

Comprehensive Progress Report

Mission:

Celebrating and Engaging Students

In partnership with the *community*, all students will be *encouraged* and supported while building a solid foundation for *success*.

Vision:

Goals:

Students will engage in rigorous academic and behavioral instructional activities demonstrating best practices and planned intentionally by highly qualified teachers as measured against the NC target goals set each year in reading, math, and science proficiency measures for North Carolina End of Grade scores.

Students will receive personalized academic and behavioral support thorough research based, differentiated instructional techniques utilizing a multi-tiered system of support as measured by student achievement and growth on universal screeners and North Carolina End of Grade Assessments.

Every student will benefit from being supported through a whole child approach in order to ensure they are healthy, safe, engaged, supported, and nurtured creating a sustainable school improvement process and provide long-term student success as measured by CFST data, chronic absenteeism, school guidance measures, and office referrals.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

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>		As part of our MTSS beginning process, teachers use data and teacher knowledge to assess whole class (80%) strengths and areas of need. Based on areas of need, foundational core plans are created with specific actions to help improve the identified area of weakness. Various programs to help support curriculum and rigor levels are provide by the district and additional ones are purchased through Title 1. Master schedule is created to protect as much instructional time as possible, allow for common planning and PLC opportunities across multiple grade levels, and meet requirements for content instructional time. Data notebooks will be created to assist teachers in this process.	Limited Development 10/13/2021		
<i>How it will look when fully met:</i>		At full implementation students will show an appropriate amount of growth toward grade level standards and begin decreasing the academic deficit seen through a lack of instruction due to Covid. Implementation of rigorous curriculums either through district or school expectations will occur (W&W/ Eureka/Smithsonian/Hegrety/Fundations).		Jill Pippen	05/31/2023
Actions			21 of 23 (91%)		
10/15/21	Build the master schedule around common plannings by grade spans.		Complete 08/20/2021	Jill Pippen	08/20/2021
	<i>Notes:</i> Time for common planning will be used for PLC's and MTSS data meetings.				
10/15/21	Provide 3rd and 4th grade teachers with training and opportunities to become more familiar with Imagine Learning.		Complete 10/22/2021	Jill Pippen	10/22/2021
	<i>Notes:</i> Training will be provided on the October 22nd Early Release day.				
10/15/21	Instructional interruptions will be limited allowing instructional time to be protected.		Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i>				
10/15/21	Implement Fundations in 1st grade.		Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i> Training will be provided on Oct. 22nd.				
10/15/21	Implement Eureka Math in 1st, 2nd, 4th and 5th grades.		Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i> Title 1 funds will be used to purchase manuals for 2nd grade teachers.				
10/15/21	Implement and train Middle School teachers on Math 180.		Complete 11/08/2021	Jill Pippen	05/20/2022

	<i>Notes:</i> Training with Sara Starnes will be provided on Oct. 22nd.			
10/15/21	Teachers in grades 3-5 will utilize Reflex Math as an intervention and part of their core instruction to enforce fluency with basic math facts.	Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i>			
10/15/21	Time will be provided for teachers to access data in a guided manner. This data will be used to inform instruction.	Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i> Examples of data sources are interims, check-ins, mClass, EVAAS, etc.			
10/15/21	Implement Heggerty within grades Kindergarten through 3rd.	Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i> Heggerty will be implemented in 3rd grade as an intervention and serve the purpose of differentiating the core for these students.			
10/15/21	Implement Wit & Wisdom in 1st grade and 3rd-5th grades.	Complete 05/20/2022	Jill Pippen	05/20/2022
	<i>Notes:</i>			
5/31/22	Create an MTSS flowchart to move teachers through the process and ready for the referral process.	Complete 09/23/2022	Julie Coffey	11/10/2022
	<i>Notes:</i>			
5/31/22	Create Master data notebooks for teachers to use as part of the MTSS process	Complete 09/23/2022	Julie Coffey	12/10/2022
	<i>Notes:</i>			
10/11/22	All teachers implementing Wit & Wisdom will be provided with appropriate professional development. This will include Launch training in Phase 1 and Lesson and Module Study in Phase 2.	Complete 03/15/2023	Jill Pippen	12/20/2022
	<i>Notes:</i>			
10/11/22	All Kindergarten through 2nd grade teachers will receive professional development for implementation of Geodes.	Complete 12/16/2022	Jill Pippen	12/20/2022
	<i>Notes:</i>			
10/15/21	Implement SEFEL in Pre-K as part of the PPM pilot.	Complete 05/31/2022	Jill Pippen	05/20/2023
	<i>Notes:</i> Trainings will be provided to admin and Pre-K teachers. This program will be implemented in Kindergarten within the next two years.			
10/11/22	All ELA teachers, grades Kindergarten through 8th, will implement all parts of the Comprehensive Reading Plan.	Complete 05/24/2023	Jill Pippen	06/02/2023
	<i>Notes:</i>			
10/11/22	Kindergarten - 8th grade teachers will incorporate Lexia within core instruction as appropriate for each grade level.	Complete 05/24/2023	Jill Pippen	06/02/2023
	<i>Notes:</i>			

10/11/22	PLCs will discuss how to provide students with additional activities and/or strategies incorporating word work and academic vocabulary. Teachers within each grade level will embed these activities and strategies into their core instruction.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>				
10/11/22	Walkthrough observations will be conducted during core instruction and immediate feedback will be provided to teachers.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>				
10/11/22	Students will strengthen computational skills through the usage of programs that have been purchased, such as Freckle, Reflex, Frax, and IXL.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>				
10/11/22	All Kindergarten through 3rd grade teachers will receive professional development for implementation of Foundations.	Complete 05/24/2023	Jill Pippen	12/20/2023
<i>Notes:</i>				
10/11/22	All elementary teachers will continue LETRS professional development Units 3 - 8, including completion of Bridge to Practice activities.		Jill Pippen	01/15/2024
<i>Notes:</i>				
10/11/22	Increase the implementation of Into Math curriculum in elementary grades.		Jill Pippen	06/02/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		RED Referrals were previously implemented in order to recognize students for respectful, encouraging, and dependable behavior. This program is running effectively, but can benefit from some updates and improvements. As a school, we are providing students with more opportunities to be recognized, other than behaviorally.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		At full implementation, all faculty and staff members will be able to effectively use the RED Referral program in order to promote positive student behavior throughout the school. Academic, behavior and attendance referrals will be made monthly by using the appropriate tools (referral letters and spreadsheet) and will provide opportunities to promote positive interaction with families and the community.		Jill Pippen	06/02/2023
Actions			5 of 8 (62%)		
10/11/22		Train new staff members on the procedure of submitting student names monthly within the "Character Ed./RED Referral" spreadsheet.	Complete 09/16/2022	Jill Pippen	09/30/2022
<i>Notes:</i>					
10/11/22		Update the "Character Ed./RED Referral" spreadsheet in order for staff members to submit names monthly.	Complete 09/16/2022	Jill Pippen	09/30/2022
<i>Notes:</i>					
10/11/22		Train and provide support within the school building to our new school counselor on the existing RED Recognition and Character Ed programs and procedures.	Complete 12/16/2022	Jill Pippen	12/19/2022
<i>Notes:</i>					
10/11/22		Students will be provided with opportunities to be recognized on the morning announcements resulting in receiving a prize and positive affirmations.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>					
10/11/22		The school counselor will begin using Autocrat as a tool to help simplify the process of submitting Character Ed names and RED referrals. Autocrat will also be used to automatically populate certificates given to students who are recognized.		Jill Pippen	06/02/2024
<i>Notes:</i>					

10/11/22	Student recognition will be used as a means of communication to promote positive interactions with each student's home and within the Collettsville community.		Jill Pippen	06/02/2024
<i>Notes:</i>				
10/11/22	Create a system for recognizing attendance for individual classes based on benchmark goals (10 days, 20 days, etc.) throughout the year.	Complete 05/24/2023	Jill Pippen	06/02/2024
<i>Notes:</i>				
10/11/22	The Character Ed board will be updated to reflect new staff members.		Jill Pippen	10/31/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	We have begun and implemented an MTSS period of 30 minutes per day for each grade level to instruct along tiered groups that need interventions and enrichment. We are focusing on instructional interventions and how to utilize these best during this 30 minute period. We have created a framework schoolwide to be used to help manage and streamline the MTSS process. Trainings and data meetings will be a key component to keep everyone moving in the same direction.	Limited Development 12/04/2019		
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<i>How it will look when fully met:</i>	An MTSS process will be fully implemented to fidelity and all students will receive leveled instruction in content areas. Teachers will have a process to know if interventions are being successful and if students need additional supports or referrals.		Jill Pippen	06/02/2023
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Actions		18 of 21 (86%)		
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2/17/20	We will select one program for math to deliver interventions. We have begun using Spring Math in one grade level this school year. If it goes well, we will use it school wide.	Complete 09/09/2020	Cory Trivett	07/01/2020
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<i>Notes:</i>	It was decided that there is not a single program that is effective to use in all grades K-8.			
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9/9/20	Get input from teachers within PLCs to provide ideal MTSS implementation to be discussed and used during next SIT meeting for planned design.	Complete 10/28/2020	Jill Pippen	10/30/2020
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	<i>Notes:</i>			
10/13/21	Provide teachers with initial MTSS training and ability to complete Foundational Core Plans during the day using subs from Title 1.	Complete 09/13/2021	Jill Pippen	10/22/2021
	<i>Notes:</i> Training for MTSS was done on 9/13 & 9/14. Half day subs were provided for all classroom teachers. During this time Core plans were created to address whole class/grade level deficits as a result of Covid.			
10/13/21	Observe other schools data meetings and MTSS process.	Complete 09/28/2021	Jill Pippen	10/22/2021
	<i>Notes:</i> Admin was able to attend Foundational Core data meetings at LCES on 9/28 which were being lead by the district lead psychologist.			
10/13/21	Provide deep dive data meetings for teachers to discuss progress monitoring data, group effectiveness and individual students/tier movement as needed. These meetings will last approximately 2 hours and will need subs through Title 1 funds. Set dates.	Complete 05/10/2022	Jill Pippen	05/30/2022
	<i>Notes:</i> Dates have been set for 12/6 & 3/7.			
10/13/21	Provide trainings for intervention programs as needed.	Complete 09/13/2021	Jill Pippen	05/30/2022
	<i>Notes:</i> District programs - Math 180, Do the Math, Imagine Learning, Hegrety			
10/29/20	Teachers will administer screening criteria, such as STAR, EOG, BOG, NC Check-Ins, and benchmark tests, throughout the school year to collect student data.	Complete 05/30/2022	Jill Pippen	05/30/2022
	<i>Notes:</i>			
10/29/20	Update MTSS spreadsheet to compile all student data and track individual student progress.	Complete 05/27/2022	Jill Pippen	05/30/2022
	<i>Notes:</i>			
10/29/20	Teachers will analyze STAR State Standards Mastery report and other data sources to create Foundational Core plans.	Complete 10/30/2021	Jill Pippen	05/30/2022
	<i>Notes:</i>			
10/29/20	Based on data, teachers will group students based on individual academic needs.	Complete 10/30/2021	Jill Pippen	05/30/2022
	<i>Notes:</i>			
10/29/20	Teachers will choose research based interventions (as seen on the STP provided by the district) that will meet each student's needs. Teachers will provide interventions appropriate to the skill and deficit level for each intervention group.	Complete 10/30/2021	Jill Pippen	05/30/2022
	<i>Notes:</i>			

	10/29/20	Teachers will complete MTSS paperwork, such as supplemental and intensive, and document all intervention plans. Student attendance will also be documented.	Complete 10/30/2021	Jill Pippen	05/30/2022
	<i>Notes:</i>				
	10/29/20	Teachers will progress monitor and document data for each student.	Complete 10/30/2021	Jill Pippen	05/30/2022
	<i>Notes:</i>				
	10/29/20	Data meetings will be held monthly to follow up with progress and progress monitoring.	Complete 05/10/2022	Jill Pippen	05/30/2022
	<i>Notes:</i>				
	10/29/20	Create MTSS data spreadsheet to track student data.	Complete 09/13/2021	Jill Pippen	05/31/2022
	<i>Notes:</i>				
	10/11/22	Walk through observation form created to provide immediate instructional feedback on interventions and implementation fidelity.	Complete 05/24/2023	Jill Pippen	06/02/2023
	<i>Notes:</i>				
	1/7/20	We will do a inventory of programs we are using to evaluate their effectiveness.		Jill Pippen	07/30/2023
	<i>Notes:</i>				
	10/11/22	Create an MTSS informational binder to be used schoolwide. Staff will need to be trained on the contents within the binder and how to use it.	Complete 05/24/2023	Julie Coffey	10/31/2023
	<i>Notes:</i>				
	10/11/22	Create a schoolwide map of intervention schedules.	Complete 05/24/2023	Jill Pippen	10/31/2023
	<i>Notes:</i>				
	10/11/22	Budget Title 1 Funds in order to have an interventionist for Kindergarten through 3rd grade for reading, primarily, and math. An intervention schedule and specific groups of students will be created to utilize the interventionist throughout the course of the day.		Jill Pippen	06/02/2024
	<i>Notes:</i>				
	10/11/22	Schedule a time for monthly data meetings by grade span to complete the MTSS process.		Jill Pippen	06/02/2024
	<i>Notes:</i>				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are beginning to use classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, and school social worker.</p> <p>We are currently having our guidance counselor as a part of our special area rotation. She is doing lessons about feelings and emotions of the students. We have implemented a positive office behavior referral system (RED-Respectful, Encouraging, Dependable) into our school culture. Teachers refer students for positive behaviors and they are called to the office and highlighted on a TV in our main office. Teachers are making concerted efforts to weave mental health into their daily lesson and are more in tune with the whole child and what they experience on a daily basis.</p>	<p>Limited Development 12/02/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>When fully implemented, teachers will effectively work with students and help students to recognize and manage their own emotions, develop care and concern for others, form and sustain positive relationships, and make responsible decisions. The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.</p>		<p>Jill Pippen</p>	<p>05/28/2023</p>
<p>Actions</p>		<p>7 of 9 (78%)</p>		
<p>3/3/20</p>	<p>Teachers have created mental health checkups with their students. Different grade levels have done this in ways that suit their needs.</p>	<p>Complete 03/02/2020</p>	<p>Cory Trivett</p>	<p>05/01/2020</p>
<p><i>Notes:</i></p>				
<p>9/9/20</p>	<p>Create a point person to manage the program.</p>	<p>Complete 09/09/2020</p>	<p>Jeannie Walker</p>	<p>08/14/2020</p>

<i>Notes:</i>				
10/21/20	Each homeroom and special area teacher will choose a student who demonstrates respectful, encouraging, or dependable qualities.	Complete 06/01/2021	Jeannie Walker	05/28/2021
<i>Notes:</i>				
10/21/20	Each homeroom and special area teacher will complete a RED referral and submit it to Mrs. Pippen, as well as update information on the shared Google doc.	Complete 06/01/2021	Jeannie Walker	05/28/2021
<i>Notes:</i>				
10/21/20	Each homeroom and special area teacher will call parent/guardian to inform about student's positive behavior.	Complete 06/01/2021	Jeannie Walker	05/28/2021
<i>Notes:</i>				
10/21/20	The principal will recognize each student who receives a RED referral. Each student will have his/her picture taken and receive prize.	Complete 06/01/2021	Jill Pippen	05/28/2021
<i>Notes:</i>				
10/21/20	Each homeroom teacher will choose two students who showcase the monthly character trait. Student will be recognized by the principal and given a certificate.	Complete 06/01/2021	Jeannie Walker	05/28/2021
<i>Notes:</i>				
10/21/20	Teachers communicate with the school's guidance counselor when students may benefit from individual counseling sessions, home visits, etc.		Taylor Hoover	05/28/2024
<i>Notes:</i>				
11/7/22	Students will be referred for school based mental health services through the CFST google form and processed by the team for eligibility for this program.		Jill Pippen	05/30/2024
<i>Notes:</i>				
Implementation:		03/03/2020		
Evidence	3/3/2020 3/3/2020- Master Schedule with Guidance within the rotation.			
Experience	3/3/2020 3/3/2020- We have added our counselor into our specials rotation and she is doing grade level specific lessons regarding mental health. Teachers have begun mental health checkups with their students. They have done this in different ways, however they see fit within their classroom. Our students are responding and feeling more comfortable talking with their teachers about their feelings.			

Sustainability	3/3/2020 3/3/2020- We will continue with the guidance lessons within the specials rotation. Teachers will expand their mental health checkups each year.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Staff has been suffering from low morale and a feeling of being overwhelmed this year as a result of COVID and the challenges it has created. While we work hard to boost each other on a daily basis, this has not recently been enough. We will begin taking opportunities to consciously work on this aspect.	Limited Development 10/19/2021		
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How it will look when fully met:	When fully met, teachers will feel appreciated and valued. While the job will continue to be difficult due to the demands, they will have a positive outlook and enjoy coming to work.		Jill Pippen	06/02/2023
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Actions		5 of 6 (83%)		
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10/19/21	Provide financial training on 401k and 503b plans for staffs financial health and retirement planning.	Complete 09/15/2021	Jill Pippen	12/15/2021
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Notes:

10/19/21	Have social committee create 4 social events for fellowship called "Grin & Share it"	Complete 05/27/2022	Megan Coffey	05/28/2022
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Notes:

10/19/21	Continue Monday Memo and provide opportunity for staff shout outs and ability to brag on what classes are doing.	Complete 05/27/2022	Jill Pippen	05/28/2022
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Notes:

10/11/22	Create a "staff favorite" card for all staff members to complete. This will provide ideas for individual morale boosts as needed.	Complete 05/24/2023	Jill Pippen	06/02/2023
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Notes:

10/11/22	The school will purchase "The 5 Love Languages" by Gary Chapman for each staff member. Staff will read and complete professional development together based on the book to support better communication with each other and with students.	Complete 05/24/2023	Amy McMasters	06/02/2023
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Notes:

10/19/21 Provide staff with periodic surprises to motivate and uplift them (can be small items, snacks, messages of encouragement).

Jill Pippen

06/02/2024

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Monitoring instruction in school

	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

We currently have some elements of this goal in place. We were able to implement a CFST team last year but need to continue refining the team, how it works, and how we are able to have 2-way communication with teachers. We also have previously implemented and worked on our RED referrals and character education program. These programs are running well but need maintenance and some improvement.

Limited Development
10/19/2021

How it will look when fully met:

At full implementation, CFST will run smoothly regardless of which team members are available to run the meeting. There will also be effective two-way communication between the team and teachers to continually support students. There will be a systematic way to document discussion, action, and follow up. RED recognitions will continue to run smooth and allow students to be recognized for their positive behaviors.

Jill Pippen

05/31/2023

Actions 13 of 14 (93%)

10/20/21 Identify RED recognition and Character Education recognition point person.

Complete 10/20/2021

Jill Pippen

09/10/2021

Notes: Walker will continue.

10/20/21 Set due dates and recognition dates for RED recognition and Character Education.

Complete 09/30/2021

Jill Pippen

12/15/2021

Notes:

10/20/21 Order prizes for RED recognition and Character Education using funds from Blue Ridge

Complete 10/20/2021

Jill Pippen

12/15/2021

Notes:

10/20/21	Create dedicated meeting dates and times for CFST to meet.	Complete 10/20/2021	Jill Pippen	12/15/2021
	<i>Notes:</i> CFST will meet the 2nd and 4th Monday of the month at 11:40.			
10/20/21	Improve CFST process by creating form for teachers to use to refer students. Have this form automatically populate into the CFST spreadsheet for documentation.	Complete 11/09/2021	Jill Pippen	12/15/2021
	<i>Notes:</i>			
10/20/21	Create a master schedule that provides whole group guidance and SEL lessons to all students.	Complete 10/20/2021	Jill Pippen	12/15/2021
	<i>Notes:</i>			
10/20/21	Develop a system to track and manage Christmas for students who need it.	Complete 11/01/2021	Dee Gragg	12/15/2021
	<i>Notes:</i>			
10/20/21	Put CFST form on teacher desktops for easy access.	Complete 11/09/2021	Jill Pippen	01/30/2022
	<i>Notes:</i>			
10/20/21	Have teachers create some form of morning check-in for students to express their feelings for the day and allow teachers to know who may need additional support for the day.	Complete 05/28/2022	Jill Pippen	05/28/2022
	<i>Notes:</i>			
10/20/21	Identify families needing additional basic need support and provide them with monthly food/hygiene product supplement through The Coves project. Pass out supplies bi-monthly.	Complete 05/10/2022	Jill Pippen	05/28/2022
	<i>Notes:</i>			
10/20/21	Provide nontraditional identified families (like kinship caregivers) with an opportunity to meet and work with DSS utilizing the programs they have available through The Kennedy Foundation.	Complete 11/30/2021	Jill Pippen	05/28/2022
	<i>Notes:</i>			
10/11/22	Train 3rd through 8th grades and encore staff on using Educators Handbook to document both minor and major behaviors.	Complete 01/27/2023	Jill Pippen	10/31/2022
	<i>Notes:</i>			
10/11/22	Establish schoolwide expectations for using the CFST referral form to inform the CFST team of specific student needs.	Complete 01/20/2023	Jill Pippen	03/11/2023
	<i>Notes:</i>			
5/24/23	Implement SEL into the core and behavior interventions for Tier 2 and 3.		Jill Pippen	06/02/2024
	<i>Notes:</i>			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School and student safety has been set as a district wide priority and ensuring that procedures are established and monitored. As a school there are several areas that we can work on to improve the overall safety of the school and students. As a staff, we must establish norms and procedures that create a safe environment such as the use of ID badges and building security norms. We also can work to create an environment where all staff take the initiative to share the responsibility of providing a safe environment hazard free environment. This means reporting hazards and maintenance needs to the office/custodians. One are of need that has been identified will be to create a consistent way to provided needed information for emergency situations to subs within the building.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		When fully met, all building maintenance will be up to date and all doors and entry points working properly. All staff will be identifiable through badges. Emergency procedures will be clearly written and communicated with staff. There will be schoolwide expectation and procedure for having sub plans. These plans will include rosters, seating charts, important health info and emergency information.		Jill Pippen	06/02/2023
<i>Actions</i>			4 of 6 (67%)		
	10/11/22	Ensure all occupied rooms have an emergency guide posted near the exit door for quick and easy access.	Complete 12/16/2022	Jill Pippen	12/19/2022
<i>Notes:</i>					
	10/11/22	School-wide expectations are set for all personnel to wear school-provided ID badges within the building.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>					
	10/11/22	Secure all outside doors and ensure they are locked. All staff should understand the importance of not leaving doors open for any reason.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>					
	10/11/22	Faculty and staff should report all torts and building maintenance to the custodial staff and administration. This will allow these issues to be fixed by our own custodial staff or the maintenance department.	Complete 05/24/2023	Jill Pippen	06/02/2023
<i>Notes:</i>					

10/11/22	Develop a consistent schoolwide folder to provide substitute with essential logistics and safety information specific to the classroom.		Jill Pippen	06/02/2024
<i>Notes:</i>				
5/24/23	Create safety plan specific to our school.		Jill Pippen	06/02/2024
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Due to COVID-19, family members within the school building have been restricted for the past few years. Now that restrictions have been lifted, family and community members are allowed back within the building for normal day-to-day functions.		Limited Development 10/11/2022		
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How it will look when fully met:	Family and community members will be given multiple opportunities throughout the current school year to be involved with students and staff within the school. This will be apparent through the creation and planning of special events throughout the year, but also inviting family members to attend these special events with their child.			Jill Pippen	06/02/2023
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Actions			1 of 2 (50%)		
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10/11/22	Increase the opportunities for parents/guardians to engage with the school through additional evening gatherings/events. These events include open house, parent conferences, Christmas Extravaganza, Title 1 Reading and Math nights, etc.)	Complete 03/29/2023	Jill Pippen	06/02/2023
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<i>Notes:</i>				
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5/24/23	Setting schedule of events at beginning of the year to include orientation, Open House, two parent conference nights, and Title 1 nights.		Jill Pippen	06/02/2024
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<i>Notes:</i>				
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