

Comprehensive Progress Report

Mission: Elizabeth Cashwell students will excel in an exceptional environment. Elizabeth Cashwell staff will collaborate with our committed community. Elizabeth Cashwell leaders will empower our premier professionals. Elizabeth Cashwell staff will support our successful students.

Vision: The Elizabeth Cashwell community is committed to **Excellence, Collaboration, Empowerment, and Success** in a safe, and caring environment.

Goals:
Elizabeth Cashwell overall performance proficiency in mathematics will increase to 55.4% grade levels 3-5. This is an increase of 27.4% proficiency.
Elizabeth Cashwell overall performance proficiency in reading will increase to 55.4% grade levels 3-5. This is an increase of 20.8% proficiency.
Elizabeth Cashwell overall performance proficiency in science will increase to 55.4% in grade 5. This is an increase of 8.9% proficiency.



! = 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>		Our school is a PBIS school. We have revised our PBIS implementation plan schoolwide. We currently have schoolwide rules and expectations along with common language expectations. Not all members of our faculty and/or students are consistently knowledgeable of PAWS and what this means for staff and students. Currently, we do not have implementation with fidelity across our school campus.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		<p>Parent contacts will be made frequently and often, as evidenced by parent contact logs and ClassDojo.</p> <p>At full implementation, PBIS matrices & classroom rules will be displayed and visible in all classrooms and locations schoolwide. Resource teachers will host a PBIS kickoff with all students during the first month of school to introduce, teach, model, and reinforce PBIS expectations. Teachers & Students will learn the expectations of the PBIS matrix by learning about the matrix and PBIS expectations during daily teacher lessons/Morning Meetings. PAWS will be immersed in daily Morning announcements to aide in students learning the expectations. Students will be able to use and correctly respond to PBIS common language throughout the school. ABE implementation training will be provided to staff to set the expectations for appropriate implementation schoolwide. Data notebooks and/or walls will be created for implementation for all grade levels, with age appropriateness. Students will track data associated with their ClassDojo percentages. ClassDojo will be implemented in all classrooms and used to track daily student behaviors and positive reinforcement with fidelity by all homeroom teachers. Fidelity means that teachers are utilizing ClassDojo daily. Teacher fidelity and implementation of ClassDojo will be monitored monthly to ensure fidelity to the 3:1 positive: negative reinforcement expectations.</p>		Tammy Grover	06/01/2023
<i>Actions</i>			1 of 8 (12%)		
	9/16/22	PBIS matrix & classroom rules will be displayed and visible in all classrooms and locations schoolwide.	Complete 09/30/2022	Rachel Gibson	09/30/2022

Notes: 9/30/2022 The PBIS matrix was provided to all new classroom teachers & staff to be displayed for reference in classroom spaces. The PBIS chairs Mrs. Grover & Mrs. Gibson ensured that the matrices as well as classroom rules were provided for all. There were several opportunities for teachers to reach out as well to replace any missing materials for their classroom spaces. Classroom teachers created PBIS spaces in their classrooms.

9/16/22 Resource teachers will host a PBIS kickoff with all students during the first month of school to introduce, teach, model, and reinforce PBIS expectations. This will be evidenced through the PBIS kickoff presentation.

Renee Bain

10/10/2022

Notes:

9/16/22 Teachers & students will learn the expectations of the PBIS matrix by learning about the matrix and PBIS expectations during daily teacher lessons/Morning Meetings. PAWS will be immersed in daily Morning announcements to reinforce students learning the expectations. Students will be able to use and correctly respond to PBIS common language throughout the school. This will be evidenced by the Morning Meeting lesson guidance presentation provided to teachers as well as data from PBIS visit.

Tammy Grover

10/31/2022

Notes:

9/16/22 ABE implementation training will be provided to staff to set the expectations for appropriate implementation schoolwide. Initial training will be flipped as evidenced by flipped content. Follow-up training and support will be evidenced by October faculty meeting agenda topics.

LaTonya Adams

10/31/2022

Notes:

9/16/22 Data notebooks and/or walls will be created for implementation for all grade levels, with age appropriateness. Students will track data associated with their ClassDojo percentages. This will be evidenced by data notebook/wall templates and sample data notebooks and wall from students and classrooms.

