

Comprehensive Progress Report

Mission: To ensure and provide an innovative, responsive, and safe environment that prepares and engages all learners.

Vision: In a changing world, ECPPS will prepare all learners to be productive, competitive, and successful citizens.

Goals:

- All schools in ECPPS will exceed growth.
- All students will graduate prepared with the necessary skills to live a choice-driven life.
- ECPPS leaders will build a sense of community and empower all staff to excel in their positions.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A			
Effective Practice:		Instructional Excellence and Alignment			
	A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Elizabeth City-Pasquotank Public Schools (ECPPS) has recently undergone several transitions in leadership, including a new superintendent, some senior leadership positions, and school leadership positions. The district currently has eight low-performing schools and has been identified as a low-performing district.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		<p>ECPPS will engage all stakeholder groups to develop a comprehensive five-year strategic plan that outlines the community's hopes and dreams for the future of our schools. Through this process, we will prioritize the following high-leverage strategies:</p> <ul style="list-style-type: none"> • The district will focus on data-driven decision-making with the primary goal of increasing school performance grades and growth. • All schools will exceed growth. • Personalized professional development opportunities for all staff. • Clarifying and redefining leadership roles. • Long-term commitment to ensuring transformational change in all schools within the district. 		Keith Parker	06/12/2023
Actions			0 of 4 (0%)		
	10/10/17	All schools will administer the North Carolina Check-ins for tested subjects in grades 3-12. School and district leaders will collaborate to plan effective data analysis following the administration of each Check-in.		Keith Parker	06/12/2023
<i>Notes:</i>					
	9/19/22	School and district leaders will create a professional development goal focused on data-driven instruction.		Keith Parker	10/21/2022
<i>Notes:</i>					
	9/19/22	Monthly principals meetings will include professional development focused on data-driven instruction.		Keith Parker	06/12/2023
<i>Notes:</i>					
	9/26/22	Engage the ECPPS Board of Education in the process to revise school board policies.		Keith Parker	10/24/2022

Notes:

!	A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(5642)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The district ensures that the current North Carolina DPI Curriculum along with district Pacing Guides are made available to all instructional staff members. Additionally, measures are taken to ensure that all district pacing guides are aligned to the North Carolina Standard Course of Study. The district utilizes school-level instructional coaches and district-level content specialists to support teachers in their implementation of the curriculum.	Limited Development 10/03/2017			
<i>How it will look when fully met:</i>	<p>Grade level appropriate standards will be taught and assessed district wide. All instructional staff will use a planning binder that includes state-level standards, district pacing guides and curriculum maps, and lesson plans to provide daily instruction and inform short- and long-term instructional decision-making.</p> <p>District content specialists and district leaders will monitor the implementation of the curriculum and provide support via PLCs, walk-throughs, and individual coaching sessions.</p> <p>Updates and revisions to curriculum documents, along with resource additions will occur periodically with teacher input and collaboration.</p>		Sammy Fudge	09/26/2022	
Actions			1 of 4 (25%)		
10/10/17	Updated pacing, curriculum guides, and resources will be posted on the district curriculum and instruction webpage.	Complete 08/22/2022	Adrian Fonville	08/22/2022	
<i>Notes:</i>					
9/12/22	Teacher-leaders from each school along with district instructional leaders will come together to review, update, and make necessary changes to district pacing guides and curriculum maps.		Sammy Fudge	08/17/2022	
<i>Notes:</i>					
9/12/22	Ongoing support and professional development will be provided by district leaders and content specialists to ensure appropriate implementation of the North Carolina Standard Course of Study along with research-based instructional strategies.		Sammy Fudge	10/20/2022	
<i>Notes:</i> At least monthly but when necessary.					

9/26/22

Strategically align the district calendar around assessment dates to maximize the use of early release days and required teacher workdays. Calendar flexibility will provide the much-needed time for school and district personnel to analyze student data to prepare intervention and enrichments plans for all students.

School leadership teams, Elementary and Secondary

12/02/2022

Notes:

!	A05	The district supports a student centered approach and provides an instructional framework-based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment.(6829)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The district will create an instructional framework that addresses planning and alignment, instruction, and assessment that is consistent across the district.	No Development 09/09/2022			
<i>How it will look when fully met:</i>	<p>Teachers will work collaboratively to plan and design rigorous lessons that engage students and meet their various needs. Plans will include universal design and will align to state standards.</p> <p>Instruction will be differentiated and will include gradual release of responsibilities, engagement strategies, and progress monitoring. Students will collaborate with others and will read, write, and speak in every class, every day.</p> <p>A variety of formative and summative assessments will be used to determine student understanding and mastery of state standards. Feedback from teachers will be timely, specific, and actionable. Common formative assessments are developed by grade-level content teams to inform instruction. Students will be involved in tracking data and setting goals for their own personal learning. Benchmarks and other ongoing formative assessments will be used to identify student needs for intervention and enrichment. Teachers will analyze data and adjust their instruction with support and development from school administrators, content specialists, and district leaders.</p> <p>Classroom communities will include high academic expectations for all students, will be safe and equitable, and will foster students' social and emotional development.</p>		Sammy Fudge	09/23/2022	
Actions			0 of 4 (0%)		
9/12/22	District leaders and instructional staff will create a comprehensive instructional framework to guide planning, instruction, and assessment across the district.		Sammy Fudge	09/23/2022	
<i>Notes:</i>					
9/12/22	District leaders will provide professional development on the instructional framework to all instructional staff members.		Sammy Fudge	10/20/2022	
<i>Notes:</i>					

9/12/22	School-level administrators, instructional coaches, district content specialist, and district leaders will monitor the implementation of the instructional framework via classroom walkthroughs, data-talks, PLCs, district-wide professional development, and coaching cycles.		Sammy Fudge	09/26/2022
<i>Notes:</i>				
9/26/22	School and district leaders will organize and implement a professional learning day during each semester with a focus on data-driven instructional practices.		District Instructional Staff	10/20/2022
<i>Notes:</i>				

	A06	The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary materials, resources, and tools.(6830)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>All schools are 1:1 digital learning schools. Students in grades PK - 1st are 1:1 ipads and grades 2 - 12 are 1:1 Chromebooks. All teachers have assigned mobile devices (laptops/ipads/Chromebooks) for instructional use in the classroom and at home. The district supports a learning management system, Canvas, to create, distribute, and manage the delivery of educational content and resources for all grade levels. The district provides multiple blended and online learning tools to provide flexible digital learning resources. Teachers have access to multiple digital resources such as Discovery Ed, iReady, STEMscopes, EasyBridge, and Edgenuity. The Director of Technology, with assistance from the Curriculum and Instruction team, provides instructional support to prevent barriers to digital learning. The technology department supports online programs and equipment issues using an eHelpdesk ticketing system to provide support for students and staff as quickly as possible.</p>	Limited Development 09/12/2022			
How it will look when fully met:	<p>Professional learning opportunities for digital teaching and learning are available for all district leaders, school administrators, teachers, coaches, school librarians, and technicians.</p> <p>Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice.</p> <p>Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.</p> <p>All equipment and digital resources purchased for student and staff use are vetted and used effectively in and out of the classroom and are a part of a fully funded and sustainable refresh and review plan.</p>		Amber Godfrey	08/01/2023	
Actions		0 of 3 (0%)			
9/19/22	The District Curriculum team will develop and provide professional learning opportunities for classroom teachers, district leaders, coaches, media, and instructional support staff.		A Fonville/S Fudge	10/15/2022	
Notes:					

9/19/22	Provide personalized professional development to media coordinators and create flexible schedules for each school.		S Fudge/A Fonville	01/05/2023
<i>Notes:</i>				
9/19/22	Create a district approval process for all technology equipment and digital resources that includes school administrators, the Director of Technology, the Director Federal Programs, and Finance.		Rachael Haines	10/01/2022
<i>Notes:</i>				

Core Function:	Dimension B
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Effective Practice:	Leadership Capacity
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!	B01	The LEA has oriented its culture toward shared responsibility and accountability.(5140)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each school is responsible for having a plan to improve and submits through indistar.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>		Students learn in schools, not just in classrooms. We must build collective accountability for school improvement and foster urgency among all stakeholder groups. Data-driven decision making is essential for successful implementation of school improvement efforts.		Keith Parker	10/31/2022
Actions			0 of 3 (0%)		
10/3/17		Review all relevant student achievement data for all subgroups and student population sets.		Nina Griffin	10/31/2022
<i>Notes:</i> Review after each NC Check-in.					
9/19/22		Collaborate with key stakeholder groups to create a graduate profile to guide curriculum and instruction reforms.		Keith Parker	01/31/2023
<i>Notes:</i>					
9/19/22		Collaborate with key stakeholder groups to develop a five-year strategic plan for the district.		Keith Parker	01/31/2023
<i>Notes:</i>					

!	B05	The school board and superintendent present a unified vision for district and school improvement.(5621)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		It is essential for the Board and Superintendent to develop a unified relationship that strengthens a cohesive force for furthering student achievement and community success.	Limited Development 09/19/2022		
<i>How it will look when fully met:</i>		The Board and Superintendent will work collaboratively to develop and implement effective protocols for shared governance.		Keith Parker	10/31/2022
Actions			0 of 3 (0%)		
	9/19/22	Establish a communication system with the Board that includes protocols for written communication, phone calls, and in- person meetings.		Keith Parker	10/31/2022
<i>Notes:</i>					
	9/19/22	Foster a trusting, positive, collaborative, and team-oriented relationship with the Board of Education.		Keith Parker	10/31/2022
<i>Notes:</i>					
	9/19/22	Conduct state of the district meetings and tours throughout each Board members representative district.		Keith Parker	06/01/2023
<i>Notes:</i>					

	B07	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(5634)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district should undergo a comprehensive review of all improvement initiatives. This work is ongoing in some areas, but not consistently across all schools and departments.	Limited Development 09/19/2022		
<i>How it will look when fully met:</i>		The district should increase organizational effectiveness and efficiency to improve student outcomes. School and district leaders will collaborate to build systems and processes that enable cross-departmental collaboration and expect cross- departmental accountability.		Keith Parker	12/16/2022
Actions			0 of 6 (0%)		
9/19/22		Each department shall create and submit a report that documents all areas of major responsibility, major initiatives underway with projected timelines, significant and potential problems, as well as major decisions that need to be made. These documents will be used as a tool for identifying the district's strengths, challenges, opportunities, and barriers to progress.		Keith Parker	10/31/2022
<i>Notes:</i>					
9/26/22		Student Support Services will establish guidelines for attendance monitoring and drop-out prevention.		Antionette Reid	10/01/2022
<i>Notes:</i>					
9/26/22		Revise and update the student code of conduct to reflect appropriate policies in the School Board's Policy Manual.		Adrian Fonville	12/01/2022
<i>Notes:</i>					
9/26/22		District Curriculum and Instruction leaders will work with school staff to align programs and strategies throughout grades K-12.		District Instructional Staff	06/01/2023
<i>Notes:</i>					
9/26/22		The Technology Department will monitor usage reports monthly to ensure digital programs and platforms are utilized effectively to impact student outcomes.		Amber Godfrey	06/01/2023
<i>Notes:</i>					
9/26/22		The Transportation Department will develop a plan to increase the pool of drivers and substitute bus drivers.		Amanda Hill	12/02/2022
<i>Notes:</i>					

	B10	The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.(6832)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Schools and district leaders should review the current Board of Education policy manual and identify revisions that would lead to increased student success.	Limited Development 09/19/2022		
<i>How it will look when fully met:</i>		By reviewing the district's current policies and procedures, school and district leaders will identify revisions that will reduce barriers and create success for all students.		Keith Parker	06/26/2023
Actions			0 of 3 (0%)		
9/19/22		Review the Board of Education policy manual and identify policies that would benefit from revision.		Rhonda James-Davis	06/26/2023
<i>Notes:</i>					
9/19/22		Review student and staff handbooks and identify policies and procedures that would benefit from revision. A particular focus should be given to revision practices that would reduce the number of students dropping out of school.		Sammy Fudge and Adrian Fonville	12/16/2022
<i>Notes:</i>					
9/19/22		Review and revise the High School Program of Studies.		Adrian Fonville	01/31/2023
<i>Notes:</i>					

Core Function:		Dimension C			
Effective Practice:		Professional Capacity			
	C03	The LEA has a plan and process to establish a pipeline of potential school leaders.(5166)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2021-2022 school year, the assistant principals met bi-weekly to build their leadership capacity. In addition, the Teacher Advisory Council comprised of the Teacher of the Year representatives from each school met with the Superintendent to give input on district initiatives and share concerns from members of their perspective schools.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>		District and school administrators will give potential school leaders opportunities to gain experience in various areas. An equitable and transparent hiring system that utilizes a rubric to select potential school leaders. Throughout the hiring process, systems will be in place to ensure that expectations are clearly communicated. School and district leaders will now have: <ul style="list-style-type: none"> a document that outlines the hiring process a candidate screening rubric 		Rhonda James-Davis	07/01/2023
Actions			1 of 3 (33%)		
	10/3/17	Develop an application screening rubric to share with school and district leaders annually.		Rhonda James-Davis	12/31/2022
<i>Notes:</i>					
	10/10/17	Create a document that details the hiring process. This process will be transparent and shared with all school and district leaders	Complete 09/08/2022	Rhonda James-Davis	09/08/2022
<i>Notes:</i>					
	9/14/22	Develop an emerging leaders program for current employees who are interested in advanced classroom and school leadership roles.		Keith Parker	10/28/2022
<i>Notes:</i>					

	C04	The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement.(5167)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Members of the Human Resources department attended face-to-face and virtual job fairs. We also hosted 2 face-to-face and 4 virtual job fairs. We have had several teacher assistants who became teachers through our grow your own program. We have a partnership with Global Teaching Partners to recruit experienced teachers. In addition, a partnership was established with Elizabeth City State University called the Elizabeth City Pathway Project to Teaching to recruit and train teachers.		Limited Development 10/03/2017		
<i>How it will look when fully met:</i>	Prioritize positions to be filled in a timely manner. Communicate to all staff information pertaining to available supports in effort to retain them.			Rhonda James-Davis	07/01/2023
Actions			0 of 3 (0%)		
10/3/17	Conditional contracts made available for high need positions.			Rhonda James-Davis	07/01/2023
<i>Notes:</i>					
10/3/17	Provide signing bonuses for high need positions when funds are available.			Rhonda James-Davis	07/01/2023
<i>Notes:</i> The bonus would be based upon the highest need of the district during the time of recruitment.					
10/10/17	Principals will set a teacher retention goal that is aligned with state turnover average.			Rhonda James-Davis	07/01/2023
<i>Notes:</i> It is recommended that each school improvement plan includes strategies for teacher retention.					

!		C08	The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support. (6833)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The District Curriculum team developed an instructional framework and walk-through tool for school administrators to use for classroom walk-throughs. This tool will allow school administrative teams to provide timely and proactive feedback to classroom teachers.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>			By establishing an instructional framework that will be implemented consistently across the district, school and district leaders can focus on high-priority levers for school improvement.		Adrian Fonville	10/31/2022
Actions				0 of 4 (0%)		
	9/19/22	Work with school and district leaders to develop an instructional framework.			Sammy Fudge, Adrian Fonville, District Instruction	10/20/2022
<i>Notes:</i>						
	9/19/22	Develop a classroom walkthrough tool.			Sammy Fudge, Adrian Fonville, District Instruction	10/20/2022
<i>Notes:</i>						
	9/19/22	Develop and specify the roles and responsibilities of district instructional support staff.			Sammy Fudge, Adrian Fonville	10/20/2022
<i>Notes:</i>						
	9/19/22	Create opportunities for personalized teacher professional development throughout the school year.			Keith Parker, Sammy Fudge, Adrian Fonville, Distri	06/30/2023
<i>Notes:</i>						

!		C10	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The District Curriculum team will develop and provide classroom teachers with professional development opportunities on teacher workdays to support the District's instructional framework.</p> <p>Based on the feedback received from the PD, we will determine next steps to address those areas identified.</p>	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>			The district will provide professional development and follow-up sessions during school PLC meetings.		Adrian Fonville	10/31/2022
<i>Actions</i>				0 of 2 (0%)		
9/19/22	Plan and implement a professional learning day on October 20 for all instructional staff in the district.		Keith Parker, Sammy Fudge, Adrian Fonville, Distri	10/20/2022	<i>Notes:</i>	
9/19/22	Organize and offer personalized professional development throughout the school year: virtual and face-to-face.		Sammy Fudge, Adrian Fonville, District Instruction	06/30/2023	<i>Notes:</i>	

Core Function:		Dimension D			
Effective Practice:		Planning and Operational Effectiveness			
	D03	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(5629)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district will reevaluate policies, procedures and practices as related to recruitment, retention and professional development and realign the budget to match any revisions.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, there will be a fully developed plan for recruitment, professional development and a plan for equitable placement of personnel to match the unique needs of each school.		Bert Lane	01/02/2023
Actions			0 of 3 (0%)		
9/13/22	Evaluate current staffing at each school to include class sizes, certifications, teacher effectiveness and other unique needs.			Rachael Haines & Bert Lane	08/01/2023
<i>Notes:</i> High Schools will be evaluated twice per year. Elementary and Middle schools will be evaluated once a year. This will be done in conjunction with the Title I Equity Report.					
9/13/22	Use data to determine professional development needs for the development of a comprehensive district professional development plan. This would include differentiation by school.			Terrie Wilson and Instructional Coach Team	01/03/2023
<i>Notes:</i> Moving forward, EOY assessments will be used to develop BOY plans for professional development. Initial EVAAS data will be used this year to make any necessary adjustments to current plans. A Plan, Do, Study and Act (PDSA) cycle will be used for this process three times a year.					
9/13/22	Review all policies and practices related to recruitment, teacher placement, and retention. Make modifications as needed.			Rachael Haines, Rhonda James-Davis, Bert Lane, Kel	01/03/2023
<i>Notes:</i> This should be reviewed each year as part of the budget process; however, this would differ for high schools, where changes may be more frequently than elementary and middle schools.					

	D04	The district regularly reallocates resources to support school, staff, and instructional improvement.(5630)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	District leaders meet regularly with schools and departments to assess areas of need. The district will analyze available data and research opportunities for realignment of current or additional resources.	Limited Development 10/03/2017			
<i>How it will look when fully met:</i>	District resources will be aligned with school needs and distributed equitably. This alignment will result in each school meeting or exceeding growth.		Bert Lane	12/19/2022	
Actions		0 of 3 (0%)			
10/10/17	Budget flexibility will be established for the schools in the restart model.		Rachael Haines, Meredith Collins, Sammy Fudge & Ad	10/03/2022	
<i>Notes:</i> Meetings will begin monthly to examine resources their current utilization. Meeting frequency may change based on needs.					
9/13/22	All efforts will be made to allow teachers time to analyze student data and develop instructional improvement plans.		Principals and Grade Span Directors	11/01/2022	
<i>Notes:</i> This is done frequently. This particular action item will occur beginning, middle and end of year to allow extended time for data analysis and teacher planning to address learning needs.					
9/26/22	Perform a comprehensive analysis of staffing allotments for each school and for central office.		Rhonda James-Davis	11/01/2022	
<i>Notes:</i>					

!		D05	The district intervenes early when a school is not making adequate progress.(5631)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The district has reallocated resources and hired additional staff to assist schools with operational and instructional effectiveness</p> <p>A principal mentorship program has been established.</p> <p>There is a process in place for reviewing and approving school improvement plans.</p>	Limited Development 10/03/2017		
How it will look when fully met:			School leaders will be given formal and informal feedback throughout the school year. Grade-span directors will monitor the implementation of each school's improvement plan. When school's are not making progress, the district instructional team will intervene as needed.		Bert Lane	09/30/2022
Actions				0 of 3 (0%)		
10/10/17	Support meetings for schools will be established. This support meeting will include the principal, school level instructional coach, district leadership team, district instructional coach team and Principal Mentors as needed.			Sammy Fudge, Adrian Fonville	10/15/2022	
<i>Notes:</i> Meeting schedule may vary based on need.						
10/10/17	School and district support team will develop a classroom walkthrough tool for the purposes of providing improvement feedback to teachers. Support will be given based on the data collected.			Keith Parker	09/30/2022	
<i>Notes:</i> A universal monitoring tool was created and is currently being implemented.						
9/13/22	Provide effective, relevant, and individualized professional development to school and district leaders.			Keith Parker	12/15/2022	
<i>Notes:</i> The Superintendent and Grade Span Directors will develop a robust leadership development program to address the unique needs of school leaders.						

	D08	The district supports schools working toward creating the conditions for personalized learning.(6836)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district will review policies, procedures, practices, and resources to fully implement the objectives in A05. This includes supporting professional development efforts, maintaining instructional support staff positions, leadership development, and creative use of time and space.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		<p>The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary materials, resources, and tools.</p> <p>Professional learning opportunities for digital teaching and learning are available for all district leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians.</p> <p>Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice.</p> <p>Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.</p> <p>All equipment and digital resources purchased for student and staff use are vetted and used effectively in and out of the classroom and are a part of a fully funded and sustainable refresh and review plan.</p>		Amber Godfrey	08/01/2023
Actions			0 of 2 (0%)		
9/13/22	Complete a needs assessment based on the NCDPI Digital Learning Progress rubric and align instructional technology resources.		Amber Godfrey & Instructional Coaches	10/30/2022	
	<i>Notes:</i> Instructional programs will be evaluated for use and effectiveness. A plan will be developed that outlines which programs the district will support.				
9/13/22	Evaluate facilities and student and teacher schedules to create an environment that supports personalized learning.		Project Team	03/31/2023	
	<i>Notes:</i> This needs to align with budget development. ESSER funding may be used to implement this objective.				

Core Function:		Dimension E			
Effective Practice:		Families and Community			
	E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Monthly virtual Title 1 Parent Academy Sessions hosted by ECPPS Family & Community Resource Center. A Spanish translator is present.</p> <p>Feedback Survey for each Title 1 Parent Academy Session (English/Spanish)</p> <p>District communications through district website</p> <p>District updates through ParentSquare, Channel 8 and Social media to alert families of upcoming events/information and district highlights.</p> <p>Partnership with the expanded Food & Nutrition Education Program</p>	Limited Development 09/19/2022		
<i>How it will look when fully met:</i>		<p>Goals:</p> <p>Enhance parental self-efficacy by establishing opportunities for parents to build their own skills and deepen knowledge.</p> <p>Effectively using our various communication platforms.</p>		Dexter Jackson-Herd	08/01/2023
<i>Actions</i>			0 of 5 (0%)		
	9/19/22	Enhance communication practices with all stakeholders by reviewing current software platforms.		DEXTER JACKSON-HEARD	01/01/2023
<i>Notes:</i>					
	9/19/22	Launch a redesigned website.		DEXTER JACKSON-HEARD	05/01/2023

<i>Notes:</i>				
9/26/22	Professional learning will be offered to ECPPS staff on self-care and mindfulness strategies that promote resilience in students.		Dexter Jackson-Heard	12/02/2023
<i>Notes:</i>				
9/26/22	Communicate with families through phone calls, emails, and social media regarding summer learning opportunities and expectations for the upcoming school year.		Dexter Jackson-Heard	05/01/2023
<i>Notes:</i>				
9/26/22	Implement an electronic flyer distribution service.		Dexter Jackson-Heard	12/01/2022
<i>Notes:</i>				