

Comprehensive Progress Report

Mission: Lower Creek Elementary School strives to develop life long learners and responsible citizens by providing a safe environment that focuses on the successes of each child.

Vision: Learning + Character Equals Success

Goals:

- Lower Creek Elementary will provide educational lessons and resources to students and staff on social and emotional well-being.
- Lower Creek Elementary will enhance instruction for all students through embedded use of technology throughout the school day.
- Lower Creek Elementary will improve the education of all students by closing instructional and performance gaps.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Lower Creek Elementary trained and implemented PBIS prior to 2019. LCES continues to have consistent hallway, bathroom, and cafeteria expectations which are posted throughout the school. The PAWS pledge, which reinforces school behavior expectations, is recited each morning following the Pledge of Allegiance. Lessons were previously developed for teaching expectations and many teachers have these lessons. Some teachers who have started recently do not have the PBIS lessons. Behavioral expectations are taught during the first week of school and at least two more times after major breaks.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will have an updated set of PBIS lessons. A schedule for teaching and reteaching the lessons will be established for each school year. Staff will model, teach, and reinforce positive behaviors throughout the school year in all locations. A major and minor matrix will be developed as well as guidelines for major behavior consequences. All major and minor incidents will be documented in a consistent manner and location. Communication norms will be developed and consistently used by all staff members.	Objective Met 09/13/23	Brook Cooper	06/07/2023
Actions					
	3/29/23	Adjust PBIS Lessons to meet current discipline and behavior school goals	Complete 01/03/2023	Lauren Robertson	01/03/2023
<i>Notes:</i>					
	3/29/23	Review current PBIS lessons (PBIS Team action)	Complete 06/01/2023	Lauren Robertson	06/01/2023
<i>Notes:</i> Review lessons and create timeline					

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>		Ongoing changes in curriculum materials and the North Carolina Standard Course of Study require grade level teams to update standard-aligned units of instruction. When fully developed these units will help grade levels improve instruction and will allow successive grade level teams to review what was taught in the previous year.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		<p>When fully met, all grade levels will have units of instruction for English Language Arts/Reading, Mathematics, Social Studies, and Science. Units will be standards based and include methods to assess, suggested research-based instructional strategies, and curriculum materials. Connections between units will be noted whenever possible.</p> <p>Encore teachers (Art, Computer, Media, Music, and PE) will develop standards-based units of instruction for each grade level or band, based on the current standard course of study. Encore teachers will connect vocabulary and subjects to grade level units when possible.</p> <p>Units will be reviewed regularly to maximize student achievement and to continually align to NCSCOS.</p>		Brook Cooper	06/05/2024
Actions			0 of 3 (0%)		
	3/29/23	Music teacher will create standards based units for each grade or grade band based on the NC SCOS.		Shelby Blancet	06/01/2024
		<i>Notes:</i> Teacher will align to NCSCOS and any applicable national arts standards. Teacher will review grade level content units to see where Encore class can align and support vocabulary.			
	3/29/23	Art teacher will create standards based units for each grade or grade band based on the NC SCOS		Hannah Bryant	06/01/2024
		<i>Notes:</i> Teacher will align to NCSCOS and any applicable national arts standards. Teacher will review grade level content units to see where Encore class can align and support vocabulary.			
	3/29/23	PE teacher will create standards based units for each grade or grade band based on the NC SCOS		Chad Keller	06/01/2024

Notes: Teacher will align to NCSCOS and any applicable national healthful living standards. Teacher will review grade level content units to see where Encore class can align and support vocabulary.

	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All classroom teachers have touch devices and projection ability and some classrooms have STAR or SMART interactive boards. All classrooms have chromebooks for student use. We have a Google Cast session set up for Fall 2018 facilitated by James Aydlett, our IT, a refresher for Class DoJo. Students have access to technology, educational programs, coding, and select educational apps that are used in the classroom nad computer lab.</p> <p>UPDATES:</p> <p>We have added 40 student devices and 9 more individual student devices and headsets. Students are scheduled for the computer lab two times each week.</p> <p>Classroom teachers attended a Google Cast session during Oct. Faculty Meeting, received follow up on Oct. 10 via Google Doc, and IT was available to come in and push in classrooms to help support. Several teachers have become comfortable Google Casting and are assisting other teachers.</p> <p>Approximately 10 of our staff are currently taking Digital Learning Courses to learn how to implement different apps and infuse technology into instruction.</p> <p>We incorporated digital apps and technologies in out MTSS Module 1.1 and 1.2 professional development and in our faculty meetings to model how to incorporate these apps.</p> <p>October, 2019: new administration transition in July, 2019. Goal extended for monitoring of continuation throughout the first two months, establishing Tech PD by planning twice per month with format focus "Everything Google" through new instructional facilitator of the school. Review of lesson plans, administrative walkthroughs / observations as well as participation in ongoing professional developments evidences that goal was met and maintained with transitioning supports. Continue in goal to increase various technology resources integrated into lesson plans through the 2019-20 school</p>	Limited Development 11/26/2018		

year.

February, 2020: As of February 2020 in our tech integration, the instructional facilitator is continuing with in house professional developments monthly including use of SchoolNet assessments and online reading resources such as Read Theory, Common Lit and Read Works. PTA is allocating funds raised from the recent book fair towards materials for both the STEM lab and library books. The master schedule was adjusted to add a flex technology time for classrooms utilizing the computer lab and computer instructor. Technology/maintenance is currently working together to reconfigure the media lab utilizing tables given to us from a college's discard. Multiple grants for classroom tools have been applied for and received.

September, 2020: In the goal of blended learning, due to the pandemic, all teachers have been trained in Google Classroom, implementing multiple resources of blended learning as of March 2020. The district hosted a Virtual Showcase of best practices as school opened this year, and several LCES teachers were asked to present virtual strategies incorporated including Zearn, Class Dojo, and a kindergarten digital collection. Currently, all staff through the district have been assigned to complete a webinar entitled Remote Instruction, as well as a webinar on the new growth model by the end of October.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Teachers and staff will use educational technologies into their lessons and document in their lesson plans. We will continue to spotlight and help build capacity and understanding by modeling new apps/features to improve student engagement and success.

**Objective Met
06/09/22**

Cheryl Pritchard

06/07/2021

Actions

11/26/18 Use various educational technologies (apps/websites) as literacy resources, web tools, and digital information sources in the classroom once a unit, as documented in lesson plans. Target: January 2019

Complete 01/22/2019

Leigh Anne Frye

01/19/2019

Notes:

11/26/18 Digital learning based Professional Development for staff will occur throughout the school year, to include Google apps, such as Google Cast, SchoolWires (website development), Canvas, Class DoJo Toolkit, and NCEES courses. Target: June 2019

Complete 10/08/2019

Leigh Anne Frye

06/15/2020

Notes: continue objective through 19-20 school year-not met.

10/23/20	<p>Each teacher will establish and maintain a Google Classroom for remote learning day instruction.</p> <p>The two computer labs will be utilized to give students weekly individualized access to the Google Classroom</p>	Complete 06/11/2021	Tammy Bush	06/11/2021
<i>Notes:</i>				
10/23/20	<p>Teachers will engage in individualized virtual PD in technology staff development sponsored through the district choice board</p> <p>Guest presenters will be sponsored at the school on selected workdays to guide grade level reps on technology resources who will in turn share with their team</p>	Complete 06/11/2021	Cheryl Pritchard	06/11/2021
<i>Notes:</i>				
11/26/18	<p>Increase use of various educational technologies (apps/websites) as literacy resources, web tools, and digital information sources in the classroom at least twice each unit, as documented in lesson plans. Target: June 2021</p>	Complete 06/15/2021	Julia Lovett	06/15/2021
<p><i>Notes:</i> Goals were not completed in the 2018-19 school year. Team desired to continue and strengthen for 19-20 school year. Instructional Facilitator will deliver professional development and modeling of best strategies in technology supports for instruction monthly to staff during grade level planning periods.</p> <p>Staff CEU's earned and credited for 2019-20 team PLC's with instructional facilitator. Global pandemic of spring, 2020 caused a shift towards remote learning and digital competencies with a need to continue through trainings and implementations this school year of 2020-21.</p>				
Implementation:		06/09/2022		
Evidence	<p>6/9/2022</p> <p>Google Classroom for ever teacher, 1:1 Chromebook access, PD opportunities provided by the district.</p>			
Experience	<p>6/9/2022</p> <p>Digital Learning has become a nationwide expectation and Lower Creek has implemented to the extent of the technology that has been provided.</p>			

Sustainability	6/9/2022 Continual need to update and replenish technology			
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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>		<p>Many pieces of the multi-tier system of support framework are partially or fully implemented at Lower Creek. Lower Creek teachers meet three to four times per year to do a deep analysis of data, curriculum, instruction, and environment. Most grade levels are able to provide supplemental support for reading and math and some grade levels are able to provide intensive instruction for reading and math. The master schedule provides intervention and enrichment time daily for first to fifth grade. All instruction and interventions are monitored throughout the year with diagnostic assessments, progress monitoring, and formative assessments. Most instruction is evidence based. PBIS has been implemented at Lower Creek but not all homeroom teachers have access to the developed lessons. Social-emotional needs are starting to be addressed but additional support and training is needed. Attendance is reviewed one to two times per month and chronically absent students are discussed during the At-Risk meetings.</p>	Limited Development 10/24/2022		
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How it will look when fully met:

When fully implemented,

- The master schedule will provide intervention and enrichment time for all grades and for supplemental and intensive instruction/support.
- Grade levels will meet three or more times per year to discuss core and supplemental data and instruction. Meetings will focus on instruction, curriculum, and environment. All instructional strategies and programs will be evidenced based. Progress monitoring will be completed as required by plans and/or programs. Plans will be developed according to district MTSS requirements.
- Grade levels or identified groups will meet four or more times per year to discuss intensive instruction and data collection. Meetings will focus on instruction, curriculum, environment, and learner. All instructional strategies and programs will be evidenced based. Progress monitoring will be completed as required by plans and/or programs. Plans will be developed according to district MTSS requirements.
- All grade levels will have standards aligned units of instruction for reading, mathematics, science and social studies. This will be evidenced by the full implementation of Indicator A2.04.
- Behavioral support and PBIS will be assessed and provided in multiple tiers as outlined in Indicator A1.07.
- Social-emotional and character education development will be assessed, instructed, and supported as outlined in A4.06.
- Attendance will be monitored one to two times per month. Chronically absent students will be discussed during At-Risk meetings. Follow up will occur as documented during the meetings. The At-Risk committed will include school-based student support, administration, and the data manager.
- Instruction will be monitored by walk throughs in each classroom at least twice per year. Additional data from NCEES observations and informal class observations will be used to further support implementation of instructional and data elements of MTSS.
- Professional development will be provided yearly to staff on MTSS, instruction, curriculum, PBIS, social emotional needs of students, software related to MTSS, and other identified areas.
- Agendas and minutes from SIT, grade level meetings, PLCs, district trainings, and conferences will serve as documentation as appropriate for MTSS implementation.
- FAM-S will be an additional monitoring tool for implementation

Brook Cooper

06/05/2024

		of MTSS at Lower Creek.				
Actions						
<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:			<p>Teachers have become increasingly aware of students' emotional states and are reaching out for resources in order to be better able to guide students and refer for any needed supports.</p> <p>Teachers have been introduced to CASEL and Panorama. Teachers have started using strategies to support social emotional learning among their students. The focus on students' emotional states have made teachers more aware of their personal emotional states and this awareness supports the work that is occurring in the classrooms. The At-risk Committee, comprised of administration, counselor, psychologist, school social worker, and school nurse meet at least once a month to address social, emotional, behavior, and attendance concerns. The At-Risk Committee provides support and information as needed.</p>	Limited Development 10/24/2022		
How it will look when fully met:			<p>When fully implemented, students and staff will complete surveys focused on social-emotional behaviors two to three times each year. The data will be reviewed within MTSS data meetings or grade level meetings to find trends and needs. The faculty and staff will form positive relationships with students, parents, and guardians. Teachers will provide ongoing lessons to support emotional well-being and social connections within the school and classroom. The counselor will provide lessons and/or resources on character education and on identified SEL needs. The lessons may be delivered by the classroom teacher and/or counselor. Supplemental and intensive supports will be available for groups and individuals. Data will be collected to monitor progress, growth, and ongoing needs. Meeting SEL needs of students will result in a decrease of office discipline referrals and At-Risk referrals related to these needs.</p>		Susan Walker	06/05/2024
Actions						

Notes:

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
Initial Assessment:		<p>Staff changes over the past few years have moved this from full implementation to partial implementation. Lower Creek does have a plan for transitioning students into kindergarten. Kindergarten screening and orientation support this transition. Kindergarten teachers use data and information from Kindergarten screening to develop class roles.</p> <p>Fifth grade transition to middle school is supported by student visits to William Lenoir Middle School. Fifth grade teachers make placement recommendations to CIS and the middle school. Parent informational sessions are sponsored at the middle school. Transfer of IEP's, 504, and DEP plans are conducted in separate meetings by school counselors and EC staff.</p> <p>In the scheduling of students for first grade through fifth grade, teachers of the previous grade level submit behavioral, emotional, medical and academic needs along with present level of performance in order for the student scheduling to be balanced across the grade level.</p>	Limited Development 10/24/2022		
How it will look when fully met:		All Lower Creek students will be supported as the transition into kindergarten, transition to a higher grade, and transition to middle school. Parents and other stakeholders will be provided with information about the upcoming year and transition. Kindergarten teachers and other staff will provide a screening day each spring. All students and stakeholders will be invited to orientation and open house. Teachers will use all available data to create class roles for the upcoming school year. The counselor will support transitions and help provide additional information to parents.		Brook Cooper	06/05/2024
Actions					

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			At the LEA level, the district Multi-Tiered System of Support (MTSS) team serves as the LEA support and improvement team and provides direction and support for both the district and schools as the implementation of MTSS expands and continues. The team is comprised of district and school representatives including curriculum, school improvement, student support, special education, and school administration. The district MTSS team meets monthly. Agendas and minutes serve as evidence of these meetings.	Full Implementation 10/11/2022		
	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
<i>Initial Assessment:</i>			The School Improvement Team meets monthly with representation from each grade level team including encore, student services support team, instructional assistants, and a parent representative. The principal then meets monthly with individual teaching teams to communicate updates and to problem-solve grade level concerns at grade level meetings. The principal and other school and district curriculum specialists meet with PLC groups monthly to provide ongoing professional support to enhance instructional pedagogy. The principal meets monthly with the PTA board to review and evaluate communication and to plan parent involvement / community events. The whole staff meets monthly at faculty meetings for awareness in local and state updates, whole school data analysis, and school calendar event planning. Meeting schedules are established yearly during the opening week for faculty and staff. Communication efforts are reviewed throughout the year. All staff members are asked for feedback throughout the year.	Full Implementation 10/21/2022		

!		B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal communicates through a weekly email of updates, upcoming events and celebrations of accomplishments. Opportunities for anonymous feedback set in fall and spring of past year and utilized to inform School Improvement Team to design / revise goals. TWCS analyzed to set School Improvement goals.	Limited Development 10/23/2020		
<i>How it will look when fully met:</i>			Upon full implementation, a system of communication will have been developed to monthly collect feedback from staff for school improvement, shared and discussed at the monthly School Improvement Team to develop and implement timely problem-solving and implementation.		Susan Walker	06/11/2021
Actions				0 of 3 (0%)		
10/23/20	TWCS will be analyzed to determine areas of improvement needed. These areas will be documented into a Google Form to be sent out to all staff on the last day of each month, monitored by the principal and shared with the School Improvement Team			Julia Lovett	06/11/2021	
<i>Notes:</i>						
10/23/20	Opportunities for anonymous feedback will be set for the end of each month in conjunction with the TWCS Google Form for additional feedback			Julia Lovett	06/11/2021	
<i>Notes:</i>						
10/23/20	The school improvement team will determine opportunities for celebration at monthly meetings and strategies for acknowledgements and celebrations.			Cheryl Pritchard	06/11/2021	
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The master schedule designates common planning for each grade level, encore team, and student support team. A grade level chair is established in each grade level, encore, and support team to lead team meetings and communicate concerns to administration. A School Improvement Team representative is elected from each grade level team and encore team, meeting monthly to review progress in school improvement goals. Teaching teams submit a record of weekly planning meetings through a Google Document shared with administration for review.	Full Implementation 10/11/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		Lower Creek Elementary has experienced several changes in leadership over the past several years. Changes in leadership bring changes to how the principal monitors curriculum and classroom instruction and old systems need to be replaced to meet the needs of current staff and faculty.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		Upon full implementation, the principal will spend a portion of every day in classrooms. Curriculum and instruction will be monitored through NCEES evaluations, MTSS walkthroughs, informal classroom observations, developed grade level units of instruction, lesson plans, PLCs, and grade level meetings. The principal will also review data from various assessment sources including diagnostic, summative, and informal assessments. The continual focus on instruction will promote learning and growth for all students.		Brook Cooper	06/05/2024
Actions					

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>		Lower Creek looks at some academic data sources but does not disaggregate to sub-groups. Classroom observation data is also gathered but not analyzed for professional development needs. Data sources available include EVAAS, county and school EOG data, mCLASS data, STAR data, grades, promotion/retention, and behavior.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will understand how to review disaggregated data from multiple sources in order to make instructional decisions. The disaggregated data together with FAM-S, Comprehensive Needs Assessment, Teachers Working Conditions Survey, and NCEES or other classroom observation data will be used yearly by the Leadership team to determine what professional development may be needed in order to improve instruction and student outcomes. Teachers will learn how to use EVAAS data to address student instructional needs. A professional development plan will be developed that addresses group and individual needs.		Brook Cooper	06/05/2024
Actions					
Notes:					

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

<p>Initial Assessment:</p>	<p>At the LEA level, various methods of recruiting, hiring, and retention are utilized. Methods include attending job and career fairs for educators at various universities and other agencies. The LEA also uses extensive advertising methods for recruiting teachers, including using Facebook, Twitter, district website, state website and other electronic and print media outlets. The Human Resources staff monitors all recommendations for employment to make sure that classroom teachers employed to teach in identified low performing/Title I schools are licensed and certified in the areas assigned to teach. Certified employees are evaluated according to the North Carolina Educator Evaluation process. All observers who conduct evaluations, including administrators and peer observers, are trained on both the instrument and electronic evaluation system (NCEES). Caldwell County Schools celebrates annually the accomplishments of deserving employees during the "of the year" banquet. Elected representatives from all departments of both classified and certified employees are recognized for their incredible and highly appreciated service.</p> <p>At the school level, administration and teachers work together to identify potential candidates for open positions. These candidates are encouraged to apply through the online application system provided by Human Resources. Applications are screened and at least three candidates are chosen for interviews. Interview teams include grade level and principal representation. The interview team develops questions and guidelines for the interviews so that all candidates have the same opportunity to provide responses.</p> <p>NCEES evaluations and other evaluation resources are used annually with all employees. Staff members are selected during yearly voting for "of the year" recognitions. Additional recognitions and support are provided through weekly email shout outs, monthly munchies, "Boo" treats, social media posts, and other similar activities.</p>	<p>Full Implementation 10/11/2022</p>		
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Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Most technology hardware and software decisions are made at the district level with little to no input. In 2022-20203 these programs and applications include: Talking Points, Claslink, Renaissance Assessments, mCLASS assessments, Freckle, Educators Handbook, Edpuzzle, Newsela, Pear Deck, Lexia, Securly, and Canva.

Lower Creek teachers have knowledge of some programs but need additional training on the newer programs such as Talking Points, Educators Handbook, and Securly Classroom. Lower Creek has purchased Study Island, Reading Eggs, and Accelerated Reader for the 2022-2023 school year. Teachers have some knowledge of programs but the school wishes to implement these programs with fidelity to support student success and growth.

Many classrooms have TV monitors located in the front of the classroom that have replaced projectors. The school wants to enhance hardware by purchasing and installing touch screen TVs in every classroom, as appropriate. This will take several years to achieve.

Limited Development
10/24/2022

<p>How it will look when fully met:</p>	<p>When fully implemented, all teachers will have the opportunity to participate in professional development through PLCs and webinars/recordings that will enhance their knowledge and implementation of school and district software programs and applications. Agendas and meeting notes will provide documentation of PLC participation.</p> <p>Program usage and implementation fidelity will be monitored and used when reviewing software and application needs. School purchased software and grade level requests will be reviewed yearly to determine what instructional technology will meet the needs of students and staff. Protocols will guide requests for new and continuing software and applications.</p> <p>One to three touch screen TVs will be installed yearly based on a developed system. After installation of the TVs in their classrooms, teachers will receive all necessary training to enhance the use of this technology.</p>		<p>Brooke Parker</p>	<p>06/05/2024</p>		
<p>Actions</p>						
<p><i>Notes:</i></p>						
		<p>D2.05</p>	<p>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:

Lower Creek's physical building and grounds are regularly inspected to insure it is safe for all students and staff. The head custodian visually inspects the grounds each morning and checks outside doors at least once per day. All staff are aware of the policy that outside doors remain locked and not propped at all times. All staff keep inside doors locked so that any safety plan can be implemented quickly. This part of the indicator is full implemented.

Staff members currently have an orange or green booklet titled "Emergency Guide" for Caldwell County Schools. This guide provides most information but is outdated.

Lower Creek has developed procedures for most drills such as fire, soft lockdown, hard lockdown, and tornado. Earthquake drills are being added to these procedures and the school desires to develop a flip book to make the information easily accessible.

Substitutes are sometimes unaware of all the procedures and administration will address this lapsed during the 2022-2023 school year.

Administration follows the CCS schedule for fire, tornado, earthquake, and lockdown drills. Lower Creek meets the required number each year.

Social, emotional, and behavioral safety is being addressed through indicators A1.07 and A4.06. These objectives are part of the current SIP success cycle.

Limited Development
10/24/2022

How it will look when fully met:	<p>When fully implemented Lower Creek staff will have updated emergency information booklets for all Lower Creek staff members. A check out system will be implemented to provide the booklets for short and long term substitutes.</p> <p>Administration will continue to follow CCS schedule for drills and document the drills are required.</p> <p>Students and staff will feel safe and welcomed at Lower Creek. Behavior plans, character education, and social-emotional support will be fully implemented through A1.07, A4.06, and A4.16.</p>		Brooke Parker	06/07/2023
Actions				
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	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

Initial Assessment:

Family engagement is crucial to student achievement and at the center of many aspects of the Lower Creek Elementary Environment. Multiple family and student events are held yearly to discuss school and home expectations, discipline and PBIS standards, home curriculum supports, and reading and math curricula, assessments, and achievement expectations. These events include: Orientation prior to the first day of school; PAC 1/Open House prior to the twentieth day of school; parent conferences after the first grading period; PAC 2 and PAC 3 during the fall and winter focused on reading and math home connections; PAC 4 during April or May to focus on reviewing and revising the Parent/Family Engagement Policy and the Student-Parent-School Compact; Book Fair nights.

Additionally information two way communication is established through Talking Points, Blackboard, and/or other approved communication applications. Parental Portal and Renaissance Home Connect are two applications that allow parents to stay up to date on grades and assessment progress. Facebook is used to keep the Lower Creek community up to date on school events and upcoming activities. Newsletters are printed and sent home, posted in communication apps, posted the school web page, distributed through Blackboard to email, text, and through the app, as well as posted on social media accounts to provide additional information.

For at risk students, additional letters and conferences are used to include the parents in the development of instructional plans and in discussions about ongoing response to instruction.

Full Implementation
10/21/2022

	E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Incentives for reading / recognition for reading; parent involvement for reading at home; bilingual reading material; digital reading material; care for materials at home -- responsibility to return;	Limited Development 10/14/2020		
<i>How it will look when fully met:</i>		Incentives for reading / recognition for reading; parent involvement for reading at home; bilingual reading material; digital reading material; care for materials at home -- responsibility to return; Reading A-Z has bilingual option		Danna Cable	12/31/2021
<i>Actions</i>					
<i>Notes:</i>					