

## Comprehensive Progress Report

**Mission:** We believe in success! Therefore, Mary McArthur A+ Elementary School is dedicated to honoring diversity and developing the whole child while providing quality arts and STEM enriched academic and social-emotional instruction.

**Vision:** Mary McArthur A+ Elementary School will provide every student with a pathway to lifelong learning for success in a changing world.

- Goals:**
- Mary McArthur Elementary School will exceed growth in reading.
  - Mary McArthur Elementary School will achieve a composite proficiency of 58%.
  - Mary McArthur Elementary School's performance grade will remain a C.
  - Mary McArthur Elementary School will exceed growth in math.



! = 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>		We are currently a PBIS school with a low suspension rate and a green ribbon rating, however implementation of positive classroom management is not 100% as indicated by the TWC Survey. Also indicated by the TWC Survey, staff and administration feel that implementation over the course of the school year is not consistent and teachers need increased resources and PD for effective behavior intervention and school wide consistency of implementation and best practices.	Limited Development 10/04/2022			

<p><b>How it will look when fully met:</b></p>	<p>100% of our classrooms will effectively and positively reinforce and teach classroom rules using the PBIS system for the entire school year. Teachers will reward students using the PBIS system of Cardinal Cash consistently to reinforce positive behavior. Negative reinforcement focusing on unwanted behaviors will not be present in any classroom. Teachers will use the ABE system to input behavior incidents, intervene with students, communicate with parents and inform administration as an additional tier of intervention for students. Teachers will also use grade level, social worker and the guidance counselor for support and interventions to assist with meeting the needs of students.</p>		<p><b>Crystal Callahan</b></p>	<p><b>05/26/2023</b></p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>10/5/22</p>	<p>The PBIS committee will update the PBIS matrix and incentive system to include the school-wide use of ClassDojo to recognize and track student positive behavior. Professional development on PBIS procedures will be provided to staff at the beginning of the year. Data from ClassDojo reports will be used by the committee to assess the updated system for effectiveness during monthly committee meetings. The daily use of ClassDojo will be monitored by leadership team iRounds.</p>		<p>Crystal Callahan</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 8/29/2022 - PBIS will be connected to ClassDojo to allow students and parents to track student behavior. A Student Success Matrix will be used to reward students for positive behavior. The action was updated to provide a greater understanding of the measures that will be taken in progress toward completion</p>				

<p><b>Core Function:</b></p>		<p><b>Dimension A - Instructional Excellence and Alignment</b></p>			
<p><b>Effective Practice:</b></p>		<p><b>Curriculum and instructional alignment</b></p>			
<p><b>KEY</b></p>	<p><b>A2.04</b></p>	<p><b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>
<p><b>Initial Assessment:</b></p>		<p>At full implementation, teams will design standards-aligned units of instruction for all subjects. Lesson plans and classroom instruction will be highly aligned.</p>	<p>Limited Development 10/04/2022</p>		

<b>How it will look when fully met:</b>	At full implementation, teams will design standards-aligned units of instruction for all subjects. Lesson plans and classroom instruction will be highly aligned. Teachers will participate in regularly scheduled PLC meetings and data dives while differentiating instruction based on individual student needs. Leadership Instructional team will monitor lesson plans, pacing, and student learning giving immediate feedback.		Crystal Callahan	05/26/2023
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/5/22	Administration and the Instructional Coach will conduct regular classroom walkthroughs to check for instructional alignment in planning, lesson plans and classroom instruction.		Crystal Callahan	05/26/2023
<i>Notes:</i>	08/29/2022 Instructional Leadership Team schedules were created to ensure completion of regular walkthroughs by administration. Immediate feedback provided to teachers via email.			
10/6/22	Classroom teachers will select and unpack one reading and one math priority standard at the beginning of each quarter to share with the resource team. The resource team will unpack the standard with instructional coach support to determine how to effectively integrate academic content learning with visual arts, music, dance and physical education instruction. Quarterly time will be provided during staff meetings for resource teachers to discuss the selected standards with classroom teachers. The integration of grade level starts with resource instruction that will be monitored through lesson plan review, iRound visits and observations.		Sian Panter	06/01/2023
<i>Notes:</i>	Updates will be provided regarding the quarterly selection of standards for resource integration.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>	<b>Student support services</b>				
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The master schedule allows for teachers to have an 80 minute block of planning, with Instructional Coaches, each week to providing tiered interventions for students who are experiencing academic struggles based off data from the BOG, EOG, SMAs, Reading 3D Benchmarks and		Limited Development 10/04/2022		

progress monitoring, and County-level K-2 math assessments and other classroom assessments to analyze and individualize student needs.

Grade-level teams collaborate to identify and implement tier 2 interventions based on a student's academic data and adjust the interventions as needed based on progress or lack thereof. These interventions consist of differentiated instruction in a small group format. If the 2 interventions do not meet the need of a student, tier 3 interventions would be discussed, assigned, and monitored through the MTSS/SST Teams. If the student continues to struggle, he/she would ultimately be referred to the IEP Team for testing and determination if he/she qualified for EC services. These interventions are very important in identifying and meeting the needs of our English Language Students, African American Students, White Students, and our Students with Disabilities. Although these students have shown growth, past performance reflect low proficiency rate. The tiered interventions and services will help us identify and meet the students' specific needs.

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

Teachers will continue to collaborate with their grade-level team and the instructional team to identify students that need to be referred to MTSS for additional support in reading, math or SEL. The MTSS team which includes the grade-level teachers will work to identify barriers to progress, analyze data and put interventions into place to support the whole child. This process is imperative to identifying barriers for our Tier 1 and Tier 2 students, additionally, it assists in identifying SWD that may need support in other areas. Teachers will focus on the varying levels of achievement and develop processes for each level to demonstrate their understanding of the content.

The MTSS team will support the teacher in implementing and tracking these students and their interventions; the team will meet regularly to review PEPs and determine the next steps based on each individual student's progress using progress monitoring data. Students that do not make adequate progress will have interventions adjusted or will be bumped to Tier 3 support moving forward; through this process the team will also be able to determine which students should be referred to SST for possible referral for additional support beyond MTSS.

**Lisa Gillespie**

**05/26/2023**

Remediation teachers, instructional assistants, and resource teachers will be assigned to classrooms in which they will support small group instruction based on students' needs. Administration and the Instructional Coaches will conduct focused walkthroughs and observations to provide feedback to teachers.

<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/6/22	<p>Teachers will utilize assessment data from Mastery Connect, mClass, and district Math Tasks to assign students to small groups for reading and math standards-based, differentiated instruction. Teachers will discuss small group standards of focus during PLC meetings with support from the Instructional Coach. Progress monitoring data will be used to assess small group instruction effectiveness. Feedback will be provided to teachers through iRounds and observations from the leadership team</p>		Crystal Callahan	05/26/2023
<p><i>Notes:</i> 6/30/22 The SIT determined the action would be added to the SIP to begin remediation and acceleration after BOY data is available. Grade level and individual data meetings were held with 3-5 teachers to analyze EOG / benchmark results. The leadership use data analyze to develop a PD plan focused on high-yield and close reading strategies. Updates will be provided regarding the success of K-5 small group instruction.</p>				
10/6/22	<p>K-2 teachers will be assigned to vertical teams with opportunities to meet monthly beginning in October to develop a schedule for weekly reading and math remediation and acceleration based on student data. Student performance data will be used to track the success of the remediation/acceleration block.</p>		Daryl Ueland	06/01/2023
<p><i>Notes:</i> 08/29/22 - Updates will be provided regarding the success of monthly vertical team meetings and remediation/acceleration block beginning in October.</p> <p>09/19/22 - Our focus on small group has been on procedures and expectations during small groups instruction. Small groups have started, but now that we have data, we are working towards differentiating these groups.</p> <p>10/19/2022 -Our focus continues to be on small group instructions. Teachers are reading the first two chapters of Managing Small Groups from Wonders. We are using this as a guide when conducting iRounds</p>				

throughout the week. Small groups are differentiated in both math and reading. Teachers are using data dive and PLC time to tier, manage groups, and making instructional changes that are necessary. Grades K-3 are using the NC Education Corps tutors for reading push-in instruction daily. The tutors are being provided with mClass instructional resources for remediation. They are pushing in and targeting a set group of students. First and second grade has begun the planning process for remediation and acceleration block. Teachers will remediate for thirty minutes daily. We will have pull-out instruction for both grade levels to serve as enrichment. Teachers will be provided instructional support in their classrooms. Progress monitoring data will be analyzed each month to make necessary changes.

