

Comprehensive Progress Report

Mission: The CC Spaulding Elementary School community will create new norms to transform our students socially and academically as they acquire 21st century skills and knowledge to be productive and excel globally.

Vision: C.C. Spaulding students soar as lifelong learners and leaders.

Goals:
Increase overall Gradelevel proficiency by 8%
Increase overall proficiency of MCLAAS by 15%



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student progress is assessed by teachers using a variety of data which includes but is not limited to mclass, iready, common district assessments, pretests, grade level common assessments, Math Assessment Tasks and EOGs. These assessment tools are analyzed by not only the administration, but also by grade level teams in their bi-weekly PLCs with the Instructional Coaches and the MTSS Coordinator. Data derived from the assessments are used to provide remediation, enrichment, intervention strategies and also to make appropriate adjustments to teaching practices. CFIP should be implemented and refined throughout the year.	Limited Development 09/19/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Student progress will be assessed by teachers using a variety of data which includes but is not limited to mclass, iready, common district assessments, Math Assessment Tasks and EOGs. These assessment tools will be analyzed by not only the administration, but also by grade level teams in their bi-weekly PLCs with the Instructional Coaches. The MTSS Coordinator will meet bi-weekly with grade level teachers to review the data and discuss the progress of Tier II students who receive intervention services. Data derived from the assessments will be used to provide remediation, enrichment, intervention strategies and also to make appropriate adjustments to teaching practices. The six steps of the CFIP process will be implemented and this process will be revised throughout the year as needed. Teachers will use the CFIP instructional model in analyzing student progress during bi-weekly PLCs and grade level meetings.		Kathryn Ham	06/07/2018
Action(s)	Created Date		10 of 14 (71%)		
1	12/6/16	*Identify students who are at risk for difficulties with certain subjects and provide more intense instruction (reteaching, remediation, interventions) which will occur through implementing the CFIP process to fidelity in the bi-weekly PLC meetings.	Complete 05/01/2018	Kathryn Ham	06/07/2018

Notes: 02/08/17-This task is currently being done by the grade level teachers and the interventionists. The Response to Intervention Coordinator is also managing this process with documentation of MTSS meetings, progress monitoring data and minutes of Tier II and Tier III meetings.

*10/20/17-This task is currently being done by the grade level teachers and the interventionists. The Response to Intervention Coordinator is also managing this process with documentation of MTSS meetings, progress monitoring data and minutes of Tier II and Tier III meetings. Bi-weekly PLC minutes and the MTSS schedule for the 2017-2018 school year will be uploaded to the At-Risk: Addressing Students Having Difficulty file cabinet.

2 12/6/16 *Implement progress monitoring (schedules) to track the progress of students receiving intervention services.

Renee Duckenfield

06/07/2018

Notes: 02/08/2017-Progress monitoring schedules have been created by the Response to Intervention (RTI) Coordinator. Training in intervention strategies and how to create and obtain intervention strategies from testing sites/databases were also provided to teachers and interventionists by the RTI Coordinator.

03/08/2017-Schedules are being created for teachers to take their students to the Technology Lab so that assessments can be taken at one time to better track progress of students.

05/08/2017-This task requires that the MTSS team meets once per four weeks to monitor the progress of interventions that are used by teachers.

10/20/17-The MTSS coordinator will create monitoring schedules to track the progress of students receiving interventions. This schedule will be uploaded to the At-Risk: Addressing Students Having Difficulty.

3 12/6/16 *Use formative assessments to evaluate learning and determine what adjustments need to be made to facilitate and enhance instruction.

Complete 05/01/2018

Kathryn Hamm

06/07/2018

Notes: 02/08/2017-This task is being implemented on a weekly basis in our grade level PLC's. Grade level teachers and the Instructional Facilitator are collaborating to tweak and enhance the delivery of instruction based on student progress and achievement.

11/20/2017-This task is being implemented on a bi-weekly basis in our grade level PLC's with the assistance of our instructional coaches. PLC minutes from all grade levels will be uploaded to the School-Wide Reform Strategies file cabinet.

4	11/1/17	September PLC Meetings.	Complete 09/29/2017	Kathryn Ham	09/29/2017
		<i>Notes:</i> Artifact: This PLC meeting minutes has been added to the At-Risk: Addressing Students Having Difficulty file cabinet.			
5	11/1/17	October PLC Meetings	Complete 10/31/2017	Kathryn Ham	10/31/2017
		<i>Notes:</i> Artifact: This October PLC Meeting has been uploaded to the At-risk: Addressing Students having Difficulty file cabinet.			
6	11/1/17	November PLC Meetings.	Complete 11/30/2017	Kathryn Ham	11/30/2017
		<i>Notes:</i>			
7	11/1/17	December PLC Meetings.	Complete 01/21/2018	Kathryn Ham	12/21/2017
		<i>Notes:</i>			
8	11/1/17	January PLC Meetings.	Complete 01/31/2018	Kathryn Ham	01/31/2018
		<i>Notes:</i>			
9	11/1/17	February PLC Meetings	Complete 02/28/2018	Kathryn Ham	02/28/2018
		<i>Notes:</i>			
10	11/1/17	March PLC Meetings	Complete 03/30/2018	Kathryn Ham	03/30/2018
		<i>Notes:</i>			
11	11/1/17	April PLC Meetings	Complete 04/30/2018	Kathryn Ham	04/30/2018
		<i>Notes:</i>			
12	11/1/17	May PLC Meetings		Kathryn Ham	05/31/2018
		<i>Notes:</i>			
13	11/1/17	June PLC Meetings		Kathryn Ham	06/07/2018
		<i>Notes:</i>			
14	11/1/17	Attend Professional Development Training from L2N on High Functioning Teams and conduct professional development training for K-5 PLC teams.		Jamie Carr	06/07/2018
		<i>Notes:</i> Artifact for this Indicator-Staff Meeting Agenda on High Performing Teams 10.12.17 has been uploaded to the School Wide Reform Strategies file cabinet.			
Implementation:					

Evidence	<p>There were five tasks that were taken to complete this goal:</p> <ol style="list-style-type: none"> 1. Facilitating intervention meetings between the RTI Coordinator, Teachers and Interventionists/ 2. Conduct MTSS meetings between the RTI Coordinator and classroom teachers to review progress monitoring. 3. Use formative and summative data [during PLC and grade level meetings] to evaluate teaching and learning. 4. Create progress monitoring schedules to track the progress of students receiving intervention services. 			
Experience	<p>This objective was pursued by reviewing multiple forms of data (e.g. mclass, iReady, CDA's & Math Assessment Tasks) to monitor student progress. These forms of assessments were reviewed on a regular basis by the administration and teachers during grade level meetings, PLC's with the Instructional Facilitator and MTSS/Intervention meetings with the RTI Coordinator. Data gleaned from these assessments were used to guide and adjust teaching and learning which in collaborative teams during grade level and PLC meetings. In some cases, flex reading groups were formed to better facilitate Guided Reading and in other cases, data was used to form interventions for students who needed more intensive instruction by teachers and interventionists.</p>			
Sustainability	<p>In order to sustain our efforts to continue to meet this objective, bi-weekly grade level data meetings to solely review formative/assessment data with teachers, administrators and the RTI Coordinator is suggested to ensure that appropriate interventions and [flexible] schedules align with students' needs. Also, continuous review of data in PLC's will continue to occur. Progress monitoring schedules will also need to continue with administration providing support and holding teachers accountable to deadlines. The RTI Coordinator will continue to train teachers and interventionists in the RTI process as needed.</p>			

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>	<p>Currently, our school has merged the PBIS with CKH. Each teacher has in their classroom a copy of the PBIS chart as well as the Social Contract (CKH). PBIS expectations/procedures are listed in all areas of the school. Quarterly Eagle Chats/PBIS Stations are implemented to model appropriate behavior in areas where referral rates are high. Each morning begins with students reciting "The Majestic Eagle Code" which is an expectation of positive behaviors that is desired from all students. Teachers act and serve as greeters for students in the morning and during transitions throughout the day. Launches are also done prior to students leaving campus. A bell schedule is set three times a day to reinforce student reflection of both positive and negative behaviors that need to be improved. Students reflect on their behavior as it adheres to PBIS standards and rules that they have created that is listed on the class-wide Social Contract. Lists of students who have been recognized as "Purple Eagles" are sent to staff members on a weekly basis celebrating positive behavior. At the end of the month, students who are "Purple Eagles" participate in a celebration.</p>	Limited Development 11/01/2017			
<i>How it will look when fully met:</i>	<p>Once implemented to fidelity, PBIS and CKH will merge together to serve as the catalyst for optimal behavior and a positive culture within the school. Expectations for both PBIS and CKH will be posted throughout the school and Social Contracts will be created by students and hung in every classroom next to the PBIS Eagle Charts. Throughout the day as the bell rings for moments of reflection (e.g. 3 times per day), teachers will take a moment for students to reflect on their behavior(s) and make adjustments based on the PBIS expectations and the Social Contract that was created by students. Teachers and staff members will be trained and updated on the latest CKH trends and procedures during staff meetings and professional work days as needed or required. Students will be recognized monthly at Purple Eagle and Character Counts Celebrations.</p>		Kelvin Belle	06/08/2018	
Action(s)	Created Date		14 of 20 (70%)		
1	11/14/17	To increase the understanding of the Capturing Kids Hearts Program by training all staff members in Capturing Kids Hearts.	Complete 03/28/2018	CKH Process Champions	03/30/2018

Notes: 10/12/17-Our school has hosted two CKH implementation trainings this school year. Twelve members of our staff need the official CKH training (P. Lester & L. Askew). All other staff members have been trained thus far. A refresher training is scheduled for 01/31/18, where 100% of the staff will be trained in CKH. Artifacts for this indicator will be uploaded to the Transitions file cabinet.

2	11/14/17	To increase the understanding of the Capturing Kids Hearts Program by implementing refresher training in the SOLER and EXCEL model.	Complete 01/25/2018	Jamie Carr	01/31/2018
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Notes: Chris Soto will provide this training on 01/31/18.

3	11/14/17	To increase the understanding of the Capturing Kids Hearts Program by promoting, reviewing and implementing "Focus on the Four" to fidelity beginning in December.		CKH Process Champions	06/07/2018
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4	11/14/17	To increase the understanding of the Capturing Kids Hearts Program by placing CKH posters that promote the EXCEL model throughout the school.		Jamie Carr	03/30/2018
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5	11/14/17	To increase relational capacity of the staff by promoting and implementing "launching" during staff meetings and professional development inservices as a means of encouragement and support for all staff members.		Jamie Carr	06/07/2018
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6	11/14/17	To increase relational capacity of the staff by implementing launching the "Boldly Go" Campaign in staff meetings, The Communicator and professional development in-services.	Complete 03/01/2018	Jamie Carr	06/07/2018
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7	11/14/17	Share and/or model implementation steps and updates with the staff during staff meetings and professional development in-services beginning the month of October.		Jamie Carr	06/07/2018
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Notes: Artifacts for this lesson include agendas for the following Staff Meetings/Professional Developments in the Transitions file cabinet:
10.25.17 Staff Meeting

8	11/14/17	Form a Professional Learning Network (PLN) with Burton and Lakewood schools that shares PBIS and CKH strategies.	Complete 04/27/2018	Pachette Dunn	06/07/2018
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9	11/26/17	October CKH Process Champion Meeting	Complete 10/18/2017	Jamie Carr	10/31/2017
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Notes: Artifacts for this indicator will be the agenda and minutes for this meeting will be uploaded in the Transitions file cabinet.

