

Comprehensive Progress Report

Mission: Shepherd's Mission: We will inspire, motivate, and encourage student learning, preparing students to become life-long learners in the 21st Century and value the whole child. We will do this by communicating positively, respecting and encouraging everyone while collaborating effectively to meet the needs of our students. SIT's Vision aligns with school vision: For all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

Vision: Principal Mitchell's vision is for all Shepherd students to achieve their best, academically and socio-emotionally, by providing rich and engaging learning in a loving and nurturing environment.

Goals:

STRATEGIC GOAL: Per EVAAS data by June 2026, 80% of all students will meet or exceed expected growth by implementing data-based instructional programs and practices to impact all subgroups and achievement groups. TARGET GOAL #1: Per iReady data, 5th grade math will increase its percent of students on/above grade level from 55% to 65% from BOY to EOY (June 2024). TARGET GOAL #2: Per iReady data, 3rd grade reading will increase its percent of student on/above grade level from 51% to 65% from BOY to EOY (June 2024). TARGET GOAL #3: per iReady data, 75% of AIG identified students will meet/exceed growth on the 12-point scale score from BOY to EOY (June 2024). TARGET GOAL #4: per iReady data, all 3rd grade EC students will obtain "typical growth" (or higher) in reading from BOY to EOY (June 2024).

STRATEGIC GOAL: Per EVAAS data by June 2026, 80% of all students will meet or exceed expected growth by implementing data-based instructional programs and practices and monitoring fidelity to instruction/programs and monitoring progress of achievement groups. TARGET GOAL 1: Per mClass data, 80% of 1st graders will be considered proficient in NWF (accuracy) per EOY data. TARGET GOAL 2: Per EOY data, 4th grade will decrease the 23-24 EOY number of yellows (24)/reds (14) in math by 25% beginning 9.2.23 and ending on 6.12.24.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We will use Iready for both math, reading, EC and AIG. We will have to focus on building reading endurance & fluency for reading, and then we have math, science, and EC gaps. We focus on the "how" students will learn and quality instructional activities, and fidelity to our initiatives.	Limited Development 06/13/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>STRATEGIC GOAL: Per EVAAS data by June 2026, 80% of all students will meet or exceed expected growth by implementing data-based instructional programs and practices to impact all subgroups and achievement groups.</p> <p>TARGET GOAL #1: Per iReady data, 5th grade math will increase its percent of students on/above grade level from 55% to 65% from BOY to EOY (June 2024).</p> <p>TARGET GOAL #2: Per iReady data, 3rd grade reading will increase its percent of student on/above grade level from 51% to 65% from BOY to EOY (June 2024).</p> <p>TARGET GOAL #3: per iReady data, 75% of AIG identified students will meet/exceed growth on the 12-point scale score from BOY to EOY (June 2024).</p> <p>TARGET GOAL #4: per iReady data, all 3rd grade EC students will obtain "typical growth" (or higher) in reading from BOY to EOY (June 2024).</p>		Kim Mitchell	06/04/2024
<i>Actions</i>			92 of 120 (77%)		
	10/3/17	Create student data folders for math and reading data.	Complete 10/02/2017	Grade Level Chairs	10/04/2017

	<i>Notes:</i>			
10/3/17	Create teacher data folder for classroom data.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
	<i>Notes:</i>			
10/3/17	Math Madness curriculum night and parent involvement.	Complete 09/26/2017	Brandy Barnette	01/19/2018
	<i>Notes:</i>			
10/3/17	Utilize teacher classroom data folder to collect and analyze classroom gaps and strengths.	Complete 06/08/2018	Grade Level Chairs	01/19/2018
	<i>Notes:</i>			
1/9/18	Organize parent resource room.	Complete 06/08/2018	Jen Rash	01/25/2018
	<i>Notes:</i>			
1/9/18	Decide on and purchase more Non-Fiction and Fiction texts.	Complete 06/08/2018	Reading Goal Team	05/01/2018
	<i>Notes:</i>			
1/9/18	Operate the Parent resource room.	Complete 06/08/2018	Jen Rash	05/17/2018
	<i>Notes:</i>			
10/3/17	Grade level PDSA PLC meeting once a month.	Complete 06/08/2018	Kim Mitchell	06/08/2018
	<i>Notes:</i>			
10/3/17	Utilize student data folders to collect and analyze student gaps and strengths.	Complete 06/08/2018	Kim Mitchell	06/08/2018
	<i>Notes:</i>			
5/3/18	Curriculum night	Complete 09/18/2018	Brandy Barnette	01/25/2019
	<i>Notes:</i>			
12/12/18	PD on L to J vocabulary program	Complete 09/26/2018	Carla Stutts	01/25/2019
	<i>Notes:</i> Ongoing for teachers that need it.			
12/12/18	Guided reading visit to observe best practice guided reading exemplars	Complete 06/07/2019	Kim Mitchell	02/28/2019
	<i>Notes:</i>			
12/12/18	Choose appropriately leveled readers for each student group.	Complete 06/07/2019	Classroom Teachers	06/07/2019
	<i>Notes:</i>			
12/12/18	PLCs on LLI Kits and resources for guided reading	Complete 06/07/2019	Carla Stutts	06/07/2019
	<i>Notes:</i>			
12/12/18	Collaborate with peers by sharing guided reading materials in book bags in the book room. Please put a name on the back in highlighter.	Complete 06/07/2019	Classroom Teachers	06/07/2019
	<i>Notes:</i>			

12/12/18	Analyze and progress monitor data for students and adjust student groupings.	Complete 06/07/2019	Classroom Teachers	06/07/2019
<i>Notes:</i>				
12/12/18	Book Study of Guided Reading-Weekly	Complete 06/07/2019	Carla Stutts	06/07/2019
<i>Notes:</i>				
10/3/17	Professional development on guided reading.	Complete 06/07/2019	Carla Stutts	06/07/2019
<i>Notes:</i>				
12/12/18	Vocabulary strategies for instruction and assessment by grade	Complete 06/07/2019	Grade Level Chairs	06/07/2019
<i>Notes:</i>				
8/6/19	Purchase of Education Galaxy (high K-5th graders). Can be used over the summer, school will offer one day per week.	Complete 05/31/2019	Carla Stutts	08/08/2019
<i>Notes:</i>				
9/10/19	Schedule Vocabulary professional development with Stenhouse to be paid with by TSI funds.	Complete 09/06/2019	Carla Stutts	09/15/2019
<i>Notes:</i>				
9/10/19	Teachers will post daily objectives for students in the classroom.	Complete 09/11/2019	Grade Level Chairs	09/30/2019
<i>Notes:</i>				
8/6/19	Create a monthly math common assessment (formal and informal) schedule.	Complete 09/10/2019	Carla Stutts	09/30/2019
<i>Notes:</i>				
8/6/19	Creating Eagle time groups for remediation and nurturing based on student needs and gaps.	Complete 09/11/2019	April Hecht	09/30/2019
<i>Notes:</i>				
9/19/19	Using iReady and iStation reading vocabulary data, general education and resource teacher will collect and chart baseline data for all her students.	Complete 11/05/2019	Carla Stutts	11/05/2019
<i>Notes:</i>				
9/19/19	Resource, LI, and regular ed. teachers will implement engaging activities daily for vocabulary instruction.	Complete 11/05/2019	Kim Mitchell	11/05/2019
<i>Notes:</i>				
9/19/19	Resource and regular ed. teachers will monitor vocabulary growth weekly and chart the growth.	Complete 11/05/2019	April Hecht	11/15/2019
<i>Notes:</i>				
8/6/19	Ensure progress monitoring is being completed based on student performance level in reading and math.	Complete 11/05/2019	April Hecht	11/22/2019

<i>Notes:</i>				
8/6/19	Interventions are research-based and deliberately planned to gap areas and strengths that are identified by data.	Complete 11/05/2019	Carla Stutts	12/05/2019
<i>Notes:</i>				
8/6/19	Ensure 90 minutes of ELA instruction with science & social studies embedded, 60 minutes of math instruction and 55 minutes of intervention time will happen daily for every grade level	Complete 11/05/2019	April Hecht	12/05/2019
<i>Notes:</i>				
8/6/19	Implementing Math Foundation skills/strategies and resources from NCTools4Teachers. Start new material/skills concretely according to Bloom's Taxonomy and CRA strategy.	Complete 11/05/2019	Carla Stutts	12/05/2019
<i>Notes:</i>				
9/10/19	Ensure interventions and nurturing lessons are research based and deliberately planned to close gap areas and build on strengths that are identified by data.	Complete 12/03/2019	Carla Stutts	01/17/2020
<i>Notes:</i>				
9/10/19	Resource, LI, and regular ed. teachers will use student data to conduct SWOTs for each new data point.	Complete 12/03/2019	Carla Stutts	01/17/2020
<i>Notes:</i>				
9/10/19	Resource, LI, and regular ed teachers will ensure student involvement by utilizing student level PDSAs (2 x/month) and student-teacher conferencing (monthly).	Complete 12/03/2019	Kim Mitchell	01/17/2020
<i>Notes:</i>				
2/4/20	Teachers will create a goal on vocabulary for their PDP for second half of the year.	Complete 02/26/2020	Melissa Stutts	02/28/2020
<i>Notes:</i>				
1/3/20	Lesson plans show grouping based on student needs/gap areas. PLC meetings will include ways to address Tier 2 and 3 students, as well as EC. Teachers will be able to share strategies/resources to help reach these students.	Complete 02/26/2020	Emili Follrod	02/28/2020
<i>Notes:</i>				
1/3/20	Teachers will continue to share vocabulary data with SIT reps to keep track of what's working and what's not. Following this, once a month teachers will share strategies and lesson plans that include effective vocabulary instruction and data collection.	Complete 03/03/2020	Cara Rosbough	03/03/2020
<i>Notes:</i>				

5/22/20	Fill out Google document (Power Standards) on standards covered from 2019--2020 school year.	Complete 05/19/2020	Thesier, Sigmon, Ackley, Brown, Hahn, Chundrlek	05/26/2020
	<i>Notes:</i> This was done in a Google document during remote learning.			
5/22/20	Identify grade level baseline assessment chart for teachers to determine which assessments to use at BOY.	Complete 05/19/2020	Jessica Platt	05/26/2020
	<i>Notes:</i> Evidence in a Google document			
5/22/20	Creating class schedules that best promote learning and remediation.	Complete 08/01/2020	Kim Mitchell	08/01/2020
	<i>Notes:</i> School schedule will be evidence			
5/22/20	Have vertical alignment PLCs to discuss gaps and discuss standards that still need to be taught.	Complete 09/30/2020	Carla Stutts	09/30/2020
	<i>Notes:</i> PLC notes as evidence			
5/22/20	Complete SES MTSS audit.	Complete 09/30/2020	Carla Stutts	09/30/2020
	<i>Notes:</i>			
5/22/20	Grade level baseline assessment will be given to help determine level students are working at gap areas.	Complete 10/09/2020	Carla Stutts	10/09/2020
	<i>Notes:</i> Grade level SWOTs updated throughout school year as evidence.			
5/22/20	Due to COVID 19, classroom teachers will make assignments for students to complete based on gap areas from baseline assessments.	Complete 10/16/2020	Thesier, Sigmon, Ackley, Brown, Hahn, Chundrlek	10/16/2020
	<i>Notes:</i> Classroom remediation/enrichment roster Excel			
5/22/20	Assess gap areas using benchmarks.	Complete 11/02/2020	Kim Mitchell	11/02/2020
	<i>Notes:</i> Eagle time roster Excel and Benchmark Data			
5/22/20	Students receive interventions based on grade level data.	Complete 11/02/2020	Kim Mitchell	11/02/2020
	<i>Notes:</i> Eagle time roster Excel			
5/22/20	Analyze benchmark assessments and adjust fluidity of remediation.	Complete 11/17/2020	Thesier, Sigmon, Ackley, Brown, Hahn, Chundrlek	11/20/2020
	<i>Notes:</i> SWOT analysis & Eagle Time rosters			
2/4/20	Vocabulary observations will be held in all grade levels to insure vocabulary instruction is being taught in classes.	Complete 12/17/2020	Carla Stutts	12/17/2020
	<i>Notes:</i>			
2/4/20	During observation conferences, teachers and Mrs. Mitchell will discuss vocabulary instruction to ensure it is being taught with fidelity.	Complete 01/04/2021	Kim Mitchell	01/04/2021
	<i>Notes:</i>			

1/31/21	School will provide teachers PD on Iready to support analyzing data and using program resources.	Complete 03/02/2021	Jamaika Roberson	03/10/2021
	<i>Notes:</i>			
1/31/21	Teachers will use Iready resources available to them for instruction and small group remediation.	Complete 05/04/2021	April Hecht	05/21/2021
	<i>Notes:</i>			
1/31/21	Teachers will continue to teach and use vocabulary strategies whole class and small group to ensure vocabulary is taught with fidelity.	Complete 05/04/2021	Kim Mitchell	05/21/2021
	<i>Notes:</i>			
1/31/21	Teachers will ensure that time is committed each day for spiraling previously learned skills.	Complete 05/04/2021	Kim Mitchell	05/30/2021
	<i>Notes:</i> Our goal is to turn fidelity over eventually to grade level chairs.			
9/3/21	Bridges training for 4th grade teachers piloting Bridges program	Complete 08/20/2021	Brandy Barnette	08/31/2021
	<i>Notes:</i>			
9/3/21	Inventory and purchase manipulatives for each grade level	Complete 08/20/2021	Carla Stutts	08/31/2021
	<i>Notes:</i>			
9/3/21	All teachers will have a PDP goal focusing on rigor and higher order thinking and questioning activities.	Complete 09/07/2021	Kim Mitchell	09/15/2021
	<i>Notes:</i>			
5/28/21	EC will utilize systematic math & reading instructional programs.	Complete 09/08/2021	Tammy Dancy	09/30/2021
	<i>Notes:</i>			
9/3/21	MClass data will be used by K-3 teachers to drive interventions	Complete 10/01/2021	Steve Cotton	10/01/2021
	<i>Notes:</i>			
5/28/21	Lexia will be purchased and utilized for independent practice during resource time.	Complete 10/05/2021	Jamaika Roberson	10/15/2021
	<i>Notes:</i>			
6/2/21	Letterland PD for K-3 teachers	Complete 08/20/2021	Kim Mitchell	10/22/2021
	<i>Notes:</i>			
6/2/21	Bridges intervention PD for K-5 teachers	Complete 09/28/2021	Carla Stutts	11/12/2021
	<i>Notes:</i>			
10/13/21	Return to our Daily Core Instructional Plans and re-assess if we are doing daily everything that we say/checked off in the action plan. Make this step part of PLCs, checking monthly.	Complete 11/29/2021	Kim Mitchell	11/29/2021
	<i>Notes:</i>			

10/13/21	Classroom Walks will be conducted during instructional times. Coaching will follow based on results.	Complete 12/22/2021	Steve Cotton	12/22/2021
<i>Notes:</i>				
6/2/21	LETRS PD for K-5 teachers	Complete 02/08/2022	Carla Stutts	02/08/2022
<i>Notes:</i>				
1/20/22	Teachers will use their SWOT analysis to identify gaps for remediation.	Complete 03/15/2022	Kim Mitchell	03/15/2022
<i>Notes:</i> It will actually be every five weeks - analysis will be conducted with each new data point.				
1/20/22	Grade level lesson plans will be evaluated by the curriculum goal team to ensure rigor & differentiation are being implemented into the daily lesson plans.	Complete 03/28/2022	Angelica Marsh; Jessica Platt	03/28/2022
<i>Notes:</i>				
1/14/22	K-5 teachers with the support of the instructional facilitator will implement LETRS during Phonics/Reading instruction daily. (Feb. 28, March 30, April 28, May 27, 2022)	Complete 05/24/2022	Carla Stutts	05/24/2022
<i>Notes:</i>				
4/20/22	Classroom teachers will keep an updated daily schedule via Google drive to be used by Admin. For EC scheduling. (Admin. Will create and share)	Complete 08/30/2022	Kim Mitchell	08/30/2022
<i>Notes:</i>				
4/20/22	Purchase and utilize Lexia program for EC classroom. (2.04)	Complete 09/01/2022	Tammy Dancy	09/01/2022
<i>Notes:</i>				
9/24/22	Specialized CWTs were created to focus on: 1. Utilization of LETRS activities, the use of Heggerty, and the utilization of Letterland components; 2. Quality instructional practices & student data notebooks; and 3. Science-based instructional practices. These CWT look-fors will be shared with teachers in PLCs.	Complete 10/04/2022	Kim Mitchell	10/05/2022
<i>Notes:</i>				
9/15/22	K-2 will teach Heggerty with fidelity. 3rd Grade will use Phonics for reading, fourth grade will use Lexia and fifth grade will use iready for struggling readers.	Complete 10/15/2022	Morgan Ferguson	10/15/2022
<i>Notes:</i>				
4/20/22	Teachers will Implement LETRS strategies from Units 1-2 daily into Phonics and Reading lessons.	Complete 10/04/2022	Carla Stutts	10/15/2022
<i>Notes:</i>				

9/11/22	Implement Bridges Math program for 4th and 5th grades. 4th and 5th grade will use iReady and Bridges intervention kits for intervention.	Complete 10/04/2022	Carla Stutts	10/30/2022
<i>Notes:</i>				
4/20/22	Teachers will write enrichment activities in weekly lesson plans.	Complete 10/04/2022	Michelle Foye	10/31/2022
<i>Notes:</i>				
9/15/22	Leadership will do specialized CWT focuses for EC, Science, Math & ELA (fluency & endurance)	Complete 11/08/2022	Kim Mitchell	11/08/2022
<i>Notes:</i>				
4/20/22	Teachers will work in PLC's to create enrichment activities for advanced students to ensure growth.	Complete 11/12/2022	Michelle Foye	11/12/2022
<i>Notes:</i>				
4/20/22	Continue with LETRS training to complete units 3-4.	Complete 12/20/2022	Carla Stutts	12/20/2022
<i>Notes:</i>				
4/20/22	Continue unpacking standards in PLCs once a month.	Complete 12/20/2022	Jessica Tomlin	12/20/2022
<i>Notes:</i>				
1/9/23	Teachers will implement iReady reading and math my paths into weekly instruction.	Complete 02/07/2023	Dan Laclair	02/28/2023
<i>Notes:</i>				
1/10/23	All teachers will focus on a sense of urgency by: being engaged 100% with students, utilizing every minute of the day - finding & using bits of wasted time, ensuring that instructional time is not spent on "fluff" (low quality/low results) activities - ie: crafts, analyze how TAs are being used - ie: for instruction or for prepping crafts, using required programs, and ensuring that direct instruction comes from the teacher (not software or sites).	Complete 03/14/2023	Kendal Dolinger	03/31/2023
<i>Notes:</i>				
1/9/23	Teachers will continue to implement appropriately challenging centers, group and independent activities during their math block.	Complete 03/14/2023	Carla Stutts	03/31/2023
<i>Notes:</i>				
1/9/23	4th and 5th grade math teachers will investigate the effectiveness of consumables that support BRIDGES math program.	Complete 04/04/2023	Brandy Barnette	04/04/2023
<i>Notes:</i>				
1/9/23	Time will be provided during PLC's for teachers to plan differentiated activities for intervention.	Complete 04/14/2023	Kim Mitchell	04/14/2023
<i>Notes:</i>				

1/9/23	Teachers will be provided the time during PLC's to explore iredy reading and math toolkit to utilize for instruction.	Complete 04/28/2023	Brittany Warren	04/28/2023
<i>Notes:</i>				
1/9/23	Teachers will Implement Letrs strategies from Units 1-4 into daily reading instruction.	Complete 05/01/2023	Morgan Ferguson	05/01/2023
<i>Notes:</i>				
1/9/23	IF will work closely with teachers during PLC's to unpack reading and math standards for the following week. Clarification will be given on what the standards mean and look like.	Complete 05/02/2023	Kim Mitchell	05/25/2023
<i>Notes:</i>				
1/9/23	IF will work with teachers during PLC's to unpack standards for the month and help build common assessments to guide instruction.	Complete 05/02/2023	Carla Stutts	05/25/2023
<i>Notes:</i>				
1/9/23	Teachers will continue to implement flocabulary into instruction (specifically focuses on integrating more math and science vocabulary.)	Complete 06/06/2023	Allison Chundrlek	06/06/2023
<i>Notes:</i>				
9/6/22	Consider looking at purchasing Bridges Math Program for 2nd and 3rd grades.	Complete 06/06/2023	Carla Stutts	06/06/2023
<i>Notes:</i>				
6/22/23	TG3: All AIG students are clustered appropriately.	Complete 08/15/2023	Kim Mitchell	08/14/2023
<i>Notes:</i>				
6/22/23	TG1: Teachers will set up strong routines with students to ensure a well-run classroom so instruction can take place with few interruptions during all instruction.	Complete 09/05/2023	Ellen Stout	09/12/2023
<i>Notes:</i>				
6/22/23	TG2: Utilize reading universal screeners and formative assessments data to revise instruction.	Complete 09/05/2023	Angelica Marsh	09/18/2023
<i>Notes:</i>				
6/22/23	TG2: Provide staff training on Magnetic Reading.		Carla Stutts	10/03/2023
<i>Notes:</i>				
6/22/23	TG2: Teach with fidelity whole group reading using Magnetic Reading.		Brandy Barnette	10/03/2023
<i>Notes:</i>				
6/22/23	TG2: Create small groups to focus on gap areas in phonics, phonemic awareness, and vocabulary.		Beth Anderson	10/03/2023
<i>Notes:</i>				

6/22/23	TG3: Analyze the baseline data for AIG students (use prior EOG).		Amanda Ackley	10/03/2023
	<i>Notes:</i>			
6/22/23	TG3: Address previous academic gaps by analyzing BOY and historical iReady data.		Amanda Ackley	10/03/2023
	<i>Notes:</i>			
6/22/23	TG1: During math instruction, allow opportunities for independent practice and engagement with the skills and concepts covered in the daily work.		Kirsten Jutila	10/03/2023
	<i>Notes:</i>			
6/22/23	TG1: Provide and explicitly teach computation strategies and concepts/application strategies utilizing the program Bridges.		Amanda Wrinn	10/03/2023
	<i>Notes:</i>			
6/22/23	TG1: Utilize the word resource cards to build essential math vocabulary.		Jenna Sullivan	10/03/2023
	<i>Notes:</i>			
6/22/23	TG1: Create intervention groups to focus on gap areas.		Allison Chundrlek	10/03/2023
	<i>Notes:</i>			
6/22/23	TG4: Identify usage of LETRS strategies and techniques in direct classroom instruction.		Kim Mitchell	10/03/2023
	<i>Notes:</i>			
6/22/23	TG4: Use iReady Learning Paths to target each students' individual needs.		Beth Anderson	11/07/2023
	<i>Notes:</i>			
6/22/23	TG4: 3rd grade team checks in with EC teachers to monitor progress and adjust instruction monthly.		Shannon Tsoumas	11/07/2023
	<i>Notes:</i>			
6/22/23	TG3: Analyze and remediate any grade level curriculum gaps using check-ins and iReady data.		Brandy Barnette	11/07/2023
	<i>Notes:</i>			
6/22/23	TG1: Provide meaningful and useful feedback to students based on their independent practice.		Sherrie Earwood	11/07/2023
	<i>Notes:</i>			
6/22/23	TG3: Implement individual learning pathways utilizing iReady and small group instruction (review usage data).		April Hecht	11/07/2023
	<i>Notes:</i>			

6/22/23	TG3: Demonstrate mastery of the grade level curriculum before starting the DEP project.		Kristi Brown	11/07/2023
	<i>Notes:</i>			
6/22/23	TG3: Design and Implement DEP projects.		Lisa Sowers	11/07/2023
	<i>Notes:</i>			
6/22/23	TG4: EC teachers will use Lexia program with fidelity during resource instruction (EC room)		Shannon Tsoumas	11/07/2023
	<i>Notes:</i>			
6/22/23	TG1: Utilize universal math screeners and formative assessments data to revise instruction.		Kristi Brown	11/15/2023
	<i>Notes:</i>			
6/22/23	TG3: Deepen student understanding of their grade level curriculum using open ended questions and problem based learning.		Amanda Ackley	12/12/2023
	<i>Notes:</i>			
6/22/23	TG2: Provide and explicitly teach phonemic awareness and phonics using Science of Reading/Letterland strategies in small groups.		Sherrie Earwood	12/12/2023
	<i>Notes:</i>			
6/22/23	TG2: Instruct students on standards and assess the standard using RTA passages.		Beth Anderson	12/12/2023
	<i>Notes:</i>			
6/22/23	TG2: Remediate standards that were not passed using release or instructional passages to teach explicit testing strategies.		Chase Walden	12/12/2023
	<i>Notes:</i>			
6/22/23	TG2: Provide meaningful and useful feedback to students based on their RTA passages.		Sherrie Earwood	12/12/2023
	<i>Notes:</i>			
6/22/23	TG1: Review data monthly to discuss the effectiveness of Bridges in the classroom.		Kim Mitchell	12/12/2023
	<i>Notes:</i>			
6/22/23	TG4: Use mClass and iReady diagnostic to assist in forming intervention groups for EC population.		Shannon Tsoumas	12/12/2023
	<i>Notes:</i>			
8/18/23	TG1, TG2, & TG3: Grade-level teams/departments will evaluate rigor within lessons once a month in PLCs.		Carla Stutts	12/12/2023
	<i>Notes:</i>			

8/18/23	TG1, TG2, & TG3: Grade-level teams/departments/goal teams will analyze CWT data to monitor & evaluate levels of rigor in classroom instruction		Amanda Ackley	05/05/2024
<i>Notes:</i>				
Implementation:		06/22/2023		
Evidence	12/3/2019 Lesson plans show grouping based on student need. PLC meetings are held to discuss Tier 2 and 3 students and those at risk in RTI. Once a month, after RTI discussion, teachers will meet and plug in student data into RTI stored.			
Experience	12/3/2019 Regular education and resource teachers have been working hard to consistently analyze data of students. Many different measures have been used to appropriately place students in eagle time intervention groups and in guided reading and math groups.			
Sustainability	12/3/2019 Teachers will need to continue to analyze student data from education galaxy, check ins, and classroom assessments.			

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>		We are using evidence based strategies with students at all levels. We are documenting progress monitoring and monitoring our at risk students. Our focuses are Tier 1: increasing 1st graders' proficiency in NWF (accuracy) and Tier 2 & 3: decreasing the number of tier 2 & 3 students in 4th grade math.	Limited Development 06/14/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>STRATEGIC GOAL: Per EVAAS data by June 2026, 80% of all students will meet or exceed expected growth by implementing data-based instructional programs and practices and monitoring fidelity to instruction/programs and monitoring progress of achievement groups.</p> <p>TARGET GOAL 1: Per mClass data, 80% of 1st graders will be considered proficient in NWF (accuracy) per EOY data.</p> <p>TARGET GOAL 2: Per EOY data, 4th grade will decrease the 23-24 EOY number of yellows (24)/reds (14) in math by 25% beginning 9.2.23 and ending on 6.12.24.</p>		Kim Mitchell	06/04/2024
<i>Actions</i>			78 of 83 (94%)		
	10/3/17	Create student data folders for reading and math.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
	<i>Notes:</i>				
	10/3/17	Create teacher data folders for classroom data.	Complete 10/03/2017	Grade Level Chairs	10/04/2017
	<i>Notes:</i>				
	1/9/18	Organize Parent resource room.	Complete 06/08/2018	Jen Rash	01/25/2018
	<i>Notes:</i>				
	1/9/18	Operate Parent resource room	Complete 06/08/2018	Jen Rash	05/17/2018

	<i>Notes:</i>			
10/3/17	Monthly student and teacher conferences about student gap areas and data.	Complete 06/08/2018	Kim Mitchell	06/08/2018
	<i>Notes:</i>			
10/3/17	Groupings for strategy groups based on student data.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	<i>Notes:</i>			
10/3/17	Utilize student data folders to collect and analyze student gaps and strengths.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	<i>Notes:</i>			
10/3/17	Utilize classroom data folders to collect and analyze classroom gaps and strengths.	Complete 06/08/2018	Grade Level Chairs	06/08/2018
	<i>Notes:</i>			
5/3/18	Create computer lab schedule.	Complete 10/09/2018	Kim Mitchell	01/25/2019
	<i>Notes:</i>			
5/3/18	Create student data folders for reading and math.	Complete 10/09/2018	Kim Mitchell	01/25/2019
	<i>Notes:</i>			
5/3/18	Create teacher data folders for classroom data.	Complete 10/09/2018	Kim Mitchell	01/25/2019
	<i>Notes:</i>			
5/3/18	Provide PD on all components of new curriculum.	Complete 09/26/2018	Carla Stutts	01/25/2019
	<i>Notes:</i>			
9/10/19	Morning Meetings should be happening routinely occurring at least once a week.	Complete 10/29/2019	Kim Mitchell	10/30/2019
	<i>Notes:</i>			
10/3/17	Ensure progress monitoring is being completed within Eagle Time groups based on student performance level in reading and math.	Complete 11/05/2019	Jessica Platt	11/22/2019
	<i>Notes:</i>			
10/3/17	Ensure interventions are research based and deliberately planned to gap areas and strengths that are identified by data.	Complete 11/05/2019	Carla Stutts	12/19/2019
	<i>Notes:</i>			
10/3/17	Ensure 55 minutes of intervention time for every grade level daily with equal time spent on math and reading and progress monitoring happening weekly.	Complete 11/05/2019	Grade Level Chair	12/19/2019
	<i>Notes:</i>			
9/10/19	Monthly grade level RTI PLC with the grade level facilitator (10/30, 12/4, 1/29, 2/26, 3/25, 4.29 and 5/27)	Complete 12/03/2019	Carla Stutts	01/02/2020

<i>Notes:</i>				
9/10/19	Creating Eagle Time Groups for remediation and enrichment based on student needs and gaps.	Complete 11/05/2019	Grade Level Chair	01/02/2020
<i>Notes:</i>				
1/3/20	RTI Discussion Meeting to be held monthly within PLCs.	Complete 03/30/2020	Carla Stutts	03/31/2020
<i>Notes:</i>				
1/3/20	During RTI PLC Grade levels discuss the gap areas for students in Tiers 2 and 3.	Complete 03/23/2020	Carla Stutts	03/31/2020
<i>Notes:</i>				
1/3/20	Discuss interventions being utilized for students in Tiers 2 and 3.	Complete 03/31/2020	Kim Mitchell	03/31/2020
<i>Notes:</i>				
1/3/20	PLC members will communicate student outcomes based on data for all students in Tiers 2 and 3 for Math and Reading.	Complete 03/31/2020	Carla Stutts	03/31/2020
<i>Notes:</i>				
1/3/20	PLC members will collaborate to find new interventions for students in Tiers 2 and 3 that are stagnant and not making growth.	Complete 03/31/2020	Patricia Goodrich	03/31/2020
<i>Notes:</i>				
1/3/20	During grade level planning the team will analyze data for students not on Tiers 2 and 3.	Complete 03/03/2020	Patricia Goodrich	03/31/2020
<i>Notes:</i>				
1/3/20	Grade level will create enrichment or interventions activities for students on grade level.	Complete 03/31/2020	Grade Level Chair	03/31/2020
<i>Notes:</i>				
9/24/20	Teachers will update SWOT in order to continue to drive remediation, enrichment and instruction	Complete 09/30/2020	Classroom Teachers	09/30/2020
<i>Notes:</i>				
9/24/20	Data folders are being updated with EC student data and discussed with students.	Complete 09/30/2020	Dancy	09/30/2020
<i>Notes:</i>				
9/24/20	EC teacher will use systematic programs (corrective reading, early numeracy K-2, and connecting math concepts,) and Keys to Literacy for comprehension to deliver targeted instruction towards IEP goals	Complete 10/09/2020	Dancy	10/09/2020

Notes: Corrective Reading-October 9th

Early Numeracy October 23rd

Connecting Math concepts November 6th

9/24/20	Based on data, students will be grouped into remediation and enrichment groups to help close gaps.	Complete 10/09/2020	Bustle, Grant, Hunt, Rinehimer, Holleman, Goodrich	10/09/2020
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Notes:

9/24/20	Teachers will reassess student gap areas to determine if goals have been met	Complete 10/26/2020	Jessica Platt	10/26/2020
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Notes:

9/24/20	Teachers and TAs will continue to provide small group research based instruction to meet the needs of student's learning goals.	Complete 10/30/2020	Theiser, Sigmon, Rosbough, K. Brown, Hahn, Chundrl	10/30/2020
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Notes:

9/24/20	EC teacher will collaborate with regular education teachers by sharing a weekly progress of EC students.	Complete 11/20/2020	Dancy	11/20/2020
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Notes:

1/3/20	Teachers will continue to hold conferences with students to discuss data each month	Complete 11/30/2020	Kim Mitchell	12/18/2020
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Notes:

1/3/20	Students will continue to update their personal Data Folders to reflect current data and to make goals and plans for improvement.	Complete 11/30/2020	Kim Mitchell	12/18/2020
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Notes:

9/24/20	Grade levels will meet in PLC to discuss student progress and input MTSS data into RTI stored	Complete 12/22/2020	Carla Stutts	01/05/2021
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Notes:

1/3/20	Teachers will schedule with parents student-led conferences for students on Tier 2 and Tier 1 "watchlist kids".	Complete 03/01/2021	Kim Mitchell	03/01/2021
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Notes:

1/8/21	Continue monthly MTSS/Data meetings to discuss improvements or concerns and curriculum growth based on Iready growth monitoring, Common Assessments, and Check-in assessments.	Complete 04/01/2021	Melissa Stutts	04/01/2021
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Notes:

1/8/21	Based on data results provide instructional monitoring, coaching and feedback in reading and math with the support of the Instructional Facilitator as it relates to grouping and the usage of Iready, Check-ins, and Common Assessments.	Complete 04/13/2021	Carla Stutts	04/30/2021
<i>Notes:</i>				
1/8/21	Record the data in our SWOT to show which subgroups need the most attention.	Complete 06/01/2021	April Hecht	06/03/2021
<i>Notes:</i>				
1/8/21	Analyze student data by subgroups (Student with Disabilities, AIG, Socio Economic, Attendance, Virtual/Non Virtual) in each grade level to determine instructional strengths and areas of focus.	Complete 06/01/2021	Jessica Platt	06/04/2021
<i>Notes:</i>				
5/28/21	Leadership will create schedule for all teachers for 21-22 school year.	Complete 08/03/2021	Kim Mitchell	08/06/2021
<i>Notes:</i>				
6/2/21	Send student data folders to the next grade level teacher so teachers can see the gap areas and what students are working on.	Complete 09/10/2021	Grade level chairs	09/10/2021
<i>Notes:</i>				
5/28/21	Leadership will create an "at-a-glance" for students with IEPs to capture important information for regular ed. teachers	Complete 09/30/2021	Jessica Tomlin	09/30/2021
<i>Notes:</i>				
5/28/21	Intervention blocks for students with IEPs will be aligned to their IEP goals.	Complete 10/05/2021	Classroom teachers and Dancy	10/08/2021
<i>Notes:</i>				
6/2/21	Analyze the EOY iReady data and subgroups data.	Complete 09/29/2021	Classroom teachers	10/08/2021
<i>Notes:</i>				
6/2/21	Create intervention groups based on data.	Complete 10/05/2021	Patricia Goodrich	10/24/2021
<i>Notes:</i>				
6/2/21	Identify subgroups that are having gaps.	Complete 11/02/2021	Grade level chairs	11/02/2021
<i>Notes:</i>				
1/14/22	Restructure goal teams to align with school needs (ensuring rigor & differentiation)	Complete 01/11/2022	Kim Mitchell	01/11/2022
<i>Notes:</i>				
6/2/21	Create an alignment between general ed and EC teachers to ensure students are working on the same goals for intervention group instruction (goals-at-a-glance & info from IEP & IEP meetings).	Complete 01/11/2022	Tammy Dancy	01/18/2022

<i>Notes:</i>				
1/14/22	CogAT- Teachers need to practice tests online with students to show them what to expect.	Complete 01/24/2022	K. Brown	01/24/2022
<i>Notes:</i>				
1/14/22	Learner Profiles-Any student(s) who now needs to be identified will need an AIG 2 completed and then an AIG 7 will need to be sent to Kelly Hinson.	Complete 01/24/2022	Kim Mitchell	01/24/2022
<i>Notes:</i>				
1/14/22	Keep adding to grade level SWOT as data is available and completed.	Complete 02/08/2022	Kim Mitchell	02/08/2022
<i>Notes:</i>				
1/14/22	K-5 Teachers will work collaboratively to plan, understand, and use the Bloom's taxonomy to increase the level of rigor in instruction. (February 8 - next SIT meeting)	Complete 02/08/2022	Carla Stutts	02/08/2022
<i>Notes:</i>				
1/21/22	After each iReady and/or Dibels assessment, teachers will complete a quadrant chart for their class and for their grade level.	Complete 03/28/2022	Carla Stutts	03/28/2022
<i>Notes:</i>				
1/21/22	Grade levels will evaluate their team members' entries in Rtl Stored! to ensure that information is current and accurate.	Complete 03/28/2022	Brittany Warren	03/28/2022
<i>Notes:</i>				
1/14/22	Share data regarding our EC students during MTSS PLC meetings by utilizing the EC data folders.	Complete 05/24/2022	Kim Mitchell	05/24/2022
<i>Notes:</i>				
4/20/22	Each grade level will create a systematic way to organize intervention groups and what is being used to teach the intervention. (First grade will share their google doc. As an example), and keep updated monthly.	Complete 10/04/2022	Brittany Warren	10/15/2022
<i>Notes:</i>				
9/24/22	Specialized CWTs were created to focus on: 1. Utilization of LETRS activities, the use of Heggerty, and the utilization of Letterland components; 2. Quality instructional practices & student data notebooks; and 3. Science-based instructional practices. Data from CWTs will be reviewed monthly in PLCs to support direction in classroom instruction.	Complete 10/04/2022	Kim Mitchell	10/15/2022
<i>Notes:</i>				

9/11/22	Teachers will track students not on grade level and make sure they are in MTSS receiving interventions.	Complete 10/04/2022	Jessica Tomlin	11/01/2022
<i>Notes:</i>				
9/11/22	IF will coach BT's to ensure understanding of programs being implemented.	Complete 11/08/2022	Carla Stutts	11/10/2022
<i>Notes:</i>				
9/15/22	PLCs will compare the number of students in MTSS to the number of students not on grade level for each subject, working to identify students who should be MTSS.	Complete 11/15/2022	Kim Mitchell	11/15/2022
<i>Notes:</i>				
4/20/22	Continue to analyze EC data folders during MTSS PLC's monthly	Complete 11/30/2022	Jessica Tomlin	11/30/2022
<i>Notes:</i>				
9/11/22	Teachers will incorporate flocabulary into daily lessons to help improve science vocabulary and exposure.	Complete 12/01/2022	Morgan Ferguson	12/01/2022
<i>Notes:</i>				
9/15/22	K-5 will collect Progress Monitoring data every two weeks with fidelity to monitor effectiveness of interventions.	Complete 12/13/2022	Amanda Ackley	12/13/2022
<i>Notes:</i>				
9/15/22	Staff will consistently record data for students to drive adjustments for needs (ie: ABC, Educator's Handbook, & Data Folders)	Complete 12/13/2022	Brandy Barnette	12/13/2022
<i>Notes:</i>				
4/20/22	Teachers will analyze testing and CFA data by filling out goal team SWOTs in order to understand gap areas.	Complete 12/20/2022	Brittany Warren	12/20/2022
<i>Notes:</i>				
1/9/23	Teachers will continue to utilize individual data trackers with students.	Complete 02/07/2023	Jessica Tomlin	02/28/2023
<i>Notes:</i>				
1/9/23	K-3 teachers will analyze MOY Mclass data to group/regroup students as needed for intervention.	Complete 02/07/2023	Morgan Ferguson	02/28/2023
<i>Notes:</i>				
1/9/23	Teachers will be provided time during PLC's to complete MTSS paperwork/discuss students in tiers.	Complete 02/07/2023	Carla Stutts	02/28/2023
<i>Notes:</i>				
1/9/23	IF will guide teachers during PLC's to analyze classroom data and work on intervention groups.	Complete 03/14/2023	Kim Mitchell	03/14/2023
<i>Notes:</i>				

4/20/22	Teachers will analyze data deeper by filling out subgroup charts in order to determine strengths and weaknesses.	Complete 03/14/2023	Amanda Ackley	03/14/2023
<i>Notes:</i>				
1/9/23	Teachers will use the data from the iReady reading and math MOY assessment to drive instruction.	Complete 03/14/2023	Amanda Ackley	04/28/2023
<i>Notes:</i>				
1/9/23	K-5 teachers will continue to progress monitor students who are red or yellow every ten days. They will use this data to drive their intervention groups.	Complete 05/02/2023	Carla Stutts	05/26/2023
<i>Notes:</i>				
1/9/23	The MTSS team will evaluate the number of students identified in MTSS vs. the number of students who are not showing proficiency/mastery.	Complete 06/06/2023	Brandy Barnette	06/06/2023
<i>Notes:</i>				
6/22/23	TG2: School will purchase Bridges Math and resources for 3rd grade and Number Corners & resources for all grades.	Complete 08/15/2023	Kim Mitchell	08/01/2023
<i>Notes:</i>				
6/22/23	TG2: School will ensure that teachers will receive training on Bridges Math and Number Corners.	Complete 08/15/2023	Carla Stutts	08/07/2023
<i>Notes:</i>				
6/22/23	TG1: Do BOY (306 composite) mClass assessment to determine what students are proficient.	Complete 09/05/2023	Ellen Stout	09/07/2023
<i>Notes:</i>				
6/22/23	K-3 will use Magnetic Reading Foundations and Heggerty in K-1 and upper grades as needed with fidelity. Leadership will do checks against daily schedules.	Complete 09/05/2023	Ellen Stout	09/19/2023
<i>Notes:</i>				
6/22/23	TG1: Create calendar for progress monitoring and CA schedule.		Carla Stutts	10/03/2023
<i>Notes:</i>				
6/22/23	TG1: Based on data, conduct intervention groups daily for students in tiers 2 & 3 and borderline 1s (pale greens). Kindergarten will start in October, and all other grades will start in September. Struggling 1st and 2nd grade students will work with an Interventionist weekly.		Ellen Stout	11/07/2023
<i>Notes:</i>				
6/22/23	TG1: Analyze mClass data from progress monitoring every 2 weeks for students who are not proficient in reading areas		Angelica Marsh	11/07/2023

<i>Notes:</i>				
6/22/23	Teachers will implement Bridges Math and Number Corners daily with fidelity. Leadership will check instruction against schedule.		Andrea Donaldson	11/21/2023
<i>Notes:</i>				
6/22/23	TG1: analyze mClass data to determine if number of students in tier 2 & 3 are reducing and tier 1 students are growing to a darker green.		Sherrie Earwood	12/19/2023
<i>Notes:</i>				
Implementation:		12/17/2019		
Evidence	12/3/2019 Teachers all have morning meetings within lesson plans. All grade levels have intervention times for both math and reading. Students have data folders so they can track their data and see what their next steps are. Teachers are having monthly conferences with students in order to check off goals and create new goals.			
Experience	12/3/2019 Teachers and students are working to track data in student folders. Teachers have morning meetings at least once a week. RTI monthly meetings are being held to start discuss of interventions.			
Sustainability	12/3/2019 Teachers need to make sure they are implementing RTI with fidelity. We will have a RTI monthly discussion meeting along with a grade level meeting to enter in data.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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>		We are already having multiple meetings each month of different leadership teams. We need to have more consistent documentation of the meeting minutes.	No Development 06/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		We have weekly PLC's and grade level chairs in place. Each member of the team has a specific job that they are responsible for in the PLC. We need more time for instructional time and documentation of student interventions more efficiently.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Based on current leadership changes we will have to reassess this standard at the end of the next school year.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Currently the majority of the staff looks at performance data. New leadership will help with decision making and classroom observation data for school improvement and professional development needs.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			LETRS Training will be provided for teachers k-5 by the instructional facilitator.	Limited Development 01/12/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			LETRS Training will be provided for teachers k-5 by the instructional facilitator. (Weekly - May 27, 2023)	Objective Met 09/26/22	Carla Stutts	05/27/2023
Actions						
	1/12/22		LETRS Training will be provided for teachers k-5 by the instructional facilitator. (Weekly - May 27, 2022)	Complete 05/20/2022	Carla Stutts	05/27/2023
<i>Notes:</i>						
Implementation:				09/26/2022		
	Evidence		9/26/2022			
	Experience		9/26/2022			
	Sustainability		9/26/2022			

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
Initial Assessment:			Changes in leadership at the school will make it necessary to reassess after next school year.	Limited Development 06/14/2017		
How it will look when fully met:						
Actions						
<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>		We already have a yearly curriculum night for parents. We need to add more opportunities for parents to learn about curriculum and their role as partners with the school.	Limited Development 06/14/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					