

Comprehensive Progress Report

Mission: A.C.E. Academy will equip students from all backgrounds to succeed in the college and career or their choice by driving academic excellence, developing strong character, and instilling an entrepreneurial mindset.

Vision: A.C.E. Academy believes there is a business aspect involved in every career pathway and integrating entrepreneurial concepts within the core curriculum is a fundamental way to prepare students for success in the 21st Century. A.C.E. Academy is not a business school, one where the business classes are taught; rather, it is a school with a business culture and emphasis.

Goals:
Alter the text and click the update link on the left



! = 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>		All teachers are using WHOLE Brain Rules and Teach Like a Champion. Policies and procedures are established school wide. Class Dojo is used school wide to reinforce positive behavior. All staff members have the ability to reward all students dojo's reinforcing the school wide expectation. Students cash in on their dojos in the school store with the Dean of Students. School wide behavior expectations are posted throughout the building.	Full Implementation 09/27/2018			

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>		The school is at the beginning stages of implementation. In the 2016-2017 school year, each teacher developed a lesson plan, and there is no commonly used template in place.	Limited Development 12/09/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When the school fully meets indicator A2.04 alignment between the written and taught curriculum will be observed in every classrooms across all grade levels throughout the school. Instructional teams, including special education teachers, will collaboratively determine the concepts, principals, and skills covered in a unit, identify standards and benchmarks that apply to grade level and unit topics, develop objectives aligned to standards, arrange standards in order, determine objective descriptors, construct criteria for mastery, and develop pre/post test items. When these units of instruction are written and taught, connections are made between state standards and the school curriculum, benchmarks, and pre/post assessments leading to the creation of leveled and differentiated learning activities. Through the collaborative development of 3-6 week units of instruction and the utilization of a common template for these units, there will be consistency and alignment not only among grade levels, but also vertical units of instruction. Minutes and notes from meetings and copies teacher made lesson and unit plans provide evidence that this indicator is fully met.	Objective Met 09/27/18	Mollie Routh	06/28/2018
Actions					
	12/16/16	Include special education teachers on instructional teams.	Complete 01/31/2017	Shannon Martin	01/31/2017
<i>Notes:</i> The School Improvement Team discussed the need for special education teachers to be included on instructional teams. When special education teachers are included on instructional teams, units are more likely to include best practices for teaching and learning for students with disabilities; therefore, increasing academic achievement and performance of students with disabilities. Minutes from instructional team meeting will provide evidence that this task is being completed/routine.					

12/16/16	Facilitate teacher development and implementation of leveled and differentiated learning activities.	Complete 01/31/2017	Felicia Yu	01/31/2017
	<i>Notes:</i> The School Improvement Team discussed the need for additional professional development and/or teacher support in order to develop and implement leveled and differentiated learning activities in the classroom. While professional development is certainly needed, the curriculum coaches and/or principal must meet with teachers on a regular (weekly) basis to collaborate on teaching strategies, as well as leveled and differentiated learning activities. Teacher lesson plans and meeting notes provide documentation that this task has become routine.			
12/18/16	Instructional teams collaborate to determine the concepts, principals, and skills to be taught in a unit, identify standards/benchmarks that apply to grade level and unit topic, develop objectives that align to standards, arrange standards in order, determine objective descriptors, construct criteria for mastery, and develop pre/post assessment test items.	Complete 08/01/2017	Felicia Yu	08/28/2017
	<i>Notes:</i> The School Improvement Team discussed the need for more opportunities for collaboration between teachers and curriculum coaches. Since the curriculum coaches are primarily in the classroom this year, the team recognizes that full implementation of this task will not be until the 2017-2018 school year. Copies of unit plans including unit concepts, principals, and skills, objectives aligning to standards in sequential order, criteria for mastery, and pre/post assessment test items, as well as email correspondence regarding meetings between curriculum coaches and teachers will provide documentation the task is complete.			
12/16/16	Collaborate to create a template for common unit plans.	Complete 08/01/2017	Fortune Taylor	08/28/2017
	<i>Notes:</i> While the school has a common template for pacing guides, at this point there is not a common template for individual units of instruction. The School Improvement Team recognizes the importance of developing a common template for unit plans with consistent expectations throughout all grade levels. A copy of the common unit plan will be used as documentation that this task has been completed.			
Implementation:		09/27/2018		

Evidence	<p>11/3/2017</p> <p>11/3/2017: In the document section of this plan, the following is provided to show the complete implementation of the A2.04 objective.</p> <ol style="list-style-type: none"> 1. School Schedule 2. Common Unit Plan Template 3. Staff and PLC Meeting Schedule 4. Staff Meeting Minutes 			
Experience	11/3/2017			
Sustainability	11/3/2017			

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>		The school is in the beginning stages of implementation.	Limited Development 12/09/2016		
<i>How it will look when fully met:</i>		When the school fully implements indicator A4.01, effective teaching practices will be aligned with standards and skills with a focus on student responses to instruction as a means to improve the success rate of struggling students and the accuracy of identifying students who have difficulties. Implementation of Multi-Tiered System of Support (MTSS) where instruction is tailored to support students who have additional learning needs and student performance is viewed in terms of classroom performance as opposed to student ability. Principal and curriculum coaches frequently and consistently collaborate with teachers regarding alignment and cohesion of instructional strategies and best practices. Principal and curriculum coaches communicate common expectations to teachers with measurable goals. Increased classroom observations with timely and constructive feedback provided to teachers, as well as providing professional development opportunities for teacher growth. Classroom observation and meeting notes, documentation in NCEES, classroom observation notes, copies of professional development certificates/CEUs, sign-in sheets, copies of teacher made lesson plans, and student growth data.		Flecial Whitley	08/27/2019
Actions			5 of 6 (83%)		
12/16/16	Principal and/or curriculum coaches collaborate with teachers regarding classroom instruction, behavior management, and opportunities for support.		Complete 08/14/2017	Mollie Routh	09/29/2017
<i>Notes:</i>		The team discussed the need for more opportunities for collaboration and open communication between curriculum coaches and teachers, as well as the between teachers and the principal. Additionally, the team discussed the need for timely feedback from both the principal and curriculum coaches after classroom walk-throughs and observations. Meeting notes and completion of tasks in NCEES provide documentation this task is complete/routine.			
12/18/16	Principal and curriculum coaches provide more timely feedback on instructional observations with clear, common, and measurable expectations.		Complete 08/28/2017	Mollie Routh	12/01/2017

	<i>Notes:</i> The School Improvement Team discussed the need for increased teacher observations and more timely feedback, as well as common, clear, and measurable expectations.			
12/18/16	Provide differentiated professional development opportunities for teachers.	Complete 08/28/2017	Chanae Krahn	12/15/2017
	<i>Notes:</i> The School Improvement Team discussed the need for team building workshops, as well as continuing Whole Brain workshops. Additionally, the team discussed increasing attendance at professional development opportunities provided by NCDPI, NCCAT, and other sources. Staff surveys provide insight into professional development needs of the staff. In order to fully implement strategies and best practices from workshops, the team discussed providing opportunities for teachers to plan and practice strategies after attending professional development. Sign-in sheets and certificates of completion provide evidence of full implementation of this task.			
12/18/16	Implementation of Multi-Tiered System of Support (MTSS) across all grade levels and classrooms throughout the school.	Complete 08/28/2018	Courtney Johnston	06/15/2018
	<i>Notes:</i> The School Improvement Team discussed the need to ensure that all student learning needs are being met through the implementation of evidence-based best practices. Documentation of full implementation are lesson plans, classroom observation notes, and student growth data.			
12/18/16	Curriculum coaches and peer observers are thoroughly trained on the newly adopted teacher evaluation system.	Complete 08/28/2018	Mollie Routh	08/01/2018
	<i>Notes:</i> The School Improvement Team discussed the need for additional staff members to be trained in NCEES allowing them to complete the observation process in NCEES. Typically, new administrator training for NCESS is offered during the summer months. Evidence of completion of this task is a copy of certificates received at the end of NCEES training.			
12/18/16	Teachers and administrators attend professional development on Multi-Tiered System of Support (MTSS).		Mollie Routh	08/01/2019
	<i>Notes:</i> The School Leadership Team discussed the need for MTSS professional development prior to implementing the tiered support system at the school. Evidences of implementation of this task are sign-in sheets from the professional development and/or certificates for CEUs.			

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>		The school is in the beginning stages of implementation.	Limited Development 12/09/2016		
<i>How it will look when fully met:</i>		When indicator A4.06 is fully implemented, all teachers will be attentive to students' emotional state and prepared to foster students' social/emotional competencies. A program/curriculum will drive social and emotional learning. Teachers and other instructional staff members will use the program/curriculum to teach skills that will help students handle their emotions and relationships. The skills taught will also help students make ethical decisions and develop care and concern for others. All staff members will participate in mandatory professional development and training opportunities at least twice a year that focuses on social and emotional intelligence. The training opportunities will help teachers create a classroom environment that reflects the social and emotional learning values (which are built into school culture, classroom instruction and classroom norms). Additionally, a community resource guide (which will be made available online or in print format) will help staff members connect students, families, and/or team members in need with additional services. The guide will outline community and social services available in the surrounding areas of Charlotte, NC. This guide will ensure staff members are well informed about supports and services available in and outside of the school. A full time counselor will play a key role in maintaining open communication and collaboration between home, school, and community relationships as well as create a referral system to designate needed families. Additionally, a plan will be developed by the counselor detailing policies and procedures for handling traumatic events. The plan will ensure adults interacting with students are prepared to support students by identifying warning signs and providing aid in creating concrete safety plans if they are in a crisis. The objective will be measured by: pre-and post-assessments, principal and counseling staff observations, sign-in sheets, agendas, evaluation process, community resource guide and counseling referrals.		Shannon Martin	08/01/2019
Actions			2 of 5 (40%)		
	12/18/16	Develop a public community resource guide (available online or in print) that outlines social resources and services available to families and team members in need	Complete 11/16/2017	Mindy Dougherty	12/20/2017

Notes: How have teachers (and other staff) been prepared to recognize students' emotions and guide them in managing those emotions? PD to help teacher identify emotional/social concerns; hire a full time counselor(s); educate teachers and staff on when to utilize internal or external resources and when to connect families; having resources in place from community agencies; create opportunities for students can talk about their lives; do teachers review those questions

12/19/16 Identify and implement program/curriculum to drive social and emotional learning

Charris Torrence

06/15/2019

Notes: How have teachers (and other staff) been prepared to recognize students' emotions and guide them in managing those emotions? PD to help teacher identify emotional/social concerns; hire a full time counselor(s); educate teachers and staff on when to utilize internal or external resources and when to connect families; having resources in place from community agencies; create opportunities for students can talk about their lives; do teachers review those questions

12/19/16 A plan will be developed by the counselor detailing policies and procedures for handling traumatic events.

Mindy Dougherty

06/30/2019

Notes:

12/19/16 Hire a full time counselor.

Mollie Routh

08/01/2019

Notes: The School Leadership Team discussed the need for a full time guidance counselor.

12/18/16 Identify leadership and professional opportunities to ensure staff are trained in social/emotional learning.

Complete 06/30/2017

Susan Oziogu

08/20/2020

Notes: Social/emotional learning help teachers not only support student development but it also improves student academic achievement. However, in order to meet this goal, we need to ensure teachers are fully prepared and equipped to do so.

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of October 2018, there is limited implementation of driving smooth transitions between grade levels or being aware of pre-K information for kindergarten.	Limited Development 10/23/2018		
<i>How it will look when fully met:</i>		When fully implemented, there will be detailed transition plans for students entering Kindergarten including home-life information and pre-school information. Between grade levels, teachers will share student data, qualitative and qualitative to make informed data-based decisions on grouping and instruction. Incoming students and families will be interviewed for student information to ensure smooth transitions to a new school. Appropriate assessments will be given to students to track performance and adjust instructions. Appropriate accommodations and instructions with an aligned curriculum will be provided for all students.		Bridgette Reese	06/30/2020
Actions			0 of 1 (0%)		
	10/25/18	Create vertical alignment PLC's to focus on curriculum development including common language and implementation in all subject areas.		Elisha Rearick	06/30/2019
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school formed a School Leadership Team made up of teachers and parents. The first meeting was November 9, 2016. The leadership team has met at least twice a month since the initial meeting. Copies of our sign in sheets are attached in the document section of our plan and are provided as evidence. Additionally, minutes and agendas are included in the appropriate areas of the Indistar system.	Full Implementation 12/09/2016		
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:	The school has a leadership team consisting of the principal, administrative staff, and curriculum leads. This team meets on a weekly basis. Agenda along with minutes are provided in the documents as evidence.	Full Implementation 12/09/2016		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
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Initial Assessment:	Grade level teachers have common planning time and meet daily to plan instruction. The daily schedule is provided in the documents as evidence.	Full Implementation 12/09/2016		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Students in the summer reading programs are assessed using progress monitoring.	Limited Development 09/27/2018		
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How it will look when fully met:	Students in the summer read program will be grouped based on student data. Students will be placed in ability groups by reading level and assessed weekly.		Danielle Thompson	08/16/2019
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Actions				
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<i>Notes:</i>				
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	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>		The principal monitors classroom instruction and will be creating opportunities to provide more timely, clear, and constructive feedback to teachers.		Limited Development 12/09/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When indicator B3.03 is fully implemented, the principal is informed and knowledgeable about instruction and assessment practices in order to consistently establish clear expectations for teachers regarding team planning and instructional delivery at the school. The principal spends at least 40% of time in classrooms observing teachers and improving instruction by providing frequent and consistent informal and formal constructive feedback to teachers. The principal supports teachers in their daily progress and growth as educators.		Objective Met 09/27/18	Shannon Martin	06/15/2018
Actions						
	12/19/16	Create an evaluation system for informal classroom observations/walk-throughs.		Complete 08/28/2017	Chanae Krahn	12/01/2017
<i>Notes:</i> During the School Leadership Team meeting it was communicated that teachers would like increased classroom observations and timely feedback from both the principal and curriculum coaches. The same expectations for classroom instruction should be shared between the principal and curriculum coaches. Evidence of increased classroom observations / walk-throughs will be provided with copies of the completed evaluation sheets for informal classroom observations.						
	12/19/16	Create a daily/weekly schedule for principal observations.		Complete 08/28/2017	Mollie Routh	12/08/2017
<i>Notes:</i> The School Improvement Team discussed the need for the principal to be in the classroom observing teachers and providing teachers with timely feedback. Evidence of full implementation of this task are copies of the principals observation schedule and/or calendar.						
	12/19/16	Provide informal, written feedback within one school day of classroom observation.		Complete 08/21/2018	Mollie Routh	06/15/2018
<i>Notes:</i> The School Leadership Team communicated the need for more timely feedback from the principal after classroom observations. Copies of informal, written feedback to teachers provides evidence this task has been fully implemented. .						
Implementation:				09/27/2018		

Evidence	9/27/2018 The walk through is a google form with documented digital evidence.			
Experience	9/27/2018 A walk through tool has been created to provide teachers with immediate feedback through email with a face dialogue within 24 hours.			
Sustainability	9/27/2018 Using the walk through with fidelity, providing meaningful feedback that improves instruction.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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Initial Assessment:	The school recognizes the importance data driven instruction and plans to address this school wide during the 2017-18 school year.	Limited Development 12/09/2016		
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How it will look when fully met:	When C2.01 is fully implemented, student performance and classroom observation data will drive both group and individual professional development needs. Professional development opportunities will be directly related to analysis of student learning data. Understanding that data alone does provide the next steps for improving student learning, professional development will provide guidance and assistance to teachers as best practices are implemented in the classroom to improve student achievement. Teacher professional development plans will highlight teacher strengths and areas where teachers can share expertise with peers, as well as areas where improvement is needed and steps for improvement. Teacher professional development plans will be monitored on a monthly basis.		Mollie Routh	06/08/2019
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Actions		3 of 4 (75%)		
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12/19/16	Identify professional development needs of teachers and staff.	Complete 04/30/2017	Chanae Krahn	06/09/2017
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Notes:

12/19/16	Collect student and teacher data for the creation of evolving data boards.	Complete 08/28/2017	Danielle Hajduk	12/15/2017
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Notes: Collecting student and teacher data will provide for areas of strength and areas of weakness.

12/19/16	Create teacher professional development plan template.	Complete 08/28/2017	Mollie Routh	01/31/2018
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Notes: The School Leadership Team discussed the need for assistance with professional development plans in NCEES and

12/19/16 Teachers will create professional growth plans that will be reviewed quarterly. Teachers will have professional and personal professional goals that relate to student performance and teacher growth in their field.

Shannon Martin

06/08/2019

Notes: Teachers will review their goals with action steps and quantifiable data to promote personal and professional growth.

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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Initial Assessment: The school has a system in place for recruiting, evaluating, rewarding , and replacing staff and needs to work to streamline this system. Limited Development 12/09/2016

How it will look when fully met: When C3.04 is fully implemented, the school will have an effective system for recruiting, evaluating, rewarding, and replacing staff. The school will regularly attend recruiting opportunities (job fairs, maintain relationships with colleges/universities, and post advertisements with vocational agencies online and in print formats). To ensure quality staff are retained, the school will recognize and reward staff members regularly--at least once a month (for meeting professional development goals, attendance, performance, etc). Recruitment registration, list of evaluators along with their credentials & CEUs, reward results, and awards. Shannon Martin 06/14/2019

Actions 4 of 5 (80%)

12/19/16 Identify ways to recognize and reward staff members Complete 07/31/2017 Shay Hunt 07/01/2017

Notes: Create ways to show appreciation and value

12/18/16 Identify additional evaluators to observe classroom instruction along with the principal. Complete 07/10/2017 Mollie Routh 08/28/2017

- Notes:*
1. Include multiple people in conducting evaluations. They should have experience in the classroom and should include individuals with expertise in the subject or grade level of the teacher being evaluated.
 2. Provide high-quality training for those conducting evaluations.
 3. Incorporate teacher self-reflection and personal goal-setting in the evaluation process.
 4. Evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools (for example of such tools, see A practical guide to evaluating teacher effectiveness).
 5. Require evaluators to provide timely, clear, and constructive feedback.
 6. Link the evaluation process with the district's collective and individualized professional development programs.
 7. Use the evaluation results to differentiate among educators when granting leadership opportunities and making other decisions.
 8. Differentiate among teachers at different stages in their careers, in specialized roles, or working with at-risk students and students with special needs. Consider teaching context when deciding upon which instruments to adopt and when determining how to use the results of the evaluation.
 9. Develop a review process and communication plan to gauge teacher and administrator perceptions and concerns about the evaluation system and revise the system as necessary.
 10. Standardize and document the evaluation process.
 11. Evaluate the performance of school leaders in a similar manner.

12/19/16

Create an evaluation system for school leadership positions not included in NCEES

Complete 10/22/2018

Laila Minott

06/15/2018

Notes: NCEES provides opportunities for evaluating principal and assistant principal but not other school leadership positions; creating a system for all will be effective. Also, find ways to include teacher feedback

12/18/16

Utilize an evaluation system for principal, assistant principal, and counselors.

Complete 10/22/2018

Laila Minott

06/15/2018

Notes:

12/18/16 Create a calendar with recruiting opportunities and register as required.

Shannon Martin

06/15/2019

Notes:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment: Although the school communicates with parents on a regular basis, the school is looking for opportunities to strengthen home/school partnership and increasing overall parent engagement.

Limited Development
12/09/2016

Priority Score: 3 Opportunity Score: 3 Index Score: 9

How it will look when fully met: When E1.06 is fully implemented, the school will schedule individual, face-to-face meetings with families at the beginning of every school year as well as all throughout the school year. (the meetings maybe conducted at each family's home or at school) The school will provide consistent and concise communication to foster the school to home relationship. Additionally, the school will create and facilitate Parent University sessions focused on cultural awareness and family engagement. To meet each objective listed above, we will need to gather the following information: (1) sign-in sheets, schedule, meeting notes, progress reports, report cards (2) newsletters, correspondence (3) Parent University sign-in sheets, agendas, meeting notes, presentation notes/documentation.

Objective Met 09/27/18 **Ebony Moore** **06/25/2018**

Actions

12/18/16 Create Parent University sessions focused on school and home connection. Complete 07/10/2017 Shay Hunt 08/01/2017

Notes: Parent University will provide outreach and learning opportunities for the school community.

12/18/16 Schedule individual meetings between teacher and student family Complete 08/28/2017 Mollie Routh 12/20/2017

Notes: Intimate conferences are more effective and great way to build relationships. Parent/Teacher Conferences are scheduled three times a year: October 30 - November 3; January 22 - 26; March 26 - 29. These dates are outlined on our school calendar.

11/7/17	Communicate the purpose of Parent Portal with the objective of increasing its usage	Complete 10/02/2018	Shannon Martin	06/08/2018
<i>Notes:</i> Increase the number of record access for this school year to at least 100 students total (an additional 17 students) and create an incentive for the class with the most records accessed.				
12/19/16	Distribute a monthly school-wide newsletter detailing student learning expectations, opportunities for family engagement, and community partnerships	Complete 08/31/2018	Kim Johnson	06/25/2018
<i>Notes:</i> Provide information to parents regularly.				
Implementation:		09/27/2018		
Evidence	9/27/2018 Hard copies of newsletters are available as well sign ins for parent conferences.			
Experience	9/27/2018 Teachers were instructed to have a weekly newsletter to provide information to teachers. This is occurring with 100% participation. Teachers are using Power School for progress reports and report cards. Parents are encouraged to view student grades in Power School and are given access.			
Sustainability	9/27/2018 Reviewing data in Power School. Reminding parents to log into Parent School to view student data.			