

## Comprehensive Progress Report

**Mission:** We believe our focus must be on student learning. Reflective students and staff are vital to our purpose of developing lifelong learners who can achieve to their highest potential.

**Vision:** "Today's Learners, Tomorrow's Leaders"

**Goals:**

Marshville Elementary students will grow from 67% to at least 75% in the area of self-efficacy as shown on the EOY panorama survey.

Third-grade students will grow in their proficiency from 9% on the Beginning-of-Grade test to at least 55% on the Reading End-of-Grade.

Marshville Elementary students will increase overall Reading proficiency from 49% to at least 55% on the end-of-grade test.

Marshville Elementary students will increase math performance from 38% as evidenced by I-Ready beginning-of-year diagnostic to at least 55% on the end-of-year diagnostic.

School discipline referrals will decrease by at least 25% as shown by PowerSchool discipline referral data.



! = Past Due Objectives

KEY = Key Indicator

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>		MTSS is in place and the three tiers of instruction and support have been defined. Teachers meet weekly with MTSS Coordinator to discuss individual students as well as assessment data. Additional work is needed to ensure that each student's individual needs are being met and that interventions are being provided along with data collection.	Limited Development 02/24/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>Marshville Elementary will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p>This planning and direction will be set by updating our MTSS Layers of Support Visual that outlines the supports provided for students in each academic tier.</p> <p>Student need for instruction will be based on the Universal screener and associated assessments. Additional data will be used to guide the instructional design for students in tiers II and III (iStation Diagnostics-intervention screener report, Core Phonics Survey Diagnostic, iStation Progress, Lexia Core5 Diagnostic).</p> <p>Small group and individual instruction will be designed based on the information gathered from these tools.</p>	<b>Objective Met 11/12/20</b>	<b>Crystle Welsh</b>	<b>03/19/2021</b>
<b>Actions</b>					
	10/29/19	A leadership team is established that includes cross disciplinary representation and is responsible for facilitating MTSS implementation.	Complete 09/18/2019	Janna Licata	09/18/2019
<i>Notes:</i>					
	10/7/19	MVES Layers of Support Document will be revised to reflect current tiers of academic support.	Complete 01/15/2020	Crystle Welsh	01/17/2020
<i>Notes:</i>					

10/29/19	Hold regular MTSS meetings throughout the school year to discuss implementation, resources, data based problem solving at each tier and professional development.	Complete 10/28/2020	Crystle Welsh	05/28/2021
<i>Notes:</i>				
10/7/19	Every grade level will create a Core Plan in Reading and Math by utilizing universal screening data to drive decisions and address individual and grade level needs.	Complete 10/28/2020	Crystle Welsh	05/28/2021
<i>Notes:</i>				
10/29/19	The master schedule provides adequate time for multiple tiers of evidence based instruction and intervention to occur. (Core, Supplemental and Intensive) It will also allow us to monitor implementation and interventions with fidelity.	Complete 10/28/2020	Tabitha Miller	06/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		11/12/2020		
<b>Evidence</b>	11/12/2020 PLC agendas(grade levels), professional development presentations (welsh), and data in RTI stored show this Objective has been fully met and is effectively implemented.			
<b>Experience</b>	11/12/2020 Core plans are in place in math, reading and 5th science. Progress is monitored and reviewed through PLCs. Teachers are working to determine intervention plans for specific students.			
<b>Sustainability</b>	11/12/2020 Continue to support teachers as they look at students who may need additional support. Provide time in the master schedule for focused intervention time. Provide professional development to assist teachers in best practices when giving intervention and progress monitoring.			

	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		
<b>Initial Assessment:</b>	Marshville Elementary has implemented a PBIS system this year. Students work towards individual and class goals. School-wide PBIS expectations are posted throughout the building. Students are taught the protocols for behavior through classroom lessons at the beginning of the year. Students are reminded of expectations daily on the morning announcements. Marshville Elementary took a team to PBIS training during the beginning of the year professional development days.	Limited Development 02/24/2017			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	Students will be able to express their emotions in an appropriate manner. Students will be able to utilize strategies taught through using the Cool Down Corner, self manage their emotions and behavior will be communicated daily to parents/guardians. Teachers will consistently utilize the Behavior Protocol and Strategy Corner in their planning room. Additionally, students will be placed in tier system of support (example: movement room and check in check out).	<b>Objective Met 05/25/21</b>	<b>Tabitha Miller</b>	<b>03/31/2021</b>				
<b>Actions</b>								
	10/16/19 Pilot Ready Body Strategies in 2-4 classrooms to give students scheduled active brain breaks.	Complete 01/29/2020	Kosal Chea	01/06/2020	<i>Notes:</i>			
	10/16/19 Cool Down Zone- each classroom will have a cool down zone in their room and students will be taught strategies to calm down when they are angry, frustrated, or just need a break.	Complete 11/11/2019	Lisa Baucom	06/01/2020	<i>Notes:</i>			
	10/16/19 Every classroom has a Daily Behavior Progress Tracker System . Students reflect on their behavior and progress and set goals, and student behavior is communicated daily to parents.	Complete 01/15/2021	Tabitha Miller	01/15/2021	<i>Notes:</i>			
	10/16/19 Create an MTSS Strategy Center in Planning Room to track students who need extra support in Tiers 2 and 3.	Complete 09/04/2020	Angela Foster	01/15/2021	<i>Notes:</i> Tracking through Istation data. Visible triangles and individual student boards			

11/18/20	Students complete the Panorama survey at least twice a year to determine current student needs.	Complete 03/17/2021	Crystle Welsh	01/15/2021
<p><i>Notes:</i> Fall Panorama survey was conducted. Student will assess again mid-year by county assessment or school replicated assessment.  2/17/21-Panorama survey scheduled for March  3/17/21-Panorama survey completed for grades 3-5.</p>				
11/18/20	Student support team will develop a student support program based on the Panorama Survey.	Complete 03/17/2021	Crystle Welsh	01/15/2021
<p><i>Notes:</i> 2/17/21- Panorama survey scheduled in March  3/17/21-Once Panorama survey data is given to the school, the student support team will look at data and create support plan.</p>				
10/16/19	Implement school-wide behavior protocol in a flowchart to systematically move students through Tier 1, 2 and 3 and is understood by the entire school community.	Complete 02/17/2021	Crystle Welsh	03/31/2021
<p><i>Notes:</i> 12/16/2020-Continuing to work on this flowchart.  2/16/2021-Flowchart is complete and ready to send out to staff.  Documentation folder:  <a href="https://drive.google.com/drive/folders/1eZGIzu7RLgriyuEUHXCrQsK_StpBVt1X?usp=sharing">https://drive.google.com/drive/folders/1eZGIzu7RLgriyuEUHXCrQsK_StpBVt1X?usp=sharing</a></p>				
<b>Implementation:</b>		05/25/2021		
<b>Evidence</b>	5/25/2021 <a href="https://drive.google.com/drive/folders/12dDK_Iz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing">https://drive.google.com/drive/folders/12dDK_Iz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing</a>			
<b>Experience</b>	5/25/2021 The PBIS and Student Support team worked to provide supports for all students throughout the year. Data was gathered using the Panorama survey to create plans of action.			
<b>Sustainability</b>	5/25/2021 Continue to utilize student survey data and discipline data to create plans to support all students			

	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>			EC Transition Meetings EOY 5th grade visit to EUMS, EUMS visit to MVES Kindergarten Open House, Interest Meetings DLI Interest Meetings	Limited Development 10/16/2019		
<i>How it will look when fully met:</i>			*New Students - Protocol checklist (office, custodians, teachers), welcome bag, student ambassador to give tour and review expectations *Transition to elementary school - Kindergarten open house, stagger entry days, Pre-K class to visit Kindergarten (walk up day), incoming survey about previous schooling, EC transition meetings *Grade level to grade level - Walk up Day, End of year transition cards, close gaps between grade levels *Transition to Middle School - EC transition meetings, 5th grade visit EUMS and EUMS visits 5th graders, AVID binders, class switching in 5th grade, study plans and guides.	<b>Objective Met 10/22/21</b>	<b>Stephanie Sims</b>	<b>04/29/2022</b>
<b>Actions</b>			10/16/19 Update the End of the Year class placement cards ( see notes vs. helpful hints, update data). Change the notes to helpful hints (keep it positive).	Complete 02/19/2020	Kosal Chea	03/31/2020
<i>Notes:</i> See notes vs. helpful hints, update data.			10/16/19 Create a new Student protocol checklist for all involved staff members to check off to ensure a smooth transition for new students coming in mid-year (access to online programs, assigned seat, cubby, etc.). This includes a welcome to MVES Bag for the student with information about our school and clubs.	Complete 02/17/2021	Cyndi Barrier or Stephanie Sims	06/01/2021
<i>Notes:</i> Welcome to MVES bag. 12/16/2021-Bag and protocol has been created. 2/17/21-protocol in place and being used as new students have come to our school.						

10/16/19	Implement a walk up day when students visit a class in the next grade to see what they will be doing next year. This will include helping to transition our 5th graders by encouraging participation in the Rising 6th grader summer camp at East Union Middle School.	Complete 04/29/2022	Cynthia Barrier	06/01/2021	
<p><i>Notes:</i> Students will walk up to see their next year classrooms and review expectations for the upcoming year.  3/17/21-Walk up days will be scheduled at the end of the school year. These will be virtual and scheduled by the Leadership team. Date for Walk up days are 5/24-5/26/2021.</p>					
10/16/19	Vertical team meetings will take place to Identify gaps and "big rocks" that need to be prioritized to best prepare students for the next grade level. The most noted gaps exist between 2nd and 3rd, and 4th and 5th and DLI.	Complete 04/29/2022	Cynthia Barrier	10/22/2021	
<p><i>Notes:</i> 3/17/21-Vertical team meetings will be scheduled at the beginning of 20-21 school year.</p>					
	<b>A4.21</b>	<b>The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Marshville Elementary has established a social and emotional committee as well as a student support team to help meet the needs of students.	Limited Development 08/27/2020		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Students have the opportunity to seek help and support through the school counselor, mental health therapist, social worker, and Positive Behavior Support System (PBIS) program. Marshville Elementary school implements PBIS and has developed an anti-bullying framework for support in addition to Red Ribbon week activities, They have an opportunity to participate in individual and group sessions as needed, as well as anti- bullying and safe schools activities. Students are made aware of support and ways of reporting needs and concerns to staff members.  Data will be tracked through Educators Handbook and teacher reports.	<b>Objective Met 06/22/21</b>	<b>Tabitha Miller</b>	<b>05/28/2021</b>
<b>Actions</b>					
8/27/20	Social and emotional committee and student support team will develop and implement plans and protocols for student support. PBIS incentives will support students' success.		Complete 03/17/2021	Tabitha Miller	05/28/2021

*Notes:* 2/17/2021- Students earn beaver bucks for meeting classroom expectations daily. They also have the opportunity to earn them in the classroom and throughout the school for anything else that stands out or goes above and beyond.  
 3/17/21-Documentation folder:  
[https://drive.google.com/drive/folders/12dDK\\_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing](https://drive.google.com/drive/folders/12dDK_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing)

8/27/20 Increase in PBIS incentives and decrease in educator handbook office referrals **Complete 02/17/2021** Tabitha Miller 05/28/2021

*Notes:* 2/17/21-Incentives have stayed fresh and students are highly engaged and motivated by the PBIS cart.  
 Documentation folder:  
[https://drive.google.com/drive/folders/12dDK\\_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing](https://drive.google.com/drive/folders/12dDK_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing)

**Implementation:**

06/22/2021

**Evidence**

3/18/2021  
 Documentation Folder: 1. Office referrals entered into Educator's Handbook by the end of the 2020-2021 school year decreased by 73% from the previous year.  
[https://drive.google.com/drive/folders/12dDK\\_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing](https://drive.google.com/drive/folders/12dDK_lz0BMpMgr2Z7uhdN1i2qLWj9FY3?usp=sharing)

**Experience**

3/18/2021  
 3/18/2021-The student support team and PBIS team have worked together to develop protocols, and supports in order to meet the needs of all students.

**Sustainability**

3/18/2021  
 3/18/2021-Student support will continue to meet regularly to update student supports. PBIS team will meet monthly to reflect on engagement with PBIS expectations and rewards.



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
!	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Math Tutoring, Littera, Flyleaf, and Orton-Gillingham:</p> <p>Formal observations, classroom walkthroughs, emails to teachers, conversations, and follow-ups are all avenues for feedback</p> <p>Lesson plans are submitted weekly and are readily available through a google shared drive</p> <p>schedules are readily available outside each teacher's door.</p> <p>-the instructional team (Admin, ISS, and Master Teachers will work together to monitor and provide feedback)</p>	Limited Development 10/20/2021		
<i>How it will look when fully met:</i>		<p>Math Tutoring, Littera, Flyleaf, and Orton-Gillingham:</p> <p>produce artifacts for evidence of Formal observations and classroom walkthroughs including feedback</p> <p>Lesson plans are readily available through a google shared drive</p> <p>master schedule meets the needs of the school</p> <p>classroom schedules are readily available outside each teacher's door.</p> <p>-the instructional team (Admin, ISS, and Master Teachers will work together to monitor and provide feedback)</p>		Angela Foster	12/17/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/22/21	conducting formal observations		Angela Foster	12/17/2021
<i>Notes:</i>					
	10/22/21	conducting classroom walkthroughs		Crystle Welsh	12/17/2021

Notes:							
10/22/21		Professional Development and PLC discussions and feedback				Crystle Welsh	12/17/2021
Notes:							
<b>!</b>	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>		Curriculum and classroom instruction is being monitored regularly but stakeholders see this as an area for growth. Formal observations, classroom walkthroughs, emails to teachers, conversations and follow ups are all avenues for feedback. Lesson plans and schedules are readily available outside each teacher's door. Lesson plans are submitted weekly on Google drive for review.			Limited Development 02/15/2017		
<b>How it will look when fully met:</b>		Administration focuses on instruction by spending time in PLCs and in classrooms, actively designing and refining instruction, disaggregating and analyzing data, and making changes to professional development offerings to fit the needs of the school. Administration collects, analyzes, and shares data from walkthroughs. Administration creates an observation schedule and completes pre-observations, observations, and post-observations to give constructive feedback and praise.				<b>Angela Foster</b>	<b>12/17/2021</b>
<b>Actions</b>					<b>0 of 3 (0%)</b>		
10/22/21		conduct formal observations and feedback				Angela Foster	12/17/2021
Notes:							
10/22/21		conducting walkthroughs				Crystle Welsh	12/17/2021
Notes:							
10/22/21		Professional development and PLC discussions and feedback				Crystle Welsh	12/17/2021
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>		The MTSS Team meets monthly to look analyze school performance data. In addition, grade levels hold regular MTSS and data meetings to adjust instructional practices in response to formative and summative data by grade level and current student outcomes. Professional Development is adjusted to support these areas of need. The site based team meets at least four times a year. The PBIS team meets to analyze behavior and attendance reports/referrals and make changes to practices school wide to reduce discipline referrals and increase attendance school wide.	Limited Development 10/16/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Student performance data is disaggregated by subgroup (race, ethnicity, gender, SWD, EL, etc.). Classroom walkthroughs are also designed to gather data on professional practice across the faculty. Student performance data and walkthrough data is used to make generalizations about current practice and then review research, share and test new practices, and help teachers integrate better practice in their classrooms to meet the needs of the students. Grade level teams will also have a weekly dedicated PLC day to review and analyze data. This process will guide and inform teachers and the leadership team to make strategic plans for interventions and extensions for students.	<b>Objective Met 05/25/21</b>	<b>Crystle Welsh</b>	<b>01/15/2021</b>
<b>Actions</b>					
	11/18/20	Grade levels will utilize formative and summative assessment data to formulate and plan for instruction and intervention groups.	Complete 01/15/2021	Jamie Hunt	01/15/2021
<i>Notes:</i> All grade level teams are analyzing data to inform instruction and monitor students needs.					
	11/18/20	Teachers will utilize Aggressive Monitoring to check for understanding, look at student needs, and plan for instruction.	Complete 01/15/2021	Jamie Hunt	01/15/2021

