

## Comprehensive Progress Report

**Mission:** The mission of Warrenwood Elementary is to provide a supportive and encouraging teaching and learning environment that cultivates positive relationships.

**Vision:** The vision for Warrenwood is to foster successful leaders to be problem solvers in a globally competitive society.

- Goals:**
- Warrenwood Elementary School will increase Reading proficiency in grades 3-5 to 50%.
  - Warrenwood Elementary School will increase Math proficiency in grades 3-5 to 57%.
  - Warrenwood Elementary School will increase Science proficiency in 5th grade to 70%.
  - Warrenwood Elementary School will increase the composite score of students with disabilities in grades 3-5 to 30%.



! = 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>		As a school, we use ABE to document behaviors, and currently use PBIS. It is evident during walkthroughs and formal observations that PBIS implementation is inconsistent from class to class, which may be a cause of an increase in suspensions from 21-22 to 22-23 (though the 22-23 data does closely match the suspension rate from before the pandemic).	Limited Development 09/18/2023		
<i>How it will look when fully met:</i>		When fully met, formal observations will indicate that all classrooms have a safe and orderly environment conducive to learning. Suspension rates will drop below the district average.		Daisha Sales-Walker	12/19/2023
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/18/23	Paper 'Knight Bucks' will be used to reward behavior to ensure student receive that immediate feedback, and to allow any staff to reward any student that they see demonstrating positive behavior.		Daisha Sales-Walker	12/19/2023
<i>Notes:</i>					
	9/18/23	SEL is a part of the morning routine across the school. We use the Second Step program to ensure we address the emotional and social needs of the students.		Daisha Sales-Walker	12/19/2023
<i>Notes:</i>					

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>		Grade levels meet weekly during collaborative planning to discuss data and make strategic plans to ensure that lesson plans are directly aligned to the curriculum. Lesson plans are aligned, but implementation across the classrooms is inconsistent.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		All teachers will use the NCSCOS for all subject areas to meet the needs of students as evidenced by their lesson plans. Whole group and independent practice will be consistent among grade level teachers.  Classroom observations and walkthroughs will indicate that lessons are aligned to the NCSCOS and CCS pacing.		Lori Strange	06/01/2024
<i>Actions</i>			<b>8 of 13 (62%)</b>		
10/26/22		Additional mentors will be trained and provided to ensure that no mentor has more than two staff members to provide mentorship.	Complete 05/31/2023	Timberly Jones	06/01/2023
		<i>Notes:</i> 5/8/23 The team discussed finding more opportunities for mentors to work with their mentees beyond the monthly meeting. 1/30/23 Mentors continue to work with each new teacher. 11/14/22 Each Beginning Teacher has been assigned a school mentor. Each mentor has no more than two mentees. Mentors who have not been fully trained will work on the online platform in CANVAS to complete their training. New staff members to the building have been assigned a "Marigold", someone they can reach out to for questions and also to help to get acclimated to the building.			
10/26/22		All teachers new to the building will be provided with an experienced teacher as a mentor.	Complete 05/31/2023	Timberly Jones	06/01/2023

	<p><i>Notes:</i> 5/8/23 The mentors continued to provide support to the teachers.</p> <p>11/22: The teachers added recently were provided with mentors, and the feedback from new teachers has been positive.</p> <p>9/19/22 All mentees have been assigned a mentor and we've had two meetings thus far. All new staff members to the building have been assigned a "Marigold" to support their transition.</p>			
10/26/22	Monthly staff training will occur to provide followup to the LETRS and Wonders training for all certified staff.	Complete 05/31/2023	Lori Strange	06/01/2023
	<p><i>Notes:</i> 11/22: The coach has held sessions with all grade levels, and is monitoring each teacher's progress. New teachers have been added to the training.</p> <p>10/22: The first LETRS staff follow-up occurred on 10/03.</p>			
10/26/22	CCS pacing will be closely adhered to by all teachers.	Complete 05/31/2023	Kianna McNeil	06/01/2023
	<p><i>Notes:</i> 5/8/23: All grade levels continue to adhere to CCS pacing, and complete the CCS assessments on time. There is some concern that certain pacing elements are not optimal or done in an order that makes sense to the teachers. The teachers were encouraged to provide feedback to the CCS specialists.</p> <p>11/22: Grade levels are adhering to the CCS pacing. The interim and unit assessments are aiding with this goal.</p>			
10/26/22	Teachers will create a group lesson plan each week during the PLC time.	Complete 05/31/2023	Lori Strange	06/01/2023
	<p><i>Notes:</i> 5/8/23: While the whole group planning has gone well, small group planning is inconsistent and not always done up to expectations.</p> <p>11/22: 1/2 day planning sessions have been scheduled for teachers have additional time to review data and plan as a team.</p> <p>10/22: Collaborative planning is occurring. The teams have progressed towards having the plan completed before PLC time, so that the time during PLC is spent with meaningful discussion on how to implement the plan.</p>			
10/26/22	Based on administrative walkthroughs and informal/formal evaluations, the whole group lessons observed will be consistent across a grade level, and based on the collaborative plan.	Complete 05/24/2023	Timberly Jones	06/01/2023
	<i>Notes:</i> 5/8/23: Whole group planning is consistent and teachers are adhering to the lesson plans in almost all observations/walkthroughs.			
7/6/23	The master schedule will specify times for small group instruction to ensure this strategy occurs consistently in every class.	Complete 09/01/2023	Lori Strange	09/01/2023
	<i>Notes:</i>			

7/6/23	The leadership team will conduct small group walk throughs for every teacher at least once a month to ensure this strategy is occurring consistently.		Daisha Sales-Walker	12/01/2023
<i>Notes:</i>				
7/6/23	The instructional coach will provide training to all certified staff on effective small group instruction.		Charles Faircloth	05/01/2024
<i>Notes:</i>				
7/26/23	The Math specialist will provide training throughout the year on Number Talks to all Math teachers.		Lori Strange	06/20/2024
<i>Notes:</i>				
7/26/23	The instructional coach will lead professional development on numbered heads together to all teachers.	Complete 09/01/2023	Lori Strange	06/20/2024
<i>Notes:</i> 9/1: The coach provided training during the teacher workdays to all teachers.				
7/26/23	Lesson plans and walkthroughs will demonstrate use of numbered heads together in every classroom at least twice a week.		Kimberly Burris	06/20/2024
<i>Notes:</i>				
7/26/23	The third grade team will have an additional planning session each week after school with the instructional coach and an administrator.		Lori Strange	06/20/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Student support services</b>
----------------------------	---------------------------------

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>		Teachers provide small group instruction every day, using mClass, benchmark, and unit test data.	Limited Development 10/26/2022		
<b>How it will look when fully met:</b>		Students will demonstrate significant academic growth, as demonstrated by an EVAAS rating of 'exceeds growth'.		<b>Todd Yardis</b>	<b>06/01/2024</b>
<b>Actions</b>			<b>7 of 16 (44%)</b>		
10/26/22		All students who demonstrate a need for tutoring support during the intervention time will receive support from the classroom teacher or tutor, including EC students. This will ensure that any EC services provided are an additional support, not in place of other supports.	Complete 05/09/2023	Erica Noble-Mims	05/10/2023

	<p><i>Notes:</i> 5/8/23: EC students are receiving tutoring support as well as help from EC. The teachers report this has been helpful, though in the upper grades this additional support means the students are spending even less time receiving grade-level content.</p>			
10/26/22	Implement I/E block with a consistent cycle of instruction based on common assessments	Complete 05/01/2023	Kimberly Burris	05/22/2023
	<p><i>Notes:</i> 5/8/23: I/E has been utilized all year. High needs students were identified based on benchmark results and additional interventions provided based on those results.</p> <p>10/22: I/E block is being implemented. Until the first benchmark, tutors are using EOG results to identify students who need additional supports.</p> <p>1/20/23: All teachers are using the IE block for tiered instruction. Fourth Grade students are participating in online tutoring provided by the county.</p>			
10/26/22	MTSS will review all student's progress monthly	Complete 05/01/2023	Timberly Jones	06/01/2023
	<p><i>Notes:</i> 1/30/23: The MTSS team met December 14, 2022 to discuss possible retentions.</p>			
10/26/22	Tutors will provide support during I/E to students in grades 3-5	Complete 05/01/2023	Timberly Jones	06/01/2023
	<p><i>Notes:</i> 5/8/23: Four tutors provided support to students in 3-5 during I/E.</p>			
10/26/22	Successmaker will be used daily in ELA and Math	Complete 05/31/2023	Shelby Canady	06/01/2023
	<p><i>Notes:</i> 5/8/23: Successmaker usage is consistent across all grade levels. There is some concern that it is used in place of independent practice of skills just taught, so the coach will work with teachers on center activities to ensure new learning is practiced as well as students completing Successmaker.</p> <p>10/22: Reports reflect consistent use of Successmaker in all grades, except kindergarten. Administration is working with kindergarten to ensure full implementation.</p> <p>1/30/23: SuccessMaker is continuing to be used school wide. Teachers will continue to be pushed to use this instructional tool.</p>			
7/19/23	A Full-time teacher will be hired as the MTSS coordinator to provide support to teachers in implementing tiered instruction and provide direct support to students who are not being successful.	Complete 09/01/2023	Janee Lashley	09/01/2023
	<p><i>Notes:</i></p>			
7/6/23	During curriculum night, student assessments and reports will be broken down and demonstrated.	Complete 09/28/2023	Lori Strange	10/01/2023

<i>Notes:</i>			
7/6/23	Every student will track their own data including attendance, benchmarks, grade level goals, and behavior.		Daisha Sales-Walker 05/01/2024
<i>Notes:</i>			
7/6/23	Teachers will hold individual student data conferences after each benchmark or mClass progress monitoring to ensure students understand their progress and take an active role in their education.		Joan Raffaelli 05/01/2024
<i>Notes:</i>			
9/18/23	STEM classes will be provided for all students to provide a hands-on approach to improving Math and Science skills at all grade levels.		Kimberly Burris 05/01/2024
<i>Notes:</i>			
9/18/23	The STEM teacher will provide additional learning opportunities to 4th and 5th grade students to prepare them to be successful in middle and high school STEM programs.		Joan Raffaelli 05/01/2024
<i>Notes:</i>			
10/26/22	The MTSS team will work with all K-2 teachers to identify those students who are not responding to interventions, and ensure their case is reviewed for possible EC testing as soon as possible.		Erica Noble-Mims 05/10/2024
<i>Notes:</i> 5/8/23: MTSS was effective in providing teachers with input and strategies for Tier 2 and 3 interventions. Moving students on to SST and possible EC testing has been a challenge, partially due to staffing issues. The team will modify the SST process for 23-24 to better streamline referrals. 11/22: MTSS has met and identified those students who are in need of intervention. Some students have been moved on to SST.			
10/26/22	An EC representative, administration, the parent facilitator and the classroom teacher will meet with the parent of any EC student who is not demonstrating significant progress in meeting their IEP goals.		Charles Faircloth 05/10/2024
<i>Notes:</i>			
7/19/23	Teachers will meet once a week with the instructional coach, MTSS coordinator and administration to review data and develop plans of action.		Kimberly Burris 06/20/2024
<i>Notes:</i>			
7/26/23	After school tutoring will target fourth grade students who scored below proficiency on the EOG in third grade.		Tina Knight 06/20/2024
<i>Notes:</i>			

	7/19/23	The MTSS coordinator will work with teachers, parents and students to create plans for success for every student who is not meeting expectations.		Kimberly Burris	06/20/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers use PBIS as a tool to support students in the support of their emotional needs. There is a significant need for Tier III interventions and additional supports beyond the classroom lesson and interventions.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>			Students will be able to maintain their emotional development as evidenced by the number of referrals to administration for behavioral concerns. Office referrals will drop from 304 in 2022-23 to 250 in 23-24.		Daisha Sales-Walker	06/01/2024
<b>Actions</b>				<b>4 of 9 (44%)</b>		
	10/26/22	Calming corners will be implemented in every classroom		Complete 05/31/2023	Theresa McGill	06/01/2023
<i>Notes:</i> 1/30/23: We need to complete an inventory to account for all calming corner materials.						
	10/26/22	ABE will be used to track behavioral data		Complete 05/31/2023	Kimberly Burris	06/01/2023
<i>Notes:</i> 5/8: ABE is used frequently now, but classroom actions are not documented as often as necessary to provide that clear picture of behavior in the school. 1/30: ABE is used to track data, but the staff is working on becoming more consistent with what to enter into ABE, and what actions to take on the classroom level.						
	10/26/22	PBIS training will be provided to ensure all teachers use a consistent vocabulary and have consistent expectations		Complete 05/31/2023	Daisha Sales-Walker	06/01/2023
<i>Notes:</i> 10/3: Basic training on PBIS was provided to all staff at the beginning of the year. 1/30: Expectations and vocabulary are not as consistent as we would like. We are working on plans to address the issue. 5/8: There is still work to be done in consistency of expectations. A team has been formed to create training sessions for the workdays in August.						



	7/6/23	A dedicated SEL/PBIS time will be built into the schedule to ensure behavioral skills are being taught, reviewed and practiced every day. The Second Step program will be utilized as the curriculum during this time.	Complete 09/01/2023	Jessica McPhatter	09/01/2023
<i>Notes:</i>					
	7/6/23	Students who meet their goals for behavior, academics and attendance will be recognized and celebrated consistently throughout the year.		Daisha Sales-Walker	05/01/2024
<i>Notes:</i>					
	10/26/22	Teachers will be trained on effective interventions, including the use of calming corners		Charles Faircloth	06/01/2024
<i>Notes:</i> 5/8: This is inconsistent, with newer teachers struggling with effective and consistent classroom interventions. More training is planned for August.					
	10/26/22	Students identified as at-risk will be provided with a mentor		Shelby Canady	06/01/2024
<i>Notes:</i> 4/20: More mentors are needed and we will continue to seek out community groups to help mentor. 1/30: Both mentor groups have started and are meeting regularly. 10/3: Separate girls and boys mentoring groups are being planned and will meet soon.					
	7/19/23	The PBIS Coordinator will provide direct support to students who demonstrate behavioral difficulties. This support will be provided in the classroom.		Daisha Sales-Walker	06/20/2024
<i>Notes:</i>					
	8/13/23	Training will be provided at the beginning of the school year for all staff on the effective implementation of PBIS.		Daisha Sales-Walker	11/01/2024
<i>Notes:</i>					
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Our fifth grade students visit their upcoming middle school to ease the transition. The transition from 2nd to 3rd is difficult for many students, and achievement test scores do drop from 2nd to 3rd.	Limited Development 09/18/2023		
<b>How it will look when fully met:</b>		Third grade assessment results will demonstrate similar scores to the student's previous results.		<b>Charles Faircloth</b>	<b>05/24/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/18/23	An assessment protocol will be developed by the school team, and used by all grade levels, to ensure there is consistency in how students approach an assessment.		Lori Strange	11/01/2023

Notes:

9/18/23 The second grade students will complete EOG passages in Mastery Connect to ensure they are familiar with that format and so that 2nd grade teachers can begin to assess the students on the 3-5 method of assessment.

Lori Strange

05/24/2024

Notes:

**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
-----	-------	---	-----------------------	-------------	-------------

<b>Initial Assessment:</b>	We meet monthly for action team meetings. The leadership team meets informally often, but needs a dedicated time to have formal, focused meetings each week.	Limited Development 09/18/2023		
----------------------------	--	-----------------------------------	--	--

<b>How it will look when fully met:</b>	The leadership teams at Warrenwood, including SIT, Action teams and the instructional leadership team, will meet according to the schedule (once a month for SIT and the Action teams and once a week for the instructional leadership team) as evidenced by NCSTAR meeting notes.		Janee Lashley	12/19/2023
---	--	--	---------------	------------

**Actions 0 of 2 (0%)**

9/18/23 Every staff member is assigned to an action team, which meets monthly to review an area of the SIP and ensure that area is being implemented fully.

Janee Lashley

12/19/2023

Notes:

9/18/23 The Instructional Leadership Team will meet weekly to discuss strengths, weaknesses and develop plans of action.

Lori Strange

12/19/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teams have common planning each day. The resource team, however, does not have a common planning time.	Limited Development 09/18/2023		
<i>How it will look when fully met:</i>		Teachers will begin planning vertically, and resource teachers will have an opportunity to plan together at least once a week.		Todd Yardis	05/24/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/3/23	The grade level teams will meet twice weekly with the instructional coach - once to review the lesson plan for the following week, and once to discuss student progress and data.		Lori Strange	05/01/2024
<i>Notes:</i>					
	9/18/23	Substitutes will be used to provide coverage for the resource team in order to provide them with planning sessions.		Joan Raffaelli	05/24/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Mr. Yardis and Dr. Sales-Walker will complete iRounds.	Limited Development 09/18/2023		
<i>How it will look when fully met:</i>		Teachers will be provided with feedback which will enable them to make improvements to their instructional practices.		Todd Yardis	05/24/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/3/23	The walkthrough and observation data will be used to develop plans of action and professional development.		Todd Yardis	05/01/2024
<i>Notes:</i>					
	9/18/23	Team walk throughs with the ILT will occur at least once a month.		Todd Yardis	05/24/2024
<i>Notes:</i>					

9/18/23	The ILT will use the county provided iRounds tool to provide feedback to teachers.		Todd Yardis	05/24/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
-----------------------	--	--	--	--

<b>Effective Practice:</b>	<b>Quality of professional development</b>			
----------------------------	--	--	--	--

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
-----	-------	---	-----------------------	-------------	-------------

<b>Initial Assessment:</b>	Grade levels meet with the Instructional Coach and MTSS Coordinator weekly to address teacher and student needs. During our Data meetings, we look at assessment data to decide the needs of our school. PD is provided based on the observations made during walkthroughs.	Limited Development 09/18/2023		
----------------------------	---	-----------------------------------	--	--

<b>How it will look when fully met:</b>	Teachers will drill down to the individual student data, creating personalized plans of action for students designed to meet their unique needs and ensuring every student improves consistently. This will be demonstrated by an EVAAS rating of 'exceeds expected growth'.		Kimberly Burris	05/24/2024
---	--	--	-----------------	------------

<b>Actions</b>		<b>0 of 2 (0%)</b>		
----------------	--	--------------------	--	--

9/18/23	The ILT will meet weekly to discuss observations made during walkthroughs.		Kimberly Burris	05/24/2024
---------	--	--	-----------------	------------

*Notes:*

9/18/23	Grade level teams will meet weekly with the leadership team to review data and plan small group lessons.		Kimberly Burris	05/24/2024
---------	--	--	-----------------	------------

*Notes:*

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Mr. Yardis seeks input from staff members to recruit for any openings (Social Media).</p> <p>QR Codes have been provided for people to apply for vacancies.</p> <p>Dr. Sales-Walker and Mr. Yardis used NCEES to evaluate all staff members.</p> <p>The Staff Morale Action Team is responsible for recognizing and rewarding staff members. We have a Shout Out board in the lounge to recognize staff members who are positively making an impact.</p>	Limited Development 09/18/2023		
<i>How it will look when fully met:</i>		<p>When fully implemented, staff turnover will be below the district average. Vacancies, when they occur, will be filled within three weeks for all positions.</p> <p>The Teacher Working Conditions will indicate results consistently above the district average.</p>		Daisha Sales-Walker	05/24/2024
<i>Actions</i>			<b>0 of 3 (0%)</b>		
10/3/23		Staff will be recognized for meeting attendance goals as well as students.		Todd Yardis	05/01/2024
<i>Notes:</i>					
9/18/23		PTA will announce (if allowed) any vacancies during their meetings and on our Facebook page.		Tina Knight	05/24/2024
<i>Notes:</i>					
9/18/23		Survey data will be used by the SIT to ensure staff needs are met and turnover is reduced.		Tina Knight	05/24/2024
<i>Notes:</i>					

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>		<p>The 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.</p> <p>The SIT reviews the budget three times a year to ensure resources are allocated efficiently and are spent where they will have the most impact on student achievement.</p>	Limited Development 09/18/2023		
<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. NCSTAR notes will indicate that the budget is discussed at least 5 times throughout the year.		Melody Boyd	05/24/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	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.		Melody Boyd	03/29/2024

*Notes:* 9-20-23 During the Beginning of the Year (BOY) Data meeting, Mr. Yardis outlined how he intends to allocate funds and resources to support student achievement which is aligned with the School Improvement Plan. He explained that the allocated funds would be utilized in the following ways:

Employing a Multi-Tiered System of Supports (MTSS) Coordinator: The MTSS Coordinator will collaborate with teachers and closely monitor individual student data to ensure that no student is left behind. This proactive approach will help identify and address any academic challenges.

Hiring a Remediation Teacher for 3rd Grade: Based on the data from the previous school year, Mr. Yardis plans to hire a remediation teacher to work with 3rd-grade students in small groups. This targeted intervention will focus on addressing any academic gaps in the standards for that grade level.

Retired Teacher for 5th Grade Science: A retired teacher with expertise in science education has been enlisted to work alongside 5th-grade teachers and students as a co-teacher. This collaborative effort aims to enhance the quality of science education for 5th graders.

Appointing a STEM Teacher for Grades K-5: The allocation of funds will also support the hiring of a STEM teacher who will serve students in Kindergarten through 5th grade. This STEM-focused role should provide students with a comprehensive and engaging science, technology, engineering, and mathematics curriculum.

These strategic resource allocations are intentional and aligned with the School Improvement Plan to promote student success by addressing specific needs at various grade levels.

9/18/23 The SIT reviews the budget at least 5X a year, prioritizing using school funds to address the needs of students as identified by the state testing results and the comprehensive needs assessment.

Melody Boyd

05/24/2024

*Notes:*

9/18/23	In October and in February, staff will be surveyed for resource needs - emphasizing the connection between resource allocation and student needs. SIT will review those needs submitted and prioritize based on impact on students.		Jessica McPhatter	05/24/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
-----------------------	---	--	--	--

<b>Effective Practice:</b>	<b>Family Engagement</b>			
----------------------------	--------------------------	--	--	--

	<b>E1.05</b>	<b>The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Due to the pandemic, the involvement of parents the last few years has been limited. While the 2022-23 school year demonstrated major gains in parent involvement, especially in student performances, awards and PTA events, there is still a small participation in academic events such as Curriculum Night, RTA night and parent conferences.	Limited Development 08/29/2022		
<b>How it will look when fully met:</b>		Parents will be actively involved in the decision-making of the school, and work with the school staff to improve the educational experience for all students. SIT notes will demonstrate at least one parent at every SIT meeting. Attendance at parent conferences and Curriculum night will increase by 20%.		<b>Charles Faircloth</b>	<b>05/26/2024</b>
<b>Actions</b>			<b>5 of 9 (56%)</b>		
8/29/22		A parent facilitator will be hired full-time	Complete 10/01/2022	Morgan Wells	11/01/2022
		<i>Notes:</i> 5/8: The parent facilitator will be part-time in 23-24. 11/18/22 Ms. Lang serves as our current full-time parent facilitator. She has organized our first nine-weeks awards ceremony and she is also coordinating picture day. She documents all of our family-engagement activities.			
8/29/22		Each teacher will set up their Class Dojo	Complete 10/01/2022	Timberly Jones	06/01/2023



	<p><i>Notes:</i> 5/8: Dojo has become the predominant form of communication between teachers and parents. There have been some issues with Dojo, especially with parents sending transportation changes and the teacher didn't read it, and with messages being sent that aren't shared with other relevant staff members.</p> <p>11/18/22 Each classroom teacher has a Dojo account setup to communicate with families. Bus drivers have also set up an account to communicate with families as well. Important events that involve our families are shared on Dojo, as well as community resources that will benefit families.</p>			
8/29/22	PTA will be created and in place.	Complete 01/01/2023	Angela Jacobs	06/01/2023
	<p><i>Notes:</i> 5/8: PTA has held a number of events, including a dance, bingo night and a yard sale.</p> <p>10/22: The state PTA has provided guidance on re-establishing a PTA, and the first meeting has been scheduled.</p>			
8/29/22	Data will be shared consistently with parents.	Complete 05/01/2023	Timberly Jones	06/01/2023
	<p><i>Notes:</i> 5/8/23: Data has been sent home multiple times. The coach shared an explanation video for parents to help explain the information. Multiple videos have also been shared with third grade to help explain RTA information and 3rd grade specific data.</p> <p>11/30: Benchmark and mClass data was shared with parents. It was sent home and used during conferences to ensure parents were familiar with the data and knew how to read the information.</p>			
8/29/22	We will provide multiple avenues of training for parents to access the Parent Portal	Complete 05/01/2023	Timberly Jones	06/01/2023
	<p><i>Notes:</i> 5/8/23: Training was provided during Open House and a second attempt was made to provide login information at the mid-way point of the school year. We still have a large amount of parents who are not signed up, so we will work with PTA to devise other methods to increase participation.</p>			
7/26/23	Assistance with signing up for the parent portal will be available at all afterschool and PTA events, with the goal to have at least one parent for all grades 3-5 students signed up by January.		Janee Lashley	01/01/2024
	<i>Notes:</i>			
9/18/23	The social workers will work with the parents of any student who is chronically absent to remove barriers and come up with solutions to attendance issues.		Daisha Sales-Walker	05/01/2024
	<i>Notes:</i>			
8/29/22	Grade level newsletters will be sent through Dojo once a month.		Janee Lashley	06/01/2024

Notes: 6/2: This is not as effective as we would like. We will adjust and seek out multiple avenues to share information with parents.

7/26/23 Student data notebooks will be shared during parent conferences to ensure parents are familiar with the data and with their child's progress.

Kimberly Burris 06/20/2024

Notes:

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
-----	-------	--	-----------------------	-------------	-------------

**Initial Assessment:**

The school holds information events to help parents understand the curriculum and expectations for their child, but these events are not highly attended.

Limited Development  
09/18/2023

**How it will look when fully met:**

The school will work closely with PTA to ensure barriers to participation are broken down. Attendance at curriculum night and parent conferences will increase by 20%.

Joan Raffaelli 05/24/2024

**Actions** 0 of 2 (0%)

9/18/23 PTA will serve as the liaison between the parents and staff members. This will include making announcements or soliciting help as needed.

Joan Raffaelli 05/24/2024

Notes:

9/18/23 Quarterly check-ins with teachers and staff members to ensure parent communication is taking place.

Joan Raffaelli 05/24/2024

Notes: