully met:</p>	<p>Teachers will focus on planning rigorous engaging instructional practices, analyzing data, and utilizing appropriate materials. Instructional responses from students will be utilized to adjust and modify instructional practices, specifically analyzing formative data before and after instruction to ensure alignment between all three tiers of instruction for reading and math. This will provide structure to ensure that teachers are growing professionally and students are achieving academic and social/emotional growth.</p> <p>Our students with disabilities and economically disadvantaged students will be formally assessed to determine mastery of the standards being taught in reading and math. The students from these subgroups that are not meeting mastery will receive remediation via small groups and opportunities for cooperative teaching between classroom teachers and EC resource support teachers. These opportunities will be provided through Successmaker and Reading A-Z. Students will receive post-assessments to determine the level of mastery on remediated standards in order to diagnose further interventions.</p> <p>Teachers will utilize available resources and programs such as Learning A-Z to help differentiate learning and provide interventions. Learning A-Z will be utilized with K-5 as a Tier 1 Foundational Support and also a supplemental intervention (Tier 2) to strive to better align groups into a school-wide academic model.</p> <p>Rigorous and aligned instruction will be implemented for students during all transitions.</p> <p>A multi-tiered system of support will be evident. All teachers will be familiar with the MTSS process and will implement the 6 critical components in a timely manner.</p>		<p>Nichole McNair</p>	<p>05/31/2024</p>
<p>Actions</p>		<p>9 of 13 (69%)</p>		
<p>10/11/22</p>	<p>The counselor will provide training to all staff during our August professional development days on MTSS/SST processes and procedures to ensure that we are monitoring and meeting the needs of all students.</p>	<p>Complete 10/11/2022</p>	<p>Stephanye Graham</p>	<p>10/05/2022</p>
<p>Notes:</p>				

10/18/22	We will hire additional Instructional Assistants to assist with small group remediation in Kindergarten and 1st Grade, focusing on foundational skills. We will utilize data to identify student needs.	Complete 11/07/2022	Michele Cain	11/15/2022
	<p><i>Notes:</i> 11-07-22 We hired two additional Instructional Assistants. One has already started, however the second will start next week for personal reasons. Once all have started we will rearrange to where all Kinder will have a teacher assistant and first grade will have 2 part time and 2nd Grade will share one in the grade level.</p>			
10/18/22	We will hire a tutor to work with K-1 students, using ESSER funds. The tutor will implement targeted lessons based on student needs/data.	Complete 12/05/2022	Michele Cain	11/15/2022
	<p><i>Notes:</i> 11-07-22 Mr. Brown has been hired and will work Tuesday, Wednesday, and Thursday to work with Kindergarten and First Grade to help tutor to close the achievement gap. He will have a schedule and will start working next week Wednesday. He is a 49% due to his retired status. 12/05/22 We added Mr. Brown and he began working with small groups. Therefore we will close out this action step.</p>			
12/5/22	We will increase 2 of our 6 hour state allotted instructional assistants by an additional 2 hours each, using Title 1 funds.	Complete 01/09/2023	Michele Cain	01/09/2023
	<p><i>Notes:</i> 1-9-23 This was approved through title 1. We were approved to use \$ 3211.25 per assistant for the remainder of the year from our title 1 funds. Therefore we will close this action step.</p>			
10/18/22	Cumberland Road is the eighth highest poverty school in Cumberland County School system. Due to this fact, we ensure that we use small group interventions on a daily basis with all students and subgroups embedded to equitably meet their needs.	Complete 06/05/2023	Nichole McNair	05/19/2023
	<p><i>Notes:</i> 6-5-23 After discussion with the team we decided that this action was no longer applicable, because we needed a more measurable action that we are recreating in a new action step.</p> <p>4-3-23 We decided not to conduct our previously scheduled data meeting. However all teachers are currently meeting with all subgroups on a daily bases.</p>			

10/11/22	PLCs will meet to plan and utilize PLC informational notebooks, to include data, on a weekly basis to implement a tiered instructional system that allows teachers to deliver rigorous, engaging, and evidence-based instruction focused on student's growth.	Complete 06/05/2023	Raymona Goins	06/10/2023
<p><i>Notes:</i> 6-5-23 PLC's were on the master schedule and planned lessons weekly. Therefore we are closing this action.</p> <p>4-3-23 Data binders, are used by all grade levels to track and are aware of their data and growth and their end of year goals.</p> <p>11-7-22 We have several teachers that have a data notebook/binder, but we still have some teachers that need additional support on how to create/use a data notebook. This includes their goal setting for all areas, Reading, Math, Successmaker math and reading, MClass as well as behavior. Lower grades may even have letters & letter sounds, sight words, etc. We will work on this in PLC's.</p> <p>12/5/22 All teachers were trained and provided with data notebooks and student data tracking forms. Teachers are challenged to have students consistently track their data and record their data.</p> <p>1/9/23 All teachers are working on having students enter data in a timely manner and actually having discussions with students on how they can improve. All grade levels have their data sheets that they are using. We will continue to work on this action step implementation.</p>				
10/11/22	Teachers will participate in LETRS training and implement evidence based classroom instruction for all students, focusing on the quality of first time teaching. Classroom practices will reflect all three tiers of instruction and the Science of Reading.	Complete 06/05/2023	Raymona Goins	06/10/2023
<p><i>Notes:</i> 6-5-23 All teachers participated in LETRS training.</p> <p>9-13-22All teachers have started and participated in the initial LETRS training and are currently working on their course work.</p>				

10/11/22	Co-teachers, classroom teachers, and instructional assistants will work with students in small group sessions to target data-driven skills utilizing Learning A-Z, Nearpod, EdPuzzle, LLI, Singapore Dimensions, and Success Maker. They will integrate skill-based learning through a Tier I and Tier II systems approach working with our students in subgroups.	Complete 06/05/2023	Nichole McNair	06/10/2023
<p><i>Notes:</i> 6-5-23 The team discussed that we have new tools and don't have some of these tools any longer therefore we are closing this action and create a more accurate one.</p> <p>4-3-23 We discussed the different programs that we still use are Successmaker, I-ready, Teacher toolbox, Kids a-z and the Hagerty books are wanted to be continued by the staff next year.</p> <p>1-9-23 Due to the price increase for Nearpod and EdPuzzle we have agreed to only utilize the free versions. Additionally, with the LETRS training and implementation this year, we are utilizing the Learning A-Z, LLI, and Successmaker. However, Singapore Dimensions was tabled until next year due to implementation and training for LETRS.</p>				
10/11/22	Technology/Professional development team will focus on introducing and revisiting (in a standards-aligned focus) new tools, apps, websites that teachers/staff can utilize and apply to enhance teaching and learning in the classroom with a focus on the North Carolina Digital Competencies to focus on student growth. Clear-touch boards, iPads, and Chromebooks will need to be purchased. Staff members new to these devices will need training by Kimberly Thompson.	Complete 06/05/2023	Andrea Hildel-Reyes	06/10/2023
<p><i>Notes:</i> 06-05-23 All teachers have been trained and every classroom has a cleartouch. Current members will train new staff.</p>				
6/5/23	All teachers will create a schedule within a schedule to ensure that small group is intentional.		Nichole McNair	12/04/2023

Notes: Dec-4-23

Most grades have created and are utilizing and will continue to utilize their small group instruction that is data driven. We are continuing to work on this.

Sept.11.2023

Teachers are working on assessing students and also intentionally instructing students on working independently.

Nov. 6th, 2023

Some of the teachers that are new to the school are still learning how to create lessons including all the pieces necessary. They are done with their grouping and are working on strategic lesson plans for small group including all the different pieces, such as MClass, guided reading, Dolch sight words, etc. All the math tasks, reteaching and retesting to make sure we address all the essential components therefore all grade levels are therefore still working on this action.

Therefore we will aim to complete this action step by Dec. 4th, 2023.

6/5/23 All teachers will participate in Letrs units 5-8.

Ashantee McKelley

06/10/2024

Notes:

6/5/23 All new teachers will participate in Letrs training, Unit 1-4.

Ashantee McKelley

06/10/2024

Notes:

6/5/23 Teachers, co-teachers and instructional assistants are going to utilize Learning A-Z, MClass, Singapore Math, Successmaker, I Ready, Wonders, Envision Intervention Kit, LLI, Scholastic Magazine, 3-5 Instructional Passages, for small group intervention.

Raymona Goins

06/10/2024

Notes:

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:

A school-wide behavior chart and contract is implemented throughout the school year. We have inconsistency among some of our staff with the implementation of our school-wide behavior plan. Class Dojo will continue to be a school-wide expectation for communication with parents and the community.

The staff was trained on how to use the ABE modules to document student behavior; this is our fifth year of implementation, we are still not proficiently utilizing the ABE program.

Second Step was implemented during the 21-22 school year in K-2. It will be a K-5 expectation for the 22-23 year.

Counselors met with small groups of students to meet social/emotional needs.

Limited Development
10/11/2022

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<p>How it will look when fully met:</p>	<p>Professional development is provided to all staff members to help build the relationships and implementation of the school-wide behavior plan. Clear, consistent expectations, consequences, and rewards will be modeled for staff and students through videos and use of reflection pads that are age appropriate among grade levels. All staff should build a relationship with students through the first few weeks of school by specific practices such as My Job/Your Job, Social Contracts, Morning Meetings, modeling expectations, greeting children first thing in the morning, Peace Talks, and close communication with families. Teachers will follow the correct process of referring students to the Principal's office and MTSS in order to receive the interventions necessary to support the child's social and emotional development. Teachers will refer to their teacher handbook to better understand student behaviors, emotions, and needs.</p> <p>Teachers and staff will effectively assign modules and document student behaviors and interventions through the ABE system on a consistent bases.</p>		<p>Margilyn Villarosa</p>	<p>05/31/2024</p>
<p>Actions</p>		<p>5 of 6 (83%)</p>		
<p>10/11/22</p>	<p>Staff will be trained and continue to use ABE schoolwide.</p>	<p>Complete 09/13/2022</p>	<p>Michele Cain</p>	<p>10/05/2022</p>
<p><i>Notes:</i> 9-13-22 All teachers received ABE training during our August professional development days. It is a school wide expectation that teachers input data into ABE, especially prior to office referrals.</p>				
<p>10/12/22</p>	<p>Teachers will attend MTSS/IRP training to learn how to create PEP's to include behavior goals and interventions.</p>	<p>Complete 02/06/2023</p>	<p>Michele Cain</p>	<p>10/31/2022</p>
<p><i>Notes:</i> February- All teachers have been trained on the creation of PEPs to include behavior goals and interventions. All PEPs should be signed by parents at this time with a copy placed in the cumulative folder. Teachers were also asked to updated PEPs based on middle of the year assessments and review them as grade levels. This action was originally completed in October 2022 but reviewed more recently to make sure all teachers understood the process.</p>				
<p>10/11/22</p>	<p>The counselor will implement the Second Step program with all 3-5 students.</p>	<p>Complete 01/09/2023</p>	<p>Michele Cain</p>	<p>11/07/2022</p>

Notes: 10/3/22

Mrs. Villarosa is conducting Second Step lessons with all grade levels.

1-9-23

Mrs. Villarosa, Ms. Coston, and Ms. Smutherman, are conducting Second Step lessons with all grade levels as part of our SEL program. Therefore we are closing this action.

10/12/22

Every classroom will create a calm down corner and model to the students how to use it appropriately.

Complete 01/09/2023

Ashantee McKelley

11/23/2022

Notes: 1-9-23

Mrs. McKelley has monitored that all teachers now have a calm down corner and students were instructed on how to use the calm down corner. Ms. Coston will do the follow up during classroom visits to discuss how to use it. Therefore we are closing this action item.

10/12/22

The counselor will continue the Second Step program with all K-2 classes on a monthly basis.

Complete 05/01/2023

Margilyn Villarosa

05/19/2023

Notes: 5-1-23

All grades are meeting every month to participate in the second Step program successfully. Therefore we are closing this step.

March 6, 2023- 2nd Step lessons are happening monthly. Classroom teachers need to make sure SEL lessons and morning meetings are continued throughout the year and targeted specifically to what individual classes need. Teachers can also reach out to counselors for additional support as needed. You can also refer back to the the SEL lessons we have used previously and on Class Dojo.

10/18/22

Teachers will utilize ABE by assigning modules and documenting student behaviors/interventions.

Ashantee McKelley

06/01/2024

Notes:

10-2-23

Please review with all teachers especially new staff the flow chart on Teacher vs. Admin issues and also to record all students sent to the office on ABE. Make sure all ABC forms are filled out as required by the IEP team.

9-11-23

Teachers were trained on the ABE system. We will have a follow up for teachers to be fluent in the ABE system.

6-5-23

Teachers will receive additional training in ABE. There will be a quarterly check-in to see the utilization of ABE and a refresher. We will have live demo on how to complete the forms.

4-3-23

All teachers are reminded to make sure that the parents are also informed when they are entered into ABE. Also please make sure that the Assistant principal and principal are notified through ABE. Some are not notified or just one or the other.

Be mindful how we speak to the children and how to de-escalate and be mindful of students and their needs.

1-9-23

We are extending this date due to teachers not consistently entering the data into ABE. We therefore extended the date to the end of the year.

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
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Initial Assessment:	Currently we invite families to events throughout the year. However, we do not always have large turnout. We struggle to have parents participation without food or other incentives.	Limited Development 06/05/2023		
How it will look when fully met:	<p>Family and community engagement is the active and meaningful partnership that educators build and maintain with students' families and the broader community for the purpose of supporting student learning. Schools must build an infrastructure to support the school's goals for family and community engagement. Areas of focus should include:</p> <ul style="list-style-type: none"> • creating an environment where families feel valued and welcomed • engaging students and families that represent the diverse population of the school • engaging students and families in problem solving • providing intensive outreach to unresponsive families • increasing the skills of families to support student learning <p>Examples of family and community engagement may include:</p> <ul style="list-style-type: none"> • Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. • Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Documentation of information provided to families regarding interventions, student response and progress on repeated assessments • Student/family handbook • Family and Community Survey Data 		Jennifer Donnelly	06/03/2024
Actions		1 of 3 (33%)		
10/2/23	The school is going to present our new parents for our Sit meeting at the next staff meeting to then have them voted on by the Parents at our school. This will make them our officially elected Sit Parent Representatives.	Complete 12/04/2023	Andrea Hidel-Reyes	12/04/2023

Notes: 11-6-23

Our parent were voted in by the parent body via Class Dojo. The Parents were elected with a 100 % unanimous decision. Parents are now invited to attend the staff meeting to be introduced the teacher body of the whole school. Therefore our target date will be moved to next Sit meeting to close this action step.

12-4-23

Our parents were presented at the Staff meeting and were introduced to sit. We therefore achieved the goal and are closing this action step out.

6/5/23 The school leadership team will host family engagement nights by inviting parents to a variety of cultural and academic events. The events are to help encourage parental engagement and involvement with students academic performance. We will offer popcorn as an attendance incentive. We will use title 1 funds to purchase a popcorn machine.

Jennifer Donnelly

06/05/2024

Notes:

6/5/23 We will host community fun nights where we will have different activities such as crafts, STEM, and games.

Jennifer Donnelly

06/05/2024

Notes: