

Comprehensive Progress Report

Mission:

The mission of Piedmont High School is to provide the opportunity for students to develop intellectually, socially, emotionally and ethically. We strive to ensure that all of our students are actively engaged in learning and are respectful and responsible problem solvers, enabling them to become productive members of the community, equipped to deal with the challenges of the 21st century.

Vision:

The purpose of Piedmont High School is to prepare all students for success by blending past, present, and future.

Goals:

Upon graduation, every student will be prepared for work, further education, and citizenship.

Every student has access to social and emotional support and resources.

Every student will have access to a personalized education to support post-secondary goals.



! = 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>Administration meets with each grade level at the beginning of the year to go over the UCPS Student Code of Conduct as well as school-level rules and procedures. Each student is given a copy of our Student Handbook which includes the UCPS Student Code of Conduct, our school level rules and procedures and MTSS suggestions. Each student and parent has to sign a form stating they have received a copy and understand the terms.</p> <p>Classroom teachers are required to create and communicate their own set of classroom rules and procedures and to follow them with fidelity. In our survey, the majority of teachers stated that as a whole, most teachers have a set of rules and employ effective classroom management. The area to improve is the positive teaching, reinforcement and rewards.</p> <p>We have implemented a new program entitled Panther Positivity Coupons. Teachers will be given 2 coupons each 6 weeks and they will give them to students that they see doing the right things to include discipline, attendance, service learning, etc. The students can then turn the coupons in to counselors/administrators each Wednesday in the lunchroom and receive a reward.</p> <p>Teachers are also sending Panther Success cards home in the mail to recognize students.</p>	Limited Development 09/30/2019		

How it will look when fully met:	<p>Students will be aware of the rules and policies of UCPS and Piedmont High School through various avenues as handbook, website, personal communication and administrative meetings. There will be a rewards system in place to recognize students who follow said rules. Our major focus for the 2021-2022 school year is to re-engage our students in all classrooms. Below is our school goal:</p> <p>"I will re-engage my students by building positive relationships, providing relevance in my instruction, and an emphasis on learner-driven rigor. I will provide my students with authentic learning experiences and student-centered evidences of learning to reconnect at Piedmont High School."</p>		Mari McTamney	06/08/2022
Actions		4 of 6 (67%)		
10/14/19	Panther Positivity Program/Coupon- Each 6 weeks, teachers will give out 2 coupons each to deserving students. The guidance department is in the cafeteria daily with treats and prizes for students who turn in their Panther Positivity Coupons.	Complete 01/15/2021	Mari McTamney	05/28/2021
<i>Notes:</i>				
11/14/19	Assembly at the beginning of 2nd semester to revisit rules and expectations.	Complete 01/12/2021	Mari McTamney	05/28/2021
<i>Notes:</i>				
11/14/19	Teachers will be expected to contact parents when a referral is initiated or misbehavior takes place in class. Administrators will follow up on referral in Ed Handbook and assign appropriate consequences.	Complete 05/03/2021	Mari McTamney	05/28/2021
<i>Notes:</i>				
11/14/19	Teachers will mail home Panther Success cards to recognize students for following the rules and doing the right thing.		Mari McTamney	06/03/2022
<i>Notes:</i> This is ongoing and we will continue this for the 2021-2022 school year. One of our major focuses will be building strong, positive relationships with our students for re-engagement.				
10/11/21	School administration will visit classrooms and provide feedback based on our teacher's classroom management and the learning environments that they have created.		Patrick Ledford	06/08/2022
<i>Notes:</i>				

2/9/22	We will hold our second semester grade level assemblies in person for Spring 2022. We will discuss discipline data from 1st semester with students and reiterate our expectations at Piedmont High School. Our goal is to provide a safe and orderly learning environment for all students and will ensure that students know our expectations.	Complete 01/26/2022	Patrick Ledford	06/08/2022
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Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Each department meets as a whole to discuss standards, common assessments, instructional practices, curriculum alignment and data. Within each department, there are leveled PLC meetings that occur once a month at a minimum. For example, Math 1 teachers meet to go over any NC Check-In data, common assessment data and to plan instructional units to include emphasis on power standards. They share best practices as well as develop tutoring schedules and credit recovery remediation schedule to address weaknesses and to reteach standards not mastered.</p> <p>Our ELL teacher provides our teachers with supplemental activities to reinforce English concepts and vocabulary. She also pulls students 4th block to work with them on ELL curriculum. Our EC teachers invite regular ed teachers into the IEP meetings to discuss accommodations as well as strategies to help students be successful in the classroom. We also have certain co-taught courses in which a regular ed teacher is paired with an EC teacher to collaborate on student instruction.</p> <p>Teachers share activities, tests, resources, etc., via Canvas and county level repositories.</p>	Limited Development 11/14/2019		

<p>How it will look when fully met:</p>	<p>For the 2021-2022 schoolyear, our goal is for our PLCs to analyze common assessment data for each unit of instruction and come up with a strategic plan to address the academic needs of our students. Our PLCs will focus on three simple questions:</p> <ol style="list-style-type: none"> 1. What do I want my students to learn? (Our standards) 2. How am I going to know if my students are learning? (assessment data) 3. What am I going to do for those that did not learn the material? (A plan to reteach) <p>Through common assessments and data dives, our teachers will be able to use item analysis's to identify specific standards/areas that individual students are struggling in. Through meaningful discussions with colleagues, our teachers will be able to have a plan of action to address material that students did not master. They will also be able to identify their areas of strengths.</p>		<p>Dylan Stamey</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>10/20/21</p>	<p>Monthly PLC meetings to discuss content, lessons, and build common assessments.</p>		<p>Patrick Ledford</p>	<p>06/08/2022</p>
<p><i>Notes:</i></p>				
<p>10/20/21</p>	<p>Deep data dive meetings to analyze common assessment data for all three periods. Teachers will have meaningful conversations to assist each other in growing and to have a positive impact on our student's understanding.</p>		<p>Patrick Ledford</p>	<p>06/08/2022</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>We are following UCPS district Tier 1 instructional model for Gradual Release of Responsibility.</p> <p>We are utilizing the data dashboard to identify students in need of interventions (behaviors, academics and attendance).</p> <p>School personnel attends MTSS professional development.</p> <p>Teachers participate in focused professional development activities at the school and district level.</p>	Limited Development 11/14/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>Fully implemented MTSS process will identify and provide targeted interventions and strategies for students falling within data parameters set by the MTSS team.</p> <p>Up to date data dashboard</p> <p>Use of Ed-handbook reports to disaggregate behavior data supported with behavioral intervention plans when needed.</p> <p>We will use attendance data to track and identify students with attendance issues outside our policy.</p> <p>Agendas/minutes from MTSS meetings.</p>		Dylan Stamey	06/08/2022
Actions			5 of 6 (83%)		
	11/17/20	We have added an instructional coach through Mr. Schneider to meet with teachers to discuss classroom instructional support and to provide virtual support. He provides professional development and one on one meetings on Fridays.	Complete 11/17/2020	Patrick Ledford	12/21/2020
<i>Notes:</i>					

	11/17/20	Data manager will run reports to identify student failures and teacher failure rates. These reports will be shared with grade level administrators and counselors for follow-up.	Complete 02/18/2021	Dylan Stamey	05/28/2021
	<i>Notes:</i>				
	11/17/20	Continue to update data dashboard	Complete 05/24/2021	Dylan Stamey	05/28/2021
	<i>Notes:</i>				
	2/3/21	We have partnered with Wingate University to provide instructional tutors for our at risk students. Our culture coach and guidance department will identify students from each grade level who will benefit from additional support.	Complete 05/28/2021	Lindsay Weycker	05/28/2021
	<i>Notes:</i>				
	11/14/19	Attendance counselor will run reports to identify students who have not been in attendance on their face to face days and who have not been logging in to Canvas to be marked "Present Off Site." Grade level administrators and counseling will review this information and make contact with the parents and students to encourage attendance and engagement. We will also be in contact with all teachers involved to provide them with accurate updates.	Complete 11/13/2020	Dylan Stamey	05/28/2021
	<i>Notes:</i>				
	10/18/21	Ms. Weycker and our school MTSS team will meet once a month to monitor our dashboard and ensure that the needs of our students are being met.		Mari McTamney	06/08/2022
	<i>Notes:</i>				
	Implementation:		06/16/2021		
	Evidence	6/16/2021 Please view our uploaded Google folder.			
	Experience	6/16/2021 Our MTSS team was led by our school culture coach and met monthly in order to analyze student data and ensure that our support systems are in place for all students.			
	Sustainability	6/16/2021 This is not an objective that will go away after one school year. We will continue to analyze our student's growth and provide necessary interventions and supports.			
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

Initial Assessment:	<p>A district initiative to add a 5th counselor in all high schools was funded. Piedmont onboarded our 5th counselor in the middle of the 2019-2020 school year. This counselor supports the social and emotional learning needs of our students.</p> <p>During a traditional school year, counselors visit homerooms to establish positive relationships. Due to Plan B and planning our schedule for Covid-19, counselors are available during all lunches to establish positive relationships with our students. They are also looking at survey results data and addressing individual concerns with students.</p> <p>Counselors are also attending targeted SEL training and in turn, providing training to our staff.</p> <p>Counselors are documenting the students they meet with and work collaboratively with our assigned social worker and behavioral therapist.</p>	Limited Development 10/14/2019		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	<p>We will have a full time 5th counselor dedicated to SEL.</p> <p>We will have established SEL lessons, guidelines and policies to support students' needs.</p> <p>We will be able to use the documentation data to drive our school counseling program.</p> <p>Students will be able to identify and have access to at least one advocate in our building. (Positive relationships)</p>		Sarah Mitchell	06/08/2022
Actions		4 of 5 (80%)		
11/17/20	School administration will establish a meeting schedule with our guidance department for strong communication and to collaborate as a team to address our common goals.	Complete 11/17/2020	Mari McTamney	12/21/2020

		<i>Notes:</i>			
	11/17/20	Our guidance department will establish a weekly cafeteria schedule for coverage and to provide support and be visible for our students. This will allow them to check in with our students through daily, less formal interactions outside of the guidance office.	Complete 11/17/2020	Mari McTamney	12/21/2020
		<i>Notes:</i>			
	11/17/20	Weekly counseling visits with students and virtual check ins available. Counselors will also be available to provide one on one meetings for SEL support and to promote college and/or career readiness.	Complete 05/28/2021	Sarah Mitchell	05/28/2021
		<i>Notes:</i>			
	11/17/20	Counselors will review yearly documentation data to determine high needs as well as successes.	Complete 05/28/2021	Sarah Mitchell	05/28/2021
		<i>Notes:</i> This is an ongoing objective.			
	10/18/21	School guidance counselors and administration will meet with all students who are failing two or more classes after each grading period. We will have meaningful conversations with students and parents to ensure that students are aware of interventions that need to be put in place to be successful.		Patrick Ledford	06/08/2022
		<i>Notes:</i> Each grading period is 6 weeks long.			
Implementation:			06/16/2021		
	Evidence	6/16/2021 Please view the uploads folder.			
	Experience	6/16/2021 SEL has been a major focus for us at Piedmont High School. The establishment of our Breaking the Silence club has brought awareness to our campus and continues to grow in numbers. Our goal moving forward is to strengthen the positive relationships between our students and staff. We want all students to know that Piedmont High School is a safe space for them and that we want what is best for them.			
	Sustainability	6/16/2021 We will continue to be visible and have our guidance team check in with students consistently. Our Break the Silence club will continue to have events and promote mental health awareness to staff and students. Our guidance department is heavily involved in this and will continue to be.			
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Currently, we have an 8th to 9th transition plan in place. Our counselors, administration and Career Development Coordinator meet with 8th grade students in the spring to discuss registration for 9th grade classes. Prior to this meeting, our counselors meet with administration and 8th grade counselor from the middle school to discuss registration as well as the teacher recommendation process.