Lloyd Carter

01/15/2023

Notes:

9/16/22 ECES Premier Professionals will set up calm corners, teach the procedures, and allow students to utilize the calm corner to manage their emotions.

Ieshia West

01/15/2023

Notes:

9/16/22	ABE will be implemented with fidelity to mitigate behavior concerns along with resources from PBIS World for interventions. This will be evidenced by ABE reports and evidence/documentation of behavior interventions.		LaTonya Adams	06/01/2023
<i>Notes:</i>				
9/16/22	ClassDojo will be implemented in all classrooms and used to track daily student behaviors and positive reinforcement with fidelity by all homeroom teachers. Fidelity means that teachers are utilizing ClassDojo daily with the 3:1 positive: negative reinforcement expectations. Rewards and consequences are consistently implemented in all areas of the building. This will be evidenced by Clasdojo and ABE reports.		Rachel Gibson	06/01/2023
<i>Notes:</i>				

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>		Currently each grade level plans collaboratively during PLC and hosts grade level planning guided by the NCSCOS. The district is implementing a new ELA core resource along with launching LETRS training. The master schedule has been revised to add time back to core instructional blocks. CCS approved resources are designated. Teachers are responsible for submitting lesson plans two weeks in advance of pacing. Lesson plans are reviewed by Instructional Coaches and/or Administrators to ensure differentiation and alignment. Comments and suggestions or constructive feedback is given. Consistent planning expectations are on-going and monitored regularly.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		Teachers will be supported weekly during PLC planning sessions. Plans and implementation will be consistently monitored and data driven. Instructional teams will collaborate to study, prepare, and plan for standards aligned, data driven instruction. Teachers will unpack standards to determine learning targets for instruction, depth of knowledge, rigor, and scaffolding needed to access grade level content. Teachers will implement high yield instructional strategies consistently to engage students in active learning. Ongoing professional develop will target instructional needs for lesson planning, content delivery, and digital technologies. Lesson plans will be reviewed routinely and feedback will be provided by Instructional Coaches and Administration.		Suzanne Davies	06/01/2025
Actions			0 of 1 (0%)		
	9/16/22	ECES Premier Professionals will receive professional development to support unpacking standards, writing lesson plans, and preparing to teach lessons during BOY activities. Professional development support will be assessed based on session documentation and/or feedback.		Elizabeth Heisel	06/01/2025
<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
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Initial Assessment:	Currently CCS has MTSS & SST structures in place to provide guidance and expectations. Core resources provide teachers with opportunities for tiered instructional supports and interventions. PBIS World has been updated to include specific interventions for student behaviors. PBIS expectations support behavior & SEL needs. Teachers are required to demonstrate differentiation in small group lesson planning, supported by data. Teachers collaborate in PLC planning along with Instructional Coaches and Administration weekly. Certified remediation teachers have been hired with Title I funding to facilitate small group support and remediation. Documentation and implementation of strategies is not completed with fidelity at this time.	Limited Development 09/16/2022		
How it will look when fully met:	Students will complete pre, interim, and post-assessments aligned to standards according to the CCS data cycles. Teachers will implement assessments as designed by CCS data cycle pacing to collect frequent data, with fidelity. ECES Premier Professionals will disaggregate assessment data from interim assessments and post-assessments in order to inform and plan for strategic and intentional small group instruction. ECES Premier Professionals will disaggregate data (academic, behavioral, etc.) in order to provide appropriate tier 2 and/or tier 3 instruction based on individual students' needs. ECES Premier Professionals will progress monitor in mClass regularly in order to collect data and determine mastery to drive instruction. Student proficiency & achievement will increase and classroom disruptions will decrease due to engagement as evidenced by data to include: Mastery Connect, Amplify, RtA, ClassDojo, ABE, formal & informal. Instructional teams will plan lessons by utilizing resources such as implementing high-yield instructional strategies to engage students in lessons and various learning experiences and lesson progressions to provide scaffolds as students work towards mastery. Integration of high-yield instructional strategies & scaffolding will be assessed as evidenced in lesson plans and by observation data.		Lloyd Carter	06/01/2024
Actions		0 of 6 (0%)		
9/16/22	ECES Premier Professionals will disaggregate data (academic, behavioral, etc.) in order to provide appropriate tier 2 and/or tier 3 instruction based on individual students' needs for PEPs. Supports will be provided through strategically planned small group instruction, digital instructional tools, and remediation or acceleration as needed.		Tiffany Eakins	06/01/2023
<i>Notes:</i>				

9/16/22	As a result of evidenced based, strategic, data driven whole and small group instruction; at least 55.4% of ECES students will show mastery of grade level core standards. This will be evidenced by monthly interim and post-assessments, frequent progress monitoring, and benchmark assessments.		Tiffany Eakins	06/01/2023
<i>Notes:</i>				
9/16/22	Instructional teams will plan lessons by utilizing resources such as implement high yield instructional strategies to engage students in lessons and various learning experiences and lesson progressions to provide scaffolds as students work towards mastery. Integration of high-yield instructional strategies & scaffolding will be assessed as evidenced in lesson plans and by observation data.		Suzanne Davies	06/01/2023
<i>Notes:</i>				
9/20/22	With a focus on student response to instructional practices, as opposed to student deficits or failures, ECES will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.		Tiffany Eakins	06/01/2023
<i>Notes:</i>				
9/16/22	Students will complete pre, interim, and post-assessments aligned to standards according to the CCS data cycles. Teachers will implement assessments as designed by CCS data cycle pacing to collect frequent data, with fidelity.		Elizabeth Heisel	06/01/2024
<i>Notes:</i>				
9/16/22	ECES Premier Professionals will disaggregate assessment data from interim assessments and post-assessments as well as Amplify mClass in order to inform and plan for strategic and intentional small group instruction.		Suzanne Davies	06/01/2024
<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>		Morning Meeting times are scheduled for all grade levels. Teachers are expected to do a daily morning meeting to support students behavioral and SEL needs. Morning Meeting topics are planned for the school year & support will come from the School Counselor as needed. Calm corners should be established and utilized in all classrooms.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		ECES Premier Professionals will make contact with families of all students, at least monthly. SEL activities will be implemented daily during Morning Meetings. Calming corners will be established and utilized in all classrooms as needed. Teachers will collaborate with other support staff to meet the needs of individual students and arrange for support & interventions.		Katrina Thornton	06/01/2025
Actions			0 of 1 (0%)		
	8/20/22	ECES Premier Professionals will teach SEL daily morning meetings to guide students in managing their emotions. Teachers will greet students at the door each morning in order to check in with students and be attentive to their emotional state. This will be observed by observational data and evidenced by SEL lesson plans.		Katrina Thornton	06/01/2025
<i>Notes:</i>					

	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>	Pre-K, Kindergarten, and Fifth grade have cap & gown photo opportunities. Fifth grade visits their district middle school in the spring, supported by counselors.	Limited Development 09/16/2022		
		<i>How it will look when fully met:</i>	Current practices of Pre-K, Kindergarten, and Fifth grade having cap & gown photo opportunities and Fifth grade visits their district middle school in the spring, supported by counselors will remain in place. Considerations will be made to add transition programs for PreK to Kinder, Kinder to First, and Fifth grade to Middle school.		Tiffany Eakins	06/01/2025
Actions				0 of 2 (0%)		
	9/16/22		Pre K, Kindergarten, an Fifth grade will have cap & gown photo opportunities		Tiffany Eakins	06/01/2025
		<i>Notes:</i>				
	9/16/22		Fifth grade will visit their district middle school in the spring.		Katrina Thornton	06/01/2025
		<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 LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
<i>Actions</i>			0 of 6 (0%)		
	9/13/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.		Jackie White	06/01/2023
<i>Notes:</i>					
	9/13/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.		Jackie White	06/01/2023
<i>Notes:</i>					

9/13/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		Jackie White	06/01/2023
<i>Notes:</i>				
9/13/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS, Subgroup discipline, attendance, etc.), and track and support progress towards SIP goals.		Jackie White	06/01/2023
<i>Notes:</i>				

	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:			ECES has a SIT Leadership team as well as an Administrative Leadership team established. The SIT Leadership team meets monthly and is comprised of administration, support staff, teachers, and teacher leaders. The Administrative Leadership team meets weekly and is comprised of the Principal, Assistant Principal, Instructional Coaches, Counselors, and Social Worker.	Limited Development 09/13/2022		
How it will look when fully met:			The SIT Leadership Team will meet monthly as evidenced by minutes and agendas. The Administrative Leadership team will meet weekly as evidenced by minutes and agendas. Correlates will meet monthly as evidenced by the minutes and agenda. Each team will follow through with plans generated to support schoolwide achievement, success & growth.		Tiffany Eakins	12/16/2022
Actions				0 of 3 (0%)		
	9/13/22	The SIT Leadership Team will meet monthly as evidenced by minutes and agendas.			Cassandra Reed	12/16/2022
<i>Notes:</i>						
	9/13/22	The Administrative Leadership team will meet weekly as evidenced by minutes and agendas.			Tiffany Eakins	12/16/2022
<i>Notes:</i>						
	9/13/22	Correlates will meet monthly as evidenced by the minutes and agenda.			Tiffany Eakins	12/16/2022
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level teachers have a team structure that provides common planning time. Teachers participate in structured PLCs weekly with Instructional Coaches and Administrators. Teachers collaborate in grade level planning, weekly.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		ECES Premier Professionals will be contributing members of grade-level teams and planning as evidenced by minutes and evaluations. Each grade level will meet weekly to actively participate in collaborative grade-level planning. Teams will evaluate the effectiveness of team collaboration, quarterly. ECES Premier Professionals will meet in PLCs to discuss and plan for core/tier 1, tier 2, and tier 3 support as well as analyze progress monitoring data. Instructional teams will meet weekly to unpack standards, study lessons, prepare for content delivery, plan for standards-aligned instruction, and determine learning targets, pacing, and depth of knowledge.		Suzanne Davies	06/01/2023
Actions			1 of 3 (33%)		
10/23/22		A master schedule will be established to provide time for staff to actively participate in Professional Learning Communities (PLCs).	Complete 08/31/2022	Tiffany Eakins	08/15/2022
		<i>Notes:</i> 09/31/2022: Instructional Coaches developed a master schedule that allows for 90 minute PLCs for all classroom teachers, weekly. In early August, the SIT team met and decided to modify the master schedule to transition the time allocated to the remediation block into core content areas to maximize whole and small group instructional time in alignment with CCS expectations.			
8/20/22		ECES Premier Professionals will be contributing members of grade-level teams and planning as evidenced by minutes and evaluations. Each grade level will meet weekly to actively participate in collaborative grade level planning. Teams will evaluation the effectiveness of team collaboration, quarterly.		Tiffany Eakins	06/01/2023
		<i>Notes:</i>			

8/20/22	ECES Premier Professionals will meet in PLCs to discuss and plan for core/tier 1, tier 2, and tier 3 support as well as analyze progress monitoring data. Instructional teams will meet weekly to unpack standards, study lessons, prepare for content delivery, plan for standards-aligned instruction, and determine learning targets, pacing, and depth of knowledge.		Suzanne Davies	06/01/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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<i>Initial Assessment:</i>	The Administrative & Leadership Teams monitor instruction through informal & formal classroom observations, Irounds, and lesson plan reviews. Feedback is provided to teachers. Currently, each grade level plans collaboratively during PLC and hosts grade level planning guided by the NCSCOS. The district is implementing a new ELA core resource along with launching LETRS training. The master schedule has been revised to add time back to core instructional blocks. CCS-approved resources are designated. Teachers are responsible for submitting lesson plans two weeks in advance of pacing. Lesson plans are reviewed by Instructional Coaches to ensure differentiation and alignment. Comments and suggestions or constructive feedback are given. Consistent planning expectations are ongoing and monitored regularly.	Limited Development 08/20/2022		
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<i>How it will look when fully met:</i>	The Principal, along with the Leadership Team, will provide timely, clear, constructive feedback or feedforward to teachers following iRounds, informal classroom visits, and formal observations. This will be evidenced by observation feedback documents. The Leadership Team will provide timely, clear, constructive feedback or feedforward to teachers following the submission of lesson plans.		Suzanne Davies	06/01/2023
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Actions		0 of 3 (0%)		
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9/20/22	Expectations and processes for team planning and for instructional delivery will be established and communicated by the leadership team. , the principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice.		Tiffany Eakins	10/31/2022
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Notes:

8/20/22	The Principal, along with the Leadership Team, will provide timely, clear, constructive feedback or feedforward to teachers following iRounds, informal classroom visits, and formal observations. This will be evidenced by observation feedback documents. The leadership team will reinforce good practice.		Tiffany Eakins	06/01/2023
<i>Notes:</i>				
8/20/22	The Leadership Team will provide timely, clear, constructive feedback or feedforward to teachers following the submission of lesson plans.		Tiffany Eakins	06/01/2023
<i>Notes:</i>				

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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<i>Initial Assessment:</i>	Data is disaggregated routinely during PLCs & Leadership Team meetings.	Limited Development 08/20/2022		
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<i>How it will look when fully met:</i>	The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (attendance, behavior, discipline, academic data, and observation data) to determine school improvement progress and professional development needs. Evidence will include: Information shared out to staff, meeting minutes, and professional development content/focus. The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (academic data and observation data) to determine remediation needs and Instructional Assistant support. Data discussions will a part of monthly meeting discussions/minutes.		Tiffany Eakins	06/01/2024
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Actions		0 of 2 (0%)		
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8/20/22	The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (attendance, behavior, discipline, academic data, and observation data) to determine school improvement progress and professional development needs. Evidence will include: Information shared out to staff, meeting minutes, and professional development content/focus.		Tiffany Eakins	06/01/2024
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Notes:

8/20/22	The ECES SIT Team, Leadership Team, and/or Grade Level Teams monitor school performance data (academic data and observation data) to determine remediation needs and Instructional Assistant support. Data discussions will a part of monthly meeting discussions/minutes.		Cassandra Reed	06/01/2024
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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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<i>Initial Assessment:</i>	ECES hires staff according to CCS policies and processes. ECES looks for teachers who are committed to supporting the whole child. Administrators follow CCS processes for the evaluation of staff. ECES hosts a new teacher orientation for new staff prior to staff wrokdays.	Limited Development 09/13/2022		
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<i>How it will look when fully met:</i>	ECES Leaders will evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools to include Irounds, Formal & informal observations, and peer observations.		Tiffany Eakins	06/01/2024
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Actions 0 of 1 (0%)

9/13/22	ECES Leaders will evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools to include Irounds, Formal & informal observations, and peer observations.		Tiffany Eakins	06/01/2024
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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>		The school communicates with families. Social Worker and Counselors have a higher level of communication. There is some expressed hesitation from classroom teachers.	Limited Development 08/20/2022		
<i>How it will look when fully met:</i>		ECES Premier Professionals will provide families with curriculum updates and other important grade level information during Curriculum Night. ECES Leadership will invite parents to participate in roundtable discussions on topics that are important for the success of students and to promote positive relationships. ECES Premier Professionals (teacher representatives, school counselors, social worker, support staff representatives, and administration) will engage with families during roundtable discussions throughout the school year. ECES homeroom teachers will provide families with curriculum information, ways to support students at home, and upcoming events in their classroom newsletters.		Ieshia West	06/01/2023
Actions			0 of 4 (0%)		
	8/20/22	ECES Premier Professionals will provide families with curriculum updates and other important grade level information during Curriculum Night.		Pamela Keltner	10/31/2022
<i>Notes:</i>					
	8/20/22	ECES homeroom teachers will provide families with curriculum information, ways to support students at home, and upcoming events in their classroom newsletters.		Pamela Keltner	06/01/2023
<i>Notes:</i>					
	10/23/22	Elizabeth Cashwell will communicate regularly with families via Clasdojo, ParentLink, and social media platforms.		Rebecca Masters	06/01/2023
<i>Notes:</i>					

8/20/22 ECES Leadership will invite parents to participate in roundtable discussions on topics that are important for the success of students and to promote positive relationships. ECES Premier Professionals (teacher representatives, school counselors, social worker, support staff representatives, and administration) will engage with families during roundtable discussions throughout the school year.

Ieshia West

06/01/2023

Notes: