

## Comprehensive Progress Report

**Mission:** The stakeholders of the SES community will work collaboratively to grow and educate independent, responsible, and diverse students who will be productive citizens in our global society. Sternberger students are World Changers!

**Vision:** Sternberger Students are World Changers!

**Goals:**

By June 2021, Sternberger Elementary School will increase the school performance composite from 77.0% to a minimum of 79%. (A4.01, C2.01, A2.04, B3.03)

By June 2021 Sternberger Elementary School's African American students will decrease the achievement gap by increasing proficiency in Math from 28% to 30%, ELA from 36% to 38%, and Science from 50% to 52%. (A2.04, A4.01, B3.03)

By June 2021, Sternberger’s Instructional Leadership Team (ILT) will facilitate a culture of collaboration by participating in district ILT trainings, conducting monthly learning walks, and providing support through coaching while giving specific/targeted feedback to all classroom teachers in an effort to increase overall proficiency from 77% to 79%. (A2.04, A4.01, B1.03, B3.03)



! = 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>		In the 16-17 school year all teachers and specialists used a classroom management system. Classroom management systems varied classroom to classroom and grade level to grade level. Staff have been identified to serve as PBIS team members for the 17-18 school year. Four days of team training were completed in June 2017. All school staff members will be trained in PBIS during the August 2017 staff meeting. In the 18-19 school year, selected staff members were trained in Tier 2 PBIS by the district PBIS trainer (check in/check out). Teachers and staff members have been encouraged to implement PBIS Hoot Loot for students in a variety of school settings, including the cafeteria. Quarterly incentives have been organized to celebrate students' successes. PBIS school stores have also been organized so students can be rewarded for positive behavior. In the 2019-2020 school year, staff members have begun to utilize Tier 2 interventions with PBIS. Our school will continue to receive training and utilize MTSS supports (virtual and face to face) to address students with behavior concerns throughout the 2020-2021 school year.	Limited Development 08/03/2017		
<i>How it will look when fully met:</i>		All school staff will receive training on all 3 tiers of PBIS. All school staff will implement with fidelity all components of PBIS. Throughout the school building, students will see posted behavior matrixes with standards of success. Students will be able to manage their emotions, problem solve social situations, be respectful and communicate effectively. Staff will model expected student behaviors, and provided reoccurring instruction of the standards for success. Our school will continue to receive training and utilize MTSS supports (virtual and face to face) to address students with behavior concerns throughout the 2020-2021 school year.		Lisa Williams	06/12/2022
<i>Actions</i>			5 of 9 (56%)		
	9/13/17	Teachers will utilize PEPs to identify students and provide strategies for students who may need supports with behavior.	Complete 06/15/2018	Becky Pearce	06/15/2018
<i>Notes:</i>					
	9/13/17	Teachers will receive behavior support and staff development from the school psychologist (PBIS Coach) and EC Teachers.	Complete 01/16/2018	Liz Martin	06/15/2018

	<i>Notes:</i> 1/16/18: Liz Martin (School Psychologist) conducted training at staff meetings. PBIS team meets twice monthly to review practices and make improvements. EC Resource teachers completed FBA/BIP training during the 17-18 school year.			
8/14/17	All school staff will receive training in implementation of the first tier of PBIS in an effort to reduce office referrals and teach positive strategies to students in grades Pre K-5.	Complete 08/23/2017	Annie Trent	06/14/2019
	<i>Notes:</i> Initial staff training will occur on 8/21/2017.			
10/8/19	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others that have been explicitly modeled and taught. Classroom norms are displayed.	Complete 10/30/2019	Jennifer Dunlap	10/30/2019
	<i>Notes:</i> The following items are displayed in classrooms/hallways: Classroom behavior charts PBIS School Expectations (Hallway Procedures/Cafeteria Procedures/Bathroom Procedures/ Computer Lab Procedures) Daily "World Changer Way" pledge on announcements PBIS Assembly for grades K-2 Quarterly Celebrations for PBIS (1st Quarter)			
10/8/19	All teachers provide sound instruction in a variety of modes: teacher-directed whole class; teacher directed small group; independent work; computer based.	Complete 01/14/2020	Lisa Williams	12/20/2019
	<i>Notes:</i> 1/14/20- Teachers include a variety of strategies within their daily lessons to include whole group, small group, differentiated instruction. The ILT team has observed these teaching strategies during the team walkthroughs, and feedback is provided.			
9/5/19	Teachers will be trained and will utilize Educator's Handbook to help record and identify trends with student behavior and MTSS.		Lisa Williams	06/15/2021
	<i>Notes:</i> Teachers will utilize discipline data from the Educator's Handbook to address MTSS needs for students.			
9/23/19	The PBIS Team will meet monthly to review student Hoot Loot data and assess behavior needs for students in grades K-5.		Jennifer Dunlap	06/15/2021
	<i>Notes:</i>			
10/8/19	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.		Becky Pearce	03/17/2022
	<i>Notes:</i>			
9/8/18	All school staff will receive training in implementation of Tier 2 and Tier 3 of PBIS and MTSS in an effort to reduce office referrals and teach positive strategies to students in grades K-5		Lee Brown	06/07/2022

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		- Lesson plans - Scope & sequence- Use of half-time Curriculum Facilitators (CF) - Professional Learning Communities (PLC)	Limited Development 09/21/2016		
<i>How it will look when fully met:</i>		All classroom teachers in grades K-5 will be able to use with fidelity the following: - Lesson plans – Scope and sequence guides- GCS Canvas curriculum resource - Use of Curriculum Facilitators (CF) - Professional Learning Communities (PLC) -Differentiation for students using IEPs, AG plans, IPS, universal screeners(NWEA & ISIP), etc. as needed -All teachers will receive appropriate training such as: ARC, CKLA, Heggerty, Waterford, Eureka Math, Stemsscopes, Use of Canvas and remote learning tools Such as Microsoft 365 and Google Apps.		Becky Pearce	06/14/2022
<i>Actions</i>			<b>5 of 9 (56%)</b>		
8/14/17	Staff in grades 4 and 5 will receive American Reading Company training.		Complete 05/25/2018	Becky Pearce	06/14/2019
<i>Notes:</i> An ARC coach will be assigned to provide supports and strategies for teachers in an effort to provide fidelity checks (ie. reviewing data, IRLA, etc.) during implementation of the curriculum. 1/16/18: 3rd, 4th and 5th grade teachers have received and will continue to receive ARC coaching and training. Next training date is 1/29/18.					
8/31/17	All classroom teachers in grades PK-5 will receive Transformational Teaching and Learning Training throughout the course of the school year.		Complete 06/06/2018	Lisa Williams	06/14/2019
<i>Notes:</i> Additional training information is anticipated from GCS. Training can be delivered through PLCs, Staff Meetings, Grade Level meetings, or half-day professional development.					
9/12/17	Fifth grade teachers will receive curriculum training/staff development in the area of science and implement the essential standards and the 5 W's (Engage, Explore, Explain, Elaborate, Evaluate) within their lessons.		Complete 05/25/2018	Becky Pearce	06/14/2019
<i>Notes:</i>					
9/14/17	Third grade teachers will receive training with American Reading Company and begin implementation of ARC during the 2017-2018 school year.		Complete 05/25/2018	Becky Pearce	06/14/2019
<i>Notes:</i> 1/16/18: 3rd grade team has received initial coaching from ARC.					

9/14/17	Kindergarten and first grade teachers will receive training in the K/1 Core Knowledge (CKLA) program. Implementation of this curriculum will begin in the second quarter.	Complete 12/21/2017	Becky Pearce	06/14/2019
<i>Notes:</i> 1/16/18: CK/LA 1st coach date 12/14/17. Next coaching days are 2/15/18, and 3/22/18, and 4/18/18.				
10/6/20	Staff in K-5 will utilize the remote learning platform on Canvas to provide daily instruction when students are receiving instruction remotely.		Lisa Williams	06/05/2021
<i>Notes:</i>				
9/14/17	Teachers in grades K-5 will implement Eureka Math for their math instruction. The use of higher level thinking word problems, math vocabulary, pre and post assessments will be used within instruction.		Becky Pearce	01/14/2022
<i>Notes:</i> 11/19/19- Teachers in grades K-5 utilize Eureka Math resources to teach curriculum standards in their daily math instruction. 1/14/2020-Classroom teachers continue to receive support from the Eureka math coach. Teachers include pictorial representations to assist with higher level word problems. Math strategies are being implemented across multiple settings. Throughout the first semester, our ILT has focused on math strategies and best practices.				
9/5/18	Staff in third, fourth, and fifth grade will continue to receive ARC coaching and literacy instruction using the American Reading Company program.		Becky Pearce	03/17/2022
<i>Notes:</i> PLC meetings/ Observations/ Coaching Discussions/ ILT Team Observations/Collaborative Planning 11/19/19- Teachers in grades 3-5 have participated in one ARC coaching on 10/3/19.				
9/5/18	Staff in Kindergarten, first, and second grade will continue to receive coaching and literacy instruction using the Core Knowledge Language Arts program.		Becky Pearce	03/17/2022
<i>Notes:</i> PLCs, Observations, ILT Observations, Grade Level Collaborations, Coaching Visits				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Teachers collaborate in Professional Learning Communities (PLC) to analyze academic and behavioral data. -Classroom teachers will use standard treatment protocols to differentiate instruction based on the data collected as part of the Tier 2 MTSS. Intensive (IPS) will convene meetings to support classroom teachers in implementing interventions with students who need support beyond Tier 2. -For students identified through Exceptional Children's services, Individualized Educational Programs (IEPs) will address specific needs and goals. -Students identified through Section 504 will receive disability protection and a team will consider the development and implementation of a Section 504 plan. -Differentiation will be provided through the Academically Gifted program.</p>	<p>Limited Development 09/21/2016</p>		
	<p>Priority Score: 3                      Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p><b>How it will look when fully met:</b></p>	<p>By August of 2018, Sternberger Elementary School will increase reading proficiency 5 percentage points from 78.2% to 83.2% as measured by NC End-of-grade assessment in English/Language Arts. By August of 2018, Sternberger Elementary School will increase math proficiency by 5 percentage points from 77.6% to 82.6% as measured by NC End of Grade assessment in Mathematics. Documentation of 2016-2018 End of Grade test scores will be maintained on the SharePoint website for principal and curriculum facilitator access.</p> <p>By June 2019, Sternberger Elementary School will increase the school performance composite from 73.7% to a minimum of 74.1%. By June 2019, Sternberger Elementary School's 3rd grade students will increase our EOG ELA proficiency from 69.2% to 72.2% as measured by NC End of Grade assessment in English Language Arts. Sternberger Elementary School's 4th grade students will increase our EOG ELA proficiency from 73.5% to 76.5% as measured by NC End of Grade assessment in English Language Arts. Sternberger Elementary School's 5th grade students will increase our EOG ELA proficiency from 68.4% to 71.4% as measured by NC End of Grade assessment in English Language Arts. By June 2019, Sternberger Elementary School will increase the school performance composite from 73.7% to a minimum of 74.1%. By June 2019, Sternberger Elementary School's 3rd grade students will increase our EOG math proficiency from 81.5% to 84.5% as measured by the NC End of Grade assessment in Mathematics. Sternberger Elementary School's</p>		<p><b>Becky Pearce</b></p>	<p><b>06/15/2021</b></p>

4th grade students will increase our EOG math proficiency from 75.0% to 78.0% as measured by the NC End of Grade assessment in Mathematics. Sternberger Elementary School's 5th grade students will increase our EOG math proficiency from 71.9% to 74.9% as measured by the NC End of Grade assessment in Mathematics.