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 counselor provides weekly 40 minutes and holds small group as needed based on students needs. Teachers provide support in the classroom for students when necessary to ensure they are educating the whole child.	Limited Development 10/04/2022			
<i>How it will look when fully met:</i>	All teachers will be attentive to students emotional needs and understand how this affects their learning. Each classroom will participate in a 10 minute Cardinal Chat each morning. Chats will be focused on monthly school-wide character traits to build the emotional capacity of students. Administration and the Instructional Coach will conduct focused walkthroughs and observations to provide feedback to teachers.		Lisa Gillespie	05/26/2023	
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/6/22	The school counselor will be scheduled to visit classes weekly; lesson will focus on building growth mindset and grit. Additionally the counselor will facilitate small groups based on student needs.		Lisa Gillespie	05/25/2023	

*Notes:* The school counselor will adapt lessons to meet students learning levels and needs in the areas of growth mindset and grit. Small groups will be facilitated throughout the year as needed.

10/6/22 During the planning process, teachers will use the Social and Emotional Learning Competencies document to align SEL competencies to content learning.

Crystal Callahan

05/26/2023

*Notes:* Administration and the Instructional Coach will conduct focused walkthroughs and observations to provide feedback to teachers.

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>		Beginner’s Day is coordinated by the Kindergarten team in the Spring of each year to introduce students and parents to the school and provide an opportunity for parents to begin the registration process. 5th grade students visit the attendance area middle schools in the Spring to learn about expectations and opportunities that will be provided to them as 6th graders.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		Beginner’s Day will be coordinated by the Kindergarten team in the Spring of each year to introduce students and parents to the school and provide an opportunity for parents to begin the registration process. 5th grade students will visit the attendance area middle schools in the Spring of each year to learn about expectations and opportunities that will be provided to them as 6th graders. The Parent & Community Involvement Committee, along with the Guidance Counselor, will plan and implement a Career Day to introduce students to community leaders and careers.		Stephanie Edwards	05/26/2023
<i>Actions</i>			<b>0 of 2 (0%)</b>		
10/6/22		Beginners’ Day will be provided to parents and students in April of each year to facilitate a smooth transition to kindergarten.		Shirley Braxton-McLaurin	05/26/2023
<i>Notes:</i>					
10/6/22		Sixth grade orientation will be provided in the Spring to 5th grade students to facilitate a smooth transition to middle school.		Stephanie Edwards	06/01/2023
<i>Notes:</i>					

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>		Cumberland County School District Utilizes twelve key indicators to provide an effective school improvement plan. Cumberland County Schools utilizes indistar to plan, access, monitor and show evidence of progress.	Limited Development 09/27/2022			
<i>How it will look when fully met:</i>		The LEA will assign a Central Services coach to each school using Indistar. That coach will review the initial plan, provide feedback on the initial plan, and provide coaching each month to assist the school through their school improvement process. The School Improvement Team will respond in a timely manner to any items that need to be addressed. 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.		Kim Robertson	06/01/2023	
<b>Actions</b>			<b>0 of 1 (0%)</b>			
	9/27/22	Central office reviewer/coaches of low performing schools will visit assigned schools in person no less than once a month. During this visit the central office reviewer/coach and the principal will discuss appropriate data (mclass, successmaker, benchmarks, discipline, attendance, NCEES), observation processes and teacher support needs, various team meeting minutes and processes, and any additional support opportunities.		Kim Robertson	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	



<b>Initial Assessment:</b>	School leadership teams meet regularly to discuss student achievement progress, review practices and make decisions concerning school improvement.	Limited Development 10/04/2022		
<b>How it will look when fully met:</b>	The Administrative Team consisting of the Principal, Assistant Principal and Instructional Coach will meet at minimum twice a month to developed a focused walkthrough and observation schedule and provide teachers with feedback that aligns to individual PDP and School Improvement Plan goals. The School Improvement Team will meet at minimum monthly to discuss and monitor progress for each action and indicators within the School Improvement		Lisa Gillespie	05/26/2023
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/4/22	The leadership team will develop a monthly meeting schedule to discuss progress toward School Improvement goals.		Daryl Ueland	06/01/2023
	<i>Notes:</i> This action is in full implementation and exist as a routine. The leadership team will continue to follow a bi-monthly meeting schedule and record agendas and minutes in Indistar. 06-01-2022 The SIT met monthly to monitor progress and determine instructional goals. The target date has been moved to 06/01/2023 to provide time to place a higher emphasis on tiered instruction and intervention.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		In our master schedule, grade levels have designated times to meet weekly for data analysis and PLC. Data Dives take place during a 40-minute block with support from the instructional coach. During this time teachers review student achievement data, determine small groups and next steps for instruction. The Data Dive meetings are following the next day by an 80-minute PLC meeting with support from the instructional coach and administration. PLC meetings are devoted to collaborative planning for instruction based on the reviewed student achievement data.	Limited Development 02/16/2022		

<b>How it will look when fully met:</b>	The Data Dive meetings are following the next day by an 80-minute PLC meeting with support from the instructional coach and administration. PLC meetings are devoted to collaborative planning for instruction based on the reviewed student achievement data.		Lisa Gillespie	05/26/2023
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/6/22	The administrative team will spend time working directly with teachers (walkthroughs, observations cycles, PLCs) to improve instruction, including classroom management.		Lisa Gillespie	06/01/2023
<i>Notes:</i> 09/20/2022 First Observations will be conducted during the months of September and October. Feedback will be provided to teachers.				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The administrative team provides teachers with timely feedback from walkthroughs and observations.	Limited Development 10/04/2022		
<b>How it will look when fully met:</b>		Walkthrough and observation schedules will be created to ensure high visibility and direct working time with teachers. Feedback will be provided in a continuous and timely manner focused on improving instruction and supporting classroom management.		Lisa Gillespie	05/26/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/6/22	10/01/2023	Observations/walkthroughs will be conducted focused on small group instruction. Feedback will be provided to teachers.		Lisa Gillespie	06/01/2023
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

decisions about school improvement and professional development needs.(5159)				
<b>Initial Assessment:</b>	Currently, our school reviews various data points for student success in both academic and social/emotional categories.	Limited Development 12/17/2021		
<b>How it will look when fully met:</b>	At full implementation, all teachers and leadership team members will fully understand how to analyze various data points and use the results of analysis to lead classroom and whole school improvement.		Lisa Gillespie	05/26/2023
<b>Actions</b>		<b>0 of 2 (0%)</b>		
12/17/21	K-2 teachers will analyze mClass reading assessment results and K-2 Math Tasks weekly with guidance from the Instructional Coach to make informed decisions for planning and implementing meaningful reading and math instruction.		Daryl Ueland	05/26/2023
<p><i>Notes:</i> 12/13/21 K-2 grade levels have held weekly Monday meetings with the Instructional Coach to analyze student performance data. This analysis is used to guide PLC meetings and plan for upcoming instruction.</p> <p>2/21/22 K-2 teachers continue to participate in weekly Monday Data Dive meetings with the Instructional Coach. The use of the ELA Digital Data Wall has been implemented which allows teachers to easily analyze student test data to make instructional decisions.</p> <p>3/21/22 We are continuing to unpack standards but with a greater focus on small group instruction. During data dives, we look at our data and plan for small group instruction during PLC. We currently have data walls in the coaches' office. K-2 has an mClass data wall, where BOY, MOY, and EOY information is documented. 3-5 has a data wall with benchmark data (reading, math, and science). We also have a digital data wall (reading) and K-2 task spreadsheet (math) that we use during PLC to plan for small group instruction. We are using this data to prepare for K-2 EOY assessments. We have our mClass assessment and our math summative assessment coming up in April. We are looking at the data to reteach and enrich when necessary. Second grade is also looking at this data to prepare and plan for their remediation block that occurs Tuesday and Thursday each week.</p> <p>6/30/22 We will continue work with this action during the 22-23 school year. The target date was changed to 5/26/2023.</p>				

09/01/22 Updates will be provided monthly regarding the success of weekly Data Meetings.

12/17/21 3-5 teachers will analyze reading and math SMA data and Case benchmark assessment results and weekly (or as needed based on pre/post-test dates) with guidance from the Instructional Coach to make informed decisions for planning and implementing meaningful reading and math instruction.

Crystal Callahan

05/26/2023

*Notes:* 12/13/21 3-5 grade levels have held weekly Thursday meetings with the Instructional Coach to analyze student performance data. This analysis is used to guide PLC meetings and plan for upcoming instruction.

2/21/22 3-5 teachers continue to participate in weekly Monday Data Dive meetings with the Instructional Coach. The use of the ELA Digital Data Wall has been implemented which allows teachers to easily analyze student test data to make instructional decisions.

3/21/22 We are continuing to unpack standards but with a greater focus on small group instruction. During data dives, we look at our data and plan for small group instruction during PLC. We currently have data walls in the coaches' office. K-2 has an mClass data wall, where BOY, MOY, and EOY information is documented. 3-5 has a data wall with benchmark data (reading, math, and science). We also have a digital data wall (reading) and K-2 task spreadsheet (math) that we use during PLC to plan for small group instruction. We are using this data to prepare for K-2 EOY assessments. We have our mClass assessment and our math summative assessment coming up in April. We are looking at the data to reteach and enrich when necessary. Second grade is also looking at this data to prepare and plan for their remediation block that occurs Tuesday and Thursday each week.

Benchmark proficiency scores are not where we had hoped. When looking at data, third grade is close to our proficiency goal of 55%, even meeting it in math, but fourth and fifth are farther away than we hoped. For all grade levels in preparation for EOG's, last week we looked at identifying students whose scores increased, decreased, or stayed the same from Benchmark 1 to Benchmark 2. We then discussed some possible teacher contributing factors. This week, we are going to look at standard data from Benchmark 2, major works of the grade, and design a five week plan for small group remediation and enrichment. We are also looking at tutoring in grades 3-5 starting in April using 2-5th grade teachers.

6/30/22 We will continue work with this action during the 22-23 school year. The target date was changed to 5/26/2022  
 09/01/22 Updates will be provided monthly regarding the success of weekly Data Meetings.

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our school participates in yearly job fairs to recruit highly qualified staff. We also utilized the Unified Talent system to find viable candidates when seeking to fill positions. Staff members are fairly evaluated, provided growth feedback, and are supported in improving. Staff success is celebrated through incentives, rewards and recognitions.	Limited Development 02/16/2022		
<b>How it will look when fully met:</b>		Our school participates in yearly job fairs to recruit highly qualified staff. We also utilized the Unified Talent system to find viable candidates when seeking to fill positions. Staff members are fairly evaluated, provided growth feedback, and are supported in improving. Staff success is celebrated through incentives, rewards and recognitions.		Lisa Gillespie	06/01/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/27/22	The school rewards staff through monthly and yearly recognition events. Certified and classified staff are recognized monthly as determined by peers. The teacher of the year, beginning teacher of the year, and teacher assistant of the year are recognized through a luncheon. All staff are recognized for EOG data with a food truck luncheon .		Shirley Braxton-McLaurin	06/01/2023
<b>Notes:</b>		10/03/2023 School held PD afterschool to Celebrate School High Growth Success and Employees shared personal journeys as well as Tips for Success. Celebration/Refelction Activities for staff and recognition for Teacher of the Year, Employee of the Year and Teacher Assistant of the Year followed by fun activities, cake, and food truck meal for all attendees.			

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>		Flyers, Dojo messages and ParentLink phone calls are made to inform parents of school events. Curriculum Morning is held to introduce parents to the grade level curriculum. Parent/Teacher Conferences are held twice a year.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		Weekly communication folders (Cardinal Communication Folders) will be sent home on a designated date with all important information. Parents will be invited to curriculum based events by flyers and ParentLink phone calls. Awards Day Ceremonies and Parent/Teachers conferences will take place during each nine weeks.		Shirley Braxton-McLaurin	06/01/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/27/22	Family engagement nights will take place quarterly focused on STEAM (science, technology, engineering, arts, mathematics) activities. Activities will be designed to provide opportunities for parents to learn and participate in their child's learning. The Parent & Community Involvement committee will collaborate with the STEAM committee, and Curriculum Enhancement Committees to plan evening programs focused on building the home-to-school connection through academically engaging activities.		Lisa Gillespie	06/01/2023
	<i>Notes:</i> 09/27/2022 Last week in September Grandparents' Luncheons held by grade level focused on building community and home-to-school connections. 9/27/22 The SIT will work together to develop a survey during the months of September and October to share with families the week of October 31st to align with Parent/Teacher Conference Week				
	10/6/22	The SIT will develop a parent survey to address the needs of parents and target ways to increase parental involvement in student education and school activities. The survey development process will begin in September with the goal of parents completing the survey in		Crystal Callahan	06/01/2023

	December. Results will be reviewed the SIT to determine the next steps.			
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*Notes:*