

Comprehensive Progress Report

Mission: Ed V. Baldwin Elementary School will provide a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential.

Vision: At Ed V. Baldwin Elementary School we strive to demonstrate quality learning with effective, challenging, experiences in a caring climate of respect and concern for all to support the academic, behavioral and social emotional growth of students.

Goals:

Student proficiency for the 22-23 school year on the Math End of Grade Tests was 39.3% proficient. This breaks down to 41% (Third Grade), 41.1% (Fourth Grade) and 35.6% (Fifth Grade). For the 23-24 school year, our overall goal for Math is 60%. This is a breakdown of 58% (Third Grade), 58.9% (Fourth Grade) and 65.5% (Fifth Grade). (A2.04) (C2.01)

Student proficiency for the 22-23 school year on the Reading End of Grade Tests was 36.8% proficient. This breaks down to 32% (Third Grade), 54.4% (Fourth Grade) and 24.4% (Fifth Grade). For the 23-24 school year, our overall goal for Reading is 63%. This is a breakdown of 60% (Third Grade), 67% (Fourth Grade) and 65% (Fifth Grade). (A2.04) (C2.01)

The School Performance Grade will improve from a "D" to at least at "C". Ed V. Baldwin's overall target is 58% proficiency to improve to a "C" school. (A2.04) (C2.01)

Student proficiency for the 22-23 school year on the Science End of Grade Tests was 52.2% proficient. For the 23-24 school year, our overall goal for Science is 65%. (A2.04) (C2.01)

Student proficiency in our challenged subgroups, students with disabilities, will grow from 18.8% proficient to 50% proficient. (A2.04) (C2.01) (A4.06)

The school will promote family engagement throughout the school year to increase the level of knowledge of our families thus supporting our students at a deeper level at home. (E.1.06)



! = 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>		Baldwin is a PBIS Model school, with a SET score of >90. New teachers must be integrated into the PBIS methods, as well as veteran teachers continually provided with additional strategies to meet student needs. School-wide systems must be in place to support ongoing use of strategies by staff.	Limited Development 09/27/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Baldwin will strive to be a PBIS Exemplar School, with a SET score of >95. All teachers will score at least proficient on their Standard 2 of the NC Teacher Evaluation System. ODR will decrease by 20% as evidenced by data in PBIS Rewards and instructional time will increase as a result of fewer ODRs. Feedback on the TWC survey and student surveys will support this indicator. Data from PBIS Rewards will be used to monitor progress. Morning meeting walk-throughs will be implemented to check for fidelity; events and PBIS rallies will be incorporated throughout the year.	Objective Met 10/18/23	Leomi Gonell	05/31/2024
Actions					
	9/27/22	Morning Meetings will be built into the daily schedule; each teacher will be responsible for conducting a morning meeting daily to review PBIS expectations, build a community in their classroom and to teach/model/practice appropriate behaviors and social skills.	Complete 06/08/2023	Leomi Gonell	05/31/2024

Notes: 11/2022- Morning broadcast is going great. Students/teachers love watching the students online. Counselors visit classrooms to conduct second step lessons.

9/2022- Teachers begin their day with morning meeting. Morning meeting is built into the schedule. A Baldwin News Cast is in the works for students to share the announcements and daily ROAR expectations.

8/27--morning meeting time is on the school's master schedule; training has been provided by the PBIS team and all staff have been provided access to resources to use as they plan the morning meeting.

8/2019--training will be provided to staff on 8/20; additional resources will be provided to all staff to assist with facilitating morning meetings through the Baldwin Shared folder. The PBIS team will also work this year to add lessons for teachers to use based on the Amazing Acts of Character program.

5/2019--discussion about timing and resources; flexibility in timing tabled for SIT retreat

12/2020 - Behavior expectations have been modified for virtual learning and teachers will focus on reinforcing these expectations after winter break.

2/2021 - morning meeting expectations and why morning meetings are important were reviewed with teachers. Morning meeting time is built in the daily schedule for all teachers.

3/21 - 5/21 -There will be a 15 minute block of time every morning for morning meeting. PBIS rewards will be used next school year.

6/30/21--SIT will look into additional SEL resources to support the implementation of morning meetings; professional development will also be planned for staff in August.

9/10/21--Useage of PBIS Rewards will be implemented; a morning meeting folder with resources has been created; monitoring morning meetings with Fidelity. First Friday rewards will also be implemented. Training on morning meetings was provided during workdays, PBIS leads are providing support and the weekly bulletin includes information for staff.

9/27/22	A Bear Store will be utilized within the PBIS Rewards system to provide positive reinforcement to students; students will be allowed time to shop with their points and purchase items from the Bear Store. The PBIS team will also facilitate monthly events and other school-wide activities that students can use points to purchase access to.	Complete 06/08/2023	Leomi Gonell	05/31/2024
<p><i>Notes:</i> 9/2023 - PBIS store is being designed. Will use the closets in building C. Looking for parent volunteers to run the store. Students will go on their non-resource day during the usual resource time. Survey was completed to get an idea of what students wanted in the PBIS store. Items being purchased.</p> <p>9/29/23 - first PBIS monthly event - Poppin Positive Behavior Party. Students with 35 points had the option to use their points to purchase and attend the party. The party was in the outdoors classroom with popcorn.</p> <p>11/2022- teachers utilize the PBIS store to provide incentives for positive behaviors.</p> <p>9/2022-with the start of the 22-23 school year the Bear PBIS stores will be stocked soon. Students are gaining points through the PBIS incentive program now. Teachers share this information with students and families overtime.</p> <p>8/27/18--The store will be set-up once the PBIS team can determine point value for items at its first meeting of the school year; the team recommends that K-2 students be allowed to shop weekly and 3-5 students be allowed to shop bi-weekly. The PBIS team will plan a fundraiser to purchase additional incentives.</p> <p>8/2019--PBIS Rewards will be used for students to earn and shop with points at the classroom level; the PBIS team will plan monthly incentives and school-wide privileges that students can purchase access to with their points.</p> <p>11/2020 - Class Dojo is being used virtually. A virtual school store has been created and students are allowed to redeem their points.</p> <p>1/2021 - all staff received training on using positive reinforcement and how to use Class Dojo/the Bear Store to aid in positive reinforcement.</p> <p>3/21 - Virtual and in person students were able to purchase items/activities using their dojo points.</p>				

9/27/22	Second Steps and other resources will be provided to teachers to support the Morning Meetings and teaching SEL: counselors will complete small group with Tier 2 students and quarterly whole group lessons using Second Steps. Teachers are provided PBIS Rewards as a tool to use and collect data as well as an intervention bank to support SEL skills. The school has also implemented a Recovery Room for students that need more intensive support with SEL regulation and all classrooms having calming corner.	Complete 06/08/2023	Leomi Gonell	05/31/2024
<p><i>Notes:</i> 11/2022- SEL lessons are conducted weekly or monthly depending on classrooms. Counsleors support lessons as needed.</p> <p>9/2022- second step lessons are being conducted by the counselors throughout the week. Teachers that do not PLC coverage receive this support weekly. Other teachers receive lessons on a monthly basis. Teachers also have the ability to complete follow up lessons during morning meeting.</p> <p>12/1/21--Second Steps training for staff was conducted on 11/22 and will be implemented in classrooms for use during morning meetings, non-resource days and as a supplemental, targeted resource.</p>				
Implementation:		10/18/2023		
Evidence	10/18/2023 BEAR store, SEL during resource in master schedule, morning broadcast by student news team incorporating morning meetings .			
Experience	10/18/2023 Morning Meetings occur daily with support of PBIS coach and Morning Broadcast from the student news team. The PBIS coach has implemented a BEAR store for rewards and efforts to use points for incentives continues to guide students to follow the PBIS rules and procedures.			
Sustainability	10/18/2023 BEAR store in place for student incentives. Second step lesson take place by the counselor and social workers on a weekly basis. These lessons are built into the master schedule.			

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 will utilize county approved resources and planning documents available through Canvas to develop aligned lesson plans; grade levels will meet weekly to unpack standards and develop learning targets for the week. With the support of PLC grade levels will have a true understanding of the standards they teach and their importance in student success.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Instruction in the classrooms will closely match the intended goals of the unit and weekly lesson plans. Teams will work together to plan whole group ELA and Math lessons, and activities for guided, small group and independent practice. Walk throughs will indicate these plans are taught with 90% fidelity. Student proficiency on end-of-course tests will improve to at least 60%.		Rebekah Woodruff	05/31/2024
Actions			0 of 3 (0%)		
	8/16/23	The leadership team will work to guide teachers through the Standard Aligned Roadmap. Teachers will work through milestones as a school and an individual. The end result being student success and knowledgeable teachers.		Rebekah Woodruff	05/24/2024

Notes: 10/2023- In PLC during the second week of October, the team discussed a change to small group and whole group instruction.
 10/2023- Correlate team reviewed walkthrough observations. It was discovered that 4/13 teachers observed in one day by multiple observers, observed teachers in a small group when noted on their schedule. The team brainstormed ideas for this occurrence.
 9/2023- Correlate teams reviewed an anonymous survey in which teachers shared their level of implementation with unpacking standards and all group instruction as it aligns with A2.04. It was discovered that out of the data 5/13 teachers that completed the survey are unpacking standards. In addition, throughout the second week in Sept on average less than 6 small groups are taking place in total. This includes both math and reading small groups. The team discussed barriers such as assessments being a reason for no small group.
 9/2023- During PLC coaches used the CCS resources for PLC and the Instructional Focus Roadmap
 8/2023- Staff met with coaches to discuss the instructional focus for the year. The group discussed connections to the indicator standards

9/27/22 Standard alignment discussions will take place weekly in PLC. Teams will use proper protocol to break down units and follow the plan, do, study, act cycle. Action will be assessed through iRound, walkthroughs and discussions in PLC.

Rebekah Woodruff

05/31/2024

Notes: 10/10 & 10/11 During PLC this week, coaches implemented a PLC/GLP checklist to help guide the team through appropriate planning techniques which will include standard aligned instruction. A discussion took place around the team reviewing lessons prior to PLC and becoming knowledgeable of their assigned lesson so they can teach their teammates. Teams will collaborate during PLC based on their prework. Teachers will use the unit guides and unpacking videos to unpack the standards for small group instruction and assign activities that meet those learning targets.
 9/26-27/23 - PLCs - Unpacking Standards - video example shown and followed along with to unpack a current standard. Handout given and completed with teachers as we viewed the video. Teachers able to practice while collaborating with their team.
 5/2023- Instructional team observes teachers applying PD and PLC knowledge during walkthroughs. Based on walkthrough data and coaching cycles, teachers are on track with standard aligned instruction.
 4/2023- Grades 3-5 attended Data day to prep for upcoming EOG.

Teams met together to look at standard alignment and discuss trends in the data. Overall data in content areas decreased. The team discussed the goal of 58% for Baldwin.

3/2023- Planning for benchmark 3 data day has taken place. This time we will have all 3-5 teachers in the room at the same time. We will discuss alignment and remediation/enrichment plans.

2/2023- PLC data day conversations took place. We looked at standard alignment and how prior standards fill into current grade level learning. Resources were provided for teachers in the content areas to bridge gaps with the foundational pieces.

1/1/2023- Peer observation walkthroughs this month allowing teachers to provide feedback to their peers. Grade levels discussed progression of grade levels.

12/2022- PLCs weekly continue to focus on standard alignment.

11/2022-PLCS weekly continue. Focus on goal setting, math alignment and reading progress monitoring.

9/2022- Leadership walkthroughs began and feedback to teachers was provided. In PLC the team reported the overall notes from the walkthrough. In PLC discussion around how common themes among grade levels should be seen.

9/8/2021--model lessons are being scheduled; walk-through tool reflects the expectation of alignment to standards as well as vertical alignment is included.

10/2021 Teachers are provided a vertical skills alignment for reading and math. This allows teachers to see the connection among skills across grade levels to help with small group instruction.

12/2021 Teachers participated in a math games PLC that allowed them to experience the same strands of what they teach across the grade levels.

2/2021 Teachers utilize the county coherence map to check vertical alignment for small group instruction.

10/12/22 Baldwin will work on increasing the proficiency of students with disabilities, our challenge subgroup. This will be done through EC pull out instruction, small group instruction and after school acceleration.

Keisha Schmitt

05/31/2024

Notes: 10/2023- Small group instruction has been moved to the focal point of planning while teachers are together in PLC. The team will create their lessons based on resources that align with various learning targets for a standard.

9/2023- small group instruction through walkthroughs has not been conducted to fidelity. A conversation in correlates and PLC took place to understand why this is happening.

5/2023- IAs have continued to support the 3-5 teachers with remediation. They have worked to bridge the gap of our below grade level students.

4/2023- IAs continued their remediation/enrichment schedule as of 4.17. IAs push in for 1-2 hours a day to support grades 3-5 with small group instruction. Teachers' resources include the county created resources to reteach and prepare for EOGs.

3/2023- Remediation groups are going well. Our support staff and instructional assistants work with 3-5 teachers daily to support their low and high students.

1/2023- EC team continues to pull students and monitor progression. Report cards are provided to students and teachers for updates with EC goals.

12/2022- EC groups have been pulled consistently

11/2022-EC support is on track

10/2022- EC groups have been pulled consistently

9/2022- After school acceleration slips sent home to all students. The opportunity is not limited to bubble students this year, without IEPs.

8/2022- EC teachers develop schedules to work with their students so that they will not miss majority of the general ed curriculum.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school's master schedule allows for designated small group instruction to address individual student needs daily; during this time student needs will be addressed through the use of additional staff members to deliver small group instruction as planned by the teacher. Teachers will review data and make adjustments to small group plans and station/center activities as needed. Teachers will progress monitor regularly, use the intervention bank of resources and will refer students not making progress to MTSS team for additional support (Tier 2 & 3).	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		The school's master schedule allows for designated small group instruction to address individual student needs daily; during this time student needs will be addressed through the use of additional staff members to deliver small group instruction as planned by the teacher. Teachers will review data and make adjustments to small group plans and station/center activities as needed. Teachers will progress monitor regularly, use the intervention bank of resources and will refer students not making progress to MTSS team for additional support (Tier 2 & 3).		Asteria Roseboro	05/31/2024
<i>Actions</i>			0 of 2 (0%)		
	9/27/22	MTSS meetings monthly to follow-up on aligned interventions and referrals to SST; PD during PLCs and the 4th Monday will be provided to support teachers.		Asteria Roseboro	05/31/2025

Notes: 9/18/23 - MTSS team meets every Monday to discuss specific Tier 2 or Tier 3 students. This team consists of administration, EC, counselors, and social workers. MTSS coordinator meets with each grade level during PLCs.

5/2023- MTSS at Baldwin will need to be revised for the next school year. The instructional team will assess its effectiveness.

2/2023- MTSS in grade level took place to discuss what is working and not in the classrooms. Retention meetings took place with the instructional team.

2/2023- MTSS in grade level took place to discuss students that have the possibility of retention along with the interventions that have been in place

1/2023- MTSS in grade level took place to discuss students that have the possibility of retention along with the interventions that have been in place

12/2022- MTSS team reaches out to teachers to see how to support. Coaches share tier two resources to help with small groups.

11/2022- SIT is off to a good start based on interventions through the year. PD this month was genius bar. Teachers presented PD based on school needs- anchor charts, learning plans, SEL, science alignment

9/2022- MTSS meeting with teachers and counselors took place this month. Teachers had a review session of MTSS and the expectations in their classrooms including the new PEPs. Teachers will use the MTSS school dashboard for support or reach out to coaches and counselors as needed.

9/2021- Teachers learned the basics of MTSS and how to plan for instruction that meets individual student needs

10/2021- PD is provided by social workers and counselors to provide teachers with a better understanding

11/2021- In PLC teachers received information to better prepare them when documenting for SST

12/2021- Teachers continue to seek support in PLC as needed

1/2022- PD in PLC helped teachers realign themselves to the needs of their students after the break

2/2022- Teachers continue to document and seek support as needed

9/27/22 Students scoring below the 50th percentile on standardized ELA or Math assessments will meet with the teacher in a small group every day, in all grade levels. Other students must meet with the teacher at least two to three days a week.

Asteria Roseboro

05/31/2025

Notes: 5/2023- Based on instructional walkthroughs our teachers are working with students in small groups on a daily basis. Instructional resources can be assessed to review the effectiveness of such groups.

4/2023- After data day the team decided to create Saturday Academy. The students being invited to these two Saturdays in May are the 2 and 2+ students. Teachers in 3-5 were hand selected based on their data to work with the students that will attend by invite only. Small group sizes will stay around 10 students. Students will switch after 45-60 minutes of targeted instruction.

3/2023- Students work with teacher and IAs in small group on a daily basis based on standard aligned instruction and formative data.

2/2023- A new enrichment/remediation schedule was created to use all teachers and IAs in the building effectively. Progress thus far is great

1/2023- groups are being repurposed after benchmark II. After school remediation is being repurposed to maximize our efforts with students in the yellow

11/2022-After benchmarks the leadership team reviewed scores and created a plan to begin in the new year for early intervention of students of need. WED tutoring during the day will begin with targeted groups.

9/2022- small group lesson plans are created using data from CCS unit pretests. Teachers are using CCS resources such as Wonders and Math Coherence Map to be sure to meet all students on their level.

9/27/17 - Indicator team met to review goals and assign responsibilities for monitoring implementation.

11/27/17 - Small group has been consistent, and at risk students are showing growth according to progress monitoring and Case data.

8/27/18- Leadership team will review data weekly with teachers during PLC to identify at-risk students and to plan instruction based on data

8/2019--one of the major instructional focuses this year will be small group support; teachers will meet weekly with leadership for planning support during PLCs and monthly to review data and student progress. Detailed small group plans are required and should be shared in the correct Baldwin folder.

11/2020 - Instructional assistants are assisting with small groups, small group plans are being created and checked by leadership each week and remediation is occurring on Tuesday evenings.

1/21 - Instructional assistants are still assisting with small groups so more students can be met with each day, remediation is occurring

every Tuesday, and teachers are meeting with a minimum of 4 small groups a day.

3/21 - Virtual kids are being met with during the morning and in person kids are being met with in the afternoon. A minimum of 4 small groups are occurring each day to guarantee all students are being met with.

8/21- Small group instruction is planned for weekly to meet the needs of all students

10/21- Tutors have been assigned students below grade level to work with in reading and math

12/21- Using assessment data teachers work with students in small groups to bring them to grade level

1/22- Teachers have after school tutoring 1-2/week to help support students with data below grade level

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	The school has earned PBIS Exemplar status in 2 of the last 3 years, and earned a 100 SET score on our PBIS visit this year, so positive behavior strategies are implemented consistently. But office referrals increased by almost 100 this year, and out of school suspensions almost doubled. The great majority of this increase was from the new students added to the school through redistricting. Though these students should demonstrate better behavior skills in their second year, the team still feels like additional strategies are necessary to address this increase and meet student needs. The PBIS Team has revamped the school-wide system and will utilize a program called PBIS Rewards; teachers will have time daily to meet with their class to build relationships and to teach/model/practice social-emotional skills.	Limited Development 09/28/2022		

<p>How it will look when fully met:</p>	<p>Through the MTSS process, students will receive the proper tiered instruction they require for each of the following categories: academic, behavioral and attendance. While utilizing the School Support Team along with the Indicator team keeping this process in the forefront Baldwin will be able to successfully meet the needs of their students. When following this process along with PBIS, office referrals will continue to decrease; out of school suspensions will be reduced by 50%. Baldwin will return to be recognized as an exemplar school with PBIS.</p>		<p>Hope Littlejohn</p>	<p>05/31/2024</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
	<p>9/28/22 A PBIS Intervention Program and Recovery Room. will be instituted to divert most administrative actions from out of school suspension. Students will be provided with counseling from the guidance staff, as well as social worker and administration while visiting the recovery room. Students will be provided time to reflect on behaviors, learn about appropriate choices and return to the classroom. A classified staff member will monitor students during their time in the recovery room.</p>	<p>Complete 05/31/2023</p>	<p>Hope Littlejohn</p>	<p>05/31/2023</p>

Notes: 9/2022-The PBIS recovery room is continuing to be implemented this year. Our support teacher works with the students to get them back into classroom as soon as possible after a misstep in their day. This teacher also reaches out weekly to check on frequent visitors to the room to make sure they are making good choices and modeling effective PBIS behavior.

9/27/17 - Indicator team met to review goals and assign responsibilities for monitoring implementation.

10/23/17 - ISS has been implemented and seems to be effective. A formal program for ISS has been developed.

12/1/2021--supplies and materials have been ordered to support this room; support staff use it as needed, but personnel has not been hired at this time due to limited applicants.

8/27/19- ISS did lead to a decrease in office referrals and suspensions according to preliminary data; the school will continue to fund a position to serve as the ISS coordinator. This staff member will facilitate continued learning for students assigned to ISS and will also check-in frequently with repeat offenders in a mentoring capacity.

11/27 - OSS data is not showing a drop off, but office referrals have dropped. Some more interventions are needed to proactively deal with students who are committing the major offenses that end up getting OSS.

8/2019--a classified staff member has been hired to fulfill this role and a location has been designated as the recovery room. The PBIS team will set-up perimeters for when students should visit the recovery room; the student services team will work with the PBIS interventionist on strategies and tools to use in helping students while they spend time in the recovery room.

5/21- Leadership is working on developing a calm down room for students to use next school year (21-22 school year).

9/28/22	Using our title one funds, we will fund a PBIS/SEL Support Coach. An SEL Coach will be hired to work with Tier 2 and 3 students; Second Steps digital access will also be purchased to support teachers and daily morning meetings.		Hope Littlejohn	05/31/2024
<p><i>Notes:</i> 10/2023- PBIS coach visits rooms weekly with students that may have a behavior concern. He works with teachers and leadership to be present in the building for student and staff support.</p> <p>9/2023-The PBIS/SEL coach works with PBIS team to coordinate implemenattion in the building. The team provided a training to all staff members and review expectations.</p> <p>8/2023-A PBIS/SEL coordinator works with students in need based on frequent behavioral concerns.</p> <p>23-24 PBIS/SEL coordinator has been hired for this school year.</p> <p>12/2022-Counselors have supported the school with role.</p> <p>9/2022-Although a coach has not been hired as of now. Our PBIS recovery teacher and counselors have been taking on this role to ensure students have effective tools to work through issues that emerge throughout their day.</p> <p>12/1--no candidates have applied for the position</p>				
8/16/23	Utilizing the MTSS coordinator and team, students will learn different strategies to support their individual needs. The team will meet with grade levels each month in PLC to build the teacher's knowledge of MTSS and proper interventions for their students' needs.		Sherri Warwick	05/31/2024
<p><i>Notes:</i> 10/2023- MTSS coordinator sat through data dives and supported teachers with intensive instruction to support PEP goals and interventions</p> <p>9/2023- The MTSS team is working towards proper PEP implementation along with SST. Teachers are able to ask questions and receive support during PLC and through scheduled meetings.</p> <p>8/2023- Ms Rodney was hired as our MTSS coordinator and K-2 remediation support. She works with students below and well below grade level.</p>				

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Pre-K conducts home visits before the school year begins.</p> <p>Incoming students participate in Beginners day before going to Kindergarten.</p> <p>5th grade goes to the middle school to aid in the transition to middle schools</p> <p>K-5 teachers send post cards to each student to introduce them to their new school and classroom.</p>	Limited Development 07/10/2019				
	Priority Score: 2	Opportunity Score: 2	Index Score: 4			
<i>How it will look when fully met:</i>	Students and families will feel welcomed and prepared upon enrolling in Baldwin Elementary School. Students will be made aware of the expectations for their next grade level for all students. Teachers will understand standards across grade levels.	Objective Met 10/19/23	Rebekah Woodruff	05/31/2024		
Actions						
7/10/19	A school newsletter will be sent out in August before school starts and this will continue on a monthly basis for the duration of the school year. Grade levels will send out weekly newsletters to their students.	Complete 06/08/2023	Rebekah Woodruff	05/31/2024		

Notes: Newsletter shared monthly via Class Dojo and social media. Newsletter includes SEL home tips.

2/2023- Newsletters continue to be shared with families on social media and DOJO in the beginning of each month

12/2022- Newsletters have been pushed out to families and available at the office. Families have been receptive and supportive.

9/2022- the first monthly school newsletter was shared via DOJO and social media. A printed hard copy can also be found at the front of the building in the office.

9/2020--parent facilitator will collect information and publish the monthly school newsletter; all teachers were provided a template and instructions on how to share their classroom newsletter weekly (also dropped into school shared drive).

1/21- Teachers post weekly newsletters on Class Dojo each Friday and drop a copy in a shared drive.

12/1/21--Teachers send out weekly newsletters via PBIS Rewards and email; the school completes weekly all calls to communicate information to families.

7/10/19 Transition night will be held in May for all students and parents. Students will attend a short meeting to meet grade level teachers and ask questions about expectations or curriculum.

Complete 06/08/2023

Meshonda Williams

05/31/2024

Notes: 9/2022- Curriculum night and title one night was our first family night for the year. Families learned about the school data from the 21-22 school year as well as the curriculum for their child's grade level.

5/2019--Task had to be canceled due to school closure.

2/2021- Transition night will be held in May for all students and parents. Students will attend a short meeting to meet grade level teachers and ask questions about expectations or curriculum. Home/school community relations team will take lead on this event.

7/10/19 As new students enroll all teachers will schedule a family/school conference within the first 15 days of enrollment. Students will receive a welcome packet and admin conference which will be tracked by front office.

Complete 06/08/2023

Meshonda Williams

05/31/2024

Notes: 12/2022- When new students enroll, school resources have been provided and students are welcomed by admin.
 9/2022- new students are welcomed by the admin team and counselors. Depending on needs the team will meet with families as they transition to the new school.

2/2021 - Teachers will schedule the family/school conference for new students and invite administration/counselor/social worker to join the conference so the family has an opportunity to feel like part of the Baldwin family and understand school expectations.

8/14/19 School-wide and grade level events will be planned annually to assist students and their families with transitioning not limited to, but to include: PreK and Kinder home visits in August, 5th grade middle school orientation, Beginner's Day for rising Kinder students and Curriculum Night.

Complete 06/08/2023

Hope Littlejohn

05/31/2024

Notes: 8/23 - Kindergarten had their open houses to welcome new families to the building. Pre-K Teachers and TAs visited homes.

9/2022-the start of this year Kinder had their open house and welcomed new families to the building. Our preK team visited the homes of our students and got to know their families.

9/2020--the SIT has identified the third Thursday of each month as a planned parent/family night event; transition activities will be included throughout the year in addition to specifically planned activities like orientation, beginner's day, etc.

8/14/19 Teachers will meet quarterly in vertical teams to ensure alignment of content and that students' needs are being met as they transition from one grade to the next.

Complete 06/08/2023

Rebekah Woodruff

05/31/2024

Notes: 4/2023- Data day for 3-5 included many standard alignment discussions. Teachers found specific standards that continue to give students a hard time through fifth grade. ie multiplication and division, perimeter and area, word problems, fractions, main idea, technical texts, inferences. The team will continue to look at these standards and use planning time in the beginning of the year to close these gaps.

1/2023- peer observations and walkthroughs took place this month so grade level teams could provide meaningful feedback along with seeing the progression of standards across grade levels. Post walkthrough discussions took place to see how younger grades could better serve the next level with standards that align.

11/2022- Teachers work with peers to grow academically to ensure alignment.

AUG/SEPT 2020- Teachers participated in grade level band PLCs. We discussed common standards and skills among the bands. Teachers gained ideas within discussions for technology and how to execute virtual learning.

OCT/NOV 2020- Teachers in grades 3,4,5 participated in a school led science vertical PD. Teachers in 3rd and 4th grade learned some of the most important standards to be emphasized. They learned about ways to connect curriculum in reading to science, most importantly the science that will be taught in 5th grade.

NOV/DEC2020- Grade level bands learned about the new Flocabulary program. Lead teachers shared ways for the program to help among the grade levels. Teachers in bands shared ideas to help with the standards. They shared ideas so that the grade below had more clarity in their standards and how it connects to the one after.

JAN 2021- Grade level bands learned about the new RAZ Kids and A-Z science program. Lead teachers shared ways for the program to help among the grade levels. Teachers in bands shared ideas to help with the standards. They shared ideas so that the grade below had more clarity in their standards and how it connects to the one after.

Implementation:

10/19/2023

<p>Evidence</p>	<p>10/19/2023 Families attending family nights, conferences and PTA meetings is all evidence that this objective is met. This information is shared in the newsletters and social media. Teachers implementing ideas shared in the staff newsletter is also evidence that our teachers read and carry out the necessary actions in the newsletters. This process has allowed us to cut down on emails and meetings that took away from instruction.</p>			
<p>Experience</p>	<p>10/19/2023 Overtime, the school has worked to implement the actions with this indicator. Our school weekly newsletter and month family newsletter are consistent. Families come to our monthly family nights with a strong turnout. The school and teachers use Class DJOJO to continue to keep families up to date.</p>			
<p>Sustainability</p>	<p>10/19/2023 Our monthly family newsletter and weekly staff newsletter will continue. Our family nights are still popular with a strong turn out based on sign in sheets. We will continue to keep these in place to keep Baldwin an enjoyable place to be.</p>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team has designated weekly meeting time; the team will review data, walk-through and observation data, and overall implementation of the SIP. The team will plan accordingly and also make any needed administrative decisions during these scheduled meetings.	Limited Development 09/28/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The leadership team will meet weekly on Fridays to discuss and review implementation of effective practices. The leadership team will discuss any areas of concern.	Objective Met 10/19/23	Meshonda Williams	05/31/2024
Actions					
9/28/22	Members of the leadership team will attend meetings prepared to discuss teacher informal and formal observations showing growth as well as areas where improvement is needed. Relevant data collected will be reviewed.		Complete 06/08/2023	Meshonda Williams	05/31/2024
<i>Notes:</i> 3/2023- Leadership meetings main discussions center around action cycles with teachers and using the Get Better Faster book to help guide the coaching. 2/2023- Leadership meetings main discussions center around action cycles with teachers and using the Get Better Faster book to help guide the coaching. 1/2023- Leadership meetings continue. This month focus was on helping tired teachers and being effective with coaching strategies. 11/2022-Data discussions with the leadership team after benchmarks took place. Planning for remediation and new WED tutoring block occurred. 1/2020--the LT continues to meet weekly; discussions focus on walk-through data and assessment data. Team develops actions based on discussion and needs.					
<i>Implementation:</i>			10/19/2023		

Evidence	10/19/2023 Our walkthrough feedback schedule and form left by the coaches helps provide evidence that this objective is met. The admin team also uses irounds to provide that specific feedback for each teacher.			
Experience	10/19/2023 The leadership team has met this objective each week with formal and informal walkthroughs. The data used helps guide PLC and PD that takes place in building.			
Sustainability	10/19/2023 We ahve developed a walkthrough schedule that breaks the grade levels up each week. The team has one or two grades to focus on. This includes, ELA, math and science walkthroughs as well as providing feedback for lesson plans.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level has a team established with a grade level chair and a SIT representative. Additionally, there are four indicator teams established to monitor and implement the SIP; each team has a representative from each grade/department; indicator teams vote on chairpersons and SIT representation. Grade level teams meet weekly and indicator teams meet monthly. Grade levels meet weekly to plan together and each grade level also attends a weekly PLC with instructional coaches and administration. MTSS chair works with teachers each month to guide them through the process and review that proper interventions are in place.	Limited Development 09/28/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Each grade level team will be established with a grade level chair and a SIT representative. Additionally, the four correlate teams will continue to monitor and assess the progress of the key indicators noted in the SIP. Meeting minutes and notes in the SIP will document progress throughout the year. MTSS will be a fully operated system within the building.	Objective Met 10/19/23	Meshonda Williams	06/08/2023
Actions					
	9/28/22	Each grade level will have a grade level chairperson and an elected SIT member.	Complete 06/08/2023	Krystal Scrivens	05/31/2024
	<i>Notes:</i>	9/2022- SIT meetings are held each month with the leadership of the SIT chair 8/2022- SIT chair created the correlate teams based on interest and grade level			
	9/28/22	Correlate teams will take notes and enter into Indistar. Agendas will be reviewed by SIT chair and leadership team.	Complete 06/08/2023	Rebekah Woodruff	05/31/2024
	<i>Notes:</i>	5/2023- A news system will take place next year to make inputting in indistar and team/school effort 2/2023- Teams meetings are added into indistar as needed 9/2022- Correlate teams met and discussed the key indicator assigned to their team			

9/28/22	Teachers will meet each week in PLC to discussion curriculum implementation, state standards and data dives.	Complete 06/08/2023	Asteria Roseboro	05/31/2024
<p><i>Notes:</i> 5/2023- PLC meetings are an effective way to source informatio for all grade levels. Teams work together with coaches to plan standard aligned instruction.</p> <p>3/2023-PLC meetings take place weekly. PLC centered around Wonders, mclass and masteryconnect this month</p> <p>2/2023-PLC meetings take place weekly. Teachers discuss data, upcoming assessments and standard aligned instruction.</p> <p>1/2023- Teams continue to meet weekly in PLC. Peer walkthroughs have taken place as well as mclass discussions and getting back on track with rules, and procedures. Data discussions have taken place with mclass, math spreadsheets and benchmarks.</p> <p>9/2022- Teachers worked in PLC on Wonders PD, Curriculum updates and resources, Data Dives and MTSS overview</p>				
Implementation:		10/19/2023		
Evidence	10/19/2023 PLC, correlate, SIT and grade level meetings continue to take place as they will help Baldwin with continued success.			
Experience	10/19/2023 The school has effectively placed a grade level chair and SIT chair in place for each team. The correlate teams are responsible for one of the four key indicators. The develops plans and actions to support the schools implementation.			
Sustainability	10/19/2023 We will continue to select a grade level and SIT chair for each team including resource team. This member will be a voice for the team and a liason to the SIT team.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school as of the 17/18 school year is in the category of low performing; the administrative team will conduct one formal observation of all teachers regardless of their renewal cycle status. The administrative team will also provide more intensive support to all new teachers. The leadership team will conduct walkthroughs regularly to provide on-going feedback to teachers.	Limited Development 09/28/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will be provided with constant and timely feedback on their teaching through walkthroughs, observations, comments on lesson plans, and feedback during grade level and PLC planning sessions. All teachers will show a minimum of proficiency on their summative evaluations and the school will improve from a letter grade of "D" to at least a letter grade of "C."	Objective Met 10/19/23	Meshonda Williams	06/08/2023
Actions					
	9/28/22	The leadership team has created an instructional focus schedule for each week; team members conduct walk-throughs/I-Rounds during focus times with assigned grade levels and the leadership team follows-up as a group during weekly meetings. Teachers receive immediate feedback. PLCs will be utilized to reinforce expectations and to provide information on trends. Monitoring will be done through lesson plan reviews, walk-through follow-up meetings and as the year progresses teacher-led PLC agendas	Complete 06/08/2023	Meshonda Williams	05/31/2024

Notes: 9/23 - Leadership team began conducting learning walks. Administrators use iRound tool. Instructional Coaches created a walkthrough form to complete. Both tools provide immediate feedback to teachers.

2/2023- Walkthroughs are conducted using the iRound tool. The instructional teams provides meaningful immediate feedback for teachers to use purposely.

1/2023- Team walkthroughs focus on tier 2 and 3 teachers this month. Data will be tracked in iround ducumentatioona dn coaching action spreadsheet

12/2022- Team walkthroughs continued and instructional support was provided

11/2022- Team walkthroughs continued and instructional support was provided

10/2022- Team walkthroughs continued and instructional support was provided

9/2022- The leadership team has walked the building together to make observations as a team. Feedback was provided to the teachers

9/2022- county support conducted an environment walkthrough with many positive things to share. A few coaching actions took place as a result.

Implementation:		10/19/2023		
Evidence	10/19/2023 The team will not stop walkthroughs or provide meaningful feedback to the teachers. This action helps so many with developing a deeper understanding of instruction.			
Experience	10/19/2023 The leadership team conducts meaningful walkthroughs with feedback on a weekly basis. The team develops plans for the school based on the feedback.			
Sustainability	10/19/2023 Walkthroughs will continue to take place and be a way to stay visable to staff and students with purposeful feedback in mind.			

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>		Data is reviewed regularly at weekly grade level PLC and leadership team meetings as well as during monthly Indicator team and SIT. Grade level teams will plan whole and small group instruction based on data; the Indicator teams will plan actions to support full implementation of assigned indicators and the SIT will make adjustments to the SIP accordingly. Professional development is mostly planned by the district at this time; the leadership team will identify meaningful professional development based on individual staff needs at this time. The SIP and evaluations/certificates from PD will be evidence.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		Data is reviewed regularly at weekly grade level PLC and leadership team meetings as well as during monthly Indicator team and SIT. Grade level teams will plan whole and small group instruction based on data. Professional development will be planned coaches and leadership based on needs of the students through the data results. Professional development will different based on who needs it and how often. PD will be tailored to the needs of the teachers in the building. Coaches and leadership will encourage teachers to learn outside of CCS as well and attend conferences and Professional Developments all over the Nation.		Krystal Scrivens	05/31/2024
Actions			0 of 3 (0%)		
	9/28/22	The Instructional Lab will be used as a data hub where each grade level will have a data wall to track ELA and Math data; each classroom will also have a data wall and every student will have a data notebook. PLC will focus on how students are progressing through the standards using data conversations.		Asteria Roseboro	05/31/2024

Notes: 10/2023- 3-5 Grade levels used past EOG data to quad students. This information was eye opening for teachers to see the potential with the students in their rooms. The team revisited goal setting and discussed tutoring students based on thsi data.

9/2023- During PLC after BOY closed, teachers created data cards used to track students for the year in ELA. The team placed the cards on the wall and engaged in discussions around supporting our red and yellow students. Coaches provided PD support in mClass with how to read and interpert results. The team reviewed goal setting chart with proficiency goals.

5/2023- Summative assessments were discussed and reviewed. Teachers completed summatives and will place data in cum folders for next year.

3/2023- PLC data day conversations took place. We looked at standard alignment and how prior standards fill into urrent grade level learning. Resources were provided for teachers in the content areas to bridge gaps with the foundational pieces.

2/2023- PLC data day conversations took place. We looked at standard alignment and how prior standards fill into urrent grade level learning. Resources were provided for teachers in the content areas to bridge gaps with the foundational pieces.

1/2023- Benchmark converstaions atook place to be sure all students are prepared. Mclass review after window closes.

12/2022- PLC discussions around goal setting for MOY

11/2022- Teams reviewed standards based on PM and benchmarks

10/2022- Data day post benchmarks

9/2022- teachers have set up their classrooms with data walls for observing and monitoring students/class data. Data trackers for CCS unit assessments have been created and shared with teachers. After pre/post tests teachers will input data. This data will help guide PLC discussions as well as planning for small group instruction.

9/28/22 Professional development opportunities both within CCS and outside of CCS are shared on the Baldwin Weekly Newsletter. Teachers has the opportunity to attend PD that supports their interest as well as their challenges. At times, the leadership team will ask teachers to attend specific PD if they can see how it can help in the classroom.

Rebekah Woodruff

05/31/2024

Notes: 10/2023- Coaches work with teachers to provide them with opportunities to attend PD away from CCS. A team of teachers will attend a conference in DC in March and Cullohwee in January.

9/2023 - Coaches share PD opportunities through the Baldwin School Newsletter. Teachers have the opportunity to attend the Envision support sessions, just in time PD and unit overview PDs. In September the PBIS team developed a PD to provide to the staff on the last Monday of the month. Teacher leaders were able to grow through this PD opportunities.

8/2023- PD opportunities in the county centered around LETRS training and curriculum. The teachers were able to collaborate with one another in SWPD in vertical teams.

5/2023- Multiple teams of teachers were given the opportunity to attend conferences outside of CCS. Baldwin will work to out source more learning opportunities for all teachers to grow.

3/2023- Wonders school level training took place during the staff meeting to model resources being used appropriately.

2/2023- Teachers attending math county PD to develop a better understanding of math fluency

1/2023- LETRS school level training took place the last Monday of the month to focus on unit 2.

12/2022- PD opportunities presented to teacher via school newsletter

11/2022- In school PD(Genius Bar) to support specific teach needs

10/2022- Math and reading PDs with the county have been encouraged for teachers to attend

9/2022- CCS PD opportunities have been shared. Coach is presenting for the district and has asked a few teachers to attend.

8/2022- NC PD opportunities have been shared

9/28/22

Professional development will focus on the implementation of the NCSCOS and CCS resources such as Wonders, Letrs, PBIS and Math (Envisions). Teachers will be provided support throughout the year with the implementation of these programs through weekly PLC meetings and coaching support.

Rebekah Woodruff

05/31/2024

Notes: 10/2023- Thinking Map PD will occur at the end of the month for all certified staff

9/2023- Reinforcement of wonders, mclass, envisions and SM all took place for teachers in need or new teachers. Thinking Maps PD began for the year. Our teachers will develop their skills over the school year to implement this strategy schoolwide.

8/2023- LETRS trainings began in August for a few cohorts. New teachers were assigned cohorts and received manuals.

5/2023- LETRS, mclass and k-2 task PD wrapped up the year. Teachers used this information to help guide instruction and prepare for the end of the year.

3/2023- PLC PD pertained to successmaker and masteryconnect. Teachers reviewed reports and how to use the data to inform instruction.

2/2023 PD on wonders resources occurred in PLC. Teachers discussed the resources and how to use them more effectively.

1/2023- PD this month focused on letrs and individual PD took place for first grade and their new team member as a refresher of CCS resources.

12/2022- Coaching support continues in PLC each week around our core resources

11/2022-PD at Baldwin centered around anchor charts, SEL, science alignment and learning plans

10/2022- PD for Letrs continues and coaches support teachers through PLC

9/2022- Teachers have started their wonders units in reading and are off to a good start. This summer teachers worked on the Letrs training and will continue to independently. In PLC wonders and math mini PDs will occur this year. Letrs will take place after school on the fourth Monday of the month.

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
<i>Initial Assessment:</i>		The administrative team attended the CCS job fair and utilized the CCS transfer to recruit staff members; additionally, various staff members will participate in the interview process. Teachers and staff are recognized through a variety of initiatives to include but not limited to: a staff shout-out board, weekly kudos, staff member of the month and year, staff morale incentives. All new staff will be assigned either a mentor for intensive support (ILT) or a buddy for a smooth transition to Baldwin.	Limited Development 09/28/2022		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Teacher turn-over will decrease; the amount of highly qualified personnel will increase. Ratings on the TWC survey will improve regarding retention, hiring and rewarding staff.	Objective Met 10/19/23	Meshonda Williams	06/08/2023
Actions					
9/28/22	Teacher recognition activities will include: ability for any staff member to submit a staff shout-out to recognizes others which is featured in weekly newsletter; leadership team will select monthly Star Staff to recognize at monthly staff meetings; Social media facilitator will feature staff activities on social media sources.		Complete 06/08/2023	Asteria Roseboro	05/31/2024
<p><i>Notes:</i> 5/2023- staff was recognized for TOY and TAOY. LEAD success BT teachers will be celebrated at the end of the year as well for all their accomplishments.</p> <p>1/2023- morning announcements provides teachers the opportunity to shout out staff and/or students</p> <p>12/2022- Staff continues to be recognized for all their successes. Social media continues to highlight all the good things happening at Baldwin.</p> <p>9/2022-Each week on our staff newsletter teachers/staff submit shout outs to the peers. Teachers are also recognized each month by the leadership team for the hard work they are putting in.</p> <p>2021- Teachers were recognized for Star Teacher of the month, staff shouts were weekly on the staff newsletter</p>					

9/28/22	Sunshine committee acknowledges teachers monthly and keeps morale high.	Complete 06/08/2023	Asteria Roseboro	05/31/2024
<p><i>Notes:</i> 5/2023- Sunshine purchased lunch for all members 2/2023- sunshaine passed out candy treats for FEB and helped with a Superbowl potluck 1/2023- potato bar is planning for the month to celebrate our members 12/2022- Sunshine provides fun treats for members each month 11/2022- staff outing took place this month to build rapport and increase culture 8/2022- Sunshine committee has been established. A Staff lunch was provided to encourage staff to join Sunshine</p>				
Implementation:		10/19/2023		
Evidence	10/19/2023 This objective is fully met due to the ongoing efforts to increase morale and build teachers up through recognition.			
Experience	10/19/2023 The school has established a sunshine committee to recognize staff and build morale. The leadership teams also honors "staff of the month" each month for going above and beyond. The school newsletter also provides a space for teachers to shout out staff members for doing great things.			
Sustainability	10/19/2023 We will continue to keep up with the sunshine committee and find ways to increase morale including utilizing PTA.			

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
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Kim Robertson	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Kim Robertson	03/29/2024
<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>		The school is attempting to improve and grow relationships with parent/guardians and the community; the school will actively engage in community events and will host opportunities throughout the year to support parent/guardian involvement.	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		80% of parents will report having a clear understanding of the expectations placed on their children as reported on a parent survey. Parents are actively engaged in student learning and school activities. Families attend our Family Nights and Family-School Conferences. Participation in Parent University is high and the program is sustainable.		Sherry Warwick	05/31/2024
Actions			0 of 1 (0%)		
	9/28/22	Monthly parent nights will be planned to engage parents in helping their students at home. Team will also explore webinars and recordings for parents that are unable to physically attend. The school is moving towards Parent University which will help families understand the curriculum a little better over the year. Support at home will be provided. The school will continue to partner with community sponsors as well.		Keisha Schmitt	05/31/2024

Notes: 10/2023- PTA Penny Wars Fundraiser began in October. This money will directly support teachers and students with incentives.

9/2023- PTA began again after transitioning of parent support. The team met to discuss fundraisers and volunteer support for the school year.

9/23 - Family night held on third Thursday. This was a Title 1 parent night. Williams presented Title 1 information and teachers split up by grade level in different classrooms to discuss their grade level curriculum. Envision, Wonders, Successmaker, test taking strategies were part of the curriculum discussions. Dinner served from Fazoli's.

5/2023- Family night was not held this month. PTA and or parent ambassador worked with the leadership team to create a great Teacher Appreciation Week. Outside support from our community partners stepped up.

4/2023- April family night consisted of end of the year information. Over 50 families came to the free flowing event.

3/2023- Parent University for attendance took place this month. March family night was a carnival for families to play games.

2/2023- Family Night for February was a STEM night. Families enjoyed the activities centered around black inventors. PU for the month of FEB was homework. Families learned about how they can support thier kids at home.

1/2023- familiy night(Game Night/PTA) took place and families came out! Parent University focused on writing

12/2022-Parent university for reading support took place this month

11/2022- PTA officers elected and began discussions for how to impact the school

10/2022- Parent university showed a nice turnout this month. Families signed up for PTA

9/2022- a School Family Interest meeting was held 9/23 for families to sign up for PTA, parent university and angel walkers. They are encouraged to support the school in the multiple volunteer opportunities available.