<i>Notes:</i> All grade levels are consistently using aggressive monitoring. Planning is happening in grade level teams and data is reviewed for classroom and grade level trends.				
10/16/19	The Site Base Core Team will look at monthly data for all grade levels (unit assessments, iStation, NCCheck-ins, attendance, behavior)	Complete 02/17/2021	Crystle Welsh	01/20/2021
<i>Notes:</i> Site Based team reviews and discusses school data monthly.				
10/16/19	Develop and implement a K-2 data tracker.	Complete 11/10/2020	Crystle Welsh	06/01/2021
<i>Notes:</i>				
10/16/19	Administrative team and MTSS Coordinator will increase opportunities for grade level teams to analyze formative assessment data to improve student mastery of concepts.	Complete 11/10/2020	Crystle Welsh	06/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		05/25/2021		
<b>Evidence</b>	3/15/2021 Monthly Site Base agendas and minutes include data review using data questions and data tracking sheets. Weekly grade level meetings review aggressive monitoring data. Grade level data meetings for unit assessments and NC check in assessments.  Documentation Folder: <a href="https://drive.google.com/drive/folders/1mUhUGIBrC2GnwRhqUYEomtn_iZMjsIDG?usp=sharing">https://drive.google.com/drive/folders/1mUhUGIBrC2GnwRhqUYEomtn_iZMjsIDG?usp=sharing</a>			
<b>Experience</b>	3/15/2021 Grade levels work with both summative and formative assessment data to drive their instruction weekly. This year we were trained and have implemented Aggressive monitoring to continue to monitor student progress. Monthly, the Site Base Core team reviews schoolwide data and overall student progress.			
<b>Sustainability</b>	3/15/2021 Continued monitoring of student progress on the teacher, grade level and school-wide level.			

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

<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
----------------------------	---	--	--	--	--

<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
------------	--------------	--	------------------------------	--------------------	--------------------

<b>Initial Assessment:</b>	<p>UCPS has established a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff. Teachers of high priority schools receive a \$1500 local supplement for working in a Title I school and having ratings of Proficient on all standards on the summative evaluation tool. Recruitment remains a challenge due to the geographic location of our school. Marshville Elementary participates in the UCPS job fair.</p> <p>Marshville Elementary has added virtual interviews to the recruiting and hiring process.</p>	Limited Development 02/15/2017		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>LEA response: It is the policy of the Union County Public Schools Board of Education to provide all applicants for employment with equal employment opportunities, evaluating each on their merits and qualifications for positions. A continuous system of recruitment and selection of personnel is maintained in order to assure competent candidates for employment. The Board recognizes the educational and professional advantages of diversity in the composition of the professional staff and is committed to a recruitment and employment program that reflects the diversity of Union County. Two job fairs are conducted each year. Current employees are provided with professional development, an annual evaluation, compensation, promotion opportunities and other attributes of employment. Satisfactory performance is considered the minimum acceptable standard of performance for teachers, administrators, and classified employees. Partnership have been established with Wingate University and UNC Charlotte in the areas of college students as tutors in our classrooms, new teacher support, second career teachers in a Master's program, and field experiences for pre-service teachers. LIMITED How it will look when fully met: A pipeline has been established to route candidates from local universities to Union County Public Schools, particularly in high needs areas. Teachers for Title I and High Priority schools will be selected using the Haberman interview processed based on his book, Star Teachers: Serving Children in Poverty.</p> <p>Administrators will motivate and inspire teachers by giving constructive feedback on a regular basis. We will all implement staff activities in order to create a positive social and emotional school atmosphere. We want a school where staff members feel supported, safe, and appreciated. We want to be a team that understands and appreciates the different roles each member plays in our school, knowing that we share a collective effort to make this a great place for everyone to learn and work.</p>		<b>Objective Met 06/16/21</b>	<b>Alison Rushing</b>	<b>06/01/2021</b>
<b>Actions</b>					
	10/16/19	Create a survey to send out to staff members to collect ideas for how to strengthen our school culture. An end of the year survey will also be sent to staff to collect feedback and assess our progress.	Complete 11/16/2019	Margarete Long	03/31/2020

	<i>Notes:</i> Notes: Survey will include questions to ask teachers and other staff members to see what incentives they would like to have to help boost morale.			
10/29/19	Analyze feedback and make adjustments to school culture plan based on survey results.	Complete 12/04/2019	Margarete Long	04/30/2020
	<i>Notes:</i>			
2/26/20	Create monthly social activities for teachers	Complete 10/02/2020	Lisa Baucom	10/22/2020
	<i>Notes:</i>			
2/26/20	Create staff recognition opportunities	Complete 10/02/2020	Angela Foster	10/22/2020
	<i>Notes:</i>			
10/29/19	Develop revised and shared Vision and Mission Statements.	Complete 11/13/2020	Angela Foster	01/15/2021
	<i>Notes:</i>			
2/24/17	Marshville Elementary will participate in the spring Job Fair in the Spring of 2021.	Complete 03/17/2021	Angela Foster	03/27/2021
	<i>Notes:</i> Principal participated in UCPS' career fairs on 3/17/21 and 4/16/21.			
<b>Implementation:</b>		06/16/2021		
<b>Evidence</b>	6/16/2021			
<b>Experience</b>	6/16/2021			
<b>Sustainability</b>	6/16/2021			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>parents/community are invited to SITE Base /NC Star Meeting</p> <p>parents/community are invited to volunteer, attend conferences, and curriculum events</p> <p>social media pages and Connect Ed messages are used to inform and encourage participation</p>	Limited Development 10/22/2021		
<i>How it will look when fully met:</i>		<p>active participation by parents/community in SITE Base /NC Star Meetings</p> <p>increase in volunteers and increase in attendance for conferences and curriculum events</p> <p>increase in participation through the use of social media pages, flyers, and Connect Ed messages are used to inform and encourage participation</p>		Tabitha Miller	04/29/2022
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/22/21		use of Connect Ed messages, social media, flyers, and school signs		Tabitha Miller	04/29/2022
		return to in-person SITE Base meetings			
	<i>Notes:</i>				
10/22/21		increase participation through parent surveys		Tabitha Miller	04/29/2022
	<i>Notes:</i>				
10/22/21		AVID and Student Showcase		Angela Foster	04/29/2022
	<i>Notes:</i>				



		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>-local businesses, community organizations, and other agencies are encouraged to partner with the school through school letters, connected messages and PTO</p> <p>-local businesses, community organizations, and other agencies are encouraged to volunteer for programs like Read with U and school beautification projects</p>	Limited Development 10/22/2021		
<b>How it will look when fully met:</b>			<p>-increase in parent/community engagement and participation</p> <p>-increase in student self-efficacy and student achievement</p>		Tabitha Miller	04/29/2022
<b>Actions</b>				<b>0 of 3 (0%)</b>		
10/22/21	marketing the school better				Tabitha Miller	04/29/2021
<i>Notes:</i>						
10/22/21	soliciting volunteers				Tabitha Miller	04/29/2021
<i>Notes:</i>						
10/22/21	promote during SITE Base meetings				Tabitha Miller	04/29/2021
<i>Notes:</i>						