We also have a new program-Freshmen Peer Mentors-in which a select group of seniors mentor at-risk 9th graders as identified by the middle school administration and counseling staff. They began meeting with the students in the 8th grade. Over the summer, we held a freshmen transition mini-camp. Mentors and teachers were on campus and held workshops/info sessions for the incoming freshmen.

Clubs/extracurricular activities sponsors were present to talk to the students about getting involved. Counselors were teaching a session on graduation requirements as well as academic tutoring assistance and social/emotional well being resources. Several of our mentors also held a Q&A session on topics that cause the most anxiety for our freshmen. We also gave out preliminary schedules and led them on a school tour.

Mentors and mentees are currently in the same homeroom and meet each week for approximately 10 minutes. They discuss such topics as academics, social media, tutoring and other topics that are relevant to our freshmen class.

Limited Development
11/18/2019

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>There will be transition plans in place to assist 8th grade to 9th grade. (freshmen mentors) Counselors continue to meet with students during the year and before registration to discuss classes to take to make sure they are matriculating to the next grade level. Homeroom teachers will be looped to provide continuity from grade level to grade level. Homeroom teachers assist students with planning from grade to grade. Due to current plan B schedule, we use student's second block class for teachers to assist students in planning from grade to grade. We will return to a schedule that offers homeroom once we are back on plan A.</p> <p>Core academic teachers will meet within their PLCs to discuss leveled courses -Math 1 to Math 2, etc. to ensure students are prepared academically to take the next level and be successful.</p> <p>For the 2021-2022 schoolyear, we are analyzing our credit recovery process to ensure that students are getting the necessary information they need to have a clear understanding of the content. Through collaboration between department chairs, guidance, and school administration, we are deciding the best placement for students to assist them in transitioning from a credit recovery course back to a higher level face to face course.</p>			Patrick Ledford	06/08/2022
Actions			4 of 5 (80%)		
11/17/20	With Covid-19 restrictions, our student government will create a welcome/open house video for our rising freshman students to get acclimated with Piedmont High School.		Complete 11/17/2020	Mari McTamney	12/21/2020
<i>Notes:</i>					
11/17/20	High school counselors meet with 8th grade counselors to discuss transition and registration plans.		Complete 03/31/2021	Patrick Ledford	05/28/2021
<i>Notes:</i>					
11/17/20	Teachers will meet at least twice monthly within their PLCs to plan and discuss leveled course transitions to ensure students are ready for next level.		Complete 05/28/2021	Dylan Stamey	05/28/2021
<i>Notes:</i>					

11/17/20	There will be a freshmen transition program in place to meet the needs of upcoming 8th graders. Senior mentees will be assigned to identified 8th graders and will meet each week in homeroom. There will be a summer mini-transition camp for all 8th graders which will include topics to assist 8th graders with a successful transition.	Complete 05/28/2021	Mari McTamney	05/28/2021
<i>Notes:</i>				
10/20/21	Guidance counselors will meet with our students who are in credit recovery course and go over their overall progress and plans to get on a pathway to graduate. Since Covid-19, some of our students are struggling to complete their Apex courses by themselves and need additional supports.		Sarah Mitchell	06/08/2022
<i>Notes:</i>				
Implementation:		06/16/2021		
Evidence	6/16/2021 Please view our provided Google form upload for evidences/artifacts.			
Experience	6/16/2021 With Covid restrictions, we had to get creative with how we could prepare our rising 8th graders to Piedmont High School. We were able to do this through videos made by our student government students. We also had weekly videos for teachers to show created by our students titled the Piedmont Pulse to keep students informed regarding what is occurring each week throughout campus.			
Sustainability	6/16/2021 With transition back to in person learning, we are going to work to re-engage our students through relationship building and give them a voice in their evidences of learning.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>As a leadership team, we hold weekly meetings on Tuesdays at 10:15 to discuss school decisions, concerns, students, events that are occurring, and to discuss staff responsibilities for upcoming events and logistics. We also meet once a month as a site based committee to share what is occurring at Piedmont High School and to gather feedback from our parent and teacher representatives. This is a crucial meeting for us to hear from our stakeholders and ensure that we are working together to make Piedmont High School an excellent learning environment. We also have a monthly department chair meeting to hear from each department and discuss PLCs, student growth, school events, calendars, and other important factors that occur within the school building.</p> <p>Our school PLCs also meet monthly to discuss their standards, student progress, teaching strategies, and other best practices to assist our students in their growing process.</p>	<p>Full Implementation 10/18/2021</p>		
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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>Principal and assistant principals all meet state observation guidelines for observation timelines and feedback.</p> <p>During the post-observation meetings, administration provides feedback based on NCEES observation standards and curriculum alignment.</p> <p>Currently doing periodic walkthroughs of classrooms.</p>	Limited Development 10/14/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>Teachers will receive timely and valid feedback after each formal/informal observation. Teachers will be able to use the feedback to improve instruction which should in turn, drive student learning/achievement.</p> <p>Administration will have a digital walkthrough feedback form to utilize.</p>		Patrick Ledford	06/08/2022
Actions			3 of 4 (75%)		
	11/17/20	With virtual learning and the use of Canvas, school administration will provide clear expectations for teachers regarding what an exemplar Canvas page should include for smooth navigation for all stakeholders. Administration will also review teacher's Canvas pages and provide feedback.	Complete 11/17/2020	Dan Edwards	12/21/2020
<i>Notes:</i>					
	11/17/20	Administration will complete observations by the stated deadlines for the district.	Complete 05/28/2021	Patrick Ledford	05/28/2021
<i>Notes:</i>					

10/14/19	Create a shared digital walkthrough instrument that would enable administration to provide immediate feedback to teachers.	Complete 10/28/2020	Dylan Stamey	05/28/2021
<i>Notes:</i>				
10/20/21	For the 2021-2022 schoolyear, our administrative team will visit classrooms and provide meaningful feedback to assist our teachers and students to grow. Visibility and building positive relationships with all stakeholders is essential in continuing to build a strong school culture and excellent learning environment.		Mari McTamney	06/08/2022
<i>Notes:</i>				
Implementation:		06/16/2021		
Evidence	6/16/2021 Please view our uploaded Google folder for artifacts.			
Experience	6/16/2021 Our administrative team consistently visited classrooms and provided feedback to our teachers for them to grow as educators. Our goal for next school year is to strengthen our PLCs with student driven data and a plan for what is best for our student's learning.			
Sustainability	6/16/2021 Continued walkthroughs and feedback, stronger and more meaningful PLC meetings, deep data dives with a plan of action.			

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

Initial Assessment:

Teachers and administrative team are provided benchmark and testing data which is used to make instructional decisions and possible interventions.

Some teachers and each administrator utilizes EVAAS data to determine pathways for students transitioning from 8th to 9th grade. We also use it to determine which students are placed in foundational courses to provide needed assistance and which are placed in the accelerated pathways.

Some teachers utilize benchmark data to identify and reteach concepts that were not mastered and to identify strengths/weaknesses and plan instruction accordingly.

There is an identified MTSS coordinator that has created a district-wide data-dashboard to assist with collection of individual student data for invention purposes.

The district has provided Instructional Content Facilitators to assist our teachers with disaggregation of benchmark and testing data for planning purposes.

We currently utilize a classroom walk-through form to provide instant feedback to teachers to allow them to reflect and make instructional modifications to their lesson plans/instruction.

Limited Development
02/05/2020

<p>How it will look when fully met:</p>	<p>All teachers will utilize EVAAS, benchmark and testing data to improve instructional delivery and to make scheduling decisions. We do not have any data from the Spring 2020 semester due to Covid-19.</p> <p>Teachers will make instructional changes based on walkthrough and observation feedback and suggestions.</p> <p>Administration will use growth/NCFE/EOC performance data to adjust master schedule.</p>		<p>Dan Edwards</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>2/1/21</p>	<p>School administration will analyze Fall 2020 EOC proficiency data to plan for growth in Math I, Math III, Biology, and English II.</p>	<p>Complete 02/15/2021</p>	<p>Patrick Ledford</p>	<p>05/28/2021</p>
<p><i>Notes:</i></p>				
<p>10/11/21</p>	<p>School administration will analyze Fall 2021 EOC data for Math I, Math III, Biology, and English II.</p>		<p>Mari McTamney</p>	<p>06/08/2022</p>
<p><i>Notes:</i></p>				
<p>2/5/20</p>	<p>Professional development provided to teachers on how to utilize EVAAS data to make instructional decisions to drive student growth and mastery.</p>		<p>Dan Edwards</p>	<p>06/08/2022</p>
<p><i>Notes:</i> This will be an objective that we carry over into the 2021-2022 schoolyear. We believe it is essential for teachers to utilize EVAAS data to drive growth in their classroom in the best interests of their students.</p>				

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>		At the start of the 2nd semester, we are fully staffed. We have newly hired a Spanish teacher, a Foods and Nutrition teacher, and a new distance learning facilitator. As an administrative team, we consistently ensure that we are visible and have an open door to address any teaching concerns. We also consistently meet with department chairs to discuss upcoming events and check overall morale within departments.	Limited Development 01/19/2022		
<i>How it will look when fully met:</i>		We will monitor district survey data regarding our teacher working conditions survey and strive to improve in areas where we can grow.		Dylan Stamey	06/08/2022
<i>Actions</i>			0 of 1 (0%)		
	1/19/22	Weekly administrative meetings to share new information, plan events for staff, and address any concerns that our colleagues may have.		Mari McTamney	06/08/2022
<i>Notes:</i>					
Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Parents/community members are notified of school events/happenings through resources such as Connect-ed, PowerSchool, website, and multiple social media outlets.</p> <p>Teachers have a Canvas LMS page that parents can access to see what their student is doing/learning in classes.</p> <p>We currently hold open houses to allow parents to meet with teachers, counselors and administration to ask curriculum questions. One particular open house is geared specifically toward freshmen to address transition, curriculum, expectations, etc.</p> <p>It is an expectation that teachers make contact with parents to inform them of any academic issues and to support their student in the classroom.</p> <p>Parent/teacher conferences with counselor included</p>	Limited Development 02/05/2020		
How it will look when fully met:			<p>Each teacher will maintain a fully implemented and active Canvas page for students/parents.</p> <p>Open houses/curriculum night will continue to be held. Covid-19 restrictions have effected this process and we have accommodated virtually. For the 2021-2022 schoolyear, we are now back to our traditional schedule for in person open house/events.</p> <p>All social media/electronic communication will be kept current with information for parents to support student learning.</p> <p>Teachers will maintain 2-way communication with parents/guardians to support student learning.</p>		Janet Smith	06/08/2022
Actions				3 of 5 (60%)		
	11/17/20	Mr. Stamey will establish a schedule for weekly Connect Eds and "This Week" for all stakeholder to stay informed with the events occurring at Piedmont High School.	Complete 11/17/2020	Dylan Stamey	12/21/2020	

<i>Notes:</i>				
11/17/20	Provide ongoing support for Canvas platform utilization.	Complete 04/22/2021	Janet Smith	05/28/2021
<i>Notes:</i>				
12/7/20	We will create teams to conduct home visits for students who have not been participating and logging on to their virtual lessons. We will complete the majority of our home visits on Fridays .	Complete 04/12/2021	Dan Edwards	05/28/2021
<i>Notes:</i>				
2/5/20	Flyers/communication available with information on how to support their student's learning/academic goals. The info would include tutoring info, college planning, study tips/resources, ACT/SAT resources, etc.		Janet Smith	06/03/2022
<i>Notes:</i> This will be an action that we continue to grow on in the 2021-2022 schoolyear.				
11/17/20	We have created a weekly Piedmont Student News link that is posted under announcements on our school webpage. This link is also sent out through our weekly ConnectEds for all stakeholders to have easy access. This information is also promoted through our school twitter and instagram page.		Janet Smith	06/03/2022
<i>Notes:</i> This is an action that we will continue to grow on in the 2021-2022 schoolyear.				