

Comprehensive Progress Report

Mission: Our Mission is to grow our students at least 1.3 academic years.

Vision: Our vision for Newell Elementary School

Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S 115C-301.1(a) (A4.06) .

The NC SBE's statutory provision 115C-105.27 (b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under GS 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Provide a positive school climate, under CMS Regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>In the 2022-2023 school year, Newell will implement a Comprehensive Behavior plan in which teachers develop and implement behavior and attendance preventative measures, interventions, and discipline alternatives to keep students engaged in instruction and utilize restorative practices. The Admin team will monitor and provide feedback and support regarding strategies for implementation. Restart funds were used to renew our subscription for the PBIS-Rewards platform and design staff PD to improve the usage of the PBIS platform. This PD impacts procedures and strategies to decrease behavior incidents and acknowledge positive behavior. Additional Restart funds were used to fund the Wolfpack Market, our school store, which will support our efforts to promote and reinforce positive staff and student behavior.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<p>Activities in place: • Teacher professional development on culture and behavior expectations at the beginning of the school year. • Daily morning meetings in each classroom. • Teacher interactions with students in order to strengthen relationships include lunch with a special guest, get to know you surveys, and other opportunities • Resource folder that contains tiered behavior support to assist in classroom management. • A behavior teaching matrix for learning that displays the behavior expectations of every activity of learning is posted in the learning environment of each classroom and reviewed daily. • Behavior matrices posted throughout the building that displays the behavior expectations in every area of school: cafeteria, bus, hallway, classroom, bathroom • Teacher and staff modeling of desired behaviors • Positive rewards and celebrations of desired outcomes • Student recognition and praise on school news/Pawsitive Kid recognition • Parent support and intervention through counseling programs • Bully prevention and reporting • PBIS-Rewards program for positive behavior reinforcement • PBIS-Rewards program for positive behavior reinforcement to support teacher behavior</p> <p>When this is fully implemented, we will see a reduction in office referrals.</p>		Kembrie Farrow 9/11/2020	06/15/2024
Actions			0 of 3 (0%)		
	8/15/22	We will meet with all students to discuss behavior expectations and PBIS.		Latoya Roberts	02/01/2023

	<i>Notes:</i> This meeting will occur during first week of school, after Winter break and after Spring Break.			
8/15/22	We will have our staff trained on PBIS implementation and refresh our strategies.		Kembrie Farrow 9/11/2020	02/01/2023
	<i>Notes:</i> All staff will be trained during first week of school.			
8/15/22	Grade level teachers will receive monthly feedback from our SSS core team to improve student behavior. The impact of the feedback will be monitored through teacher calls for support, turnaround visits, behavior plans, and office referrals.		Kembrie Farrow 9/11/2020	02/01/2023
	<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>			We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas. Additionally, we are moving into year three of our K-3 and year two of our 4-5 EL Education adoption and year five of our K-5 enVision adoption. Our 4th grade students will continue to implement AVID with a focus on notetaking and organization. We will be utilizing the tools provided with each curriculum to support instruction. SORA, EPIC, and Dreambox will serve as our online text resources. Supporting teachers in the integrity and fidelity of the adopted curriculum will be a priority for us.	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<p>In terms of PLCs and planning, we are working to refine our small group planning for instruction. All teachers have received promethean boards for their instructional use in classrooms. We have used general, Title 1 and Restart school funds to purchase supports for standards-aligned instruction: • PD on implicit biases and culturally responsive teaching and resources including positions related to instruction and curriculum implementation (ex: 2-EC Assistant, 1.5 interpreters, Bilingual Data Manager, MTSS facilitator and interventionist, new teacher support coach, and Orton Gillingham specialist • Extended Employment funds used for instruction or curriculum development • Our current implementation efforts for the 2022-2023 school year also include school administrators, facilitators, and staff receiving PD on the district-provided scope and sequences that are aligned to the North Carolina Standard Course of Study. All staff will use the unpacking documents to drive the instructional planning that takes place during both vertical, grade level, and content planning meetings. Continuing this year, the staff will be provided with professional developments to support all content areas. An opportunity for district support and professional development will be made available to staff as we continue to identify needs based on the core action walkthroughs. Following the training, the curriculum coordinator and district facilitators will provide ongoing coaching and support around the implementation of the Instructional Planning Approach throughout our grade-level teams. Informal assessments are given weekly to help inform instruction and assess student learning. Teachers are provided with a half-day planning session to analyze data and develop a plan of action to inform their future instruction.</p>		<p>Ladonne Dillard</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/15/22</p>	<p>Teachers will receive a half-day planning to support analyzing data and planning for future instruction.</p>		<p>Ladonne Dillard</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>The MTSS team will meet bi-monthly with Grade Level PLCs to follow the mtss outline for monthly meetings, including analyzing school-wide data to determine overall health of core instruction, utilizing a data-based problem-solving protocol and analyzing attendance, behavior, social emotional and academic data. This work will be monitored by the meeting agenda minutes and school wide action steps will be created after an analysis of data.</p>		<p>Joanna Loftis</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our MTSS leadership team continues to work on identifying and refining processes and procedures to support staff. The district has adopted a new platform, Branching Minds, to streamline documentation and increase their comprehension of student performance and progress. Training will be provided to all staff members. PLCs meet biweekly to identify students, develop plans and discuss progress of currently identified students. Staff are knowledgeable on usage of progress monitoring tools, data-decision, intervention effectiveness and assessment of students needs. An MTSS Facilitator, MTSS Interventionist and Orton-Gillingham Specialist were hired to assist staff with intervention fidelity, resource and student support and processes and procedures and addressing any changes needed for the core.</p>	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<p>Interventions administered through academic and behavior plans will demonstrate school improvement through engaging, research-based academic and behavioral practices. The MTSS process will effectively use data-driven problem-solving to maximize growth for all. Newell will provide Core academic and social emotional instruction for all students. The majority of students (approximately 85%) will respond to core instruction. A percentage of students will perform below expectations in various areas despite core instruction and will require supplemental supports to meet their academic and social emotional needs.</p> <p>Additionally, we will continue to use Restart and Title 1 school funds to purchase supports for equitable tiered instruction:</p> <p>Token Economy (PBIS rewards platform and incentives) for behavior</p> <p>Title 1 for additional BMT position.</p> <p>In addition to focusing on:</p> <p>Teachers implementing core curriculum with integrity and fidelity.</p> <p>Diverse use of best practices and strategies that address different learning styles and needs.</p> <p>Effective MTSS team structures and processes</p>		<p>Semeika Stewart 9/18/19</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/15/22</p>	<p>The MTSS Facilitator will provide training on Branching Minds to staff and MTSS Overview for new teachers, staff new to Newell and a refresher course for current staff.</p>		<p>Joanna Loftis</p>	<p>10/28/2022</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>Students who are properly identified for supplemental or intensive interventions will receive consistent weekly or bi-weekly instruction and progress monitoring for attendance, behavior, academic and social emotional needs. Effectiveness will be monitored by the MTSS Leadership Team through data-based problem solving, formal and informal observations, progress monitoring data and parent communication.</p>		<p>Joanna Loftis</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				

	8/15/22	The MTSS facilitator will create an agenda for each meeting to provide structures and processes for the team to support students with interventions.		Joanna Loftis	06/15/2024	
<i>Notes:</i>						
	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>			Our current implementation efforts for 2022-2023, school year include creating time in the master schedule at the beginning of each instructional day for teachers and students to engage in Morning Meetings, which focus on the social and emotional well-being of students. To help guide morning meetings, we have adopted the Caring Schools Curriculum. The school created standards to address the Social and Emotional growth of student-based upon the CASEL standards. These standards are a standard part of teacher's lesson plans and in their classrooms. When needed, members of the administration, student services, facilitators, and guest visitors will lead morning meetings. Our school has partnered with School-Based Mental health and has a growing caseload of students who receive counseling support on a consistent basis. We will encourage our teachers to signup for guidance lessons as needed for their class based on PBIS behavior/attendance data. Our school also offers a school therapist and a Communities in Schools support person to meet the overall needs of the whole child.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			Teachers will use Caring Schools curriculum during morning meetings to build relationships and support the emotional needs of students. This will be monitored through virtual walkthrough data and feedback surveys.		Patience Perry	06/15/2024
Actions				0 of 2 (0%)		
	8/15/22	Students will complete daily check ins using PBIS SEL check-ins.		Patience Perry	03/31/2023	
<i>Notes:</i>						
	8/15/22	Students will complete panorama survey data to inform our practices around student support.		Patience Perry	06/15/2024	
<i>Notes:</i>						
	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

Initial Assessment:	<p>Currently our school counselors work in partnership with our middle school feeder schools to prepare fifth grade students for their transition to sixth grade. Fifth grade students either visit the middle schools for a tour and orientation or middle school counselors arrive at Newell to present an overview/orientation of the impending middle school experience. Scheduling information is given to parents in order to better prepare their students for middle school. Fifth grade teachers and counselors provide input and assistance to families who need support in selecting an appropriate or desired middle school program. Beginner's Night is a program that caters to future kindergartners and their families. This initiative provides families with insight into the day in the life of a kindergartner. Parents are given information regarding registration, health requirements, and concepts of socio-emotional well being in order to be successful. Pre-K students also spend time completing an activity and a group lesson with a teacher and other students who plan to attend in the fall. Grade level planning consists of unpacking the standards for the current grade level, but also a look into what the previous grade level has taught and what is expected in the next grade. Therefore, allowing teachers to plan rigorous lessons that will not only build upon prior knowledge, but challenge students to deeper thinking and application.</p>	Limited Development 08/15/2022		
How it will look when fully met:	<p>Grade level planning includes unpacking current grade level standards, but also building upon prior knowledge learned in previous years and foreseeing levels of complexity in upper grades. Grade level facilitators and teachers seek vertical planning opportunities when creating the master calendar and professional development days.</p> <p>School counselors work in collaboration with feeder schools to ensure smooth transition in registering fifth grade students for middle school.</p> <p>The kindergarten team, school administration, nurse, social worker, and counselors collaborate to prepare families of kindergarten for success during the first days of school. Data that identifies students early learning experiences before kindergarten would be used to help foster their growth and achievement.</p>		Patience Perry	06/15/2024
Actions		0 of 2 (0%)		
8/15/22	Registration and transition events will be planned for 5th graders moving into middle school.		Patience Perry	06/15/2024
<i>Notes:</i>				

8/15/22	Upcoming kindergarten families are invited to "Beginners Night". Information is sent to our local daycares, CMS pre-school and letters to our current students.		Ayisha Haskins	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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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
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<i>Initial Assessment:</i>	The School Improvement Team meets once a month on the second Wednesday of the month to discuss School Improvement Plan goals and progress. This team analyzes student and school-level data and makes instructional decisions. This team has been tasked with sharing the discussion points within School Improvement Team meetings with their respective PLCs and gain any input needed for school-wide decisions.		Limited Development 08/15/2022		
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<i>How it will look when fully met:</i>	Based on monthly meetings, the school staff will have an increased awareness of school events that are discussed in SIT meetings and will stay abreast on the school's progress towards its SIP goals.			Latoya Roberts	06/15/2024
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Actions			0 of 1 (0%)		
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8/15/22	Monthly SIT meetings will occur under the leadership of the administrative team and SIT chairpersons. The School Improvement Plan will be reviewed and steps addressed towards completion of yearly goals. SIT members will bring concerns and feedback from their team to the SIT committee for review or reconsideration. This will be monitored through meeting agenda minutes.			Latoya Roberts	06/15/2024
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<i>Notes:</i>					
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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>		Newell will continue to implement the IPA model across all grades. Each grade level has a content-specific facilitator to assist teams and grade level chairs with academic support. Our focus remains on coaching and teacher growth. Facilitators submit weekly schedules and meet with the principal weekly to discuss their coaching caseload and focus. Students in grades 3-5 continue to follow the departmentalization model and meet with their facilitator 2x a week for instructional planning and delivery. Teachers also schedule 1:1 sessions with their designated facilitator/coach to discuss, monitor, and review their personal growth plan and areas of success	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Grade level content-lead teachers will take the lead in instructional planning meetings with the guidance of their facilitator and grade level administrator. Planning meetings will be driven by agendas and student data and protocols found within the DDI framework. Student names and misconceptions will be at the forefront of all planning agendas and teachers will move from the what to the how; more specifically on how we accelerate students do not demonstrate mastery or how to enrich when they have mastered grade-level content. Our TD teacher is on campus 3x per week. She will attend 3-5 grade level ELA PLCs and supports teachers with implementing the advanced studies curriculum from the EL Curriculum.		Kyerra Oglesby 03/15/21	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	8/15/22	The Leadership Team will assess the effectiveness of teacher practice based on school surveys, student achievement data, and other data sources.		Semeika Stewart 9/18/19	06/15/2024
<i>Notes:</i>					
	8/15/22	Facilitators will plan and support teachers through the EL Curriculum through 1 hour planning. This will be monitored through planning agendas and principal check-in weekly feedback forms.		Kyerra Oglesby 03/15/21	06/15/2024
<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>			<p>Our current implementation efforts for 2022-2023 will remain the same from the 2021-2022 school year, including creating an instructional leadership team hierarchy that allows for vertical communication between facilitators and administrators. The Newell ILT will equip PLCs with content knowledge, resources and protocol for following organizational structures that require the school to operationalize a unified multi-tiered system of support. This is demonstrated through our content/grade level-specific facilitator model. The principal meets weekly with facilitators to discuss specific teachers, students, and performance updates including classroom observations and coaching. These updates are discussed at weekly admin. and instructional leadership team meetings. In addition, the administration provides additional coaching opportunities to teachers in need, which may include additional professional development at the school and district level, classroom peer observations, and leadership opportunities. With Restart funds, we will hire a reading teacher, an EC Teacher Assistant and additional support staff.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			<p>Based on coaching and feedback, weekly walkthroughs, and formal observations, teachers will build instructional capacity across their PLC to meet the academic needs of all students. Therefore, there will be an increase in student data and our school will be removed from the state low-performing list. The ILT will implement a process for providing immediate feedback and holding coaching conversations to support meeting student academic needs. We will establish PD opportunities to ensure all teachers effectively analyze data. As an admin team, we will utilize roles, responsibilities, and a schedule for formal and informal observations and feedback. ILT members will establish a schedule for attending planning sessions, and monitor-classroom “walkthrough” data for progress in teacher practice. Weekly the principal will monitor individual coaching logs, PLC agendas, and/or lesson plan data for alignment and progress.</p>		Kyerra Oglesby 03/15/21	06/15/2024
Actions				0 of 2 (0%)		
	8/15/22	An observation feedback cycle will be created where administrators will perform scheduled observations throughout the year. This will be monitored through Mytalent by documented pre-and-post conferences.			Kyerra Oglesby 03/15/21	06/15/2024

Notes:

8/15/22 The principal will adopt a walkthrough feedback form aligned with the district's CORE action principles and will train ILT members on its usage and components. We will discuss weekly during our ILT meetings.

Kyerra Oglesby
03/15/21

06/15/2024

Notes:

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>		<p>Our current implementation efforts for the 2022-2023 school year include strategically placing students to meet their overall academic and social/emotional needs based on various factors. The leadership team analyzes previous data, behavioral history, certifications, and reading levels to place students effectively. Newell also utilizes normed grade-level data trackers to drive whole group instruction and plan for small groups and interventions. Teachers use these data trackers to drive their discussions in PLCs for flex grouping across grade levels. Biweekly, the instructional leadership team meets to discuss coaching protocols, vertical alignment across content areas, and discuss walkthrough data to drive further instruction and coaching needs. In an effort to examine race and poverty in schools and classrooms, professional development led Jackie Peterson on implicit bias and culturally responsive teaching.</p>	Limited Development 08/15/2022		

How it will look when fully met:	Throughout the school year, all teachers, facilitators and administrators will be using rigorous assessments to plan for instruction. Student data will be collected from these assessments to drive planning for corrective teaching, enrichment and small group instruction with fidelity across all grade levels. MAP reports and the Navigator Portal data will be utilized regularly to review and analyze proficiency and growth reports. The data will be disaggregated consistently by all teachers, facilitators and administrators in professional learning communities to help determine what is working well and what additional professional development needs are required to improve teaching and learning. Quarterly data days will take place with fidelity across all content and grade level professional learning communities. Through the work of Instructional Leadership Teams and collaboration with learning community staff members, the school will analyze and interpret data to inform instruction and determine next steps using the Data Driven Instruction model. Deeper data dives will be completed by all grade level professional learning communities and the learning community to analyze and interpret subgroup achievement data and to determine remediation and enrichment needs of students during core and intervention times. Student achievement and growth will improve as evidenced by results on Spring MAP assessments and North Carolina End of Grade tests.		Semeika Stewart 9/18/19	06/15/2024
Actions		0 of 1 (0%)		
8/15/22	Evaluate the progress of subgroups (EC, LEP) to determine the effectiveness of core and intervention programs. <ul style="list-style-type: none"> ● Utilize WIDA Can Do descriptors in planning sessions ● Utilize Ellevations in planning activities for LEP students ● ELL/EC teachers attend planning and are assigned to particular grade levels 		Joanna Loftis	06/15/2024
<i>Notes:</i>				
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
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Initial Assessment:	<p>Newell provides a school orientation for all new employees. Certified staff members with 1-3 years are assigned a mentor and certified staff new to the district are given a buddy. Pairings are based on feedback from the Mentor survey. This allows strategic placement of experienced staff with novice teachers. Newell uses Title 1 funding to hire new teacher coach for school level support of BTSP. Newell offers a content-specific facilitator assignment to all teachers to support planning in each PLC during weekly plannings. Also, based on additional responsibilities, teachers were eligible for bonuses. Teachers are also given opportunities to receive feedback on teaching practices through walkthroughs and opportunities to grow professionally through inhouse and district professional development opportunities. In order to recruit highly effective teachers, Newell designs a thorough interview process with a diverse interview team to select candidates who align with the culture and expectations of Newell.</p>	<p>Limited Development 08/15/2022</p>		
How it will look when fully met:	<p>When this objective is fully met, Newell will serve as a learning lab school in which teachers refine their craft based upon teacher leaders facilitating professional development, model classroom visits, peer observing and coaching as well as high leverage coaching from school based instructional leaders. Newell will continue to refine its Mentor/Mentee program to provide tiered offerings monthly based upon teacher input and need. These offerings will be aligned with the school improvement plan, instructional walkthroughs and school assessment data. Newell will continue to develop its partnership with various departments at local universities. Newell will continue to acknowledge its highest leverage teachers with retention bonuses, if available. A final strategy that will be evident is a clear teacher pipeline at Newell in which teachers are able to embrace leadership opportunities that demonstrate impact on student growth and proficiency as well as leading adults. The principal will continue to use staff pulse checks within the staff communication monthly to hear areas of concerns (glows and grows). Each staff member has successfully created a PDP aligned with school and personal growth areas. The admin team meets with each staff member assigned to their caseload to discuss progression and provide feedback.</p>		<p>Kyerra Oglesby 03/15/21</p>	<p>06/15/2024</p>
Actions		0 of 2 (0%)		
8/15/22	<p>Teachers will have the opportunity to express needs and areas of growth through monthly feedback surveys. This will be in the weekly Newell Newsletter "The Howler" sent to staff.</p>		<p>Kyerra Oglesby 03/15/21</p>	<p>02/01/2023</p>

Notes:

8/15/22 Create a weekly walkthrough form that aligns with the district's core action principles. Establish a model classroom on each grade level which will serve as an exemplar of high-quality instructional practices and procedures.

Kyerra Oglesby
03/15/21

06/15/2024

Notes:

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>		Our current implementation efforts for the 2022-2023 school year include maintaining clear communication with our parents and community through the use of the school webpage, Parent Square, conferences, Open House, Curriculum Nights and School Performances, and the use of interpreters and teacher communication platforms (ParentSquare). Our school collaborates with the Title I Department regarding the development of a Title I plan and budget. Through parent-teacher conferences and other school-parent events, the teachers and administrators will communicate information regarding instructional support at home which will improve the alignment between CMS and the success of our students. We utilize Title I funds to obtain 1.5 interpreters and a bilingual 10-month data manager to communicate to our Spanish-speaking families to build knowledge and skills of parents by providing resources for student success.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Based on our parent communication platforms, parents will always be aware of their child's progress and a partnership of shared commitment to the student's learning will be developed between the school and family. After school events for families will provide opportunities to build a sense of community and sustainable relationships between school staff and families outside of the normal school hours. Finally, having 1.5 school interpreters, a bilingual data manager, and a bilingual counselor will ensure we are effectively communicating with all of our Spanish-speaking families so they will have equal access to involvement in their child's education and learning. Parents will be involved at every level with their child when this objective is fully met.		Semeika Stewart 9/18/19	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	8/15/22	Communication will be sent weekly to ensure parents and community members are aware of upcoming meetings and events. Communication will be sent through ParentSquare, school webpage, Blackboard, parent letters and newsletters. This will be monitored weekly through our parent communication logs.		Kyerra Oglesby 03/15/21	06/15/2024

Notes:

8/15/22 The school will host and invite parents to after school events such as Open House, Curriculum Nights, parent conferences, food pantry nights, School Improvement Team meetings, Parent Teacher Organization Nights and other community events. This will be monitored through sign-in sheets

Latoya Roberts

06/15/2024

Notes:

8/15/22 Title I Coordinator will be established to ensure the school is meeting the expectation of the parent and family engagement component. This includes hosting Annual Title I Parent Information Meeting, creating a budget aligned to the school improvement plan, hosting family events, etc. This will be monitored through sign in sheets and agendas.

Latoya Roberts

06/15/2024

Notes: