

## Comprehensive Progress Report

**Mission:**

The mission statement of Marvin Elementary School for the 2024-25 school year is the following: Preparing ALL students to succeed is the mission of Marvin Elementary School.

**Vision:**

The vision statement of Marvin Elementary School for the 2024-25 school year is the following: Empowering and motivating students to become independent, life-long learners who reach their full potential as caring and contributing global citizens.

**Goals:**

By May 2025, at least 95% of staff will agree that Marvin Elementary is a good place to work and learn.

By June 2025, there will be a 10% reduction in office referrals.

By June 2025, at least 90% of students will be proficient (levels 3, 4, or 5) on NC EOG tests (reading, math, and science).



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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
Initial Assessment:			Monthly meetings with Grade Level Chairs by administration and monthly MTSS meetings with all PLCs will take place to analyze and discuss student data. The purpose of the meeting is to ensure that instruction is aligned towards maximizing our students' achievement.	Limited Development 10/12/2023		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			Committee work aligned to SIP  PBIS, MTSS, and Social Committees working to implement the action steps	Objective Met 10/14/24	Scott Spencer	06/07/2024
Actions						
	11/7/23	Monthly meetings with Grade Level Chairs to discuss and analyze student data during the middle part of the school year.		Complete 06/24/2024	Scott Spencer	02/29/2024
Notes:						
	11/7/23	Monthly meetings with Grade Level Chairs to discuss and analyze student data during the final part of the school year.		Complete 06/24/2024	Scott Spencer	06/07/2024
Notes:						
	10/12/23	Benchmark data from our district and NC Check-ins results will be analyzed; action steps will be put into place based upon the data with the expected outcome to be increased student academic performance.		Complete 06/24/2024	Scott Spencer	06/07/2024
Notes:						
Implementation:				10/14/2024		
Evidence			10/14/2024 Meeting agendas and minutes are kept.			
Experience			10/14/2024 The NC STAR, PBIS, MTSS, and Mustang Social committees meet monthly. Administration also meets with grade level/ department chairs monthly.			

Sustainability			10/14/2024 Regularly scheduled meetings and reflection on progress toward school goals.			
	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
Initial Assessment:			This is nearing full implementation. Teachers have fully embraced their duties and are working together to plan and have strategic schedules to make sure needs are being met.	Limited Development 09/16/2019		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
How it will look when fully met:			Weekly PLC with defined roles, content experts  Weekly team planning with expectations for preparing and discussing plans  Semi-annual extended planning days  Monthly grade level chair meetings	Objective Met 10/14/24	Tracey Burgess	06/08/2024
Actions						
10/14/24			Weekly PLC meetings with agendas focused on data analysis and staff response.	Complete 06/07/2024	Scott Spencer	06/07/2024
Notes:						
Implementation:				10/14/2024		
Evidence			10/14/2024 This school year, grade level teams are being provided with extra planning time to respond to data analysis (planning small groups and extension activities, etc). Agendas and minutes are kept in a shared drive.			
Experience			10/14/2024 Grade levels have set agendas for their weekly PLC meetings. Specific roles are assigned for meetings. Teams also share planning responsibilities- subject area experts create plans that they later present to teams and revise based on feedback.			
Sustainability			10/14/2024 Administration and grade level chairs will work collaboratively to facilitate conversations about data and how teams respond.			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
Initial Assessment:			* Admin attend PLCs  *Admin walkthrough classrooms and leave notes  *Sticking to observation deadlines  *BT supports in place	Limited Development 09/17/2019		
			Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:			Meet observation timelines  Informal admin walkthroughs  Open door policy with discussions rather than lengthy notes after walkthroughs  Little notes to staff as follow-up  Admin presence in PLC meetings	Objective Met 06/13/25	Scott Spencer	06/05/2025
Actions						
	10/12/23	Administration will attend weekly PLC meetings to support teams with data analysis and follow-up.		Complete 06/05/2025	Scott Spencer	06/05/2025
Notes:						
	10/14/24	Administration will walk through classrooms regularly, leaving specific feedback for teachers.		Complete 06/05/2025	Stephanie Belk	06/05/2025
Notes:						
	10/14/24	Administration will adhere to state/ district schedules for teacher and staff evaluations. In post conferences, administrators will provide specific feedback for improvement.		Complete 06/05/2025	Scott Spencer	06/05/2025
Notes:						
Implementation:				06/13/2025		

<b>Evidence</b>			6/13/2025 Agendas note the names of people in attendance at meetings; Staff have sticky notes or Emotional Bank Account deposit slips with admin feedback; NCEES documents that deadlines were adhered to.			
<b>Experience</b>			6/13/2025 With intentionality, this objective was attainable.			
<b>Sustainability</b>			6/13/2025 Administration will continue with the action steps described here for the 2025-2026 school year (presence in PLC meetings, walk throughs, following district observation schedules).			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Funding for several support positions (Literacy Teacher specialists, tutors) is no longer available. Additionally, our curriculum facilitator support was reduced from 4 days per week to 2 days per week. Marvin is working to reimagine what small group time looks like within the building and maximize the utilization of human resources within the building.</p> <p>Teacher survey data from the 23/24 school year indicated that teachers wanted more planning time. In the school schedule, each grade level has been allotted an additional 45 minute planning period each week. Teacher assistants, support staff, and front office staff help cover classes. Parent volunteers provide car rider coverage to help ensure student safety.</p> <p>The school is working within its allocated funds to provide supplemental resources to staff. The school collects teacher and staff feedback to ensure that purchases (including digital subscriptions) are being used with fidelity. The PTO supplements the cost of digital and print materials, staff morale activities, and campus enhancements.</p>	Limited Development 11/29/2023		
How it will look when fully met:			Marvin Elementary School will maximize the allocated resources to best support the needs within our building.		Scott Spencer	06/05/2026
Actions				3 of 6 (50%)		
10/14/24		Streamline MTSS protocols to help classroom teachers match interventions to student need.		Complete 11/19/2024	MTSS Committee	06/05/2025
Notes:						

10/14/24	Organize parent volunteers to help with carpool duty so that support staff have the ability to cover classrooms during extended planning sessions.	Complete 11/19/2024	Cori Pysch	06/05/2025
<i>Notes:</i>				
10/23/24	Create an updated list of digital subscriptions/ login information. Post on staff Canvas Page.	Complete 11/19/2024	Melissa Harmon	06/05/2025
<i>Notes:</i>				
10/23/24	Regular budget meetings with the NC STAR team to discuss account balances and expenditures and staff needs.		Scott Spencer	06/04/2026
<i>Notes:</i>				
10/14/24	Monitor the use of supplemental resources to ensure that funds allocated to them were put to good use.		Lisa Samuels	06/04/2026
<i>Notes:</i>				
10/14/24	Develop a plan for flexible grouping during designated small group times in the schedule to maximize human resources.		Grade Level Chairs	06/04/2026
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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
Initial Assessment:			UCPS does a great job of targeting new staff. Marvin Elementary is able to hire new staff efficiently. However, because the local population tends to be somewhat transient, several teachers moved to another state last year, causing a new gap in teacher experience. We would like to establish norms for recruiting locally to ensure that staff members are both highly qualified and intend to stay for a large portion of their career. This may require a philosophy change for recruitment in the future. Evaluations are still inconsistent between administrators and this must be addressed asap.	Limited Development 09/17/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Highly qualified staff members will be hired and retained at Marvin Elementary School to ensure consistency in our instructional program which will lead to academic success and growth for our students.	Objective Met 10/14/24	Scott Spencer	06/07/2024
Actions						
	11/7/23	The MES staff will be recognized and rewarded during monthly staff meetings and at other points during each month during the first part of the school year.		Complete 11/01/2023	Scott Spencer	11/01/2023
Notes:						
	10/12/23	Monitor and decrease the teacher turnover rate at Marvin Elementary School from 2022-2023 to the 2023-2024 school year.		Complete 06/07/2024	Stephanie Belk	06/07/2024
Notes:						
	11/7/23	The MES staff will be recognized and rewarded during monthly staff meetings and at other points during each month during the school year.		Complete 06/07/2024	Scott Spencer	06/08/2024
Notes:						
Implementation:				10/14/2024		
Evidence			6/24/2024 Only one classroom teacher left at the end of the 23/24 school year. We have a strong BT support program to help ensure the success of new teachers.			

<b>Experience</b>	6/24/2024 The administrative team have been intentional in the support and resources provided to staff. Staff survey results indicate that the majority of school staff members believe Marvin is a great place to work and learn.			
<b>Sustainability</b>	6/24/2024 Our school will continue its whole-team approach to onboarding new employees. Grade level chairs and our curriculum facilitator work to make the transition to Marvin as smooth as possible. Staff recognize each other at monthly staff meetings with the presentation of Mustangs and the UCPS Shoutout board.			

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>		
<b>Effective Practice:</b>			<b>Practice 2B: Target professional learning opportunities</b>		
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Several steps were taken in this direction last year. Multiple data points were used to drive instruction and make school improvement decisions. In extending this pattern, the school needs to access common data with continued discussions and planning centered around what the data tells us. PD is driven by the current needs of the school and all staff have input into what those needs are.	Limited Development 09/17/2019	
			Priority Score: 3      Opportunity Score: 3      Index Score: 9		
<b>How it will look when fully met:</b>			Marvin uses PLC meetings as a way to bridge the gap between weaknesses and student growth. Data is purposeful and used to promote growth, but also help with determining successful instruction and planning. Administration is consistent in their message to all staff members and works with each other to create opportunities for teachers to grow and show expertise within the classroom.	<b>Objective Met 10/14/24</b>	<b>Stephanie Belk 06/07/2019</b>
<b>Actions</b>					
	9/17/19	Create a generic agenda for PLC meetings.		Complete 09/17/2019	Jared Worthington      09/18/2019
<b>Notes:</b> Jared - Please upload the final agenda to the ncstar file					
	9/17/19	Create PLC Cycle form for all teachers		Complete 09/17/2019	Jared Worthington      09/18/2019



<i>Notes:</i> Jared - Upload document to NC Star File				
10/29/19	NCStar Team Review of NC Check Ins	Complete 11/13/2019	Stephanie Belk	11/20/2019
<i>Notes:</i> This will take place during PLC meeting immediately following Final Check in completion				
10/29/19	Generate new Walkthrough Document that leads the administrative team in determining if Criteria for Success is being accomplished within the classroom.	Complete 02/03/2020	Jared Worthington	11/22/2019
<i>Notes:</i> Document needs to be in Google docs and shared with suggestions and feedback.				
Document was created and has been used.				
10/29/19	Create Beginning Teacher Portfolios for early strategic diagnosis. Concentration will be on Classroom management skills and ability to make adjustments in differentiation.	Complete 02/28/2020	Deanna White	11/22/2019
<i>Notes:</i> Will confer with team during Nov. 4 Admin PLC				
Ms. Belk created this document. Finalized last week. (2/28/20)				
<b>Implementation:</b>		10/14/2024		
<b>Evidence</b>	10/14/2014 The Marvin Canvas calendar has PD opportunities listed. Staff meeting, NC STAR, and Grade Level Chair meeting agendas discuss staff needs and related PD opportunities. The Marvin Matters weekly staff newsletters also have PD opportunities listed.			
<b>Experience</b>	10/14/2024 There have been a variety of PD opportunities offered to staff: district PD (on district PD days), optional PD sessions presented by in-house experts, the opportunity to observe staff at other schools in the district, and virtual Canvas PD opportunities.			
<b>Sustainability</b>	10/14/2024 Marvin has started training towards the adoption of the Leader in Me Framework. In addition to the opportunities mentioned above, Marvin will continue to participate in training on the 7 Habits.			
<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>			

	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
<b>Initial Assessment:</b>			<p>Grade levels have analyzed End of Grade data from the 23/24 school year to identify trends and develop core plans. In weekly PLC meetings, teachers and administrators analyze common assessments and discuss how the team will respond. The response includes both enrichment and remediation opportunities. Grade levels use data to plan small group instruction in the classroom.</p> <p>Marvin has an MTSS handbook that outlines school protocols. MTSS team members met to review protocols and are going to facilitate upcoming PLC meetings to discuss implementation specifics. MTSS team members will help enter MTSS plans in the ECATS platform. Teachers will provide interventions and collect progress monitoring data.</p> <p>When students are moved to Tier 2 or Tier 3, they work with our curriculum facilitator and/or MTSS team to match interventions to specific student needs.</p> <p>If students are not making progress at Tier 3, administration assists with the EC referral process.</p>	Limited Development 09/16/2019		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<b>How it will look when fully met:</b>			<p>The administration and staff will join together to participate in school-wide growth.</p> <ol style="list-style-type: none"> <li>1. Data driven instruction (differentiated small group instruction, data notebooks)</li> <li>2. Flexible grouping among classes.</li> <li>3. Clearly defined and timely process for referring students for additional support</li> </ol>		Stephanie Belk	06/04/2026
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	10/14/24	MTSS team members will support classroom teachers with Tier 2 and Tier 3 interventions (matching interventions to students and entering plans in ECATS).		Complete 11/19/2024	MTSS Committee	06/05/2025

<i>Notes:</i>				
10/14/24	Grade level chairs will create PLC agendas and facilitate discussions about common assessments.	Complete 11/19/2024	Grade Level Chairs	06/05/2025
<i>Notes:</i>				
10/14/24	Weekly lesson plans will include specific small group activities that are targeted to student need.		Grade Level Chairs	06/04/2026
<i>Notes:</i>				
10/14/24	Teachers will support students in taking ownership of their learning by goal setting and tracking data in personalized folders or notebooks.		Grade Level Chairs	06/04/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/19/2023		
<b>Evidence</b>	6/19/2023			
<b>Experience</b>	6/19/2023			
<b>Sustainability</b>	6/19/2023			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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>			Our school is implementing universal language and understanding of what good classroom management and school-wide expectations look like. Several of our teachers are effective with classroom management and reinforcing rules and procedures. The implementation of the universal language will help experienced and beginning teachers with classroom management and school-wide expectations. Our goal is to keep this implementation between grade levels as well as our DLI classrooms.	Limited Development 05/10/2019		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<i>How it will look when fully met:</i>			Marvin will be a school that thrives in establishing classroom practices that are universal and meet the specific needs of all students. Rules and procedures are effective and understood by all members of the Marvin family and all stakeholders hold themselves accountable at the highest levels resulting in student growth across all subgroups.		Scott Spencer	06/04/2026
<i>Actions</i>				3 of 5 (60%)		
	10/25/19	PBIS information will be reviewed at Beginning of Year staff meetings. Topics will include the expectations matrix, noise level chart, and orange/ purple zone behaviors (when to call the office). Presentation materials will be linked on staff Canvas page for future reference.		Complete 08/23/2019	Stephanie Belk	09/01/2024
<i>Notes:</i>						
	10/14/24	Students will receive positive recognition for exemplifying Portrait of a Graduate attributes with our Caps Off to You student recognition. These attributes align with our PBIS expectations.		Complete 11/19/2024	Stephanie Belk	06/05/2025
<i>Notes:</i>						
	10/14/24	District Professional Development opportunities around behavior management will be presented to staff in the Marvin Matters.		Complete 11/19/2024	Stephanie Belk	06/05/2025
<i>Notes:</i>						
	10/23/24	Communicate PBIS/ Do Your Part expectations with families.			Scott Spencer	06/04/2026
<i>Notes:</i>						

10/12/23			Integration and implementation of PBIS universal language and expectations across all grade levels to maintain consistent messaging and language with behavior expectations throughout the school.		PBIS Committee	06/04/2026
Notes:						
Implementation:				10/09/2023		
Evidence			6/26/2019			
Experience			6/26/2019			
Sustainability			6/26/2019			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Teachers create their lesson plans based on, and aligned to, the North Carolina Standard Course of Study. Lesson plan development is supervised by the administration team who have access to all plans and resources being used. Teachers have most resources needed and funding is readily available to access additional resources as needed.</p> <p>Marvin teachers rely on Content Resources created by district staff. We should continue to explore additional strategies and activities to extend the growth for students across all subgroups resulting in our students exceeding their expected growth as indicated by end of year assessments.</p>	Limited Development 06/26/2019		
			Priority Score: 3           Opportunity Score: 2           Index Score: 6			
How it will look when fully met:			PLC meetings follow an aligned process and format across all grade levels. Data collected will have an impact on student progress, and teachers will use that data to create high impact learning environments for all students.	Objective Met 10/14/24	Tracey Burgess	09/01/2023
Actions						
9/16/19			First team build meetings	Complete 09/30/2019	Jared Worthington	09/30/2019
Notes:			First meeting will be to determine a team lead for this particular area. More action steps will follow.			
			**First Team Meeting was held on 9/26/19. Details in Meeting Minutes			

10/25/19	Create PLC Cycle Sheet for all teams to follow	Complete 09/30/2019	Stephanie Belk	09/30/2019
	<i>Notes:</i> Will be given to all			
10/25/19	Create PLC Success Rubric for universal use	Complete 10/09/2019	Stephanie Belk	09/30/2019
	<i>Notes:</i> Will be used school wide			
10/30/19	Initial Data Review Sessions through MTSS Dashboard	Complete 12/10/2019	Deanna White	11/06/2019
	<i>Notes:</i> Early highlight sessions for our high achievers will be very important over the coming days. Will need to have discussions about grouping a the top our our tiers.			
11/18/20	Turn in Foundational Core Plan	Complete 11/01/2022	Stephanie Belk	10/21/2022
	<i>Notes:</i> Teachers and support staff worked on our Core Plans for the year. This will be done through PLC meetings with our Lead Teacher Specialist and our Instructional Support Staff.			
10/25/19	Review PLC Team Processes and protocols	Complete 06/01/2023	Scott Spencer	06/01/2023
	<i>Notes:</i> We have implemented new PLC procedures for the 2022-23 school year.			
<b>Implementation:</b>		10/14/2024		
<b>Evidence</b>	10/14/2024 The Shared Drive has 9-weeks plans and weekly lesson plans in it. EVAAS data shows that our school met growth overall.			
<b>Experience</b>	10/14/2024 All grade levels complete 9-weeks plans to provide an overview of key concepts taught each grading period. Grade levels meet together for weekly planning meetings. Subject area experts complete the plans ahead of time, then present them to their teammates for feedback and revision.			
<b>Sustainability</b>	10/14/2024 Grade levels will continue to utilize district resources and ensure their lesson plans align to the NCSCOS. Extension and remediation activities that are aligned to the standards will be implements.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently have a strong plan for 5th grade transition but are lacking in other grade levels. It may be necessary to seek out additional support and actions for this area.	Limited Development 09/16/2019		
How it will look when fully met:			Tier two and three students transition successfully from one grade level to the next with a seamless process. Students would move to the next grade with seamless support.  Support for accelerated learners in place and continues on the next grade level  Vertical alignment meetings for staff to share needs/expectations		Scott Spencer	06/04/2026
Actions				0 of 2 (0%)		
	10/14/24	Grade levels reflect on general group strengths or needs at the end of the year. Thoughts will be captured on a document to share at the beginning of the year with the next grade. Create a "Key to Success" guide for the prior grade.			Scott Spencer	06/04/2026
Notes:						
	10/14/24	Host Move-Up Days/ Visits to help students get a sense of what the next grade level is like.			Scott Spencer	06/04/2026
Notes:						
Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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>	<p>Marvin Elementary staff have an in-depth understanding of how social-emotional needs pertain to the academic environment and work diligently to support those student needs. Teachers and students engage in frequent dialogue regarding social-emotional needs that can be referred to the School Counselor for further support. The MTSS tier-protocol for behavior is currently being updated and improved to best support student behavior needs.</p> <p>Marvin Elementary will be ready and able to address every student need, no matter the area, within social-emotional support. the Counseling department works hand in hand with staff and the MTSS team to establish protocol and progress monitoring for all students. When needs arise, teachers and all staff are able to locate resources and provide interventions to support students in every capacity. Covid has increased issues with student emotional/behavior support. The need for good counseling and programs is more intense than ever.</p>	Limited Development 09/16/2019		
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
<b>How it will look when fully met:</b>	<p>Marvin Elementary is prepared and capable of addressing the social-emotional needs of students as we have identified an increased need for social-emotional support since the COVID-19 pandemic. The School Counselor collaborates with school staff and administration to assess and meet student needs. The School Counselor plays an active role in a part of the school's MTSS and PBIS team to establish protocols and progress monitoring for students across all academic areas. When a staff member identifies a student's needs, they are able to access intervention resources to support students across all capacities. The need for counseling and social emotional supports within the building has increased and Marvin Elementary is working diligently to support those students.</p>	<b>Objective Met 10/14/24</b>	<b>Tracey Burgess</b>	<b>06/09/2023</b>
<b>Actions</b>				
10/25/19	Attend Suicide Intervention Training	Complete 10/02/2019	Moirra Hancock	10/02/2019



<i>Notes:</i> Will be done during Octoberr Staff Meeting. Staff Agenda needs to be added to the Document Folder				
9/16/19	Creation of SEL team within NCStars	Complete 12/18/2019	Moirra Hancock	10/31/2019
<i>Notes:</i>				
10/29/19	Meet with Student Council for the purpose of hearing student input on emotional needs of the student body	Complete 02/24/2020	Jarrod Stegall	11/22/2019
<i>Notes:</i> Will need to gather student centered questions for input. Check with Ms. Hancock for more clearer expectations and boundaries.				
3/2/20	NCStars Team is researching a program known as Conscious Discipline. This program will help us gain an understanding of the next viable steps for Student Health. We will make a decision on its use for the upcoming school year during our meeting in March.	Complete 03/18/2020	Lori Sanders	03/18/2020
<i>Notes:</i> Multiple Conscious Discipline resource books have been distributed.				
11/18/20	Create CD discussion format	Complete 12/16/2020	Jared Worthington	12/16/2020
<i>Notes:</i> Create a format that works well for book discussion given the nature of virtual meetings from this point forward.				
10/26/21	Review Surveys for student support	Complete 11/09/2021	Jared Worthington	11/11/2021
<i>Notes:</i>				
10/11/22	Maintain data on counseling services for use with the MTSS team and discipline tracking through Educator's Handbook.	Complete 06/09/2023	Betsy Boler	06/03/2023
<i>Notes:</i>				
<b>Implementation:</b>		10/14/2024		
<b>Evidence</b>	10/14/2024 Student Support Team members have access to a school-created data dashboard. ECATS is used to collect progress monitoring data about the effectiveness of MTSS interventions.			
<b>Experience</b>	10/14/2024 Marvin has a comprehensive counseling program. In addition, the school has a student support team that is comprised of the counselor, nurse, school social worker, and administration. The student support team meets at least monthly to discuss individual and group needs. The counselor and school social worker meet with individual and small groups of students. MTSS protocols for behavior are in place.			

<b><i>Sustainability</i></b>	10/14/2024 The student support team will regularly discuss student progress and monitor students' needs. The school will take advantage of outside supports (UCPS behavior support team, the EC department, etc) to help inform decisions.			
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Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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:			As of April, 2019, parents have access to current and everyday updates. 75% of our teachers maintain contact with every parent from week to week regarding the curriculum and plans for their child.	Limited Development 04/15/2019		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			Communication is integrated into the routine so that all stakeholders have a strong understanding of the upcoming events for the school and their child, but avoids feeling overwhelmed by the communication.	Objective Met 10/14/24	Stephanie Belk	02/01/2021
Actions						
10/14/24		Teachers send home weekly communication to keep them informed of school and classroom events. Administration sends home weekly communication via ConnectEd phone and email messages.		Complete 06/07/2024	Scott Spencer	06/07/2024
Notes:						
Implementation:				10/14/2024		
Evidence		10/14/2024 Communication is evidenced through email messages, social media posts, and teacher Canvas pages.				
Experience		10/14/2024 In an effort to keep parents informed about the curriculum and how they can support their students at home, the school does the following: weekly teacher emails, weekly school emails and phone calls, social media posts. Teachers also share ways parents can support learning on their Canvas pages.				
Sustainability		10/14/2024 We will continue our current efforts to keep parents and family members informed. The school may consider hosting parent information sessions in the future.				