

## Comprehensive Progress Report

**Mission:**

Poplin Elementary prepares students to understand, contribute to, and succeed in a rapidly changing society, thus making the world a better and more just place.

#AlwaysForward #EVERYOpportunity

We will work together moving forward to create a learning environment that is safe, inviting, and secures the success of all students.

**Vision:**

**Goals:**

All Poplin students will receive evidence-based lessons that are differentiated based on their needs. Teachers will use data collected from benchmarks, diagnostics, formative assessments and informal assessments to determine their direction of teaching.

The Leadership Team will create platforms to reach all stakeholders of Poplin. Increasing communication through multiple ways to build relationships, trust, and partnerships.

The Poplin staff will data through all forms to make decisions about school improvement and professional development.



! = 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>		<b>2019-2020:</b> We have established a school-wide positive behavior system used in all areas of the building. Datasheets and surveys have been created to collect quantifiable data on student behavior. Students are all sorted into one of four houses. Students can earn points for their house for positive behavior.	Limited Development 09/17/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The administration will create a flowchart of office vs. classroom-managed behaviors for teachers. When teachers handle behaviors in their classrooms, a system of logical consequences will be made for teachers to use. Teachers will utilize data from the new STAR behavior charts and Think Sheets to determine the area(s) where reteaching opportunities exist for reinforcing positive behaviors. The MTSS team will review the behavior data to determine if support is needed. The indicator team will provide resources to teachers for behaviors in their classrooms. Teachers will use a positive office referral system for students displaying STAR Patriot behavior. Responses to the Google surveys will be imported to an Excel spreadsheet to monitor implementation and follow trends.	<b>Objective Met 10/06/22</b>	<b>Wendy Loken</b>	<b>06/03/2022</b>
<b>Actions</b>					
	10/27/21	Create a "major vs. minor" matrix for teachers to refer to when deciding whether to send a student to the office.	Complete 09/30/2021	Kate Earp and Randal Watts	09/30/2021
<i>Notes:</i>					
	10/8/19	Teachers will use STAR behavior chart and/or Think Sheets to conduct an end of the week class meeting which addresses a current area of need for the class as a whole.	Complete 05/31/2022	Wendy Loken	05/31/2022
<i>Notes:</i>					

10/8/19	Teachers will complete a google survey on a monthly basis indicating at least one area of behavior that was addressed that month. These behaviors should tie in to STAR.	Complete 05/31/2022	Wendy Loken	05/31/2022
<i>Notes:</i>				
9/21/20	Teachers will utilize STAR charts to determine if behaviors are improving/changing due to addressing the area of need at weekly class meetings.	Complete 05/31/2022	Wendy Loken	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		10/06/2022		
<b>Evidence</b>	10/6/2022 <a href="https://drive.google.com/drive/folders/1hD1Wn37yAcw57aYLGNMROigG883ktNh7?usp=sharing">https://drive.google.com/drive/folders/1hD1Wn37yAcw57aYLGNMROigG883ktNh7?usp=sharing</a>			
<b>Experience</b>	10/6/2022			
<b>Sustainability</b>	10/6/2022			

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><b>2019-2020:</b> The county pacing and curriculum guides are unpacked during PLC meetings and grade-level planning. Poplin's Instructional Facilitator helps guide grade-level teams in creating standards-aligned lesson plans. Our school Interventionist monitors the progress of all the students and identifies those who are having learning issues or other academic problems. Professional development is provided through the county on best practices to maximize instruction. NC Check-ins allow teachers to gather student data and plan intervention and enrichment groups.</p> <p>K-2 is continuing Jolly Phonics instruction to increase phonological awareness, phonics and increase reading proficiency with decoding, accuracy, and comprehension.</p>	Limited Development 09/17/2019		
<i>How it will look when fully met:</i>		Grade-level PLCs will be fluent in their discussion, collaboration, unpacking, and implementation of instruction in all content areas. They will collaborate with support staff to support our students identified within our subgroups more intentionally. In turn, PLC assessment data, district assessment data, and state assessment data will show an increase in student proficiency and growth.		Kate Earp	06/03/2022
<i>Actions</i>					
<i>Notes:</i>					

