

Comprehensive Progress Report

Mission: Mission: C = Challenging, E = Educating, L = Leaders, E = Exploring, S = S.T.E.M., T = Thriving, E = Excellence Vision: Challenging and Educating Future Leaders
War Cry: Thrive at the Hive!

Vision: Challenging and educating future leaders.

Goals:

STRATEGIC GOAL for A.401: Our students will increase growth by 8% or more on overall school proficiency by 2019-20 as measured by K-2 TRC and 3-5 EOGs. TARGET GOAL: Our students will increase growth by 4% or more in 2019-20 as measured by K-2 iStation and NC Math Task Summative Assessment and 3-5 Reading and Math EOGs.

STRATEGIC GOAL FOR A.406: At Celeste Henkel, student relationships will improve with each other and with staff members as evidenced by reducing the 105 ODRs (from 2016-2017 year) to 60 total ODRs and will also be evidenced by student survey data through the strengthening of character traits and relationships between students and staff. TARGET GOAL: For the 2019-2020 school year, the number of ODRs will be reduced from 140 overall to 80 ODRs as well as evidenced by student survey data through the strengthening of character traits and relationships between students and staff.

STRATEGIC GOAL for E.106: At Celeste Henkel, our Parent Relationships will improve through revitalizing parent nights and communication and having 100% of Celeste teachers having face to face conferences with 90% or more of their students' parents at a minimum of twice a year as well as increasing numbers 19 & 20 on the MTSS evaluation score from Emerging/Developing to Optimizing. TARGET GOAL: In the 2019-2020 school year, teachers will implement strategies throughout year through revitalizing parent nights by having designated grade levels perform, EOG nights with drums alive performances, and out-reach to hard-to-reach families in different low income communities. Through these outreaches, Celeste will increase parent face-to-face participation in parent/teacher conferences. This will be measured by an increase of 10% from first semester to second semester and increasing numbers 19 & 20 on the MTSS evaluation score to continue to stay in Optimizing.



! = 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
Initial Assessment:		Currently, we have PLC's with curriculum guides. In addition, the wiki and the grade-level planning document. Lessons are aligned to standards, just not quite in units yet throughout the school.		Limited Development 04/25/2017		

How it will look when fully met:				
Actions				
<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
<i>Initial Assessment:</i>		MTSS Academic Team; Based on data students are placed in the Tier system and receive intervention during a set intervention block. For the behavior piece, the process for moving students through the Tiers are very clear. MTSS processes for Literacy are much stronger than for math in our school at this time.	Limited Development 04/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Our school will implement strong core instructional practices in Literacy and Math so that all of our students make adequate growth or higher. We will implement an intervention/enrichment block with fidelity to meet the individual instructional needs of all of our students. We will adjust our core instructional plans and students' individual plans based on universal screening and progress monitoring data.		Bonnie Wilson	06/01/2020
Actions			60 of 76 (79%)		
	9/19/18	Grade level teams will analyze Universal Screening, K-2 Math Assessment, and NC Check In data, and plan next steps for Core Instruction. Data analysis will occur after every assessment	Complete 06/10/2019	Bonnie Wilson	06/10/2019
		<i>Notes:</i> as needed			
	6/4/19	PLC Teams will review all EOY data and complete Core Reflection and Next Steps Document	Complete 06/10/2019	Dawn Alsop	06/10/2019
		<i>Notes:</i>			
	6/4/19	PLC Teams will analyze Hornet Time Group growth data and complete Reflection and Next Steps Document.	Complete 06/10/2019	Litton	06/10/2019
		<i>Notes:</i>			
	6/4/19	MTSS Academic Goal Team will review results of the PLC Team Core	Complete 06/10/2019	Wilson	06/10/2019

	Reflection, Hornet Time Reflection, and FAM-S rubric and plan a draft of next steps for next year.			
	<i>Notes:</i>			
9/3/19	PLC Teams will review EOY data and Next Steps that were completed at the end of the year for both their previous students and their rising students.	Complete 08/01/2019	Bonnie Wilson	08/01/2019
	<i>Notes:</i>			
9/3/19	Training on new universal screening tools - K-3 iStation and 3rd grade iReady Math	Complete 08/01/2019	Bonnie Wilson	08/01/2019
	<i>Notes:</i>			
9/3/19	In PLCs, Review Core Instructional Expectations from the district MTSS chart	Complete 08/14/2019	Tony Trifaro	08/14/2019
	<i>Notes:</i> Chart is displayed in PLC room and will be reviewed as needed.			
9/3/19	Decide on what will be used for BOY Math data for K-2	Complete 08/30/2019	David Litton	08/30/2019
	<i>Notes:</i> Kindergarten - Teacher made baseline assessment for BOY data, Q1-2 Math Task data for MOY and Math Task Summative data for EOY 1st grade - Will use Kinder EOY Math Summative data for BOY data, Q1-2 Math Task data for MOY, and Math Task Summative data for EOY 2nd grade - Will use 1st grade EOY Math Summative data for BOY data, Q1-2 Math Task data for MOY, and Math Task Summative data for EOY 3rd-5th Grade - will use iReady Math			
9/3/19	In PLCs, Analyze Reading and Math BOY universal screening data and write Tier 1 Core Instructional Plan for Reading and Math.	Complete 08/23/2019	Aubrey Carr	08/30/2019
	<i>Notes:</i>			
9/3/19	Schedule Math Intervention training		Bonnie Wilson	09/09/2019
	<i>Notes:</i> Training should occur 9/16-9/23, possibly Jen Ribbeck?			
9/3/19	Fidelity of HT Instruction - Training on Reading and Math Intervention Protocol document in PLCs		Crystal Harris	09/13/2019
	<i>Notes:</i>			
9/3/19	Train Teachers and TAs who will be implementing Phonics For Reading		Bonnie Wilson	09/13/2019
	<i>Notes:</i>			
9/3/19	Utilize TSI funds by providing SIOP training for staff July 29-30th. Provide follow up training on August 6th and have participants share		Kristin Clements	10/25/2019

	out with staff at Early Release Day on October 23, 2019.			
	<i>Notes:</i>			
9/10/19	By September 13, 2019 Implement Phonics For Reading in Grades 2-5 for Tier 2, Tier 3, and other students needing supplemental phonics instruction. Data will be analyzed in PLCs at least monthly. After MOY screening, groups will be reformed as needed.		Crystal Harris	12/19/2019
	<i>Notes:</i>			
9/3/19	In PLCs, Analyze Reading and Math MOY universal screening data and update Tier 1 Core Instructional Plan with next steps for Reading and Math. Screening window is December 2-19, 2019.		Tony Trifaro	01/10/2020
	<i>Notes:</i>			
9/3/19	In PLCs, Analyze Reading and Math EOY universal screening data and update Tier 1 Core Instructional Plan with next steps for Reading and Math.		Dawn Alsop	04/08/2020
	<i>Notes:</i>			
9/3/19	Third through Fifth Grade PLC Teams Analyze Math and Reading NC Check In data in PLCs. Dates: November 8, February 7, April 10		Dawn Alsop	04/10/2020
	<i>Notes:</i>			
9/3/19	Fifth Grade will implement a Blended Learning Lab, planning schedule, monitoring, and reporting feedback monthly to Leadership Team. Lab will be in full implementation by October 15. 2019		Tiffeny Morrison	05/08/2020
	<i>Notes:</i>			
9/3/19	By September 13, 2019, PLC Teams will create Instructional plans for Reading intervention, remediation, and enrichment groups using universal screening data. Plans will be updated as progress monitoring and benchmark data is analyzed during PLCs twice a month.		Tiffeny Morrison	05/15/2020
	<i>Notes:</i>			
9/3/19	By September 30, 2019 PLC Teams will create Instructional plans for Math intervention, remediation, and enrichment groups using universal screening data. Plans will be updated as progress monitoring and benchmark data is analyzed during PLCs twice a month.		David Litton	05/15/2020
	<i>Notes:</i> PLC teams need training on math interventions.			
9/3/19	By September 9. 2019 Create MTSS/RtI Stored tracking sheet with progress monitoring, cycle dates, and next steps and share with teachers. Review in PLCs twice a month. (Fidelity measure)		Dawn Alsop	05/15/2020
	<i>Notes:</i> Document has been created and dates for Quarter 1 have been set.			

9/3/19	By September 13, 2019 Create folder for each Hornet Time instructional group to facilitate communication. Folder will include attendance of students and teacher/TA, lesson plan for the cycle, and progress of students. Folders will be reviewed in PLCs twice a month. (Fidelity measure)		Kristin Clements	05/15/2020	
<i>Notes:</i>					
9/3/19	PLC Teams will plan collaboratively each week and will utilize the Reading and Math lesson planning documents created last year. The Leadership Team will be assigned to two grade levels and will review plans weekly and give feedback as needed.		Bonnie Wilson	05/15/2020	
<i>Notes:</i>					
9/3/19	K-2 Analyze NC Math Task Formative Assessment data in PLCs each Quarter. Dates: October 16, January 10, March 27, May 15.		Kristin Clements	05/15/2020	
<i>Notes:</i>					
9/3/19	Collect feedback quarterly from teachers and TAs about Hornet Time. The MTSS Goal Team will analyze data and create next steps as needed. Dates October 18, January 10, March 27, May 26		Aubrey Carr	05/26/2020	
<i>Notes:</i>					
Implementation:		08/24/2018			
Evidence	6/11/2018				
Experience	6/11/2018				
Sustainability	6/11/2018				
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:		Currently, we are working on improving the PBIS program, MTSS Behavior Team, Morning Meetings, Mentor Program, students who are tiered for behavior and attendance, counselor's small groups, classroom guidance; and classroom expectations. We are implenting Restorative Justice this year as well.	Limited Development 04/25/2017		
How it will look when fully met:		Students will have meaningful relationships with staff and peers. Staff will consider the whole child when dealing with behavior issues. Staff will uphold consistent expectations around the school and use PBIS to reward students. Overall behavior issues will be reduced. This will be evidenced by the number of ODRs being reduced from 140 overall to 80		Tonyia Behrendt	05/29/2020

	ODRs (55 school / 25 bus) as well as evidenced by student survey data through the strengthening of character traits and relationships between students and staff.			
Actions		23 of 34 (68%)		
8/23/17	Train staff for Morning Meetings, MTSS attendance process, and MTSS behavior.	Complete 08/22/2018	Nichole Lentz	08/22/2018
<i>Notes:</i>				
8/23/17	Create list of Character Traits for each month of the school year to use as a focus for Morning Meetings and throughout academic day.	Complete 08/31/2018	Simko	08/22/2018
<i>Notes:</i>				
9/1/17	Mentor Program Initiative: 1. Email mentor referral forms for teachers to complete if they have a student that would benefit from the mentor program.	Complete 08/22/2018	Robertson	08/22/2018
<i>Notes:</i>				
9/1/17	Mentor Program Initiative: 2. Email the Mentor sign-up sheet to Celeste staff asking every staff member to sign up to be a mentor to a student by 8/22.	Complete 08/24/2018	Robertson	08/22/2018
<i>Notes:</i>				
8/30/17	PBIS: Goal team will meet to review current PBIS processes, analyze, revise as needed, and communicate revisions to all grade levels.	Complete 08/24/2018	Katie Eichler	08/22/2018
<i>Notes:</i>				
8/23/17	Classroom teachers will Implement DAILY Morning Meetings.	Complete 09/07/2018	Nichole Lentz	09/04/2018
<i>Notes:</i>				
11/14/17	Create reflection questions for morning meetings that teacher will respond to during MTSS PLC's once a month to ensure fidelity.	Complete 10/26/2018	Nichole Lentz	10/19/2018
<i>Notes:</i> These reflection questions are being uploaded by teachers onto padlet and shared with staff so teachers and see what other teachers across grade levels are saying about each relection question.				
9/13/17	Create and give 3rd - 5th grade student survey to gather feedback on students' social and emotional feelings while at Celeste.	Complete 12/10/2018	Nichole Lentz	10/26/2018
<i>Notes:</i> once in 1st quarter and once in 4th quarter. Goal team used Social/emotional section of the School Climate survey for the survey.				
8/24/18	PBIS: Implementation of Hornet Pirate Teams school wide including admin announcements, grade level implementation, bulletin board	Complete 01/24/2019	Nichole Lentz	11/08/2018

	upkeep, and reward system. Goal team grade level reps will report grade level participation to goal team to ensure the fidelity of PBIS.			
	<i>Notes:</i> Nov. will be the first fidelity check to ensure the processes are being implemented throughout the entire school among all grade levels. The pirate teams are established and teams are being rewarded quarterly based on the team who has received the most green hornets for good behavior. The Academic pep rally is another way we are encouraging PBIS behaviors- winning team gets recognized at the pep rally. Pirate teams have their own chants that they perform at the pep rally. Second pep rally will be on Jan. 24th.			
9/28/18	Create a Mentor program Google doc for staff to check off once they have completed the monthly challenge with their student as a fidelity check to ensure staff are meeting with their students on a regular basis.	Complete 11/06/2018	Nichole Lentz	12/19/2018
	<i>Notes:</i> The staff are given mentor challenges each month to complete with their students. The challenges are shared with staff through email and is also posted in the front office. The supplies that are needed for each challenge are provided to staff. Then staff are to check on when they have completed the challenge with their mentee to check fidelity of the mentorship. The c			
8/29/17	Monthly MTSS PLCs for behavior and attendance to ensure intervention plans are developed and implemented consistently.	Complete 01/18/2019	Nichole Lentz	05/25/2019
	<i>Notes:</i> The MTSS PLC's have become routine and are entered on the master calendar for the school to ensure teachers attend these PLC's each month. Attendance, behavior, and Monthly meeting, Character ed. , and best ways to support students are all discussed during these PLC's.			
8/30/17	PBIS Fidelity: Each grade level will report out in MTSS PLC meetings on PBIS process & rewards for their grade level. This will be a standing agenda item.	Complete 05/31/2019	Furry	05/30/2019
	<i>Notes:</i>			
9/1/17	Mentor Program Initiative: Staff will be asked to share-out about how the mentor process is working and what additional support is needed during monthly MTSS PLC meetings.	Complete 05/31/2019	Nichole Lentz	05/31/2019
	<i>Notes:</i>			
9/1/17	Mentor Program Initiative: Reminders will be sent to staff throughout the year as students are added to the list to ensure students are being supported.	Complete 01/15/2019	Nichole Lentz	06/06/2019
	<i>Notes:</i> Staff are informed at goal meetings if there are new students added to the mentor list and reminders are made at goal team meetings about			

	meeting with mentee and the monthly challenges. These reminders are to ensure students are being supported by their mentors.			
9/1/17	Mentor Program Initiative: Staff must meet with student at least monthly. This will be communicated to teachers during PLC and/or email. Monthly goal challenges will be implemented between mentor and mentee.	Complete 01/15/2019	Nichole Lentz	06/06/2019
	<i>Notes:</i> Staff are informed at goal meetings if there are new students added to the mentor list and reminders are made at goal team meetings about meeting with mentee and the monthly challenges. Any student issues/challenges are addressed during PLC's. Teachers are encouraged by goal team members to communicate regularly with the student's mentor.			
10/2/18	Create and give 3rd - 5th grade student survey to gather feedback on students' social and emotional feelings while at Celeste.	Complete 06/07/2019	Nichole Lentz	06/07/2019
	<i>Notes:</i> Once at end of 1st quarter, once at end of 4th quarter			
3/8/19	The student relationships goal team will look at the ODR data to determine if PBIS, monthly mentor meetings and morning meetings have had a positive impact on student behaviors as evidenced by a decrease in ODR data from last year to this school year.	Complete 06/10/2019	Nichole Lentz	06/10/2019
	<i>Notes:</i>			
9/3/19	PBIS- Review PBIS expectations with staff.	Complete 08/01/2019	Nichole Lentz	08/01/2019
	<i>Notes:</i>			
9/3/19	PBIS- Create Hornet class groups (red, blue, purple, orange) and update Hornet bulletin board on hall to cafeteria.	Complete 08/07/2019	Eichler	08/07/2019
	<i>Notes:</i>			
9/3/19	PBIS- Share lunchroom plan with teachers and TAs.	Complete 08/07/2019	Tonyia Behrendt	08/07/2019
	<i>Notes:</i>			
9/3/19	PBIS Lunch Training Cup process with all staff	Complete 08/07/2019	Nichole Lentz	08/07/2019
	<i>Notes:</i>			
9/3/19	Mentor- Choose students and teachers for mentee/mentor partnerships (select student on hall and/or special connection with student)	Complete 08/20/2019	Nichole Lentz	08/20/2019
	<i>Notes:</i>			
9/3/19	Every goal team member will add at least two resources to the IB Learner Traits folder as a resource for teachers.	Complete 08/30/2019	Boggs	08/30/2019
	<i>Notes:</i>			

9/3/19	By 8/20/19 share afternoon car duty expectations with staff and review by 1/7/20.		Tracey Gallyon	01/07/2020
<i>Notes:</i>				
9/3/19	by 8/20/19 Morning Meeting- Review Morning Meeting expectations with staff (daily & 4 components) and review by 1/7/20.		Tonyia Behrendt	01/07/2020
<i>Notes:</i>				
9/3/19	During MTSS PLC (9/20/19, 10/18/19, 11/22/19,1/24/20, 2/21/20, 3/27/20, 4/24/20) teachers will share Morning Meeting ideas/activities as fidelity measure.		Tonyia Behrendt	04/30/2020
<i>Notes:</i>				
9/3/19	Mentor- Monthly Char.Ed. discussion with mentee by the end of each month (9/27/19, 10/31/19, 11/26/19, 12/19/19, 1/31/20, 2/29/20, 3/31/20, 4/30/20).		Tonyia Behrendt	04/30/2020
<i>Notes:</i>				
9/3/19	Grade level Goal team chair checks in with teachers to make sure they are meeting with mentee and document on google doc as fidelity measure by the end of each month (9/27/19, 10/31/19, 11/26/19, 12/19/19, 1/31/20, 2/29/20, 3/31/20, 4/30/20).		Tonyia Behrendt	04/30/2020
<i>Notes:</i>				
9/3/19	PBIS- Create and implement lunchroom plan- Golden spatula to help with cafe behavior per classroom as monitored by bulletin board in cafe.		Tonyia Behrendt	05/01/2020
<i>Notes:</i>				
9/3/19	Monthly grade level Golden Spatula class winners will receive lunch with a special guest by the end of each month (9/27/19, 10/31/19, 11/26/19, 12/19/19, 1/31/20, 2/29/20, 3/31/20, 4/30/20).		Tonyia Behrendt	05/08/2020
<i>Notes:</i>				
9/3/19	PBIS Lunch plan: Cups system - each class has to be silent for the first 8 minutes (red cup) TA switches to green cup when the class can talk. Silent last 2 minutes when cleaning up.		Furry	05/08/2020
<i>Notes:</i>				
9/3/19	PBIS - Teachers will email Eichler/Ward when receiving a green hornet to be marked on PBIS board as needed.		Tracey Gallyon	05/22/2020
<i>Notes:</i>				

9/3/19	Admin sends REMIND message for checking in with mentee on the Monday of the last week of each month (9/23/19, 10/28/19, 11/25/19, 12/16/19, 1/27/20, 2/24/20, 3/30/20, 4/27/20, 5/18/20).		Tracey Gallyon	05/22/2020
<i>Notes:</i>				
9/3/19	Monthly character traits will be focused on in every classroom during Morning Meetings & throughout the month.		Simko	05/22/2020
<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>		Our school already has a multiple team structure that meet at least twice a month. We need to address 'the school community council" - more community involvement in the school environment.	Limited Development 04/25/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Currently, we have: -teacher newsletters -curriculum information -Drums Alive Night -Parkwood Villages family outreach	Limited Development 05/23/2017		

	<ul style="list-style-type: none"> -EOG Parent Nights for 3-5 grades -Read to Achieve Night for 3rd -Parent / Teacher / Student Conferences - required 2x's a year -Connect Ed Messages Grade level -School social media sites (Facebook, Twitter, and school website) -Seek further opportunities to reach 'hard to reach' students and strengthen community partnerships 			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	After full implementation of the Family Engagement (E1.06) plan, Celeste Henkel will have strong parent and community relationships that includes an increased "face-to-face" attendance of parents, including those hard-to-reach, and school community members at all school sponsored events and conferences.		Laura Holbrook	06/03/2020
Actions		12 of 19 (63%)		
9/1/17	A survey will be provided via hard copy and online for parents/families to complete to gather feedback on how to best strengthen family relationships twice a year: November and May.	Complete 06/08/2019	Jamie Jolly	06/01/2019
<i>Notes:</i> First Survey - by end of November Second Survey - by end of May Send home hard copy and offer online				
9/13/17	Seek ways to incorporate community partnerships during Parkwood Village outreach and other school activities. Utilize existing school sponsored events and possibly add a few more with an intentional plan for connecting with our hard-to-reach parents.	Complete 06/01/2019	Jamie Jolly	06/01/2019
<i>Notes:</i>				
9/13/17	Parents who did not attend first round of conferences will have an intentional extra contact. Make personal invitations to parents by mail and/or send home with student. Teachers either call or make home visit to improve conference attendance and build relationships.	Complete 06/03/2019	Julia Clanton	06/02/2019
<i>Notes:</i> Goal Team to give reminders to teachers to fill out parent contact doc at EACH monthly goal team meeting.				
5/24/18	Parkwood Family Outreach to bridge gap with at-risk students and	Complete 06/03/2019	Fredo	06/02/2019

	families including partnerships to help us with activities/food.			
	<i>Notes:</i>			
9/2/19	Analyze Summer Family Survey Data	Complete 08/30/2019	Laura Holbrook	08/20/2019
	<i>Notes:</i> Notes will be analyzed as soon as possible.			
9/2/19	Create an opening/getting to know you activity that includes a non-threatening phrase to find out about transportation; what kind of car does your family drive.	Complete 08/20/2019	Laura Holbrook	08/20/2019
	<i>Notes:</i> Email sent to staff; due 8/30/19			
9/2/19	Create google doc for documentation of home transportation in each classroom	Complete 08/20/2019	Jamie Jolly	08/20/2019
	<i>Notes:</i> Google doc/8/30/2019			
9/2/19	As a grade level team, create an authentic way to complete parent conferences (student excitement, ie: student led		Michelle Byers	09/17/2019
	<i>Notes:</i>			
9/2/19	Create a document where teacher can enter how many will be eating pizza from each class.		Michelle Byers	09/17/2019
	<i>Notes:</i>			
9/2/19	Contact partners and confirm meeting times for Parkwood Village and Shady Rest (Truevine Church)		Jamie Jolly and Lindsay Alford	09/17/2019
	<i>Notes:</i> See if Cochran Street and Truevine Church will be able to help with outreach.			
9/9/19	Analyze Read to Achieve/Drums Alive Night Survey		Laura Holbrook	09/30/2019
	<i>Notes:</i>			
9/2/19	On the four designated nights of parent conferences, provide pizza and drinks as a help to parents so they can attend their child's conference.		Laura Holbrook	10/18/2019
	<i>Notes:</i>			
9/2/19	Set up a home visit with admin/counselor to visit families who do not show up at Fall/Spring conferences		Michelle Byers	10/31/2019
	<i>Notes:</i>			
9/2/19	In October, set a date for "Dress Like Your Favorite Book Character" along with an activity for family academic engagement. Suggestions include: book report about favorite book and character; wax museum		Angie Selig	10/31/2019
	<i>Notes:</i> Dress like a book character on Halloween (no candy, no mask); Selig send out email; Flyer to be sent closer to event.			

9/2/19	Sit down with administration to plan dates for family nights, EOG nights and community outreach days. Read to Achieve Night/Drums Alive - September 5, 2019 Parkwood Village - 10/22/19 STEM Career Night - 11/21/19 Winter Concert - 12/18/19 tentative Shady Rest Outreach - 2/4/20 Read Across America - 3/2/10 Parent Conferences - TBD STEM Career/Family Night - 3/5/20 3rd Grade EOG Night - 4/1/20 4th/5th Grade EOG Night - 4/7/20 Field Day - 4/8/20 and 4/9/20 Parkwood Village Outreach - 4/14/20 (1:00 - 3:00) Shady Rest Outreach - TBD	Complete 09/03/2019	Laura Holbrook	09/01/2109
<i>Notes:</i> Possible locations: LaRue Circle, Barbary Drive, Shady Rest (Truevine Church), Angel Oaks, Parkwood				
Implementation:			08/23/2018	
Evidence	8/23/2018			
Experience	8/23/2018			
Sustainability	8/23/2018			