By June 2021, Sternberger Elementary School will increase the school performance composite from 77.0% to a minimum of 79%.

By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be "in need of intervention" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.

<b>Actions</b>		<b>9 of 13 (69%)</b>		
10/6/16	School Psychologist will deliver training on MTSS for all certified staff.	Complete 10/04/2016	Liz Martin	10/04/2016
	<i>Notes:</i> School Psychologist completed training on MTSS during a staff meeting.			
10/6/16	Staff will receive training on how to develop and implement a Personalized Education Plan.	Complete 11/15/2016	Lori Powers or Jamie Garrett	11/15/2016
	<i>Notes:</i> Writing and implementing PEPs has been discussed in PLCs for grades K-5. Staff who need support to write and implement PEPs know who they can reach out to for support. Grade level teams also reviewed how to write and update PEPs.			
10/12/16	All K-5 classroom teachers will implement flexible guided reading groups daily and will follow expectations set forth in GCS non-negotiables.	Complete 11/15/2016	Lisa Williams	11/15/2016
	Evidence for completion will be maintained in principal's walk through documentation, PLC meeting minutes, and formal observations.			
	<i>Notes:</i> All classrooms K-5 implement daily guided reading. K-3 grade teams created data driven student groups and submitted student lists to curriculum facilitator.			

10/12/16	All K-5 classroom teachers will implement a minimum of 60 minutes of math instruction per day as stated by GCS non-negotiables.  Evidence of completion will be documented during principal walk-throughs and formal observations. Minutes from PLC discussions are maintained by curriculum facilitator. Scheduling committee will ensure that math block length is appropriate and document on the master schedule.	Complete 11/15/2016	Lisa Williams	11/15/2016
<i>Notes:</i> We will continue to have ongoing discussions on the implementation of guided math groups/teacher directed math lessons as the quarter continues. The master schedule is in place and the schedule reflects a minimum of 60 minutes or more of math instruction per day.				
10/5/16	All classroom teachers will put a Personalized Education Plan in place for students who are below grade level.	Complete 04/18/2017	Lisa Williams	04/20/2018
<i>Notes:</i> This task is updated annually. Discussions about PEPs are ongoing in PLCs.				
8/31/17	All classroom teachers in grades K-5 will demonstrate quality of task by effectively planning and teaching lessons that meet the needs of diverse learning styles and evaluating student outcomes	Complete 05/17/2019	Lisa Williams	06/14/2019
<i>Notes:</i> Effective planning and evaluation of lessons will occur during PLCs, grade level meetings, and observation feedback.  1/15/19- Teachers are required to submit weekly lesson plans using the Canvas platform to document quality of task and differentiated instruction.				
9/14/17	Teachers will utilize culturally relevant text and materials to provide highly engaging academic tasks for students in all subgroups, including our African American subgroup.	Complete 05/17/2019	Becky Pearce	06/14/2019
<i>Notes:</i> Culturally relevant texts via ARC program Team will offer media specialist suggestions of culturally relevant texts to order for our school library. 1/15/19- Students in K-2 utilize culturally relevant text within the CKLA curriculum. Students in grades 3-5 also utilize a variety of culturally relevant texts throughout the ARC initiative. The media specialist intentionally selects high quality diverse literature materials to be used by students in all grade levels.				
9/23/19	All classroom teachers will create lesson plans that include differentiated instructional strategies.	Complete 01/14/2020	Lisa Williams	01/14/2020



	<p><i>Notes:</i> Teachers are required to submit weekly lesson plans through Canvas for review. 11/19/19 1/14/20- Teachers submit weekly plans that include Must do's, Can do's and small group instruction based on data. Lesson plans are checked weekly by administration and/or curriculum facilitators. Lesson plans are entered into Canvas.</p>			
10/8/19	Classroom teachers will upload weekly lesson plans into the Canvas website.	Complete 01/14/2020	Becky Pearce	01/14/2020
	<p><i>Notes:</i> Classroom Teachers are required to upload lesson plans weekly into Canvas. 1/14/20- Lesson plans are routinely completed and submitted into Canvas on a weekly basis. Feedback is given to teachers regarding their lessons.</p>			
10/8/19	The ILT Team will conduct walkthroughs and provide coaching and support through feedback for teachers using CKLA, ARC, and Eureka math.		Becky Pearce	03/17/2021
	<p><i>Notes:</i> Coaching dates: Eureka Math-9/19/19, 10/30/19 CKLA-9/4/19, 9/25/19 ARC-10/3/19</p>			
10/6/20	Training will be provided monthly on MTSS for all staff members.		Lee Brown	06/01/2021
	<i>Notes:</i>			
10/6/20	Training will be provided on the NWEA and ISIP universal screeners for all certified staff. Certified staff will review the data received and implement differentiated instruction for all students.		Lee Brown	06/01/2022
	<i>Notes:</i>			
10/6/20	The master schedule will allot time for tiered differentiated instruction in Math and Literacy.		Lisa Williams	06/01/2022
	<i>Notes:</i>			
<b>Implementation:</b>		05/21/2019		
<b>Evidence</b>	5/20/2019 Coaching Feedback documents, Lesson Plans, IST Agenda, PLC Agendas, Tutoring Schedule, IST Staff Development Power Point, EC Monthly Meeting Dates			

<p><b>Experience</b></p>	<p>5/20/2019</p> <p>Teachers at our school have been trained in ARC and implement it daily within grades 3-5 to provide evidence-based instruction. Teachers use conferencing and power goals to help students improve their reading levels. Teachers in grades K-3 use BOY mClass data (DIBELS/TRC) to assist them with leveling students for appropriate groups. Progress monitoring is ongoing throughout the quarter.</p> <p>CKLA assessment data is also used to identify students' strengths and weaknesses. Eureka math assessments (exit tickets) are used daily to inform instruction. Students who are may need more academic support have PEPs created and may also have an IST referral based on their progress. IEPs have also been developed for EC students who require specialized instruction. EC service delivery time was planned based on individual EC students' needs and is monitored for effectiveness. Teachers have also created corrective instruction plans to address individual needs for their students. Tutoring has been provided for students in grades 3,4, and 5.</p>			
<p><b>Sustainability</b></p>	<p>5/20/2019</p> <p>We will continue to utilize the new initiatives for reading and math for the upcoming school year. These initiatives include the use of CKLA, ARC, Eureka Math, DIBELS and TRC. We will participate in coaching visits from our Eureka Math coach 8 times next year, as well as coaching visits from our CKLA and ARC coaches. Professional development in Eureka Math will be required for all teachers prior to the beginning of the upcoming school year. We will continue to train our staff in IST professional development in the fall of the year and continue to participate in PBIS Tier 2 for the upcoming school year. We will also need to continue to review our data with fidelity and then implement corrective action plans accordingly.</p>			

	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>			- Staff will engage in Social Emotional Learning for students. Intervention Support Team supports will be in place for students who need behavioral supports. - School counselor will develop and implement comprehensive school counseling program. - Staff will research Positive Behavior Intervention and Support (PBIS) strategies to be implemented school wide. Staff will be trained using MTSS models.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			All staff will teach PBIS social skills lessons in their classrooms. MTSS supports will be utilized to assist with student behavior and differentiated academic supports. Staff will utilize referrals to EC, IST, School Counselor. School counselor will collaborate with school staff (ie. EC team) to implement small groups for students with emotional needs.		Jennifer Dunlap	06/12/2022
<b>Actions</b>				<b>4 of 6 (67%)</b>		
	8/14/17		School counselor will provide staff in-service presentations on Suicide Intervention and Bullying Prevention.	Complete 09/04/2018	Jennifer Dunlap	06/14/2019
			<i>Notes:</i> Suicide intervention and bullying prevention presentations will occur on 8/21/17.			
	8/14/17		Sternberger will implement bullying prevention initiatives throughout the school year.	Complete 08/21/2017	Jennifer Dunlap	06/14/2019
			<i>Notes:</i> Sternberger will celebrate Unity Day in October. Sternberger will collaborate with community partners to provide bullying intervention programming for students.			
	8/14/17		All classroom teachers will deliver PBIS lesson plans to students.	Complete 09/12/2018	Jennifer Dunlap	06/14/2019
			<i>Notes:</i> Staff will send the date they completed PBIS lessons to a member of the PBIS team. Staff will teach PBIS lessons at the beginning of the school year and after winter break or more often if needed.			
	8/31/17		All school staff will receive training regarding GCS Core Belief Statements in an effort to build relationships, promote a growth mindset, and enhance critical thinking skills for all students regardless of race, socioeconomic status, or gender.	Complete 06/12/2018	Lisa Williams	06/14/2019
			<i>Notes:</i> 1/16/18: Sternberger staff have received training on 3 GCS Core Belief Statements.			
	9/14/17		Teachers will implement a check-in buddy system for identified students who need behavioral support, in an effort to proactively minimize discipline referrals and increase time on task in the classroom.		Lisa Williams	06/12/2021
			<i>Notes:</i>			

	10/8/19	Staff will be trained using the MTSS model to provide differentiated behavior and academic supports for all students.		Lisa Williams	06/12/2021	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The following initiatives and programs support students in grade to grade transitions: voluntary in person instruction during remote learning for Kindergartners, EC scheduling throughout the year, 5th grade visits to middle school, PLC meetings to discuss data (Tier 2 plans, IPS referrals, differentiation), AG Parent night, data based decisions for class placement in next grade.	Limited Development 08/03/2017		
<i>How it will look when fully met:</i>			PBIS expectations will be established across all grade levels each year. Our school will continue to use student information cards to provide information for the next year's teacher that will aid with planning and class placement. Staff will engage in vertical planning and alignment during staff meetings. Staff will have access to curriculum map resources for all grade levels and teachers. Our school will continue to implement transition initiatives such as: Kinder camp for rising Kindergartners, EC scheduling throughout the year, 5th grade visits to middle school, PLC meetings to discuss data (Tier 2 plans, IPS referrals, differentiation), AG Parent night, data based decisions for class placement in next grade.		<b>Lisa Williams</b>	<b>06/12/2022</b>
<b>Actions</b>				<b>1 of 4 (25%)</b>		
	8/14/17	During PLCs grade levels will discuss academic pacing guides and curriculum alignment.		Complete 06/12/2018	Becky Pearce	06/14/2019
<i>Notes:</i> Grade level teams will review data within weekly PLC meetings.						
	5/20/19	Parents and staff provide input regarding student needs when transitioning from grade level to grade level.			Lisa Williams	06/10/2021
<i>Notes:</i> Principal reviews all feedback prior to the upcoming school year and conducts meetings with parents, as needed. Deadlines are communicated to staff regarding the input documentation.						
	10/6/20	The administration will develop a plan for transition from remote learning to in-person instruction per GCS guidelines.			Lisa Williams	06/12/2022
<i>Notes:</i>						

8/14/17	All classroom teachers will utilize data from pre-assessments in order to guide their instruction, student grouping, and differentiated learning.		Becky Pearce	06/12/2022
<i>Notes:</i> Minutes and agendas in PLCs and teacher lesson plans will be utilized to measure this task.				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.		Limited Development 09/26/2016		
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<b>How it will look when fully met:</b>	The LEA will have an organized effective transformation team that includes various stakeholders.			<b>Lisa Williams</b>	<b>06/12/2022</b>
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<b>Actions</b>			<b>1 of 2 (50%)</b>		
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8/14/17	Appropriate school staff will continue to attend Leadership Team training and adhere to guidelines set forth by Guilford County Schools	Complete 06/12/2018	Lisa Williams	06/14/2019
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*Notes:*

9/6/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Lisa Williams	06/12/2022
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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 school leadership team meets monthly.	Limited Development 09/26/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		School leadership team will meet twice monthly. Meeting minutes will be uploaded regularly to Indistar. By June 2020, Sternberger Elementary School will increase the school performance composite from 77.0% to a minimum of 79%.		<b>Wendy Rogers</b>	<b>06/15/2022</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	8/14/17	Leadership team will meet to review progress and make decisions that support the overall achievement of all students at our school.	Complete 04/16/2019	Julie Mosbacher	06/12/2020
	<i>Notes:</i> Team will meet on the 3rd Thursday of each month. A subcommittee of the leadership team will meet an additional time each month.				
	9/23/19	The Instructional Leadership Team will attend ILT training meetings throughout the school year, as offered by the district.		Lisa Williams	06/15/2021
	<i>Notes:</i>				
	9/23/19	The ILT team will conduct walkthroughs and provide feedback to classroom teachers to support academic achievement.		Lisa Williams	06/15/2021
	<i>Notes:</i>				
<b>Implementation:</b>			05/19/2019		
	<i>Evidence</i>	5/19/2019			
	<i>Experience</i>	5/19/2019			
	<i>Sustainability</i>	5/19/2019			

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>		<p>-Staff are assigned morning, lunch, and afternoon duties. -Professional Learning Communities (PLC) -Master schedule -Grade level meetings - Staff development -Use of committees</p> <p>We will continue to be creative with scheduling to meet the Guilford County Schools non-negotiable instructional requirements.</p>	Limited Development 09/26/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>By June of 2018, the percentage of Sternberger Elementary School staff who indicate they have sufficient time and resources available for effective collaboration in an effort to increase student achievement will increase from 51.9% to 60%. Evidenced by Teacher Working Conditions survey.</p> <p>Teachers will adhere to the Master Calendar schedule while incorporating mandatory academic blocks of time each day. PLCs will be conducted weekly so teachers and administration can discuss academic progress of students in each grade.</p>		Becky Pearce	06/12/2022
<i>Actions</i>			<b>6 of 7 (86%)</b>		
10/12/16	Principal will consider budgetary and classroom teacher needs to provide substitutes during assessment windows to allow staff adequate time for assessing students.		Complete 04/18/2017	Lisa Williams	04/18/2017
<i>Notes:</i>					
10/17/17	Leadership team will analyze data from 2018 teacher working conditions survey to create additional tasks in this area		Complete 08/07/2018	Lisa Williams	08/28/2018
<i>Notes:</i>					
9/5/18	Master schedule will be created and distributed to staff.		Complete 09/07/2018	Lisa Williams	09/07/2018
<i>Notes:</i> Each year, the scheduling committee will create a master schedule to reflect required instructional times for all grade levels.					

10/6/16	All grade level teams will establish a time one day each week to plan as a grade level. This information may be included on the master schedule.	Complete 11/15/2016	Jamie Garrett	11/15/2018
	<p><i>Notes:</i> An attempt will be made to protect this time. I.e. other meetings will not be scheduled during this time.</p> <p>As of 11/15/16, all K-5 classrooms meet in PLCs during the school day. K-3 grade level teams meet Mondays after school and 4-5 grade level teams meet on Thursdays after school.</p> <p>17-18 Time for planning takes place during PLCs and grade levels also meet independently outside of that time.</p>			
10/6/16	Master schedule will be created and distributed to staff.	Complete 11/15/2016	Tricia Goodman	11/15/2018
	<p><i>Notes:</i> Master schedule has been updated to reflect the formation of new classrooms in first and fifth grade.</p> <p>17-18 Master schedule has been updated and reflects GCS non-negotiables as well as an additional first grade class and time for planning.</p>			
10/6/16	We will establish duty-free lunch for K-5 classroom teachers.	Complete 10/17/2017	Tricia Goodman	06/14/2019
	<p><i>Notes:</i> Scheduling committee will consider whether we are able to implement a duty free lunch for our Pre-K and Adapted classrooms.</p> <p>As of 11/15/16, PreK and adapted classroom staff do not have a duty free lunch and eat with their students daily.</p> <p>17-18 Due to NC PK guidelines, PK teachers eat with their class during the class lunch time, but may have time to break for lunch while children are resting. In EC adapted classrooms, teaching staff rotate for break times while remaining compliant with GCS non-negotiables for ratios.</p>			
9/8/18	All grade level teams will establish a time to meet with members of the Instructional Learning Team to discuss data.		Rebecca McAtee	06/12/2021
	<i>Notes:</i>			
<b>Implementation:</b>		09/05/2018		
<b>Evidence</b>	9/5/2018 Master schedule/Teacher Working Condition Survey Result/ Leadership Team Minutes			