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

<p><b>Initial Assessment:</b></p>	<p><b>2019-2020:</b> PLC meetings are used to discuss instructional strategies and student progress. Student goals are based on data that is reviewed during common planning. Intervention/enrichment fluidity of groups is also based on student data. Each grade level keeps a data dashboard to help track, analyze, and display data. Data comes from benchmarks, NC Check-ins, pre/post-tests, iReady, BOG/EOG scores, and running records. Common lesson plans are created across grade levels. Poplin has an interventionist who monitors the progress of all students and identifies those who are having learning issues or other academic problems. Students that are not showing improvement at the core level are moved to Tier II. Intervention folders and meetings are scheduled for those students to discuss the student's needs. Students in Tier II and Tier III receive support from our Interventionist using a Leveled Literacy Intervention System program.</p>	<p>Limited Development 09/17/2019</p>		
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<p><b>2019-2020:</b> Teachers will have common plans across grade levels by communicating and sharing ideas for Core Instruction (Tier I). Intervention at the Tier II level will take place during a separate I/E in small groups in addition to Core Instruction. Intervention at Tier III will be on top of Tier I and Tier II instruction as a more intense, individualized plan.</p> <p>Step 1: Core Lesson Plans/ Small Group Instruction Plans- bring student concerns to PLC with data from Core Instruction.</p> <p>Step 2: Grade Level decides student moves to Tier II based on formal assessments, grades, and classroom observations.</p> <p>Step 3: Contact MTSS/Interventionist for Intervention Folder and alert letter sent home.</p> <p>Step 4: Data Collected In Intervention folders for Tier II-teachers will collect at least 6 data points and record duration and frequency of intervention. PLC Team will meet to discuss student progress to decide if the interventions are working or need changing.</p> <p>Step 3: If the student does not show progress in Tier II, move to Tier III, where MTSS/Interventionist will hold a Meeting with Counselor, Interventionist, Teacher, EC Teacher, and administrator to develop an individualized plan.</p>	<p><b>Objective Met 10/06/22</b></p>	<p><b>Suzanne Wilson</b></p>	<p><b>05/31/2022</b></p>

**2020-2021:**

All teachers will use the Istation reading and math data to determine the primary deficit across each grade level. Based on this data, teachers will create a Core Foundational Instructional Plan to address the significant needs of the students at a grade level.

All teachers will be informed of the Tier system protocol when moving students throughout the tiers. Teachers will be given a document to follow that will guide them through the Tier process.

**2021-2022:**

Create an MTSS Leadership team that will meet monthly to discuss students in the intervention process.

Create walkthrough forms for administration to use when visiting classrooms.

Streamline CORE instruction and intervention time across each grade level to meet the varying needs of our students.

**Actions**

10/8/19	Collect data in intervention folders.	Complete 05/31/2020	Suzanne Wilson	05/31/2020
	<i>Notes:</i>			
10/8/19	Input Data on Dashboard- formal assessments, intervention data.	Complete 05/31/2020	Suzanne Wilson	05/31/2020
	<i>Notes:</i>			
10/8/19	Make instruction and intervention decisions based on student data	Complete 05/31/2020	Suzanne Wilson	05/31/2020
	<i>Notes:</i>			
10/8/19	MTSS PD will be given to staff for Tier II and Tier III interventions for Reading and Math	Complete 04/30/2020	Suzanne Wilson	05/31/2020
	<i>Notes:</i>			
10/29/20	Each grade level will complete their Core Foundational Reading and Math Plan.	Complete 11/06/2020	All Classroom Teachers	11/06/2020
	<i>Notes:</i>			
2/18/21	Each grade level will review their core foundational plan for reading and math and change or continue with the original plan.	Complete 02/05/2021	Teachers	03/31/2021

