

Comprehensive Progress Report

Mission:

Allen Jay Elementary scholars will achieve their highest potential as members of a global community

Vision:

Empowering scholars to explore their unique abilities through diverse and global learning experiences

Goals:

By June 2020, Allen Jay Elementary will increase school performance composite from 43.7% to a minimum of 48.0%. Reading Composite from 41.4% to 45.4% 3rd Grade Reading from 44.4% to 48.4% 4th Grade Reading from 39.4 to 43.4% 5th Grade Reading from 40.3 to 44.3% Math Composite from 42.9% to 46.9% 3rd Grade Math from 58.3 % to 62.3% 4th Grade Math from 25.8% to 35.8% 5th Grade Math from 43.1% to 47.1% 5th Grade Science from 52.8% to 56.8%
**These goals reflect grade level not cohorts.

By June 2020, Allen Jay Elementary will reduce the achievement gap between African American achievement on the Reading, Math and Science EOG by at least 5 percentage points compared to their Caucasian peers.

All teachers will have a Dojo account and communicate with parents daily. At least 80% of the parents will participate in communication utilizing Class Dojo.

Discipline office referrals will be reduced by at least 20% which will increase students instructional time and decrease ISS or OSS suspensions.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The master schedule was designed to protect instructional time including whole group, small group instruction, and independent work.	Limited Development 10/22/2019		
<i>How it will look when fully met:</i>		The allocation of staff supports differentiated instruction and curriculum implementation including CKLA, Eureka, 3Ls, and ARC. Lesson Plans will provide evidence of At least 80% of students will show at least one year's growth. Teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Maya Bell	06/10/2020
<i>Actions</i>			0 of 1 (0%)		
	10/22/19	Weekly lesson plans will reflect intentional planning according to data and student needs. They will provide evidence for Teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Maya Bell	06/10/2020
<i>Notes:</i>					

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Allen Jay staff utilizes the PBIS school wide behavior recognition program. Common area procedures and expectations have been established. The PBIS team monitors the school's adherence to PBIS procedures. CI/Co is in place for students who need additional behavior support. Students set personal goals and receive incentives while staff mentors offer encouragement and guidance. The Guidance school counselor teaches weekly lessons that help students manage their emotions. Allen Jay Elementary was recognized as a PBIS Model School. We have implemented our Big Buddy/ Little Buddy mentoring program to go along with CI/CO.</p> <p>Created school wide ClassDojo accounts.</p>	Limited Development 09/15/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			The office referrals will decrease by at least 20% and the number of AA male office referrals will decrease to reflect the demographic ration of all the students. When fully implemented, there will be minimal loss of instructional time due to disruptive behaviors.		Wenalyn Glenn	06/08/2020
Actions				1 of 2 (50%)		
9/15/17	Create supportive classrooms where PBIS expectations, including positive behavior recognition across grade levels. Matrix posters posted in common areas and classrooms to effectively and consistently reinforce policies and procedures.		Complete 06/07/2019	Wenalyn Bell Glenn	06/08/2020	
<i>Notes:</i>			Policies and procedures are consistently and effectively reinforced daily. Students reflect on their behavior and participate in mediation sessions as needed. Title I funds will be used to support this task and actions.			
10/22/19	All teachers will communicate with parents and families through ClassDojo at least twice a week. The communication will include classroom, school and student information as needed.			Wenalyn Glenn	06/10/2020	
<i>Notes:</i>						
Implementation:				10/22/2019		
Evidence		10/22/2019				
Experience		10/22/2019				

Sustainability	10/22/2019			
	Continue modeling, monitoring and rewarding positive behavior.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Teachers are meeting weekly for PLCs and grade level meetings. They turn in weekly lesson plans by grade level.</p> <p>Title I funds will be utilized to support these tasks and action completion.</p>		Limited Development 08/03/2016		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	<p>By June 2020, Allen Jay Elementary will increase reading and math proficiency by at least 5% points in all grade levels as measured by the End of Grade Tests. By June 2020, Allen Jay Elementary will increase science proficiency by at least 6% points as measured by the End of Grade Tests. K-5 instructional calendars will be uploaded into One Note on a monthly basis.</p>			Maya Bell	06/10/2020
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Actions			4 of 8 (50%)		
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8/8/16	All fourth and fifth grade teachers will attend ARC ELA training offered through GCS.	Complete 04/07/2017	Maya Bell	04/28/2017
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Notes: Maya will check with district representatives to monitor staff completion of all required training.

