

## Comprehensive Progress Report

**Mission:** Perquimans County Schools, in partnership with home and community, will educate all students in a safe and nurturing environment to thrive in a global society.

**Vision:**

**Goals:**

Every student in the Perquimans County Schools (PCS) graduates from high school prepared for work, further education and citizenship.

Every student has a personalized education.

The Perquimans County School District has up-to-date financial, business, and technology systems to serve parents and educators.

Every student, every day has excellent educators.

Every student is healthy, safe, and responsible.

The Perquimans County School District works with elected officials to promote economic development.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students in grades K-2 will increase from 61% proficient in reading as measured by End of Year Text Reading Comprehension to at least 70% proficient in reading as measured by End of the Year Reading IStation and Running Records.  Students in grades K-2 will increase from 51% proficient in math as measured by IREADY to at least 60% proficient.	Limited Development 11/19/2019		

<p><b>How it will look when fully met:</b></p>	<p>Students in grades K-2 will increase from 61% proficient in reading as measured by End of Year Text Reading Comprehension to at least 70% proficient in reading as measured by End of the Year Reading IStation and Running Records.</p> <p>Students in grades K-2 will increase from 51% proficient in math as measured by IREADY to at least 60% proficient.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>*Letterland</li> <li>*Jan Richardson Guided Reading</li> <li>*Atlas Books</li> <li>*Thinking Maps</li> <li>*Tier 2 and Tier 3 Vocabulary</li> <li>*Novels for One Book, One School Initiative</li> <li>*Flocabulary</li> <li>*Tools for Teachers</li> <li>*Ready Books</li> </ul>		<p>Dani White</p>	<p>06/05/2020</p>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
11/19/19	<p>*Components of a balanced literacy program will be taught daily in order to improve reading which include: Letterland (phonics/phonemes)content writing , sustained daily reading, word work(vocabulary), comprehension strategies and guided reading.</p>		Dani White	06/05/2020
	<p><i>Notes:</i> Walkthroughs will be performed to assess the consistency of these strategies.</p>			
11/19/19	<p>*WIN (Whatever I Need) for K-2 students daily</p>		Dani White	06/05/2020
	<p><i>Notes:</i> Walkthroughs and scheduling will ensure this is followed.</p>			
11/19/19	<p>*Support Staff will work with small guided reading groups</p>		Dani White	06/05/2020

*Notes:* Connect team members and TAs will work with small groups in guided reading, SEL, or skill activities daily.

11/19/19 \*IREADY Curriculum will be used consistently

Dani White

06/05/2020

*Notes:*

**A1.06**

**ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)**

**Implementation Status**

**Assigned To**

**Target Date**

*Initial Assessment:*

Currently 90% of teachers met or exceeded growth for the 2018-2019 school year.

Limited Development  
11/19/2019

**How it will look when fully met:**

By June 2020, 100% of Perquimans Central Elementary educators will have met or exceeded growth as measured by the NC Accountability Growth Model.

Resources:

Superintendent Turner

Principal Gregory

Assistant Principal, Ginny Ambrose

Lead Teacher, Dani White

Teacher Leaders

District Technology Leaders-Martha Nixon and April Benton

**Ginny Ambrose**

**06/05/2020**

**Actions**

**0 of 3 (0%)**

11/19/19 \*Provide professional development in EVAAS, differentiation and best practices.

Tracy Gregory, Tanya Turner

12/05/2019

*Notes:*

11/19/19 \*Conduct weekly walkthroughs detailed with specific feedback for improving teaching practices

Tracy Gregory

06/05/2020

*Notes:*

11/19/19 \* Effectively use teacher evaluation instrument.

Tracy Gregory

06/05/2020

*Notes:*

	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
<b>Initial Assessment:</b>			In 2018-2019, we currently have an active PBIS Committee. We offer various incentives and strategies to support teachers and students. Students are recognized for positive behavior with Turtle Bucks (class), Turtle Shells (individual), Caught Being Good daily drawing, Class of the Week, Class of the Month, and monthly Turtle Main Events. The PBIS Sub-committee targets at-risk students to implement counseling, small groups, and mentoring. We use a program called Sanford Harmony (free kit) to teach positive behavior, character traits, Character Ed monthly breakout, and character trait of the month. PBIS expectations are reviewed daily on Turtle TV. The Sanford Harmony program is accessible for all teachers and teacher assistants. Each classroom has rules and the PBIS matrix posted. The PBIS matrix is posted elsewhere in the school (cafeteria, hallways, restrooms, etc.) as well as on buses. Classrooms have individual classroom management models.	Limited Development 08/22/2017		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Students will routinely follow classroom and school rules to maximize instructional time and strengthen a positive school climate. There will be clear procedures for all tiers of behavior. Evidence will be shown through Educators Handbook and academic performance data.	<b>Objective Met 09/04/18</b>	<b>Ginny Ambrose</b>	<b>06/12/2020</b>
<b>Actions</b>						
9/13/17	Tier II Interventions - PBIS subcommittee meets weekly to review teacher concerns, counselor referrals, and behavior referrals to implement Tier II interventions or coaching where needed.		Complete 06/01/2018	Ginny Ambrose	06/01/2018	
<i>Notes:</i> PBIS subcommittee counsels and coaches students and reports back weekly on progress made.						
9/13/17	PBIS training for students and staff will be conducted through Turtle TV, PLC weekly share, and PBIS Minute at Staff meeting.		Complete 06/01/2018	Ginny Ambrose	06/01/2018	
<i>Notes:</i> Turtle TV will be a weekly training for students (reviewing Matrix). PLC and Staff meeting trainings will be for staff. PLC meets weekly and staff meetings are monthly.						
9/13/17	Peer Observations - Teachers identified by administration as needing support in classroom management will conduct peer observations on a buddy teacher specifically focusing on classroom management and procedures.		Complete 06/01/2018	Ginny Ambrose	06/01/2018	

	<i>Notes:</i> Teachers conducting observations will be conducted as needed or as instructed by administration.			
9/28/18	Refresh PBIS for teachers and train new teachers during PLCs.	Complete 11/01/2018	Ginny Ambrose	11/01/2018
	<i>Notes:</i> Refresher at October Staff meeting. Meet with BTs separately to give a more intense training.			
9/28/18	Tier III interventions - 2 or 3 evidence based interventions and data to improve outcome for students Clearly define Tier 2 and Tier 3 interventions and how data is collected.	Complete 06/03/2019	Ginny Ambrose	06/07/2019
	<i>Notes:</i> The PBIS team will work to identify and complete Tier 2 and Tier 3 interventions.			
<b>Implementation:</b>		09/04/2018		
<b>Evidence</b>	9/4/2018 PBIS meeting agendas, Staff meeting and PLC minutes, Turtle TV recordings			
<b>Experience</b>	9/4/2018 The PBIS team has worked diligently this year to improve the program and engage staff and students in observing and recognizing positive behavior. The PBIS team has implemented a Check In/Check Out system to use for Tier II and III students as an intervention. We have encouraged and provided time for teachers to conduct learning walks in classrooms of successful teacher leaders. The PBIS team has presented information at staff meetings and PLCs as well as daily reminders of the school rules on Turtle TV.			
<b>Sustainability</b>	9/4/2018 Continue work that has begun to recognize students and staff for positive behavior as well as providing interventions for Tier II and III students, using the Check In/Check Out system. We will provide time for teachers to conduct learning walks to observe teacher leaders in their classrooms.			

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>		We are currently implementing the Ready curriculum for Reading and Math for each grade level. Grade levels strive to be on pace with one another with weekly instruction. Pacing guides are inconsistent at different grade levels and have not been updated regularly. Common assessments with Ready are used at all grade levels.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
<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
<i>Initial Assessment:</i>		<p>In June 2019, have a better understanding and specific procedures have been put in place for MTSS. PCS has a rep on the district MTSS team which meets monthly to plan for district implementation. MTSS meetings were held monthly to identify interventions for Tier 3 students. An intervention block was in the master schedule. Connect team and support staff helped provide interventions along with classroom teachers. Title I funds were also used to provide tutoring for at-risk students. The 1st Grade Team implemented the RISE intervention with great success! Tier 1 Core instruction has not been evaluated. We have completed the FAM-S to assess our progress with MTSS regarding academics, behaviors, attendance, and social/emotional needs.</p> <p>In 2017-2018, teachers have a general understanding of MTSS; however, specific procedures are not in place to address students at different tiers. We have an MTSS representative on the district team. MTSS meetings have been scheduled on the school-wide calendar. Implementation of MTSS was inconsistent last year. Paperwork has been developed in previous years but must be updated. Tier 2 Interventions are not consistent; however, an intervention time has been built into the master schedule.</p>	Limited Development 08/22/2017		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		MTSS framework is fully implemented to ensure that student needs are met according to their levels through effective core instruction, as well as supplemental and Intensive interventions sbased academic, behavior and social/emotional needs. Evidence will be shown through academic performance data and MTSS documentation.	<b>Objective Met 09/04/18</b>	<b>Dani White</b>	<b>06/12/2020</b>
<b>Actions</b>					
	10/11/17	School MTSS representative will participate in MTSS cohort training and will share training with School Leadership Team, Individual Problem Solving Teams, and school staff.	Complete 06/08/2018	Dani White	06/08/2018
<i>Notes:</i> MTSS training will be embedded in PLCs, SIT meetings, and Staff Meetings as needed.					

10/11/17	Individual Problem Solving Meetings will be held to address needs of students who require intensive interventions.	Complete 06/08/2018	Dani White	06/08/2018
	<i>Notes:</i> Two Individual Problem Solving Teams have been identified. Monthly meetings have been scheduled. The school MTSS coordinator has developed a procedure for facilitating the meetings. Students will be identified at grade level PLCs.			
10/11/17	Grade Level PLCs will review data weekly at PLCs to identify academically at-risk students and provide standard protocol for interventions.	Complete 06/08/2018	Dani White	06/08/2018
	<i>Notes:</i> PLCs will use data from Reading 3D, iReady, and Ready assessments to identify students in need of interventions. Intervention schedules will be developed to support student needs. Lead Teacher will coordinate interventions and train staff to assist. Classroom teachers will progress monitor students every two weeks to determine effectiveness of interventions.			
9/28/18	Individual Problem Solving Meetings will be held to address needs of students who require tier three intensive interventions based on data collected from teachers regarding tier two intervention progress.	Complete 06/03/2019	Dani White	06/07/2019
	<i>Notes:</i> Two Individual Problem Solving Teams have been identified. Monthly meetings have been scheduled. The school MTSS coordinator has developed a procedure for facilitating the meetings. Students who are not progressing with tier two interventions according to progress monitoring data will be identified at grade level PLCs.			
9/28/18	Grade Level PLCs will review data weekly at PLCs to identify academically at-risk students and provide standard protocol for tier two interventions.	Complete 06/03/2019	Dani White	06/07/2019
	<i>Notes:</i> PLCs will use data from KEA, Reading 3D, iReady, and Ready assessments to identify students in need of tier two interventions. Intervention schedules will be developed to support student needs. Lead Teacher will coordinate interventions and train staff to assist. Classroom teachers will progress monitor students every two weeks to determine effectiveness of tier two interventions.			
<b>Implementation:</b>		09/04/2018		
<b>Evidence</b>	9/4/2018			
<b>Experience</b>	9/4/2018			
<b>Sustainability</b>	9/4/2018			



**A4.05**

**ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)**

**Implementation  
Status**

**Assigned To**

**Target Date**

<p><b>Initial Assessment:</b></p>	<p>PCS will comply with 100% of federal/state requirements to ensure our students are safe and healthy at school.</p> <p>PCS will reduce the number of office referrals from both the classroom and bus by 5% as tracked in Educator's Handbook.</p> <p>PCS will integrate 2 community partnerships into the PE curriculum and provide 100% of students healthy meals to teach healthy living.</p>	<p>Limited Development 11/19/2019</p>		
<p><b>How it will look when fully met:</b></p>	<p>Green Ribbon recognition for PBIS/MTSS. Safe, effective, and orderly environment conducive to learning.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>*Red Safety Binders with CIRP/Maps and Emergency Information</li> <li>*Fire Drill Logs</li> <li>*District Safety Committee</li> <li>*Daily Recess and PE Class twice weekly</li> <li>*Sanford Harmony Kits</li> <li>*ACE (Trauma Informed Training)-Dr. Johnson</li> <li>*PBIS Committee</li> <li>*Character Education Lessons</li> <li>*School Counselor</li> <li>*Jump Rope for Heart Program through the American Heart Association</li> <li>*Color Me Healthy Program with NC Cooperative Extension</li> <li>*School Nutrition Program</li> </ul>		<p><b>Ginny Ambrose</b></p>	<p><b>06/05/2020</b></p>
<p><b>Actions</b></p>		<p><b>0 of 11 (0%)</b></p>		
<p>11/19/19</p>	<p>*Staff training in Trauma Informed School and ACES</p>		<p>Kanika Griffin, Latonia Johnson</p>	<p>10/10/2019</p>

<i>Notes:</i>			
11/19/19	*Conduct annual drills: tornado, lockdown, earthquake and evacuation to prepare for emergency situations.		Tracy Gregory 06/05/2020
<i>Notes:</i>			
11/19/19	* Conduct monthly fire drills.		Tracy Gregory, SRO 06/05/2020
<i>Notes:</i>			
11/19/19	* Students will receive at least 30 minutes of moderate to vigorous exercise daily.		Richard Thach, Jeff Winslow 06/05/2020
<i>Notes:</i>			
11/19/19	*Maintain and enhance a tiered, school-wide approach focused on improving building capacity to address behavior and make evidence-based social and emotional learning an integral part of education		Ginny Ambrose 06/05/2020
<i>Notes:</i>			
11/19/19	*Utilize Sanford Harmony SEL curriculum weekly with students		Freda Bonner 06/05/2020
<i>Notes:</i>			
11/19/19	*Use universal screener to identify socially/emotionally challenged students		Ginny Ambrose 06/05/2020
<i>Notes:</i>			
11/19/19	*Counseling Sessions		Freda Bonner 06/05/2020
<i>Notes:</i>			
11/19/19	*Continue implementation of Universal Breakfast for students to ensure that all students are offered at least two meals per day.		Tracy Gregory 06/05/2020
<i>Notes:</i>			
11/19/19	*Utilize the PE Class to teach year-long healthy living.		Richard Thach, Jeff Winslow 06/05/2020
<i>Notes:</i>			
11/19/19	*Community Partner Collaboration		Ginny Ambrose 06/05/2020
<i>Notes:</i>			

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>June 2019 - Our staff completed the online training for Sanford Harmony; however, it was inconsistently implemented at the school. PBIS committee meets regularly to address the needs of at-risk students and identify interventions such as Check In/Check Out. We have a District CrisisPlan to address traumatic events. We also have a district Threat Assessment Committee. We have a full time guidance counselor; however, the district does not have a school psychologist. We have access to 2 mental health specialists in the district shared by all 4 schools. We also have access to a district social worker. There has been a significant rise in the social emotional needs of our students over the course of the year.</p> <p>We implemented a Universal Screener for behavior for all students last year focused on the 4 PBIS rules in the spring and fall. Groups were formed based on results and were served by the guidance counselor. The Sanford Harmony program has lessons focused on different emotions that were implemented as needed. PBIS Subcommittee also addressed needs of at-risk students to identify interventions. We have a district Crisis Plan to address traumatic events. We have a full time guidance counselor and a district school psychologist available as needed for professional development and small groups. We also have access to a district social worker.</p>	Limited Development 08/22/2017			
<i>How it will look when fully met:</i>	Staff has been trained to address social/emotional needs. Students have strategies for managing social/emotional needs. Sanford-Harmony is fully implemented. PBIS Tier 2 and Tier 3 interventions are taking place.	Objective Met 06/03/19	Freda Bonner	06/07/2019	
<i>Actions</i>					
10/1/18	SIT representative will be attending the Trauma Sensitive Schools training in November. Representative will share information at the staff meeting in December.	Complete 03/11/2019	Ellen Silva	12/31/2018	
	<i>Notes:</i> Mrs. Silva will be attending the training at the EC Conference.				
10/1/18	Implement Universal Behavior Screener during the October staff meeting. PBIS team will use data to develop, implement, and meet with groups for counselor and PBIS Tier 2 and Tier 3 intervention.	Complete 10/26/2018	Connie Ashley	06/07/2019	
	<i>Notes:</i>				

10/1/18	Staff will be trained in using the Sanford-Harmony program and has access to all materials. Follow-up conversations will happen at grade level PLCs.			Complete 12/20/2018	Freda Bonner	06/07/2019	
<i>Notes:</i> Training modules have been sent to teachers. Teachers will complete online training modules individually. Training should be completely by end of October and PLC follow-up will occur in November and March/April.							
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We currently host a 2nd/3rd grade Transition night for parents and students. We will be doing staggered entry for Kindergarten to ease the transition. Kindergarten teachers visited HeadStart to strengthen transitions. Summer Packets were given to all students to help prepare them for the next grade and reduce summer slide. Child Care Training sessions have been held in the past to help providers understand needs for Kindergarten Readiness and are scheduled for this year.			Limited Development 08/22/2017		
<i>How it will look when fully met:</i>							
<i>Actions</i>							
<i>Notes:</i>							

<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>
<i>Initial Assessment:</i>		June 2019 - The district currently had a multi-disciplinary team from the district that met with the administrative team on a quarterly basis to review data and plans for support.  2017 - The district uses a Deliverology team that meets with the administrative team once a quarter to review data and provide support.			Limited Development 08/22/2017		
<i>How it will look when fully met:</i>							
<i>Actions</i>							

Notes:

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
<b>Initial Assessment:</b>		<p>2019 - The SIT team met one time a month. All members were elected from representative school groups. The MTSS teams also met one time a month to review Individual Problem Solving situations.</p> <p>2017 - Currently the SIT team is scheduled to meet one time a month. All members were elected from representative school groups.</p>	Limited Development 08/22/2017		
<b>How it will look when fully met:</b>					
<b>Actions</b>					

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
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
<b>Initial Assessment:</b>		<p>2019 - The administrative team was consistent with formal observations at PCS this year. Minimal formal walkthroughs were conducted. Administration participated in PLCs to the greatest extent possible.</p> <p>2017 - The administrative team at Perquimans Central School is new in their roles; however, they have established procedures for monitoring curriculum and classroom instruction. Administration will be active participants in PLC and will conduct regular walkthroughs to provide instructional support.</p>	Limited Development 08/22/2017		
<b>How it will look when fully met:</b>					
<b>Actions</b>					

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2019 - Data is collected regularly with the following assessments: iReady Reading/Math diagnostics, Ready Reading/Math unit assessments, KEA, K-2 Math Assessments, Lucy Calkins writing rubrics, and Reading 3D assessments. Data is used to develop intervention groups. We have not reviewed classroom observation data to determine professional development needs.</p> <p>2017 - Data is collected on a quarterly basis; however, there have been concerns with accuracy of data regarding developmentally appropriate assessments. We currently use KEA, K-2 Math Assessment, Lucy Calkins rubrics, and Reading 3D for assessment.</p>	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>2019 - We continue to use the NCEES system to evaluate staff. Teachers are recruited through Job Fairs and postings on Teacher Match. Staff members are included in interviews as needed. We highlight Certified/Classified Employees of the Month and Teacher/TA of the Year. Both are voted on by peers. We also recognize staff through Oscars. The district has a PQ Proud Award. We also have the Horace Mann Crystal Apple Award. We regularly recognize staff with shoutouts in Turtle Tidbits and at school board meetings.</p> <p>2017 - We currently use the NCEES system to evaluate staff. Teachers are recruited through Job Fairs and postings on Teacher Match. Staff members are included in interviews as needed. We highlight Certified and Classified Employees of the Month and Teacher of the Year. Both are voted on by peers.</p>	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					



Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2019 - We hosted monthly events to engage families including Pastries for Parents, Ag Night, Science Night, Parent Preview Night, Family Literacy Night, Dr. Seuss Night, and more. Parents were provided with Math Home Connect - Ready Letter to help them learn more about math standards. Information to prepare students at home was also shared with parents at Grade Level Performances. A monthly parent newsletter was also sent home. We also communicate with parents through weekly Turtle e-Tales, School Messenger Calls, teacher newsletters, Facebook/Twitter, and communication apps such as Remind 101 and Class Dojo.</p> <p>2017 - Last year (2016-2017) we hosted an EC Night, Family/Community Night and Ag Night. Quarterly conferences were held with parents. Summer Reading Packets were sent home with all students. Family Learning Events have been scheduled this year (2017-2018). We currently communicate with parents through weekly Turtle e-Tales, School Messenger Calls, teacher newsletters, Facebook/Twitter, and communication apps such as Remind 101 and Class Dojo.</p>	Limited Development 08/22/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Parents are highly engaged in their child's education, and they are informed about their child's progress and strategies to help them be successful in school. Evidence will be shown through parent communication logs and agenda/sign in sheets from Family Learning Events.	<b>Objective Met 06/03/19</b>	<b>Megan Clayton</b>	<b>06/07/2019</b>
<i>Actions</i>					
	10/11/17	Weekly letters will be sent home with the Ready Math Program to help educate parents about math topics and ways parents can help students at home.	Complete 06/08/2018	Megan Clayton	06/08/2018
		<i>Notes:</i> Weekly letters are included in the Ready Practice and Problem Solving book. They will be torn out and sent in green communication folders on Mondays.			

10/11/17	Family Learning Booths will be set up at each grade level performance to provide activities and strategies for ways parents can support their children's learning at home.	Complete 06/08/2018	Megan Clayton	06/08/2018
<i>Notes:</i> Second Grade Performance - December 14th 1st Grade Performance - March 13th Pre-K Performance - June 1st Kindergarten Performance - June 6th				
10/11/17	Grade level Lunch and Learn programs will be held once a semester to provide strategies to parents that they can do at home to support their children's learning.	Complete 06/08/2018	Megan Clayton	06/08/2018
<i>Notes:</i> Tentative Dates: December 13, 14, 19 February 27, 28, March 1				
10/1/18	Grade specific parent activities will be planned during daytime hours to provide parents with strategies to help their children be more successful.	Complete 12/18/2018	Megan Clayton	02/28/2019
<i>Notes:</i> Freda Bonner is helping with the PreK parent activities.				
10/1/18	Nighttime school-wide activities will be planned for parent involvement.	Complete 06/04/2019	Megan Clayton	06/07/2019
<i>Notes:</i> Trunk or Treat, Parent Preview Night, STEM night, grade level performances, Males Night Out, Ag Night, Family Literacy Night, Mom's Night Out.				
<b>Implementation:</b>		06/03/2019		
<b>Evidence</b>	9/4/2018 Calendar of events, sign in sheets, pictures			
<b>Experience</b>	9/4/2018 We planned monthly events for daytime and nighttime hours to meet the needs of all families and grade levels.			
<b>Sustainability</b>	9/4/2018 Continue to expand family offerings. Add Males Night Out and Mom's Night Out in the future.			