<i>Notes:</i>				
10/29/20	Create a Tier 1, 2 and 3 plan that will guide teachers in knowing the correct protocol for how to move students correctly through the Tier system.	Complete 05/03/2021	Gillian Bossard	05/03/2021
<i>Notes:</i>				
6/3/21	Create MTSS Leadership Team- Grade level representatives, Counselor, Interventionist, ISS, Teacher Assistant, Resource Teacher, Administrator	Complete 09/30/2021	Kate Earp	09/30/2021
<i>Notes:</i>				
10/27/21	Create walkthrough forms for administration and instructional support to use while visiting classrooms.	Complete 12/17/2021	Indicator Team	12/17/2021
<i>Notes:</i>				
3/8/21	Will create an assessment folder for each grade level.	Complete 12/17/2021	Suzanne Wilson	12/17/2021
<i>Notes:</i>				
10/27/21	Classroom walkthroughs will be completed by the administration and instructional support using the form created.	Complete 01/31/2022	Administration and Instructional Support	01/10/2022
<i>Notes:</i>				
10/27/21	Meet through PLCs to determine what should be seen during CORE instruction and intervention time.	Complete 05/24/2022	Teachers, Student Support, Administration	05/24/2022
<i>Notes:</i>				
<b>Implementation:</b>		10/06/2022		
<b>Evidence</b>	10/6/2022			
<b>Experience</b>	10/6/2022			
<b>Sustainability</b>	10/6/2022			

	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>	<p><b>2019-2020:</b> Our school Counselor will provide small group, individual, and classroom instruction to ensure students are gaining an understanding of how to use social-emotional learning skills to improve their problem-solving, self-regulation, and internalizing skills. All staff reinforces STAR Patriot behavior expectations in the classroom and school building. Students have access to our sensory room and sensory path. These are effective for students who experience frustration, anger, or other sensory overloads. Each classroom is equipped with a sensory box that students can use to help them regulate their body and mind to build resilience and cope during life's most stressful moments.</p>	Limited Development 09/17/2019				
	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>	<p>When fully met, all teachers will have strategies to work with students with emotional needs in their classrooms. All teachers will know what to do with different classroom situations. Students will understand how to use social-emotional learning skills to improve their problem-solving and self-regulation.</p> <p>The information that will be provided as evidence that this objective is fully met will be the agendas for staff professional development sessions focused on strategies to use in the classroom to guide students in managing their emotions. Additionally, classroom walk-through data will be used to demonstrate that teachers are employing the strategies taught during professional development sessions in their classrooms.</p>	Objective Met 10/06/22	Jennifer Glahn	05/30/2022		
<b>Actions</b>						
	10/10/19	Schedule professional development sessions with staff	Complete 10/18/2019	Jennifer Glahn	10/31/2019	
<i>Notes:</i>						
	10/10/19	Research school wide programs	Complete 05/31/2020	Indicator Team	05/31/2020	



<i>Notes:</i>				
9/24/20	Trauma Informed Care Staff PD based on the book Fostering Resilient Learners.	Complete 04/14/2021	Jennifer Glahn	05/28/2021
<i>Notes:</i>				
9/24/20	Indicator team reads and learns about the Zones of Regulation curriculum.	Complete 05/28/2021	Indicator Team	05/28/2021
<i>Notes:</i>				
9/24/20	The indicator team creates a staff PD (curriculum/outline) on implementing Zones of Regulation for the 2022-2023 school year.	Complete 05/30/2022	Jennifer Glahn	05/30/2022
<i>Notes:</i> Due to COVID, our team is delaying the implementation of the new professional development until next year. Our indicator team will spend this year planning the professional development.				
6/3/21	Growth Mindset/Motivation Staff PD	Complete 05/30/2022	Jennifer Glahn	05/30/2022
<i>Notes:</i> Our indicator team will work with our school Social Worker, Therapist, and Psychologist to create a monthly newsletter from the Student Support team on Social Emotional Learning.				
<b>Implementation:</b>		10/06/2022		
<b>Evidence</b>	10/6/2022			
<b>Experience</b>	10/6/2022			
<b>Sustainability</b>	10/6/2022			

	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
<i>Initial Assessment:</i>			<b>2019-2020:</b> Students transitioning from Pre-K to Kindergarten enter school on a staggered schedule. This helps students ease into the school year, get to know their teachers, navigate the building, and learn about school rules and procedures. Fifth-grade students visit Porter Ridge Middle School every Spring to become familiar with the campus, class options, and school procedures. The Middle school principal also comes to Poplin to speak with our fifth-grade students.	Limited Development 09/17/2019		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			Kindergarten teachers will have data that indicates the extent of the student’s experiences before school entry. Teachers of new students will have a questionnaire that parents fill out, giving the teacher more information about the new student’s prior academic and social/emotional experiences. Poplin teachers will connect with sixth-grade teachers at Porter Ridge Middle School to prepare fifth-grade students to make the transition to middle school.	<b>Objective Met 10/06/22</b>	<b>Jennifer Taylor</b>	<b>05/31/2022</b>
<b>Actions</b>						
10/10/19	Develop transfer student parent questionnaire			Complete 10/07/2019	Vidal, Conti, Hagerty, D. Moore, Holsman	10/10/2019
<i>Notes:</i>						
10/10/19	Identify current 5th grade school record transfer process			Complete 06/30/2020	Meredith Hagerty	01/31/2020
<i>Notes:</i>						
10/10/19	Standardize the EOY criteria for placement cards in upper grades			Complete 02/27/2020	Conti and Butters	02/28/2020
<i>Notes:</i>						
10/10/19	Develop K entry parent questionnaire			Complete 10/30/2019	Butters, Estevez, Gomez, Hailey, Meneses, and Reyn	05/31/2020

<i>Notes:</i>				
9/24/20	Develop a data sheet to help teachers learn about students transferring from Plan D to Plan A.	Complete 10/16/2020	Hagerty, Holsman, Reynolds, Butters, Gomez	10/16/2020
<i>Notes:</i>				
9/24/20	Develop a data sheet to help teachers learn about students transferring from Plan B to Plan D/A - (B to A only if the child's HR teacher is changing).	Complete 10/16/2020	Hagerty, Conti, Moore, Hailey	10/16/2020
<i>Notes:</i>				
9/24/20	Edit placement card to include Virtual Academy comments and data.	Complete 03/31/2021	Indicator Team	03/31/2021
<i>Notes:</i>				
10/27/21	Revise the virtual card to make it applicable to students transitioning out of Dual Language.	Complete 12/17/2021	Indicator Team	12/17/2021
<i>Notes:</i>				
10/27/21	Have grade-level teams review the transition cards for input and feedback.	Complete 03/31/2022	All Classroom Teachers	03/31/2022
<i>Notes:</i>				
10/27/21	The indicator team will revise the transition cards and have them ready for use next school year.	Complete 05/31/2022	Indicator Team	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		10/06/2022		
<b>Evidence</b>	10/6/2022			
<b>Experience</b>	10/6/2022			
<b>Sustainability</b>	10/6/2022			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our LEA will provide information.	Full Implementation 01/05/2022		

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Poplin Elementary has a School Improvement Team (SIT) that consists of the principal, assistant principal, instructional support specialist, interventionist, school counselor, parents, and a representative from each grade level and department. The team's purpose is to help improve students' educational performance and support the district's goals. The team meets regularly to oversee the implementation of school improvement goals. Consideration is given to educational issues that correlate with improving student achievement and supporting the annual goals established by the Board of Education and Superintendent.</p> <p>Poplin Elementary has an MTSS team (Multi-Tiered System of Supports) led by our interventionist and school psychologist. The MTSS team identifies students who need extra support academically and/or behaviorally. This team provides instructional strategies for school staff to use with students who are not performing at the same level as their peers.</p> <p>The PAC (principal advisory committee) meets once a month. The purpose of this committee is to address concerns as it pertains to instruction, scheduling, materials, and best practices. The principal seeks input from all staff.</p>	Full Implementation 01/05/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><b>2019-2020:</b> We have created a schedule for (uninterrupted) common planning for classroom teachers for instructional planning and analysis of student work samples and data. All classroom teachers participate in 70 minute PLC meetings once a week. Teams are required to complete grade-level agendas and take minutes from their meetings. Grade levels analyze data, create student I/E groups based on student needs, and revise, reorganize, and reanalyze as needed. A list of teams and the members of each team is available on the school's Canvas page. Meeting dates are available on Poplin's Outlook calendar.</p>	Limited Development 09/17/2019		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>After data collection, information will be shared with the whole staff to ensure that new staff is aware of the specific duties of each team member. The administration will participate in K-5 PLC meetings. Our Instructional Coach facilitates each planning session, and department chairs are empowered to lead weekly collaborative planning. Grade level teams will work together to unpack standards, plan quality lessons, and use data to plan for intervention and enrichment time. PLCs will also work with the MTSS team to discuss data, progress, and goals.</p>	<b>Objective Met 04/26/22</b>	<b>Kristen Carey</b>	<b>05/31/2021</b>
<i>Actions</i>					
	9/25/20	To share survey results with committee members and decide what data is relevant to our current situation regarding COVID - due by next meeting October Indicator Meeting 2020.	Complete 10/28/2020	Indicator Team	11/30/2020

<i>Notes:</i>				
9/25/20	Using relevant collated data based on our meeting, we will share the survey results with Admin and Amy Weddine, for their feedback.	Complete 10/28/2020	Kristen Carey	11/30/2020
<i>Notes:</i>				
9/25/20	Committee to create a shareable staff directory. Each member from their grade level to collate this information to include who is responsible for planning which subject per grade level, list of committees and members, who handles which fundraiser, who to ask for help using different devices, who to contact for the available services for students, grade-level chairs, all the acronyms, number of observations to expect, etc. This information to be shareable and live document.	Complete 04/28/2021	Indicator Team	04/28/2021
<i>Notes:</i>				
<b>Implementation:</b>		04/26/2022		
<b>Evidence</b>	10/25/2021 PLC meetings are running effectively, with everyone having roles and responsibilities within the groups. Please see the attachments for documentation.			
<b>Experience</b>	10/25/2021 This objective made staff aware of the importance of structured PLC time. It also gave them an understanding of the roles and responsibilities of staff members in the building. This was particularly important for new staff entering Poplin.			
<b>Sustainability</b>	10/25/2021 We will need to continue to update the contact list in Canvas. A structured 70 minute PLC block is important to continue to allow teachers time to work collaboratively.			

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>		<b>2021-2022:</b> The principal and assistant principal complete evaluation cycles per county guidelines. They also conduct classroom walk-throughs and leave feedback. Once or twice a month, our performance director from Central Services will conduct walkthroughs with the principal to give additional feedback. The administration is present at weekly PLC meetings to discuss the current data and instructional strategies.	Limited Development 09/17/2019		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Instructional planning, modeling, coaching, peer observing, analyzing, and reflecting will be seen daily. The processes will originate with the principal but be led by the teachers/staff. During PLC meetings, the principal will assist the teachers in unpacking the standards and planning backward from the assessment. The principal will be visible in classrooms, PCL meetings, and committee meetings. Instructional leadership will be the primary focus.	<b>Objective Met 10/06/22</b>	<b>Kristen Carey</b>	<b>05/31/2023</b>
<b>Actions</b>					
	1/5/22	A Google Form will be created, which will allow teachers to discuss how feedback is given and what they would like to see change.	Complete 03/23/2022	Indicator Team	03/23/2022
<i>Notes:</i>					
	1/5/22	The indicator team will meet with the administration to better understand the current practices and expectations for reviewing the curriculum and providing staff feedback.	Complete 04/30/2022	Indicator Team	04/30/2022
<i>Notes:</i>					
<b>Implementation:</b>			10/06/2022		

<b><i>Evidence</i></b>	10/6/2022 <a href="https://drive.google.com/drive/folders/1aIsLLvdvl6d8PHESViPmTnvUpmWMbLxJ?usp=sharing">https://drive.google.com/drive/folders/1aIsLLvdvl6d8PHESViPmTnvUpmWMbLxJ?usp=sharing</a>			
<b><i>Experience</i></b>	10/6/2022			
<b><i>Sustainability</i></b>	10/6/2022			



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>		After students are assessed on unit tests, mClass, NC Check-ins, and Fountas and Pinnell, teachers review data. Data collected from mClass is analyzed to delve into individual students' needs and guide decisions for remediation and support by grade level. Core Phonics assessments are used to identify precise interventions for students.	Limited Development 09/17/2019		
<i>How it will look when fully met:</i>		Teachers and staff will use data discussed during PLC meetings to determine goals and actions for improvement and/or change. Data trends from classrooms and grade levels can be compared across the school to guide staff PD and use teachers who are distinguished in trends that need strengthening to model best practices. The MTSS team will regularly look at school-wide behavior data to determine if students need more support. The school leadership team will review all data monthly to determine school-wide professional development opportunities.		Kate Earp	05/31/2023
<b>Actions</b>					
Notes:					

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>		<p>Union County Public Schools has established protocols and procedures for recruiting and hiring personnel. Recruitment occurs through job fairs, student-teaching programs from local colleges and universities and from abroad, posting positions on educator portals, and teacher-teacher networking. To ensure the best recruitment of teachers, we have interview panels comprised of grade-level representatives.</p> <p>Currently, North Carolina utilizes the North Carolina Educator Effectiveness System to observe and evaluate teacher performance. Observations are conducted four times throughout the year for beginning teachers and twice annually for career status teachers. Observations are conducted by trained administrators and peer observers for an entire class period or a minimum of 45 minutes. Feedback must be provided within ten (10) days of the initial observation.</p> <p>Poplin has minimal teacher turnover. 91% of staff members say that Poplin is an excellent place to work. Each year, Poplin elects a Teacher of the Year and Assistant Teacher of the Year. New teachers are nominated for Rookie Teacher of the Year Awards when applicable. Every month a new staff member is recognized as Poplin's Patriot of the Month, the staff is rewarded for perfect attendance and taking on additional responsibilities in the school. The staff receives Friday surprises, recognition for birthdays, breakfast, lunch, and other special incentives.</p>	Full Implementation 01/07/2022		

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:**

**2019-2020:** At the beginning of each year, we have an open house where parents and students can come and meet their classroom teachers. At the end of September, we host a curriculum night where parents and guardians learn about grade-level curriculum and expectations for the school year. Teachers send parents weekly newsletters to keep them informed about what is happening in their classrooms and the school.

We regularly utilize Facebook, Twitter, Instagram, the ConnectEd calling system, student agendas, and our school website to communicate with parents and guardians. Teachers schedule conferences several times throughout the school year to share academic progress and growth based on classroom observations.

Limited Development  
09/17/2019

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Communication will become routine to all stakeholders. The information provided to families will be more inclusive of what children are learning (curriculum goals) and how they can support these efforts at home. Teachers and administrators will continue to reach out to parents directly, personally, and with a trusting approach to fully engage them in the learning lives of their children. Communication to parents will be through a school-wide means that all parents understand and use. At least 80% of school families will participate in all school events.		<b>Objective Met 10/06/22</b>	<b>Shelley Holland</b>	<b>05/30/2022</b>
<b>Actions</b>					
10/10/19	Curriculum Night		Complete 09/17/2019	Indicator Team	09/19/2019
	<i>Notes:</i>				
10/10/19	Weekly Connect Ed from Administration		Complete 05/31/2020	Shelley Holland	05/31/2020
	<i>Notes:</i>				
10/10/19	Weekly Newsletter: Classroom teachers will communicate important upcoming dates and curriculum info to parents		Complete 05/31/2020	Indicator Team	05/31/2020
	<i>Notes:</i>				
10/10/19	Agenda as daily communication		Complete 03/15/2020	Indicator Team	05/31/2020
	<i>Notes:</i>				
10/21/20	Teachers will include an outside source for parents at least once per month in the weekly newsletter. (video tutorial, article, etc.)		Complete 02/26/2020	All Classroom Teachers	05/31/2020
	<i>Notes:</i>				
10/21/20	Monthly News from the Nurse (share on Broadcast and Poplin website)		Complete 05/28/2021	Shelley Holland	05/31/2021
	<i>Notes:</i>				
9/24/20	Morning Broadcast posted on Poplin website for virtual students/parents.		Complete 12/01/2020	Shelley Holland	05/31/2021
	<i>Notes:</i>				

9/24/20	Monthly Lunch Bunch or check-in with Virtual Students (Guidance Counselor, Admin, or Related Arts Teachers).	Complete 03/31/2021	Jennifer Taylor, Jennifer Glahn, Administration	05/31/2021
<i>Notes:</i>				
10/27/21	Class Dojo for Kindergarten parents	Complete 01/31/2022	Indicator Team	01/31/2022
<i>Notes:</i> 50% by 10/31/21 75% by 11/30/21 100% by 1/31/22				
9/24/20	Parent as Canvas Observer	Complete 01/31/2022	All Classroom Teachers	01/31/2022
<i>Notes:</i> 50% by 10/31/21 75% by 11/30/21 90% by 01/31/21				
10/27/21	Tier II communication to all parents of quarantined students.	Complete 05/31/2022	All Classroom Teachers	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		10/06/2022		
<b>Evidence</b>	10/6/2022			
<b>Experience</b>	10/6/2022			
<b>Sustainability</b>	10/6/2022			