<b>Experience</b>	9/5/2018 The Leadership Team met as required throughout the year to discuss school improvement topics. A master schedule was created to provide the required instructional framework (per GCS). Daily planning time and a duty free lunch were implemented for staff.			
<b>Sustainability</b>	9/5/2018 We will continue to create a master schedule each year to reflect appropriate instructional blocks and provide staff members with planning time.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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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
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<b>Initial Assessment:</b>	- Lesson plan checks - Informal and formal observations - Coaching provided by support staff - Discussion of lessons within Professional Learning Communities (PLC) - Grade level discussions/meetings- ILT Feedback- Collaboration with ARC Coach, Eureka Coach, CKLA Coach, CFs.	Limited Development 09/26/2016		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<b>How it will look when fully met:</b>	Sternberger school is meeting or exceeding expected growth annually based on ELA, Math, Science, and K-2 literacy data. By June 2021, Sternberger Elementary School will increase the school performance composite from 77.0% to a minimum of 79%.		<b>Lisa Williams</b>	<b>06/15/2021</b>
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<b>Actions</b>		<b>6 of 9 (67%)</b>		
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9/13/17	Principal and Curriculum Facilitator will collaborate with teachers to discuss specific data from their individual students during PLCs.	Complete 06/15/2018	Lisa Williams	06/15/2018
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<b>Notes:</b>				
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9/14/17	Beginning teachers will receive feedback from peer observations, as well as the principal. Mentors will be assigned to assist with the development of curriculum plans.	Complete 06/15/2018	Lisa Williams	06/15/2018
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<b>Notes:</b>	The Beginning Teacher mentor for Sternberger has met with new teachers. Additionally, new teachers meet weekly with their mentor/buddy teachers. Feedback is provided to new teachers through informal/formal observations, walkthroughs, and PLCs.			
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9/14/17	The Principal and Curriculum Facilitator will facilitate academic coaching for teachers in grades K-5. ARC Coaches, CFs and peer coaching will be implemented with specific feedback given .	Complete 06/15/2018	Lisa Williams	06/15/2018
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	<i>Notes:</i>			
9/14/17	The Plan, Teach, and Evaluate model will be implemented throughout all subject areas with a focus on Quality of Task.	Complete 06/15/2018	Lisa Williams	06/15/2018
	<i>Notes:</i>			
9/8/18	The Instructional Leadership Team will receive training through GCS to provide coaching support for classroom teachers.	Complete 04/10/2019	Lisa Williams	06/07/2019
	<i>Notes:</i> GCS will provide training for ILT teams throughout the 2018-2019 academic school year. 1/15/19- The ILT Team has met for district training on the following dates: 9/25/18,11/6/18. Additionally, the ILT Team meets with teachers during PLCs.			
9/8/18	An American Reading Company (ARC) coach, a Core Knowledge Language Arts (CKLA) coach, and a Eureka Math coach will be assigned to provide coaching sessions throughout the year for teachers in grades K-5.	Complete 05/03/2019	Lisa Williams	06/07/2019
	<i>Notes:</i> 1/15/19- The American Reading Company Coach (ARC) has supported teachers and admin at Sternberger on 11/7/18, 1/9/18. The CKLA Coach has visited on 9/26/18, 10/30/18, 11/29/18. Our Eureka Math Coach has visited on 9/20/18, 10/1/18, 10/17/18, 11/14/18, 12/5/18.			
8/14/17	Informal and formal walk-throughs will be conducted to provide specific feedback to teachers to inform instruction.		Lisa Williams	06/14/2021
	<i>Notes:</i> Principal will provide feedback to staff following observation. 1/15/19- First round observations have been conducted (Standard, Comprehensive, Abbreviated).			
9/23/19	The ILT team will use strategic focus when conducting learning walks throughout K-5 classrooms.		Lisa Williams	06/15/2021
	<i>Notes:</i>			
9/29/19	Lesson plan feedback will be given to teachers weekly. Plans will be uploaded in Canvas weekly.		Lisa Williams	06/15/2021
	<i>Notes:</i>			
<b>Implementation:</b>		05/20/2019		
<b>Evidence</b>	5/20/2019			
<b>Experience</b>	5/20/2019 Plan/Teach/ Evaluate Walkthrough documents, ILT Team was created/ Walkthrough document was created/ Provided differentiated support/ Support given for beginning teachers/ Teacher PDPs were created and reviewed			

<i>Sustainability</i>	5/20/2019			
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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	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

<p><b>Initial Assessment:</b></p>	<p>LEA Response: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School Response: - DIBELS/TRC data was used to group students - Staff development based upon results from TRC data - Staff used school performance data to develop master schedule and address areas needing continued growth - Data is discussed at school staff meetings and during grade level meetings - Students who are identified as needing additional support during classroom observations are referred to the Intervention Support Team. - Personalized Education Plans are created for students working below grade level standards - Based on observational and behavioral data staff will receive professional development in the 2016-2017 school year to implement PBIS for the 2017-2018 school year.</p> <p>2018-2019- CKLA, ARC, TRC, DIBELS, Eureka Math data has been discussed during Professional Learning Communities. Instructional Leadership Team and CKLA/Eureka Math coaches have designated specific times for classroom teachers to receive training and feedback regarding their implementation of the curriculum resources. Classroom teachers have reviewed student data using interim assessments, exit tickets, literacy and math data and have created corrective action plans to address remediation and acceleration practices for individual students.</p> <p>2019-2021- Instructional Leadership Team has been expanded to include lead teachers from K-2, 3-5, and EC. The ILT team will participate in district trainings and will continue to conduct learning walks to provide feedback an coaching to teachers. CKLA, ARC, Eureka coaches have been scheduled to conduct coaching sessions with our staff throughout the school year. Teachers will meet regularly with CFs and administration to discuss the academic needs of their students through MTSS, PLC's, grade level meetings.</p>	<p>Limited Development 09/26/2016</p>		
	<p>Priority Score: 2                      Opportunity Score: 1</p>	<p>Index Score: 2</p>		

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

By June 2019, Sternberger Elementary School will increase the school performance composite from 73.7% to a minimum of 74.1%. By June 2019, Sternberger Elementary School's 3rd grade students will increase our EOG ELA proficiency from 69.2% to 72.2% as measured by NC End of Grade assessment in English Language Arts. Sternberger Elementary School's 4th grade students will increase our EOG ELA proficiency from 73.5% to 76.5% as measured by NC End of Grade assessment in English Language Arts. Sternberger Elementary School's 5th grade students will increase our EOG ELA proficiency from 68.4% to 71.4% as measured by NC End of Grade assessment in English Language Arts. By June 2019, Sternberger Elementary School will increase the school performance composite from 73.7% to a minimum of 74.1%. By June 2019, Sternberger Elementary School's 3rd grade students will increase our EOG math proficiency from 81.5% to 84.5% as measured by the NC End of Grade assessment in Mathematics. Sternberger Elementary School's 4th grade students will increase our EOG math proficiency from 75.0% to 78.0% as measured by the NC End of Grade assessment in Mathematics. Sternberger Elementary School's 5th grade students will increase our EOG math proficiency from 71.9% to 74.9% as measured by the NC End of Grade assessment in Mathematics.

By June 2020, Sternberger Elementary School will increase the school performance composite from 77.0% to a minimum of 79%.

By June 2020 Sternberger Elementary School's African American students will decrease the achievement gap by increasing proficiency in Math from 28% to 30%, ELA from 36% to 38%, and Science from 50% to 52%.

By June 2021, Sternberger's Instructional Leadership Team (ILT) will facilitate a culture of collaboration by participating in district ILT trainings, conducting monthly learning walks, and providing support through coaching while giving specific/targeted feedback to all classroom teachers in an effort to increase overall proficiency from 77% to 79%.

Becky Pearce

06/20/2021

**Actions**

7 of 8 (88%)

10/6/16 School staff will provide input on professional development needs.

Complete 11/15/2016

Jamie Horton

11/15/2016

	<p><i>Notes:</i> A survey was sent to all staff members to gather data and information about professional development needs. 18 staff members provided input via this survey. Findings indicated that professional development in the area of Technology, American Reading Company, Guided Math, and working with the defiant child.</p>			
10/6/16	Teams will meet to discuss grade level data in Professional Learning Communities at least two times a month.	Complete 11/15/2016	Becky Pearce	11/15/2016
	<p><i>Notes:</i> Evidence will be agendas.</p> <p>As of 11/15/16, all K-5 teachers meet in PLCs a minimum of twice per month. Agendas are maintained with the curriculum facilitator</p> <p>17-18 PLC meetings are occurring regularly as of September 2017.</p>			
10/6/16	Staff serving on PBIS committee will be selected and trained in PBIS.	Complete 06/16/2017	Brittany Easter	09/19/2017
	<i>Notes:</i>			
8/29/17	Teachers will utilize research based strategies and interventions to address the learning needs of students. (Differentiation)	Complete 05/17/2019	Lisa Williams	06/14/2019
	<i>Notes:</i> 1/15/19: Staff differentiate based on data and student needs.			
9/12/17	An Equity Team will be formed to identify the needs of our students and monitor the achievement of subgroups, especially our African American subgroup.	Complete 01/16/2018	Jennifer Dunlap	06/14/2019
	<p><i>Notes:</i> Equity Team members are: Mrs. Williams, Mrs. Wolf, Mrs. Dunlap, Ms. Church. Training will occur 3 times during the 17-18 school year.</p> <p>1/16/18: Sternberger's Equity team was disbanded per guidelines from GCS.</p>			
9/8/18	An Instructional Leadership Team will provide coaching for teachers and assist with data discussions to promote student achievement.	Complete 11/05/2019	Becky Pearce	11/19/2019
	<p><i>Notes:</i> The ILT team will receive training from GCS to assist with coaching teachers (9/25/18, 11/6/18).</p> <p>Teachers also receive coaching from ILT members within PLCs each week.</p> <p>The ILT team will meet on 10/15/19 for training.</p> <p>The ILT Team met to discuss plans for walkthroughs on 11/5/19</p>			
8/29/17	Teams will meet to discuss grade level data (CKLA/ARC/Eureka Math/Istation/ Interims, etc...) in Professional Learning Communities at least two times a month.	Complete 11/19/2019	Becky Pearce	11/19/2019

*Notes:* 1/15/19: Grade level PLC meetings occur regularly.  
 11/19/19- Interim data and Istation data has been reviewed with teachers and Leadership Team

9/23/19 Staff members will receive training in MTSS process to provide differentiated support for students.

Lisa Williams

06/01/2021

*Notes:* Staff was trained using the MTSS videos provided by GCS (Core/Behavior) on 11/5/19.  
 Sternberger staff began to receive MTSS training on 9/16/20.

**Implementation:**

05/21/2019

**Evidence**

5/19/2019  
 Corrective Action Plans, PLC Agendas, ARC Coaching Feedback Documents, Eureka Coaching Feedback Documents, CKLA Coaching Feedback Documents School Leadership Minutes  
 ILT Walkthrough Documents, Performance Matters Assessment resource

**Experience**

5/19/2019  
 Teachers created Corrective Action Plans to address students' weaknesses and plan for remediation. Classroom teachers met weekly during PLCs to review specific data (DIBELS, TRC, ARC, Eureka, CKLA, Interims)  
 During the 2018-2019 school year, the following became routine practices: Teachers created Corrective Action Plans to address students' weaknesses and plan for remediation. Teachers were responsible for brainstorming strategies to revisit their Corrective Action Plans to ensure that all standards were addressed. During our weekly PLCs, classroom teachers engaged in specific strategies to determine best practices for academic achievement for specific student groups (brainstormed strategies for math and ELA/ coaching from ARC,, CKLA, and Eureka /discussed differentiation techniques/ reviewing post assessments ). Teachers used evidence from student assessments (formal & informal) to customize the instructional plan to meet the students' needs. In addition to instructional coaching mentioned above, professional development opportunities were provided to staff to address Digital Learning Competencies (differentiated) and meeting the needs of 21st century learners.

<b>Sustainability</b>	<p>5/19/2019</p> <p>Teachers will continue to create Corrective Action Plans to address students' weaknesses and plan for remediation. In the upcoming school year, Eureka Math, ARC, and CKLA coaching days will continue to be implemented throughout the school year to assist teachers with the implementation of these curriculum resources. The ILT Team will also continue to observe instruction and provide feedback at regular intervals. PLCs will meet weekly in an effort to provide support and information regarding curriculum updates for students in K-5. We will continue to utilize Performance Matters and Canvas resources to support their lessons.</p>			
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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	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
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**Initial Assessment:**

LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response: Team interviews Evaluation through North Carolina Educator Evaluation System Professional development plans in place for certified staff Principal and staff member attend recruitment fairs Staff recognition weekly through Williams' Weekly Word, nomination for district recognitions, morale committee For non-proficient staff members support is provided via: coaching, frequent feedback, monitored plan of action, collaboration through human resources.

Limited Development  
09/26/2016

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<b>How it will look when fully met:</b>	All certified staff members are rated at least as proficient on NCEES evaluations. All Non-certified staff members receive at or above standard on their evaluations. Beginning teachers will engage with regular mentor-ship opportunities with an experienced colleague. Additionally, evaluation and observation activities are conducted by colleagues in addition to the principal. Staff members will have the opportunity to participate in the recruitment and hiring of new staff members. Staff turnover would remain at or below the current level of turnover. Staff will utilize personal goal setting (Professional Development Plans) in their evaluation process to determine their areas of needed growth.		Lisa Williams	06/12/2022
<b>Actions</b>		<b>2 of 3 (67%)</b>		
8/29/17	Each Beginning Teacher (years 1-3) is assigned a Mentor teacher within the school building.	Complete 08/27/2018	Lori Powers	06/14/2019
<i>Notes:</i>				
8/29/17	Establish a staff person to serve as a Lead Mentor Teacher.	Complete 08/27/2018	Lisa Williams	06/14/2019
<i>Notes:</i> Lead Mentor teacher will assign Mentors to beginning teachers (BTs) and facilitate the necessary BT requirements.				
8/29/17	Principal will provide timely, clear, and constructive feedback via NCEES instrument.		Lisa Williams	06/12/2021
<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>		Weekly communications through ConnectEd PTA website Back-to-School night, general PTA meetings, parent-teacher conferences, student-led conferences Academically Gifted parent information nights Hosting curriculum nights through GCS Parent Academy Classroom Teachers regularly communicate academic curriculum through classroom newsletters Parent surveys The expectation of timely response to parent inquiries is communicated to staff and staff are held accountable. Parents are encouraged to support their student(s) academically and socially through PTA collaborations. For example: Fundraisers, volunteering, attending conferences/meetings, etc. Parent Nights incorporating math academic standards and Growth Mindset (guest speakers) have been provided to support parents' engagement with initiatives such as the implementation of Eureka Math this year.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		All parents are fully engaged with assisting their students' with homework assignments. Evidence of engagement includes: parent signature on daily reading log, attendance at required school conferences, attendance indicated by sign in rosters at school and district parent engagement events. Parents are provided with suggested websites and resources to support student growth in curriculum areas.		Wendy Rogers	06/12/2022
<i>Actions</i>			<b>3 of 5 (60%)</b>		
	9/13/17	School staff will host Back to School Night to inform parents of curriculum expectations, routines and procedures for classwork and homework, and ways for parents to stay engaged with their child's learning.	Complete 09/18/2017	Kathy Greenwell	09/18/2017
<i>Notes:</i>					
	9/13/17	The Academically Gifted department will host an AG Parent Information Night to inform parents about the AG program for students in grades 3, 4 and 5.	Complete 09/21/2017	Barbara Hunt	09/28/2017
<i>Notes:</i>		3rd grade AG parent night will occur later in the 17-18 school year. Date TBA			
	9/13/17	Weekly communication will be provided to parents to inform them of weekly academic activities via Connect Ed messages.	Complete 06/15/2018	Lisa Williams	06/15/2018

*Notes:*

8/29/17 All classroom teachers submit evidences of regular parent communication (via email, websites, weekly newsletters, etc.) that includes ways parents can support the learning of their students.

Kathy Greenwell

06/12/2021

*Notes:*

9/13/17 Students in grades K-5 will participate in a minimum of 2 conferences per year (1st and 3rd quarter). Student Led conferences will be conducted during the third quarter.

Kathy Greenwell

06/15/2021

*Notes:*