10	11/26/17	November CKH Process Champion Meeting.	Complete 11/13/2017	Jamie Carr	11/30/2018
		<i>Notes:</i>			
11	11/26/17	December Process Champion Process Meeting	Complete 12/18/2017	Jamie Carr	12/21/2018
		<i>Notes:</i>			
12	11/26/17	January CKH Process Champion Meeting	Complete 01/08/2018	Jamie Carr	01/31/2018
		<i>Notes:</i>			
13	11/26/17	February CKH Process Champion Meeting.	Complete 02/14/2018	Jamie Carr	02/28/2018
		<i>Notes:</i>			
14	11/26/17	March CKH Process Champion Meeting	Complete 04/30/2018	Jamie Carr	03/30/2018
		<i>Notes:</i>			
15	11/26/17	April CKH Process Champion Meeting	Complete 04/30/2018	Jamie Carr	04/30/2018
		<i>Notes:</i>			
16	11/26/17	May CKH Process Champion Meeting.		Jamie Carr	05/31/2018
		<i>Notes:</i>			
17	1/25/18	Staff Members Model Good Things in February, March, April, May	Complete 05/03/2018	Jamie Carr	06/15/2018
		<i>Notes:</i> Beginning February			
18	1/25/18	ReEngagement Activities in Staff Meetings and Classroom		Jamie Carr	06/15/2018
		<i>Notes:</i>			
19	1/25/18	Highlight the importance of Greeting in February Staff Meeting	Complete 02/22/2018	Jamie Carr	06/15/2018
		<i>Notes:</i>			
20	1/25/18	Staff Members model Greeting in Staff Meetings for February, March, April, and May	Complete 05/03/2018	Jamie Carr	06/15/2018
		<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>		Some grade levels are at full implementation being that the teachers have been teaching the assigned curriculum for a number of years and are able to interpret, teach and assess the standards with fidelity. Given the teacher turnover and beginning teachers who are on staff, there is opportunity for continued professional development, exposure and practice in implementing and teaching the standards in a way that promotes student engagement and achievement.	Limited Development 03/09/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		After attending recent K-5 PLC meetings and a Professional Development Session on "High Performing Teams", the Administrative Team realized that additional actions were needed to ensure that standards-aligned units of instruction in varying subjects were developed for each grade level. Grade Level Teams will meet on a bi-weekly basis in their PLC's, weekly grade level meetings and quarterly planning retreats to develop standards-aligned units of instruction. During this time the IMPACT Team will work together to develop materials, share ideas and brainstorm for standards-aligned units of instruction using the North Carolina Standard Course of Study.		Kathryn Ham	12/20/2018
Action(s)	Created Date		2 of 5 (40%)		
1	12/7/16	Teachers and instructional coaches will identify the standards/benchmarks that apply to the grade level and topic.		Classroom Teachers	12/20/2018
		<i>Notes:</i> This task is being accomplished on a weekly basis in PLC meetings, grade level planning meetings and grade level planning days which occur once per nine weeks.			
2	12/7/16	Teachers and instructional coaches will develop objectives that align to the selected standards.		Jamie Carr	12/20/2018
		<i>Notes:</i> This task is completed in PLC's, grade level planning meetings and grade level planning retreats.			
3	12/7/16	Teachers and instructional coaches will determine concepts and skills that will be covered within the unit during PLC meetings and grade level planning days.	Complete 01/31/2018	Jamie Carr	02/01/2018
		<i>Notes:</i> This task is accomplished in PLC meetings, grade level meetings and grade level planning days which occur once per nine weeks.			
4	12/7/16	Teachers and instructional coaches will construct criteria for mastery.		Jamie Carr	12/20/2018

Notes: This task has been accomplished by the Instructional Team working together in their PLC's and grade level meetings and planning retreats to construct criteria for mastery which includes formative and summative assessments.

5	3/21/18	Teachers will place weekly lesson plans in red folders. These red folders will be accessible for administration and instructional coaches to review in every classroom.	Complete 01/19/2018	Jamie Carr	01/31/2018
<i>Notes:</i>					
Implementation:					
Evidence	3/8/2017 Evidence that this objective has been fully and effectively implemented can be found in the uploads of PLC meeting minutes, grade level planning meeting minutes and grade level planning meeting agendas.				
Experience	3/8/2017 Instructional teams have met on a weekly basis in PLC's and grade level teams to develop standards-aligned units of instruction for each subject. The Instructional Leadership Team has also provided coverage for instructional teams to hold grade level retreats where they can further align units of instruction and construct criteria for mastery in concepts that are being taught.				
Sustainability	3/8/2017 In order to sustain our efforts to continue to meet this objective, we will have to continue to have weekly PLC's with grade levels and continue to have planning meeting retreats for grade levels K-5.				

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>		As a school, we are developing a systematic and consistent approach to data collection, by implementing strategies, progress monitoring, and assessing student progression across all grade levels. Guided Reading and Guided Math serve as tiered instructional strategies that allow teachers to provide flexible grouping and meet individual needs of students based on their instructional levels. The CFIP (Classroom Focused Improvement Process) is also being implemented across grade levels to serve as a checkpoint in ensuring that Tier I instruction is maximized and intervention strategies are being used to master standards taught. Through Multi Tiered Systems of Support (MTSS), teachers are able to identify targeted, evidenced-based instructional strategies to meet the individual needs of students;	Limited Development 03/09/2016		
<i>How it will look when fully met:</i>		The tiered instructional system allows teachers to deliver evidence-based instruction aligned to suit the individual needs of students across all tiers. This tiered instructional system will utilize pre and post test data collected from teachers which will drive conversations at PLC meetings describing the progression of mastered concepts. Intervention strategies used for Tiers II and III will be created in PLCs through the CFIP process. MTSS process will be utilized when students continually show a lack of progression from common and universal assessments. Conversations from the MTSS Coordinator, teachers and interventionists stemming from classroom and district assessments will guide the reteaching and enrichment process. These conversations will specify students by name so that all information pertaining to the student's academic level is known and can be articulated by the teacher. The MTSS Coordinator and the Instructional Coaches will review data with classroom teachers on a bi-weekly basis and aide the teachers in creating interventions and strategies based on CFIP data and universal screenings. Information gleamed from these meetings will be used to conduct small group instruction in hopes of maximizing student growth among all students for the entire grade level. The MTSS Coordinator will also work closely with classroom teachers to "Progress Monitor" students who are in Tier II from four to six weeks before recommending students to Tier III.		Pachette Dunn	06/09/2018
<i>Action(s)</i>	<i>Created Date</i>		9 of 14 (64%)		
1	11/29/16	MTSS Team receives training on the MTSS process and procedures.		Renee Duckenfield	06/07/2018

Notes: The MTSS Team received training on the MTSS process and procedures based on the DPS Framework by Ms. Duckenfield (MTSS Coordinator) on 10/12/2016. Additional training will be held as needed.

The MTSS Team attended an RTI training on RTI Tier I: Helping Teachers Do Interventions In their Own Classrooms on 3/31/2017.

2	11/29/16	Provide targeted In-service Training on Tier II and Tier III strategies and interventions.		Renee Duckenfield	06/09/2018
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3	11/29/16	Quarterly teacher meetings with the MTSS/RTI Coordinator *Review Interventions & Strategies with Tier II students. *Progress Monitoring Check		Renee Duckenfield	06/09/2018
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Notes: This task was completed and MTSS meetings with teachers and interventionists continue to occur once per four weeks as needed/required for progress monitoring.

4	10/24/17	Classroom Focused Improvement Process (CFIP) professional development for staff members.	Complete 09/20/2017	Tim Gibson	09/20/2017
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Notes: Additional updates and training(s) on the CFIP process will be conducted as needed.

5	11/14/17	October PLC Meeting	Complete 10/31/2017	Kathryn Ham	10/31/2017
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Notes: *October PLC Meeting was uploaded in the Student-At-Risk file.

6	11/14/17	November PLC Meeting	Complete 11/30/2017	Kathryn Ham	11/30/2017
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Notes: November PLC Meeting minutes were uploaded into the Students-At-Risk file.

7	11/14/17	December PLC Meeting.	Complete 01/29/2018	Kathryn Ham	12/29/2017
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8	11/14/17	January PLC Meeting	Complete 01/24/2018	Kathryn Ham	01/31/2018
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9	11/14/17	February PLC Meeting	Complete 02/21/2018	Kathryn Ham	02/28/2018
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10	11/14/17	March PLC Meeting	Complete 03/16/2018	Kathryn Ham	03/30/2018
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11	11/14/17	April PLC Meeting		Kathryn Ham	04/30/2018
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12	11/14/17	May PLC Meeting		Kathryn Ham	05/31/2018
<i>Notes:</i>					
13	3/21/18	Teachers will provide 3rd-5th grade students with data folders. The students will track their reading and math data using district, state and class assessments. Students will set goals based on this data.	Complete 03/02/2018	Therman Flowers	03/30/2018
<i>Notes:</i>					
14	3/21/18	A school-wide data wall will be created and used to guide discussions in grade level PLCs.	Complete 01/30/2018	Therman Flowers	01/31/2018
<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
Initial Assessment:		We serve a high-needs population of students, and while teachers understand the needs our students have for therapeutic and sensitive responses to their behaviors, we are still in need of additional professional development to adequately address student needs. An increased utilization and revision of our PBIS and MTSS/RTI system would help in this area.	Limited Development 03/09/2016		
How it will look when fully met:		Teachers will be adept in managing students' emotional states and will also be able to guide them in managing their emotions through using strategies and interventions learned in the following in-services: 1) Low Intensity Strategies for the Classroom; 2) Utilizing Tier II & Tier III Intervention Strategies for behavior/classroom management; 3) The Therapeutic Classroom; 4) The Trauma Sensitive School and; 5) Parent Involvement in Schools. Positive Behavior Intervention Support (PBIS) and Capturing Kids Hearts will be merged in the effort to better prepare teachers and staff members with the skills to recognize and manage our own emotions, develop care and concern for others, manage challenging behaviors and establish positive relationships with students, their families and staff members. Training in both of these programs will be provided to staff members and as needed. Weekly updates and communication will be provided as well. Staff members will utilize in-house resources such as our Guidance Counselor, MTSS Coordinator, PBIS Specialist, Social Worker, and Psychologist. Outside organizations that are used to provide intensive [in home] therapeutic services and other resources will be shared with the staff so they are knowledgeable of what resources are available to them based on the needs of the child. Also, teachers will be introduced and encouraged to participate in Child Family Team (CFT) meetings as they occur.		Sharon Torian	06/06/2019
Action(s)	Created Date		0 of 4 (0%)		
1	11/29/16	*Training in Capturing Kids Hearts		Jamie Carr	06/06/2019
		<i>Notes:</i> Two trainings were held in CKH. The first training held was school-wide for all staff members introducing them to the program. The second training provided only to the CKH Champions reinforced what was learned in the first in-service while providing time for the team to create "next steps" for the school.			
2	11/29/16	Training/Updates in PBIS		Kelvin Belle	06/06/2019
		<i>Notes:</i> Mr. Belle (PBIS Coordinator) will provide training and updates on PBIS at monthly staff meetings.			

3	11/29/16	*MTSS Training/Updates/Meetings in Tier II & Tier III Strategies as needed		Renee Duckenfield	06/06/2019
<i>Notes:</i> MTSS Training (classroom interventions, Tier I, II and III) will occur throughout the 2018-2019 year as part of the school's professional development. Updates will be provided on a bi-weekly basis in staff meetings and professional development training(s).					
4	4/19/18	Provide small group interventions teaching social and emotional skills to targeted students		Sharon Torian	06/10/2018
<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>		In developing and implementing consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level, Spaulding will implement programs that will facilitate smooth transitions from Pre-K to 5th grade. Popsicle Pop-In w/Kindergarten.	Limited Development 10/23/2017		
<i>How it will look when fully met:</i>		In developing and implementing consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level, Spaulding will implement programs that will facilitate smooth transitions from Pre-K to 6th grade. Spaulding will host orientations for incoming Kindergarteners and their parents as well as assist with the registration process. Spaulding will also host a "Fly-Up" day for grades PK-6 where each grade level will experience their next grade level. Fifth graders will receive the opportunity to tour our feeder middle school and get advice on registering for core courses and electives. Teachers will also participate in vertical conversations across grade levels.		Sharon Torian	06/28/2019
Action(s)	Created Date		0 of 4 (0%)		
1	11/14/17	Host Kindergarten Orientation with Healthy Start.		Joi Glbson-Robinson	05/31/2019
		<i>Notes:</i>			
2	11/14/17	Host Middle School Orientation Night with parents and rising fifth graders which includes Guidance Counselors & Principals.		Sharon Torian	06/07/2019

<i>Notes:</i>					
3	11/14/17	Facilitate two vertical conversations which will be held in the middle and end of the year across grade levels with teachers.		Kathryn Ham	06/07/2019
<i>Notes:</i> During the 2018-2019 school year, vertical conversations will increase from two to three a year in order to address beginning of the year challenges with students, specifically those students who are ;in the Tier III process. This first meeting will address info. in cumulative folders, IEP goals, 504's, AIG and ESL goals and strategies with students.					
4	11/14/17	Fly Up Day for grades PK-6		Joi Gibson-Robinson	06/07/2019
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Strategic planning, mission, and vision				
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has established an LEA Support & Improvement Team to provide evidence-based school improvement strategies, coaching, and technical assistance for continuous school improvement.	Limited Development 05/20/2016		
<i>How it will look when fully met:</i>		The team participates in school level planning meetings to provide feedback for improvement. Team members include the Title I Team and Area Superintendents.		Therman Flowers	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	3/21/18	District representative will attend SIT meetings to discuss current and next year's SIG budget with team members		Therman Flowers	04/30/2018
<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:		The school improvement team meets twice a month to monitor school improvement goals and review the implementation of effective practices for instruction; however, the [Instructional] Leadership team currently consists of the school administrators and the Instructional Facilitator.	Limited Development 05/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The Leadership Team consists of the following staff members and meets twice a month to discuss and review the implementation of effective practices and governance issues: 1) Principal; 2) Assistant Principal; 3) Grade Level Chairs; 4) Instructional Facilitator; 5) Guidance Counselor; 6) Instructional Assistant; 7) Specialist/Enhancement Teacher. This team will meet twice a month.	Objective Met 03/08/17	Pachette Dunn	01/12/2017
Action(s)	Created Date				
1	11/30/16	*Selection of Leadership Team will be done by the administration.	Complete 03/03/2017	Jamie Carr	01/12/2017
		<i>Notes:</i> The Principal has instituted an Instructional Leadership Team which consists of himself, the Assistant Principal, the Instructional Facilitator and the MTSS/RTI Coordinator.			
2	11/30/16	*The Leadership Team will meet twice a month.	Complete 03/03/2017	Jamie Carr	01/12/2017
		<i>Notes:</i> The Principal has instituted an Instructional Leadership Team which consists of himself, the Assistant Principal, the Instructional Facilitator and the MTSS/RTI Coordinator. This team is scheduled to meet weekly.			
Implementation:			03/08/2017		
Evidence	3/8/2017	Evidence that this objective has been fully and effectively implemented can be found in the ILT minutes.			
Experience	3/8/2017	Due to the objective being specific in leadership yet vague in the positions held, the Principal decided to create this team based on the needs of the school. As the schools needs grew and changed, so did the members of the ILT.			

Sustainability	3/8/2017 In order to sustain our efforts to continue to meet this objective, this ILT will continue to meet once a week. Based on the needs of the school and its focus, members of this group can and will change.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet weekly in their respective grade levels meetings and during bi-weekly PLC's to discuss ways to improve instruction and focus on student's progress. A Master Schedule has been created to include Specials which allows teachers to have a common planning time for creating differentiated lessons and "data digs" for determining student progress.	Limited Development 05/10/2016		
<i>How it will look when fully met:</i>		A 90 minute block of common uninterrupted time is provided for K-5 teachers to conduct PLC's. The MTSS Coordinator, Literacy and Math coaches and administration regularly attends each of these meetings to provide input and suggestions pertaining to data digs in common assessments, the standard course of study, differentiation strategies and interventions. Additionally, a 45 minute common planning time is provided each day to teachers along with a full day of common planning [one day per quarter] for teachers and instructional coaches to plan aligned units of instruction and to conduct data digs.		Kathryn Ham	06/08/2018
Action(s)	Created Date		5 of 7 (71%)		
1	9/19/16	Create Master Schedule	Complete 08/31/2017	Jamie Carr	08/29/2016
		<i>Notes:</i>			
2	9/19/16	Create PLC schedule based on Master Schedule.	Complete 09/22/2017	Jamie Carr	12/21/2017
		<i>Notes:</i> The PLC schedule will serve as the artifact for this action step. The PLC schedule will be uploaded into the Teacher Input Into Decision Making file cabinet.			
3	9/19/16	Keep notes of grade level and PLC meetings		Pachette Dunn	06/08/2018
		<i>Notes:</i> 03/08/2017-PLC minutes are kept and are uploaded.			
4	9/19/16	Administrators attend bi-weekly PLC's .	Complete 11/17/2017	Pachette Dunn	12/21/2017

Notes: 03/08/2017-Administrators are still attempting to attend grade level PLC's on a weekly basis.
 05/09/17-Administrators continue to strive to attend grade level PLC's. During the 2017-2018 school year, it is the administration's goal to alternate attending K-2 and 3-5 PLC's on a weekly basis.

5	10/24/17	Provide teachers (K-5) with one planning day for the 2nd quarter.	Complete 11/01/2017	Jamie Carr	11/01/2017
<p><i>Notes:</i> 10/24/2017-One planning day for teachers have already occurred. It is the goal to include ESL, EC, and MTSS to discuss student progress during this time. This will be implemented during the 2nd, 3rd and 4th quarter of this year. The artifact for this Indicator will be the planning day agendas uploaded in the Teacher Input into Decision Making file cabinet.</p>					
6	11/26/17	Provide teachers (k-5) with one planning day for the third quarter.	Complete 01/17/2018	Jamie Carr	01/31/2018
<p><i>Notes:</i> The artifact for this Indicator will be the planning day agendas uploaded in the Teacher Input into Decision Making file cabinet.</p>					
7	11/26/17	Provide teachers (K-5) with one planning day for the fourth quarter.		Jamie Carr	03/30/2018
<p><i>Notes:</i> The artifact for this Indicator will be the planning day agendas uploaded in the Teacher Input into Decision Making file cabinet.</p>					

B2.05		The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Principal builds leadership capacity within the school through working with and utilizing grade level chairs to go back and share information gleaned from leadership meetings with their respective grade levels. He also provides teachers with teams to present varied staff development opportunities on a variety of topics to the school such as discipline, Capturing Kids Hearts, best instructional practices and research-based interventions. The Principal is also building leadership capacity by encouraging teachers to become presenters of staff development at both the district and state level. Teachers also strengthen their leadership capacity through serving on teams such as the Leadership Learning Network, Capturing Kids Hearts, School Improvement Team, Impact Team and serving as grade level chairs.	Limited Development 12/02/2016		
<i>How it will look when fully met:</i>		The principal will focus on building leadership capacity, achieving learning goals, and improving instruction through creating a collaborative community of teacher leaders who will base their staff development needs on data and success that they have had as it relates to the success and needs of the students and school. Research-based strategies will continue to be the baseline for job embedded professional development which will be led by teachers in the school. A PLC network outside of our school based on the needs of our teachers and school will be established to increase student achievement and teacher pedagogy.		Jamie Carr	06/06/2019
Action(s)	Created Date		0 of 3 (0%)		
1	12/7/16	*Administration will participate with the School's Leadership Team, MTSS Team and Child Family Team to help build leadership capacity and to improve instruction.		Jamie Carr	06/06/2019
		<i>Notes:</i> The school's administration participates in the School Leadership Team, MTSS Team and Child Family Team meetings as they occur in the effort to build leadership capacity and instruction.			
2	12/7/16	*The Principal will monitor curriculum and classroom instruction regularly through weekly ILT meetings, classroom walk-throughs and teacher observations.		Jamie Carr	06/06/2019
		<i>Notes:</i> The Principal monitors curriculum and classroom instruction regularly through weekly ILT meetings, classroom walk-throughs and teacher observations (formal & informal).			

3	12/7/16	*The Principal will ensure that poorly performing teachers improve by providing instructional support and professional development based on student performance data, classroom walk-throughs and teacher observation evaluations.		Jamie Carr	06/06/2019
Notes:					

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 principal monitors curriculum and classroom instruction by conducting walk-throughs, providing feedback regarding student work, and attending bi-weekly PLC meetings. The principal also conducts teacher evaluations. The principal meets with district-level instructional personnel as well as the school's Transformation Coach to discuss ways of improving the overall instructional program of the school and understand how to better interpret school data to improve instructional program as well.	Limited Development 05/10/2016		
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<i>How it will look when fully met:</i>	The Principal will monitor curriculum and classroom instruction regularly and provide timely, clear and constructive feedback to teachers by doing the following: 1) Conducting classroom walkthroughs no less than three times a week; 2) Meet with the Instructional Leadership Team (ILT) on a weekly basis to analyze trends, "non-negotiables" and "look fors" to assess what is needed and discuss ways in which the ILT can provide support to teachers; 3) Provide verbal and written feedback to teachers on a weekly basis to improve instruction among teachers and academic achievement among the students.		Jamie Carr	06/06/2019
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Action(s)	Created Date		0 of 4 (0%)		
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1	11/30/16	*Conduct classroom rounds no less than three times a week		Jamie Carr	06/06/2019
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Notes: This task was successfully completed by the Principal.

2	11/30/16	*Checking Lesson Plans of Teachers on a weekly basis.		Pachette Dunn	06/06/2019
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Notes: 05/09/2017-Lesson plans are checked, but not on a weekly basis every week. It is the goal of the administration to divide the responsibility of checking lesson plans weekly by dividing the tasks between checking K-2 and 3-5 with the corresponding week of the PLC that is being covered.

3	11/30/16	*Conduct IMPACT meetings once a week.		Jamie Carr	06/06/2019
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Notes: ILT meetings are conducted once a week.

4	11/30/16	*Provide written/verbal feedback to teachers on a weekly basis.		Jamie Carr	06/06/2019
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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>		A universal screener is used (mclass, iredy) to determine a baseline for where students are performing academically at the beginning, middle and end of the year. In addition, the CFIP process enables all PLC teams to utilize common assessment data or formative data to determine how well students are mastering concepts that are taught in the North Carolina Common Core Standards. Our data shows that students at CC Spaulding are challenged in reading comprehension and mathematics. Our approach to teaching reading and mathematics will be through focusing on flexible grouping in math and reading, close reading and technology integration to connect learning to real world experiences.	Limited Development 05/11/2016		
<i>How it will look when fully met:</i>		The LEA/School will regularly analyze school performance data with aggregated classroom observation data at three levels: 1) the school level which will focus on school-wide improvement. School performance data will be presented to the staff, analyzed and discussed with the Principal during School Improvement Team meetings, Staff Meetings and through Professional Development on Early Release Days. Recommendations on how the school will move forward to increase school-wide academic achievement will also be shared and discussed during this time.; 2) the classroom level which will focus on teachers' instructional strengths will be discussed and analyzed in weekly PLC meetings and grade level planning meetings. During this time, teachers will work with the Instructional Facilitator to use data and best research-based instructional practices to facilitate instruction and; 3) the student level which will focus on the individual instructional needs of the students. This area of focus will also take place during teachers' weekly PLC and grade level meetings. During this time, teachers will work with the Instructional Facilitator and the MTSS Coordinator to use data to facilitate instruction and create intervention strategies for Tier II students. The IF will work with teachers to create alternative methods such as small group instruction and flex grouping during STARS to reteach and remediate while enriching students who have mastered standards taught.		Jamie Carr	06/06/2019
Action(s)	Created Date		0 of 3 (0%)		
1	11/30/16	*School-wide data will be reviewed during SIT meetings.		Jamie Carr	06/06/2019

Notes:

2
11/30/16 *Create a School-Wide "Data Dig" segment to be presented during every Staff Meeting, School Improvement Team Meeting and during Professional Development for Early Release Days.

Jamie Carr

06/06/2019

Notes:

3
11/30/16 *Discuss and analyze classroom level performance data in bi-weekly PLC's and weekly grade level planning meetings.

Pachette Sellers

06/06/2019

Notes: Classroom level performance data is analyzed and discussed in weekly PLC meetings.

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

Initial Assessment:

LEA The NC Educator Evaluation System (NCEES) is utilized to monitor and support teacher performance. Standards of Excellence have been identified and outlined by the district to further support performance expectations to assist in assessing the knowledge and skills of certified staff. By the spring of each year staff will provide evidence of meeting the professional standards. The district has outlined plans to continue to implement a teacher evaluation for all licensed staff that includes at least 3 observations per year by at least 2 different reviewers. Plans are in place to contract with outside evaluators to assist in this area. To further support teacher development, an aligned performance management system has been implemented to monitor performance expectations and offer ample support through the evaluation process. Through Graduate Durham, the teacher evaluation process has been enhanced to incorporate ongoing walk-throughs and strategic support plans. The teacher evaluation process begins for all teachers with 30 days of intensive walk-throughs and feedback focused during the initial 30 days of school. The walk-throughs are focused and provide guidance to teachers on classroom environment, instructional focus-alignment to standards, instructional methods, student engagement, and classroom/behavior management. If concerns are discovered from the initial walk-throughs, teachers are placed on a Support Plan to offer clear coaching and improve teacher effectiveness based upon the areas identified in the walk-through process. Teachers receive concentrated coaching and assistance for 45 days with constant review through this process. At the end of the 45 days, the plan is evaluated to measure increases in evaluation. At this time teachers can remain on the plan of support for 45 more days, exit the plan or move to an Action Plan. Procedures and protocols for rewarding staff are still in the development process. SCHOOL The LEA has worked with the district human resource administrators in recruiting highly certified teachers through attending career fairs and in-house interviews. A quasi interview team has been established which includes the Principal, Assistant Principal and staff members depending upon the vacant positions. Staff members have been replaced with teachers, long term substitutes and with retired educators. This system can be improved through the creating an official recruitment committee. Also, rewarding teachers and staff members throughout the school year will be a priority.

Limited Development
05/11/2016

How it will look when fully met:		Staff members will be recruited through partnerships with local colleges and universities, career fairs and with the aide of the Human Resource Department of DPS. The LEA will utilize a committee for the purpose of interviewing staff members based on their experience and expertise in the subject area or grade level being evaluated. This system will also be used when replacing staff members. The LEA/School will evaluate staff members based on classroom walk-through data and the NCEES evaluation tool. The Teacher Evaluation Process will also incorporate teacher-reflection and personal goal setting. The end results of the teacher evaluation will be analyzed and used to create professional development opportunities both universally and individually. The results will also be examined to create three different tiers of support for teachers and also to determine leadership roles and responsibilities. Staff members will be rewarded through the "Boldly Go" system created by our Principal. Staff members who "go beyond" the school's staff expectation's outlined in the Staff Handbook are congratulated and announced in the Principal's Communicator (Weekly Newsletter). Staff members are also rewarded in bi-weekly staff meetings and during early release days. Staff is also celebrated as grade level, departmental and school-wide goals are met.		Therman Flowers	06/07/2019
Action(s)	Created Date		0 of 6 (0%)		
1	11/30/16	*Communicate bi-weekly or as needed with the Human Resource Department concerning the HR needs of the school.		Jamie Carr	06/09/2019
		<i>Notes:</i> The Principal communicates with our HR Administrator at least once per week on issues pertaining to hiring, recruiting and retaining teachers.			
2	11/30/16	*Create a standard interview committee		Jamie Carr	12/21/2018
		<i>Notes:</i> Currently, the standard interview committee consists of the Principal and the Asst. Principal. Other staff members will be invited to participate in the interview process based on the position that needs to be filled.			
3	11/30/16	*Create classroom-walkthrough tool to evaluate teachers.		Jamie Carr	06/09/2019
		<i>Notes:</i> The Principal has created an electronic classroom-walk through tool to evaluate teachers.			
4	11/30/16	Create three tiers for teachers designating the level of support needed.		Jamie Carr	04/27/2019
		<i>Notes:</i>			
5	11/30/16	*Recognize teachers and staff members for "Boldly Go" recognition.		Jamie Carr	06/09/2019

Notes: Teachers and staff members are recognized on a weekly basis for "Boldly Go" recognition. This recognition is included in the weekly Communicator and also in staff meetings.

6	4/19/18	Send a team to attend the job fair to recruit teachers		Jamie Carr	04/14/2018
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Notes:

Core Function:	Dimension D - Planning and Operational Effectiveness				
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Effective Practice:	Resource Allocation				
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D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)	Implementation Status	Assigned To	Target Date	
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<i>Initial Assessment:</i>	There is a leadership team in place that helps make and implements decisions that are made.	Limited Development 09/19/2016			
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<i>How it will look when fully met:</i>	The Leadership Team will help make decisions and act on their decisions by being organized and given time to plan and monitor systems for which they are responsible for. Our school's Leadership and Instructional Teams help to make decisions affecting the school from creating and amending the SIP to developing instructional strategies in PLC's/grade level meetings to monitor the progress of students. A Child Family Team is in place which advises and assists the school-to-home pipeline.		Jamie Carr	06/06/2019	
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Action(s)	Created Date		0 of 4 (0%)		
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1	12/7/16	*Ensure that all teams prepare agendas for their meetings, maintain minutes to catalog their work products.		Jamie Carr	06/08/2018
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Notes: All teams will prepare agendas and maintain minutes for their meetings. Teams will meet as needed.

2	12/7/16	*Maintain a file of the agendas for their meetings and catalog their work products.		Pachette Sellers	12/21/2018
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Notes:

3	12/7/16	*Provide adequate times for teams to meet and conduct business based on the needs of the school and the expectations of the school/district.		Jamie Carr	11/21/2018
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Notes:

4	12/7/16	*Ensure that teams receive timely access to information (e.g. agendas, data, etc.) that will help them form decisions.		Pachette Sellers	12/21/2018
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Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school communicates with parents weekly via teacher newsletters and connect ed. messages from the principal. The school also hosts monthly parent engagement/in-service sessions (3rd Thursday of each month)to inform parents about their children's core curriculum and how they (parents) can best support their children at home.	Limited Development 05/11/2016		
<i>How it will look when fully met:</i>		The school will regularly communicate with parents/guardians about its expectations and the importance of the curriculum through such portals as: 1) ConnectEd (Messenger Service); 2) Monthly Parent Engagement Activities/Title I Nights; and 3) Teacher Newsletters. Parent Engagement /Title I Events (four per year) are designed to inform parents of the curriculum and equip them with strategies that they can use to better help their child(ren). Our school has enlisted our district's Title I department in incorporating Parent Signature Courses based on the needs of our school and our families.		Kelvin Belle	06/08/2018
Action(s)	Created Date		16 of 24 (67%)		
1	10/4/17	Create portals of communicating with parents and all stakeholders through facilitating weekly ConnectEd messages for parents from Principal Carr.	Complete 05/01/2018	Jamie Carr	06/08/2018
<i>Notes:</i>					
2	10/4/17	Create bi-weekly class newsletters that include what teachers are working on in school as well as what can be done at home. (Home-School Connection).	Complete 05/01/2018	Jamie Carr	06/08/2018
<i>Notes:</i>					
3	10/4/17	In attempting to utilize Class Dojo throughout the school as a means to connect/communicate with parents on academic and behavior issues, a sub committee will be created in order to: 1) determine the steps that are needed in order to increase the rate of usage by teachers. A baseline will be established and a goal will be created to increase use.		James Thorpe	06/08/2018

Notes: Artifacts:
 *Staff Meeting Agenda representing the first step in initiating communication pertaining to utilizing Class Dojo school-wide by the subcommittee on

4	10/4/17	Keep parents and stakeholders updated through the school's website and social media (e.g. Facebook, Instagram).		James Thorpe	06/08/2018
<i>Notes:</i>					
5	10/5/17	Create "Parent Spotlight" bulletin board recognizing parents for their participation and support.	Complete 12/21/2017	Kelvin Belle	12/21/2017
<i>Notes:</i>					
6	11/15/17	Host "Meet the Teacher" to foster greater teacher and student support	Complete 08/24/2017	Joi Gibson-Robinson	08/24/2017
<i>Notes:</i> The artifact for this action step is the Open House Flyer which is uploaded in the Parent Involvement file cabinet.					
7	11/15/17	Host "Grandparent Luncheon" to provide greater teacher and student support while also providing literacy strategies to raise ELA achievement.	Complete 09/21/2017	Kelvin Belle	09/21/2017
<i>Notes:</i> The artifact for the Grandparent Luncheon is on the Parent Engagement Calendar which is uploaded in the Parent Involvement file cabinet.					
8	11/15/17	Host "Open House" to increase parent support and engagement.	Complete 10/11/2017	Joi Gibson-Robinson	10/11/2017
<i>Notes:</i> The artifact for this action step is the Open House Flyer which is uploaded in the Parent Engagement Portal.					
9	11/15/17	Host "All Pro Dad's" breakfast to build relational capacity between the parent, their child and the school.	Complete 11/17/2017	Kelvin Belle	11/17/2017
<i>Notes:</i> Artifacts for this action step is the Pro Dad agenda and is uploaded in the Parent Involvement file cabinet.					
10	11/15/17	Host "Title I ELA/Multicultural Celebration" to strengthen the capacity to help students at home and at school, while also celebrating cultural diversity.	Complete 11/16/2017	Joi Gibson-Robinson	11/16/2017
<i>Notes:</i> The artifact for the Multicultural/ELA Title I Night is the Muticultural/ELA Title I Night flyer which is uploaded in the Parent Involvement file cabinet.					
11	11/15/17	Host "Lunch With A Loved One" to provide greater teacher and student support and to also provide literacy strategies to raise ELA achievement.	Complete 11/21/2017	Kelvin Belle	11/21/2017
<i>Notes:</i> The artifact for "Lunch With A Loved One" is the Parent Engagement Goal calendar that is uploaded in the Parent Involvement file cabinet.					
12	11/15/17	Host the "Winter-Holiday Musical Celebration" to celebrate multicultural holidays and celebrations through song.	Complete 12/20/2017	Lloyd Askew	12/20/2017

<i>Notes:</i>					
13	11/15/17	Host "Coffee with the Counselor" to meet the counselor and to provided resources for wrap-around resources for their families.	Complete 12/13/2017	Sharon Torian	12/13/2017
<i>Notes:</i>					
14	11/15/17	Host "Parent Conference Day" to communicate the academic needs of the student(s) to their parent (s).		Jamie Carr	06/07/2018
<i>Notes:</i>					
15	11/15/17	Host "Muffins w/Moms and Doughnuts w/Dad" to provide opportunities to build relational capacity and to provide math strategies to help their students.	Complete 02/06/2018	Kelvin Belle	01/25/2018
<i>Notes:</i>					
16	11/15/17	Host "Black History Month Musical Celebration" to celebrate the contributions that African Americans have made to America through song.	Complete 03/07/2018	Lloyd Askew	03/30/2018
<i>Notes:</i>					
17	11/15/17	Host "VIP Moms" breakfast to build the relational capacity between the parent, their child and the school.		Sharon Torian	04/30/2018
<i>Notes:</i>					
18	11/15/17	Host "Dr. Seuss' Birthday" for the month of March to celebrate "America Reads" by inviting parents and community members to come into the classroom to read students' favorite books to the class to promote literacy.	Complete 03/02/2018	Randy Lent	03/30/2018
<i>Notes:</i>					
19	11/15/17	Host "H.Y.P.E." Lunch to provide a "lunch break" for parents that equips them with strategies to help their children be successful in math in school.		Kathryn Ham	04/30/2018
<i>Notes:</i>					
20	11/15/17	Host "Pancake Saturday" breakfast to provide a pancake breakfast for 3rd-5th grade parents that equips them with EOG-Prep strategies to help their children be proficient.	Complete 04/14/2018	Therman Flowers	04/14/2018
<i>Notes:</i>					
21	11/15/17	Host "Spring Fling" end of the year musical.		Lloyd Askew	05/31/2018
<i>Notes:</i>					

22	3/21/18	Host a "Pi Day" for students to learn about math standards. Teachers, parents and community members will visit CC Spaulding to teach students about using math in their jobs and students will participate in math activities related to their current math standards throughout the day.	Complete 03/14/2018	Kathryn Ham	03/14/2018
<i>Notes:</i>					
23	5/3/18	Convene planning meeting for Class Dojo integration		Kelvin Belle	08/17/2018
<i>Notes:</i>					
24	5/3/18	Train staff members on Class Dojo		James Thorpe	08/27/2018
<i>Notes:</i>					