8/8/16	K-5 teachers will establish (4-5 ELA) and review all standard aligned units. Grade levels will create and post instructional calendars during weekly PLC meetings.	Complete 12/12/2017	Grade Level representatives	06/08/2018
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Notes: Each grade level chair on the School Improvement Team will upload their instructional calendar prior to each unit.

8/31/17	Teachers will collaborate to plan and modify instruction according to students' needs.	Complete 06/08/2018	Maya Bell	06/08/2018
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Notes:

8/31/17	Vertical alignment meetings will be conducted quarterly in order to review standard alignment, to assess and share best practices across grade levels to increase student achievement and participation.	Complete 06/08/2018	Leadership Team representatives	06/08/2018
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<i>Notes:</i>				
9/26/17	K-5 will continue to implement Eureka, CKLA, ARC and 3Ls framework with fidelity to help increase student achievement and standard mastery.		Admin Team	06/08/2020
<i>Notes:</i> ARC and 3Ls professional development and coaching will be provided throughout the year. Lesson plan and walkthrough feedback will be provided consistently and effectively to promote teacher growth.				
10/9/17	Media specialist will integrate content within his weekly media lessons to increase student literacy and provide a variety of materials. The books and materials will represent a wide range of cultures and interests and align with standards.		Carla Flores-Ballesteros	06/08/2020
<i>Notes:</i>				
10/22/19	PreK-5 teachers will conduct three peer observations throughout the school year to help them reflect and grow in their profession.		Admin Team	06/10/2020
<i>Notes:</i>				
9/19/18	3-5 Vertical department meetings will be conducted on a weekly basis to provide resources, support, exchange best practices and monitor progress.		Maya Bell	06/12/2020
<i>Notes:</i>				
Implementation:		08/12/2018		
Evidence	8/12/2018			
Experience	8/12/2018			
Sustainability	8/12/2018			

	A2.27	Instructional Teams and teachers embed cultural education into learning experiences in the curriculum.(6825)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	K-5 teachers plan with the AIF, collaboration between specialist and grade level team to integrate core content and arts. Teachers integrate arts at least once a week as evident in lesson plans.	Limited Development 10/22/2019			
<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> • Increase frequency of AIA lessons • Student achievement growth • Increase student engagement • Addresses different learning styles • Supports MTSS 		Carla Flores-Ballesteros	06/10/2020	
Actions			0 of 1 (0%)		
10/22/19	Increase the frequency of AIA lessons from once a week to at least three times per week by the end of the school year.		Wenalyn Glenn	06/10/2020	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		Allen Jay Elementary staff will consistently and effectively utilize the PBIS (Positive Behavior Intervention Support) school wide behavior recognition program. Common area procedures and expectations have been established. The PBIS team monitors the school's adherence to PBIS procedures. In addition, AJE staff will continue to utilize Check In/Check Out (CICO), a PBIS Tier 2 intervention for students who need additional behavior support. Students set personal goals and receive incentives while staff mentors offer encouragement and guidance. The School Guidance Counselor presents weekly classroom lessons that help students manage their emotions. By June 2018, the full implementation of this indicator will be demonstrated by the successful completion of our school improvement goal; Allen Jay Elementary will decrease the number of office referrals by at least 20% of the number of African American male student office referrals to reflect the demographic ratio of all students. Allen Jay Elementary will decrease achievement gaps by ten percentage points in both, reading and math between African American and all students.	Limited Development 08/08/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The office discipline referrals will decrease by at least 20% at Allen Jay Elementary. The number of African American male student office referrals will also decrease to reflect the demographic ratio of all students by at least 20% points. When fully implemented, all staff will be attentive to students' emotional needs, 95% of students on CICO will meet their goals. There will be little to no loss of instructional time due to disruptive behaviors. Structures will be in place to support students who are experiencing grief, loss, or other emotional trauma.	Objective Met 08/12/18	Allan Johnson	06/08/2018
Actions					
	8/8/16	Provide an overview of PBIS expectations, including positive student recognition, for all staff members. Teach and reinforce common area and classroom procedures to all students. Matrix posters will be posted in classrooms and around the building in to reinforce policies and procedures as well as common language.	Complete 12/12/2017	Wenalyn Glenn	06/08/2018
<i>Notes:</i> Provide PBIS minutes from monthly meetings to SIT.					

8/8/16	Create CICO team, schedule training as needed, and communicate the process for referring students. Gather and analyze data to determine success rate and modify as needed.	Complete 06/08/2018	K. Brown and J. Saffari	06/08/2018
<i>Notes:</i> Review and revise CICO procedures, and then share with the staff at least twice a year.				
8/8/16	Based on teacher, parent, and/or student referral, establish support groups, such as grief or anger management, to address students' emotional needs.	Complete 12/12/2017	Martha Ramirez and Linda Dunn	06/08/2018
<i>Notes:</i> Groups will be developed throughout the year based on students' needs and supported by the guidance counselor and the social worker.				
8/8/16	Teachers will create a supportive classroom community to meet the emotional needs of their students. This will be accomplished through the establishment of consistent classroom procedures and policies. Teachers will get to know their students' interests, behaviors, personality, and preferences to develop trusting relationships with them. Teachers will assist students with appropriate interpersonal communication and will make counseling referrals as needed.	Complete 06/08/2018	Wenalyn Glenn	06/08/2018
<i>Notes:</i>				
9/26/17	Teachers and staff will use positive notes with the S.O.A.R. acronym.	Complete 12/13/2017	Kaitlyn Brown	06/08/2018
<i>Notes:</i>				
Implementation:		08/12/2018		
Evidence	8/12/2018			
Experience	8/12/2018			
Sustainability	8/12/2018			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	PLC and grade level meetings take place on a weekly basis where teachers analyze data including math, ELA and science to plan and modify instruction. Teachers collaborate to develop common assessments to assess standard mastery including CKLA, ARC and Eureka curricula.	Limited Development 09/06/2017				Priority Score: 2 Opportunity Score: 2 Index Score: 4
How it will look when fully met:	Teachers will continue to gather and analyze data during PLC and staff meeting to plan and modify instruction. Student and teacher data notebooks will be updated consistently and efficiently to help students take ownership in their own progress and set attainable goals.		Carla Flores-Ballesteros	06/10/2020	Actions	0 of 4 (0%)
9/6/17	Vertical alignment meetings will be conducted at least three times per year in order to review standard alignment, to assess and share best practices across grade levels to increase student achievement and participation.		Carla Flores-Ballesteros	06/10/2020	<i>Notes:</i>	
9/19/18	PreK - 5 teachers will conduct peer observations, provide feedback, share resources and best practices at least three times per year.		Carla Flores-Ballesteros	06/10/2020	<i>Notes:</i>	
9/19/18	K-5 Teachers will implement CKLA, ARC and Eureka math curricula with fidelity to help increase student achievement. Coaches and administrators will work with teachers to guide them and provide support.		Maya Bell	06/10/2020	<i>Notes:</i>	
10/22/19	Transitional activities offered to PreK and 5th grade students and families to help prepare them for the next grade level.		Counselor, PreK and 5th Grade, Social worker	06/10/2020	<i>Notes:</i>	
Implementation:		08/12/2018			Evidence	8/12/2018
Experience						8/12/2018

<i>Sustainability</i>	8/12/2018			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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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 08/08/2016		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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<i>How it will look when fully met:</i>	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.			Carla Flores-Ballesteros	06/10/2020
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Actions			0 of 1 (0%)		
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	9/5/17	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. June 2020		Carla Flores-Ballesteros	06/14/2020
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<i>Notes:</i> SIP Team will meet twice a month					
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Implementation:			12/13/2017		
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<i>Evidence</i>	12/13/2017	TWC calibration survey and indicators reviews indicate that the school climate including safety, discipline and working conditions have increased.			
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<i>Experience</i>	12/13/2017	Leadership reviewed, updated and adopted the bylaws for our team.			
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<i>Sustainability</i>	12/13/2017	We will continue to get and provide feedback with/from stakeholders to establish a positive environment conducive to teaching and learning which will help increase student achievement.			
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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>		Master schedule provides teachers common planning to allow PLC and grade level meetings where lessons are planned and modified. During these meetings data is analyzed to drive and modify instruction.	Limited Development 08/08/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		- Instructional time is protected - Student achievement will increase as teachers gather and analyze data to plan and modify instruction.		Maya Bell	06/10/2020
Actions			0 of 2 (0%)		
	9/11/17	Teachers will gather and analyze common assessment data to plan and modify instruction.		Maya Bell	06/08/2020
		<i>Notes:</i>			
	10/22/19	We will conduct data days at least twice a year to monitor student progress, plan and modify instruction accordingly.		Wenalyn Glenn	06/10/2020
		<i>Notes:</i>			
Implementation:			12/13/2017		
	Evidence	12/13/2017 Teachers post PLC minutes, CA data, data and task analysis on CANVAS. Instructional and planning time is protected.			
	Experience	12/13/2017 We established specific policies and procedures to analyze student data and tasks to ensure rigor, coherence and application.			
	Sustainability	12/13/2017 Teachers will continue to closely monitor student progress through data and task analysis. Student have data notebooks to also monitor their progress and set goals.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal, assistant principal and curriculum facilitator will visit classrooms daily, offer lesson plan feedback, and support instructional delivery. Increasing the frequency of visits and the quality of coaching conversations would offer teachers additional growth opportunities. Walk through observation data will be gathered and analyzed to provide feedback, support and professional development.	Limited Development 08/08/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will receive consistent and effective feedback to help them grow in their practice. Walk through data analysis and lesson plan weekly feedback will serve as evidence of objective completion.		Carla Flores-Ballesteros	06/10/2020
<i>Actions</i>			0 of 2 (0%)		
	9/5/17	Teachers will post their weekly lesson plans onOneNote. They will receive weekly feedback by a member of the admin team. Feedback and two way communication will be conducted through email and One Note.		Carla Flores-Ballesteros	06/09/2020
<i>Notes:</i>					
	9/5/17	Walkthrough data will be gather daily and analyzed weekly during admin meetings to determine needs and focus for the following week. Teachers will receive automatic feedback after the walkthrough completion. Three walkthrough groups have been created to rotate between the admin team.		Admin Team	06/09/2020
<i>Notes:</i>					
<i>Implementation:</i>			08/12/2018		
	<i>Evidence</i>	8/12/2018			
	<i>Experience</i>	8/12/2018			
	<i>Sustainability</i>	8/12/2018			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA Response: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. Allen Jay administrative team has developed an electronic walk through tool to gather and analyze classroom walk through observation data. The administrative team will use the walk through and student achievement data to plan for school improvement goals and professional development activities. Allen Jay Elementary will decrease achievement gaps by ten percentage points in reading and math between African American and all students. Allen Jay Elementary will decrease office referrals by at least 20% points including the number of African American male student to reflect the demographic ratio.	Limited Development 08/08/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		The administrative team will use the walk through and student achievement data to plan for school improvement goals and professional development activities. Allen Jay Elementary will decrease achievement gaps by ten percentage points in reading and math between African American and all students. Allen Jay Elementary will decrease office referrals by at least 20% points including the number of African American male student to reflect the demographic ratio. The leadership team will also use Positive Behavior Intervention Support (PBIS) data, Intervention Support Team (IST) data, summative assessments, formative assessments, attendance records to make wise decisions on how to effectively utilize school resources. Title I funds will be utilized to support this task and actions.		Carla Flores-Ballesteros	06/10/2020
<i>Actions</i>			2 of 4 (50%)		
	1/31/17	PBIS team will review office referral data once a month to find trends among common school areas and trends among students.	Complete 06/08/2018	Wenalyn Glenn	06/08/2018
<i>Notes:</i>					

1/31/17	<p>K-5 Reading</p> <ul style="list-style-type: none"> • Utilize Post Assessment Data & Common Assessments (ARC's Assessments will be Bi-Weekly) • Reflection Log for TDR Instruction as an independent teacher checker to determine teachers, need for professional development. (This can be filled in weekly and kept in the teacher's data notebook.) 	Complete 06/08/2018	Maya Bell	06/09/2018
<i>Notes:</i>				
1/31/17	<p>K-5 Math Eureka, K-2 CKLA and 3-5 ARC, 3Ls Implementation</p> <ul style="list-style-type: none"> • Gives specific day-to-day standards based mastery notes • Monitor student standard mastery • Student and teacher data notebooks 		Admin Team	06/08/2020
<i>Notes:</i>				
1/17/17	As students with excessive absences are identified, steps will be taken to learn reasons for absences, review previously employed interventions, and create new interventions as needed with the support of the school social worker and classroom teacher.		Pa Vue	06/08/2020
<i>Notes:</i>				
Implementation:		08/12/2018		
Evidence	8/12/2018			
Experience	8/12/2018			
Sustainability	8/12/2018			

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>		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: The principal follows state and district guidelines for teacher evaluation and incentives. Additional efforts to recognize teacher accomplishments and to enhance professional growth opportunities are needed.	Limited Development 08/08/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teacher retention will be at least at the 85% as we provide support and resource for teachers through feedback and professional development. All teaches at Allen Jay Elementary will be highly qualified.	Objective Met 08/12/18	Carla Flores-Ballesteros	06/08/2018
Actions					
	9/5/17	Interview team to select the best fit and most qualified candidates to meet the needs of our students.	Complete 09/01/2017	Interview Team	08/11/2017
<i>Notes:</i>					

9/5/17	Professional development will be planned and conducted according to teacher and student needs. Walkthrough, observations and survey data analysis will serve to determine needs,	Complete 06/08/2018	SIT	06/08/2018
<i>Notes:</i>				
Implementation:		08/12/2018		
Evidence	8/12/2018 Teachers working conditions survey and parent feedback			
Experience	8/12/2018 This year we worked hard to create a positive culture around the school including students, families, staff and the community. We built strong relationships based on trust and respect			
Sustainability	8/12/2018 Continue strengthening relationships with all stakeholders.			

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>		<p>All teachers send daily folders to keep parents informed on their students progress. Weekly connect-ed phone messages in English, Spanish and Urdu keep parents up to date. Flyers and other information are shared with parents in all three languages throughout the year. Student led conferences will be conducted during second and third quarter.</p> <p>We will use ClassDojo to communicate with parents and families as a school. Communications will be sent at least two times per week.</p>	Limited Development 08/08/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Communication with parents will be consistent and effective as measured by parent participation. Parents will receive information in English, Spanish and Urdu throughout the year via email, connect-ed, conferences, flyers, etc.</p> <p>Title I funds will be used to support this task.</p>		Wenalyn Glenn	06/10/2020
<i>Actions</i>			0 of 5 (0%)		
9/5/17		Parent communication - ClassDojo, connect ed, flyers, etc. - will be sent in English, Spanish and Urdu		Wenalyn Glenn	06/08/2020
<i>Notes:</i>					
9/5/17		Parent representatives will attend meetings and serve as liaison between parents and school. They will also provide information on parent academy and school events.		Parent(s)	06/08/2020
<i>Notes:</i>					
9/6/17		Important information will be sent home via ClassDojo, posted on website, Facebook and other social media sources in multiple languages		Wenalyn Glenn	06/08/2020
<i>Notes:</i>					

9/26/17	In order to make parent involvement more measurable, parents will complete comment cards (hard copy and digital), sign in sheets after every after school event including Winter Stories Around the World, Student Led Conferences, Jaybird Jam and more. Tittle I fund will be used to complete this task.		Allan Johnson	06/08/2020
<i>Notes:</i>				
9/19/18	We will conduct two Lunch and Learn session in collaboration with the Parent Academy to provide strategies and resources for parents so they can better support their students. Title I fund will be used to complete this task.		Parent(s)	06/12/2020
<i>Notes:</i>				
Implementation:		08/12/2018		
Evidence	8/12/2018 Parent participation in Leadership team has been consistent throughout the year. She provides feedback and serves as liaison between parents and school.			
Experience	8/12/2018 Parent participation increased this year. The after school multiple events feedback is consistent about parents feeling welcomed at our school.			
Sustainability	8/12/2018 Continue having a parent representative on the leadership team and communicating with parents through different venues and in English, Spanish and Urdu			