


## Comprehensive Progress Report

**Mission:** Our mission is to engage, enlighten, and enrich the students of Jackson County.

**Vision:** Learning for All

**Goals:**  
Implement effective core reading instruction in grades K-6  
Implement effective math instruction, focusing on grades 3-6.

 Activity in the last 12 months

! = 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>		<p>We have developed a campus-wide matrix and provided and/or facilitated the following:</p> <ul style="list-style-type: none"> <li>• PBIS Training and refreshers by district behavioral specialist for all staff;</li> <li>• school-wide training on behavior expectations, ACES, trauma - based behavior support;</li> <li>• PD for special area teachers, and follow-up continues to support classroom instruction through observations, timely feedback, including suggested strategies, and appropriate discipline in response to behaviors;</li> <li>• CPI training for staff in critical positions; and</li> <li>• resilience training for teachers.</li> </ul>	Limited Development 09/13/2017		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will provide a positive, supportive learning environment for all students. Student office referrals will be reduced. The use of positive reinforcement will be the main emphasis in all educational environments.	<b>Objective Met 10/07/19</b>	<b>Teri Walawender</b>	<b>05/31/2019</b>
<i>Actions</i>					
9/13/17	MTSS Training and PBIS Training		Complete 08/30/2017	Stacy McNabb	08/30/2017
	Matrix				
	<i>Notes:</i> All teachers attended a training led by county staff on MTSS in our schools. All teachers attended a training and an update on PBIS with Dana Tucker on PBIS. All teachers received a matrix to place in their classrooms or spaces to refer to when speaking to children about expectations.				
9/13/17	Principal will meet with Special Area teachers to have training concerning behaviors and common expectations within those areas.		Complete 04/12/2018	Teri Walawender	06/01/2018
	<i>Notes:</i> First meeting was 11/14/2017.				
12/12/18	MTSS team and dates for monthly meetings will be established		Complete 01/21/2019	Jeff Wyant	01/21/2019

<i>Notes:</i>				
2/20/19	MTSS Team will provide faculty with strategies for addressing specific behavioral concerns through positive reinforcements and provide model communication stems/statements to help prevent and/or deescalate disruptions before they become discipline issues.	Complete 05/24/2019	Brittani Cachine	06/01/2019
<p><i>Notes:</i> Ms. Cachine, Mrs. Fahey and Mrs. McRight will provide examples through role play and guide faculty as they develop the positive reinforcements that will help target classroom behavior issues. Targeted behaviors will based upon Educators Handbook and include disrespect, disruptive behaviors, and non-compliance. The team will also provide teachers with an example of a behavior that is addressed not using empathic statements versus using empathic statements and facilitate the development of a list of statements/starters that can help them address concerns without escalating situations. Final lists will be typed up, printed on card stock and laminated for all classroom teachers. Lists will be completed and provided to faculty by 3-27-19.</p> <p>Additional support will be provided to faculty who request it and/or who are struggling to implement these strategies in their classrooms. Ongoing observations and feedback will continue through the end of the school year, 2019.</p>				
<b>Implementation:</b>		10/07/2019		
<b>Evidence</b>	5/2/2018 Training was completed, receipts for consultant, certificates for completion, observations to assess improvement.			
<b>Experience</b>	5/2/2018 Special Area staff met with Jennifer Beck on three separate occasions and completed a book study of "Responsive Classroom for Music Art PE and Other Special Areas." Strategies were discussed and plans were made to implement in classrooms.			
<b>Sustainability</b>	5/2/2018 Observations will be conducted by administration, as well as peers, to find ways to improve classrooms, especially in cases of special needs children.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All faculty have copies of the NC Standards for grades K-6 for math and reading, including sample items, vocabulary, Spanish cognates, and other tools for implementing standards.</p> <p>Standards are being used to plan lessons for all classes.</p> <p>Administration is monitoring lesson plans and pacing guides for standards alignment.</p> <p>Faculty are collaborating to plan instruction.</p>	Limited Development 09/05/2018		
<i>How it will look when fully met:</i>		<p>Students will demonstrate a greater understanding of content as indicated by student growth on school and state assessments.</p> <p>All teachers will provide instruction that is standards-based and vertically aligned. Lesson plans will include strategies to address building and retaining background knowledge.</p> <p>Evidence will include lesson plans, EOG results, iReady, IStation, benchmarks, and classroom assessments.</p>		Teri Walawender	06/01/2020
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	10/7/19	Establish vocabulary lists for math and ELA that support vertical alignment of content.	Complete 08/01/2019	Elementary PLCS	08/01/2019
		<i>Notes:</i> Math and ELA PLCs developed vocabulary lists to support vertical alignment of math and ELA content. All teachers are including the vocabulary in instruction on a regular basis to build greater depth of understanding.			
	9/10/18	Administration will review lesson plans and pacing guides within the first 9 weeks and throughout the year through walk-throughs and observations to ensure that lessons are aligned with NC Standards and learning objectives.		Teri Walawender	11/01/2019

*Notes:* Lesson plans will clearly note standards alignment. Teachers will work across grade levels through PLCs to help plan lessons that provide vertical alignment and reinforce skills and vocabulary learned. County Pacing Guide, Information about standards assessed from Checkins, and state websites will be utilized in helping teachers plan units and determine what gaps need to be addressed in available curriculum materials.

9/10/18 Grade level teams will meet to discuss vertical alignment and plan instruction that will reinforce elements of mastered knowledge.

Teri Walawender

06/01/2020

*Notes:* PLCs for ELA and math are meeting quarterly to review alignment of standards with pacing and instruction and determine next steps for PD and/or resources needed.

PLCs have already met several times to review alignment and determine needs for additional resources.

	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> <li>Teacher teams are planning standards-based lessons</li> <li>Lesson plans are driven by Pacing Guides and both are curriculum-based and include strategies and resources</li> <li>Teachers have been provided with curriculum for all grade levels in reading and math, as well as in depth curriculum support for their grade and the grades above and below their own.</li> <li>Teachers are using math "clusters" as identified in tools4ncteachers.com and ensuring Math Investigations and Connected Math are aligned and adequately support instructional needs.</li> </ul>	Limited Development 09/10/2018			
<i>How it will look when fully met:</i>	<p>Lesson plans will be based upon standards and include rich resources and quality instructional practices/strategies including vocabulary.</p> <p>Students will be engaged and demonstrate growth on standards at an average of at least one grade level per year.</p> <p>Evidence will include</p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PLC minutes/team notes</li> <li>Schedules (for collaboration)</li> <li>Pacing Guide</li> </ul>		Teri Walawender	06/01/2020	
<b>Actions</b>			<b>2 of 4 (50%)</b>		
10/9/19	Teachers in grades 3-6 will provide direct vocabulary instruction daily using Marzano's strategies and a graphic organizer.	Complete 09/11/2019	Teri Walawender	09/11/2019	
<i>Notes:</i>	Students are monitored with regular checks for understanding. Repeated instruction is provided when needed, and groups are fluid to allow for more accurate pacing based upon student needs.				
10/9/19	PLCs will develop critical vocabulary for math and ELA to be taught at every grade level, and vocabulary will be embedded in instruction by teachers as demonstrated through lesson plans and observation.	Complete 09/16/2019	Stacy McNabb and Jennifer McKee	09/16/2019	
<i>Notes:</i>	All teachers will ensure that students are learning academic language for content areas and use vocabulary routinely to help students demonstrate true mastery of content vocabulary and concepts. While teachers have vocabulary lists and have begun using them, observations will include monitoring for vocabulary implementation.				
9/10/18	Monitor implementation through observations and lesson plans.		Teri Walawender	06/01/2020	

*Notes:* Administration will conduct monthly monitoring checks through walk-through observations, formal observations and/or lesson plans. Information will be used to inform discussions and modifications to instruction as needed.

10/7/19 Math teachers will meet with Instructional Specialist, Bonnie Bolado, to help drive effective lesson planning. Meetings will occur throughout the year and include data discussions and ideas for implementation.

Teri Walawender

06/01/2020

*Notes:* Teachers have had an initial meeting with Bonnie Bolado to go over the CRA (Concrete, Representative and Abstract) method of instruction. The next sessions will involve going over teacher-specific data to inform groupings and instructional support.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Screeners are in place for math and reading, and we are piloting a screener for social/emotional and behavioral needs.</p> <p>Administration is providing teachers with data, and faculty are using data to inform practices in the classroom.</p> <p>PBIS has been implemented campus-wide, and behavioral expectations are clearly communicated and taught.</p> <p>Students who were a level 3 or below on their ELA EOGs for 2017-18 school year are being screened using mClass.</p> <p>Faculty are using <i>The Next Step Forward in Guided Reading</i> by Jan Richardson to help inform reading instruction K-6.</p>	Limited Development 09/15/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		BRS will have an implemented tiered instructional system for all students that will allow teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Teri Walawender	06/01/2021
<i>Actions</i>			14 of 17 (82%)		
9/24/17	The initial MTSS leadership team will attend profession development which contains 3 standalone professional development courses over 2 days focusing on MTSS implementation at the school level. Day 1 will include a focus on Leadership within a Multi-Tiered System of Support. Day 2 will include a course on Strengthening Core and Data Evaluation. The dates for this professional development are 6/28/2017 through 6/29/2017		Complete 06/29/2017	Teri Walawender	06/29/2017
<i>Notes:</i>					
10/6/17	Faculty will participate in mClass professional development to help with assessment fidelity.		Complete 08/07/2017	Teri Walawender	08/07/2017
<i>Notes:</i> New teachers received comprehensive county-wide training, and teachers with experience using mClass participated in a refresher session.					



9/24/17	A professional development session aligned with the state and county goals of introducing the framework of the Multi Tiered System of Supports will be delivered to BRS/BREC faculty and staff. Topics to be covered: MTSS provides multiple levels of support for all learners (struggling through advanced).	Complete 08/09/2017	Teri Walawender	08/09/2017
<i>Notes:</i> The initial MTSS leadership team will develop this professional development session to introduce the MTSS framework to BRS/BREC faculty and staff.				
9/17/17	The MTSS Leadership team will attend a meeting in September to start work on Module 1 of the MTSS framework.	Complete 09/18/2017	Holly Whisnant	09/18/2017
<i>Notes:</i>				
11/14/17	Faculty will participate in ongoing collaboration and reviewing of assessment data to guide instructional planning. Kimberli McWhirter, the regional K-3 Literacy Coach, will help facilitate grade level discussions and lesson planning to meet student needs.	Complete 09/20/2017	Holly Whisnant	09/20/2017
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in October to continue to work on Module 1 of the MTSS framework.	Complete 10/26/2017	Holly Whisnant	10/26/2017
<i>Notes:</i>				
10/6/17	Faculty will participate in ongoing collaboration and reviewing of assessment data to guide instructional planning. Kimberli McWhirter, the regional K-3 Literacy Coach, will help facilitate grade level discussions and lesson planning to meet student needs.	Complete 11/13/2017	Holly Whisnant	11/13/2017
<i>Notes:</i> More meetings may occur as need arises, but we will have a minimum of three sessions with faculty.				
9/17/17	The MTSS Leadership team will attend a meeting in November to continue to work on Module 1 of the MTSS framework.	Complete 11/14/2017	Holly Whisnant	11/14/2017
<i>Notes:</i>				
2/15/18	The MTSS Leadership Team will present information from module 1 to the faculty.	Complete 01/19/2018	Teri Walawender	01/19/2018
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in February to continue to work on Module 1 of the MTSS framework.	Complete 02/15/2018	Holly Whisnant	02/15/2018
<i>Notes:</i>				
11/14/17	Faculty will participate in ongoing collaboration and reviewing of assessment data to guide instructional planning. Kimberli McWhirter, the regional K-3 Literacy Coach, will help facilitate grade level discussions and lesson planning to meet student needs.	Complete 02/20/2018	Holly Whisnant	02/20/2018

<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in March to continue to work on Module 1 of the MTSS framework.	Complete 04/03/2018	Holly Whisnant	03/22/2018
<i>Notes:</i>				
9/17/17	The MTSS Leadership team will attend a meeting in April to continue to work on Module 1 of the MTSS framework.	Complete 04/19/2018	Holly Whisnant	04/19/2018
<i>Notes:</i>				
6/12/18	Create a campus-wide calendar for MTSS team meetings to continue working on tiered instructional supports. We will work with our district MTSS Implementation Team to develop next steps for implementation.	Complete 09/10/2018	Teri Walawender	09/15/2018
<i>Notes:</i> MTSS meetings have been scheduled for 5 times during the year. Meetings will focus on continued development of core instruction, as we don't yet have 80% of students demonstrating grade level mastery in any grade, except 6th grade ELA, based upon available data, including mClass, benchmarks and EOGs.				
9/10/18	The school MTSS team will meet to discuss strategies being used to improve core instruction. Decisions will be made to modify instructional strategies in order to achieve 80% proficiency at all grade levels, in all subjects.		Teri Walawender	06/01/2020
<i>Notes:</i> The team will meet at least 4 times a year. Evidence will be provided through our calendar and meeting agendas and minutes when completed.				
9/16/19	Students in grades K-6 will participate in iReady Math diagnostic assessments three times a year to assess skill levels and instructional needs.		Teri Walawender	06/01/2020
<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.				
9/16/19	Grades 3-6 will participate in iReady Reading diagnostic assessments three times a year to assess skill levels and areas of need.		Teri Walawender	06/01/2020
<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.				
<b>Implementation:</b>		09/10/2018		
<b>Evidence</b>	5/2/2018			
<b>Experience</b>	5/2/2018			

Sustainability		5/2/2018			
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
<b>Initial Assessment:</b>		<p>We are currently implementing PBIS schoolwide in various stages. K-2 uses Character Education to help children understand social/emotional needs. 3-6 uses Social Thinking curriculum to address concerns and needs.</p> <p>We have a MTSS team that is being cross-trained in PBIS to help arrange supports and strategies for interventions.</p> <p>We utilize Communities In Schools, and a full-time student support specialist, to reach specific children's needs campus-wide.</p> <p>We now have a full-time nurse, social worker and elementary counselor.</p> <p>All faculty and certified staff are participating in a book study, <i>Onward: Cultivating Emotional Resilience in Educators</i>, to better help us understand and support behaviors that will positively impact both staff and student resilience.</p>	Limited Development 09/15/2016		
<b>How it will look when fully met:</b>		Students social, emotional and/or behavioral needs will be addressed so that 80% of students or more are able to successfully engage in learning on a daily basis, leading to academic proficiency.		Teri Walawender	06/01/2020
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	11/20/18	The Problem-Solving team will go through Behavioral Screener (BESS) surveys' data and discuss next steps to help identify students who may be considered At-Risk. They will also utilize attendance records, Educator's Handbook, teacher referrals, homeless reports, and academic data to assist in identifying students who may be considered At-Risk.	Complete 04/07/2019	Michelle White	05/28/2019
<b>Notes:</b>					
	9/10/18	Screen students for social and emotional needs	Complete 11/20/2018	Teri Walawender	06/01/2019

*Notes:* All students in grades K-6 will be screened by their homeroom teachers using an online system. They will provide additional screenings for those who are identified as having the higher risk indicators as determined by the school MTSS team.

11/20/18 Teachers and other staff members will go through Resilience Training to help with strategies that may help create needed positive experiences for students., especially those that need help regulating.

Brittani Cachine

05/28/2020

*Notes:* Teacher-to-teacher trainers will be supported through Resources for Resilience trainers.

10/9/19 Certified staff and faculty will participate in a monthly book study, Onward: Cultivating Emotional Resilience in Educators.

Teri Walawender

06/01/2020

*Notes:* Participants are reading one chapter each month and participating in a book study and monthly targeted behaviors. Chapters coincide with the academic calendar and challenges that teachers face during those specific times of year.

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Faculty have grade to grade meetings at the end of each year and throughout the year as needed. Children work across grade levels to transition level to level. We are working on creating a more formal procedure for communicating among staff when students have needs that may affect success and/or engagement.	Limited Development 09/27/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All staff would be fully aware of student needs and concerns as they move from level to level and grade to grade.	<b>Objective Met 05/02/19</b>	<b>Teri Walawender</b>	<b>06/14/2019</b>
<b>Actions</b>					
	9/27/17	We will use Educators Handbook for communication and create protocols for communicating among staff when student issues come up.	Complete 01/15/2018	Teri Walawender	01/15/2018
<i>Notes:</i>					
	4/9/18	Rising Pre-K and Kindergarten students will attend a Pre-k and Kindergarten Kick-Off. Students will meet teachers and spend time participating in tasks that are Pre-K and Kindergarten appropriate. Parent will be able to ask questions and talk with teachers about any concerns they may have.	Complete 04/17/2018	Stacy McNabb	04/17/2018
<i>Notes:</i>					

4/9/18	Teachers will communicate directly with the teacher in the next grade regarding student strengths and needs, and Support Staff will provide all faculty with pertinent information regarding strategies that are needed to help each child be most successful.	Complete 10/31/2018	Teri Walawender	09/19/2018
<i>Notes:</i> Teachers will be responsible for communicating with one another. Administration will set up deadlines for meetings to ensure they happen in a timely manner.				
1/30/19	Teachers will complete a confidential templete that addresses all areas data and other information that may be impacting their students emotionally, socially, and academically	Complete 02/05/2019	Teri Walawender	02/05/2019
<i>Notes:</i>				
1/30/19	Discuss with previous teachers information in the confidential templete to see if they information that may need to be added, and suggestions for areas of concerns	Complete 01/24/2019	Teri Walawender	02/28/2019
<i>Notes:</i>				
12/12/18	Review Educator's Handbook and expectation for usage.	Complete 03/06/2019	Teri Walawender	02/28/2019
<i>Notes:</i>				
<b>Implementation:</b>		05/02/2019		
<b>Evidence</b>	5/2/2019			
<b>Experience</b>	5/2/2019			
<b>Sustainability</b>	5/2/2019			

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
<b>Initial Assessment:</b>		<p>We have implemented several plans to communicate and collaborate with parents/families. Most teachers communicate on a regular basis through daily/weekly letters/newsletters, email, Remind, Parent Portal, Class Dojo, ConnectEd, etc.</p> <p>Administration has started making positive phone calls to improve communication efforts. We are also using Facebook on a regular basis to communicate events/activities each week and to highlight academic, athletic and enrichment activities/achievements.</p> <p>We have bilingual interpreters at school meetings to support our Spanish-speaking families, as over 30% of our students are Hispanic. We also translate school documents.</p> <p>We have curriculum nights and other activities throughout the year to partner with parents and help with academic support at home.</p> <p>We are learning about more ways to create positive communication with all stakeholders.</p>	Limited Development 09/15/2016		
<b>How it will look when fully met:</b>		<p>Parents will understand academic expectations through regular communication about standards.</p> <p>Students and parents will understand their level of mastery on standards and have a better understanding of state expectations.</p>		Teri Walawender	06/01/2020
<b>Actions</b>			<b>7 of 9 (78%)</b>		
	9/21/16	Teachers will give parents an overview of standards for each core area of the grade, in the home language.	Complete 10/13/2016	Stacy McNabb	10/31/2016
<p><i>Notes:</i> Give teachers a page from the NC Standards Website. Give the one page standards from DPI. Teachers will distribute by the end of October (first grading period)</p>					

9/21/16	Teachers will make an effort to meet with every parent in person.	Complete 11/02/2016	All Teachers	10/31/2016
	<p><i>Notes:</i> All teachers were present at August Open House.</p> <p>K - Home Visits, Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.</p> <p>1 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.</p> <p>2 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.</p> <p>3 - 1st Quarter Parent Conferences, Parent Meeting (Nov)</p> <p>4 - 1st Quarter Parent Conferences</p> <p>5 - 1st Quarter Parent Conferences</p> <p>6 - 1st Quarter Parent Conferences, Parent Meeting (Nov)</p> <p>1/2 held Parent Training Meeting to teach parents how to work with children on homework that addresses comprehension questions. It was held on Jan. 18th at 5:15.</p>			
10/28/16	Third Grade stakeholders (teachers, parents, admin.) will participate in a meeting to inform them of classroom expectations, curriculum, and end of year expectations for Third Grade. This will specifically cover the Third Grade Read to Achieve State Mandate, BOG's, and EOG's.	Complete 11/03/2016	Sarah Cline	11/03/2016
	<p><i>Notes:</i> Meeting was held November 3. Several parents attended, others were contacted through personal appointments with Cline.</p>			
12/8/16	Teachers will create a document that reviews topics already covered this semester. It will also include what the kids will be learning for the next semester.	Complete 01/27/2017	Kristal Hunter	01/27/2017
	<p><i>Notes:</i> Also, special area teachers can work on a document to add to the classroom.</p> <p>Summarize the curricular goals.</p> <p>K teacher met with each parent for Spring Conferences</p> <p>1/2 Language Arts teachers sent end of year mClass expectations, along with scores up this point.</p>			
12/8/16	School will create a newsletter with important dates for the spring, emphasis on the good things that have happened over the year in our school. This will include that we have results from mid-year testing.	Complete 03/02/2017	Teri Walawender	01/31/2017

	<i>Notes:</i> Newsletter was created and sent out to all students K-6. This included items for Title 1, upcoming events, and other important topics in our school.			
9/14/17	Teachers will hold classroom parent meetings within the first month of school.	Complete 09/01/2017	Stacy McNabb	09/08/2017
	<i>Notes:</i> Every teacher will schedule a meeting to be held in the evening to go over classroom expectations, classroom procedures, etc... Parents who do not attend will be given written materials. Efforts will be made to contact parents who do not attend.			
11/20/18	Title 1 Parent Engagement funds will be utilized to buy food and purchase one book per family for the Family Literacy Night to be held in the spring.	Complete 03/05/2019	Teri Walawender	06/30/2019
	<i>Notes:</i>			
10/14/19	Teachers and students will host a Curriculum Night in April to engage parents and students in academic discoveries.		Teri Walawender	04/30/2020
	<i>Notes:</i> Teachers will work with students to prepare activities to engage both students and their families in academic discoveries. Students will help lead the activities.  Dinner will be provided and parents will be able to take home products created during the evening.  Title I funds will be used to purchase resources and supplies for the take-home activities			
10/14/19	Teachers will communicate with parents the standards focus for units and pacing, and standards mastery will be shared quarterly.		Teri Walawender	06/01/2020
	<i>Notes:</i> Teachers will send home parent letters at least quarterly indicating the academic focus for that period of time. Teachers will also communicate to parents the level of mastery achieved by students following instruction.			