Comprehensive Progress Report

Mission: Florence Elementary shares the following beliefs which will help our community reach its vision of excellence: *The learning community will actively engage in collaboration, teamwork, and reflection. *The learning community will maintain high expectations for students and staff. *The learning community will take responsibility and personal accountability to exceed goals. *The learning community will exhibit good character and service toward others. *The learning community will utilize current educational resources, tools, and technology to promote 21st Century skills.

Vision: We believe each child is entitled to a positive climate and learning experience, which will provide a foundation upon which each student can continue to build and become a successful, caring, productive citizen.

Goals:

By the end of 2024-25, increase 2023-24 Reading Proficiency (grades 3 through 5) by at least 3 percentage points from 57.6% to 60.6%.

By the end of 2024-25, decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from

By the end of 2024-25, increase 2023-24 Math Proficiency (grades 3 through 5) by at least 3 percentage points from 70.4% to 73.4%.

By the end of 2024-25, increase 2023-24 Science Proficiency (grade 5) by at least 3 percentage points from 69.4% to 72.4%.

By the end of 2024-25, decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 40 to 36.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Domain 1: Turnaround Leadership**

Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal sends out weekly communications to all staff in the Florence Newsletter. In addition, Curriculum Facilitator sends out a bi weekly newsletter called Tina Talk with important curriculum updates and professional development to all staff. Administration attends PLCs and MTSS meetings when possible. Florence currently elects grade level representation to our School Improvement Team or SIT to disseminate information from meetings at weekly grade level meetings. Indistar login for all staff (and parents) is available on our school's website. On the 2021-2022, FAM-S assessment, the staff indicated they were unsure of Leadership's role in MTSS. Based on these assessments results, FES chose to focus on more actively engaging the Leadership Team in supporting MTSS and serving as key communicators to their grade level teams. While Florence as made great strides to achieve full implementation of the key indicator, we continue to make it a priority focus to ensure we are always actively engaging our leadership team to make improvements to school processes, strategies, and procedures.	Limited Development 09/13/2021		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Faculty are knowledgeable of SIT agendas/items and are also aware of all full SIT meeting times so they may attend if interested. All faculty will feel involved in the school improvement processes. Minutes, agenda, and dates are easy to access and posted/entered into Indistar regularly. This will assist us in maintaining staff morale, retention of teachers, and generally positive school culture, all of which will promote attaining our school improvement goals as listed in Indistar. The Leadership team will serve as critical communicators of MTSS by coaching and educating grade levels on MTSS processes, procedures and updates. Staff members will know their Leadership team members and engage with them regularly to share concerns, ask questions or gain clarity on school/MTSS updates.		Chiyanna Young	06/12/2025
Actions				5 of 7 (71%)		
		9/13/21	Florence Elementary will establish roles for Leadership Team members to ensure timely and effective communication to various grade level, specialty areas, and support staff in the building.	Complete 08/10/2021	Chiyanna Young	09/30/2021

	Notes:				
	9/14/21	Florence Elementary will provide ongoing Professional Development and coaching on MTSS to support school staff in understanding the definition, processes and procedures for MTSS implementation. PD will be ongoing using PLCS and Workdays to promote MTSS and advance staff understanding.	Complete 03/08/2022	Tina Lipstreu	03/11/2022
	Notes:	This standard was created to move Florence out of TSI-AT designation.			
	9/14/21	FES will collect and analyze data on MTSS implementation efforts by comparing the FAM-S from the 2021-2022 school year to the 2020-2021 to determine growth and progress of MTSS implementation.	Complete 05/24/2022	Tina Lipstreu	05/30/2022
	Notes:	This standard was created to move Florence out of TSI-AT designation.			
	9/14/21	Leadership team will designate a Coaching Update in the monthly leadership agenda to share out feedback from outside coaches (Eureka, CKLA) to ensure feedback is provided in a timely manner to grade levels and various school areas.	Complete 06/09/2022	Kalliope Castevens	06/04/2022
	Notes:				
	9/13/21	Leadership team will designate an MTSS Update in the monthly leadership agenda to ensure Leadership members understand current implementation and communicate this effectively with their areas.	Complete 06/09/2022	Tina Lipstreu	06/04/2022
	Notes:	This standard was created to move Florence out of TSI-AT designation.			
	9/28/24	By the end of each month, the curriculum facilitator will share a newsletter containing updates about the curriculum, pedagogy, testing dates, and other important information to teachers, ensuring at least 90% of teachers acknowledge receipt.		Tina Lipstreu	06/12/2025
	Notes:				
	9/28/24	The Principal will write and distribute a newsletter to the staff and faculty, ensuring it includes updates on school activities, important dates, and relevant information, achieving a completion rate of 100% for each month.		Tina Lipstreu	06/12/2025
	Notes:				
Implementation:			09/28/2024		
Evidence		06/09/2023 See evidence folder B1.02 for evidence.			

Experience	06/09/2023 By having frequent transparent communications allows all stakeholder to be abreast of what is happening at our school. Our school maintained high level of communication through various media: newsletters, emails, weekly PLC meetings, weekly grade level meetings, monthly staff meetings and monthly Leadership meetings. This ensured all stakeholders and staff members experienced clear communication and were able to share any concerns to better the school learning environment. Florence established roles for Leadership Team members to ensure timely and effective communication to various grade level, specialty areas, and support staff in the building. Florence Elementary provided ongoing Professional Development and coaching on MTSS to support school staff in understanding the definition, processes and procedures for MTSS implementation. PD will be ongoing using PLCS and Workdays to promote MTSS and advance staff understanding. FES collected and analyze data on MTSS implementation efforts by comparing the FAM-S from the 2021-2022 school year to the 2020-2021 to determine growth and progress of MTSS implementation. Leadership team designated an MTSS Update in the monthly leadership agenda to ensure Leadership members understand current implementation and communicate this effectively with their areas. Leadership team designated a Coaching Update in the monthly leadership agenda to share out feedback from outside coaches (Eureka, CKLA) to ensure feedback is provided in a timely manner to grade levels and various school areas.			
Sustainability	06/09/2023 The SBLT will continue to meet monthly as well as the subcommittees to access the progress towards our goals and indicators. Will ensure that all stakeholders continue to have representation on the SBLT to ensure that their voices are being heard.			

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
Initial Assessment:		The current SBLT meets once per month and also has a whole day retreat prior to the beginning of the school year. The team consists of grade level and department representatives as well as parents. The team uses data to improve student learning from a school improvement standpoint.	Limited Development 09/27/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		The current SBLT meets once per month and also has a whole day retreat prior to the beginning of the school year. The team consists of grade level and department representatives as well as parents. The team uses data to improve student learning from a school improvement standpoint.		**Chiyanna Young**	**06/12/2026**
Actions			**2 of 3 (67%)**		
	10/9/20	Administration and CF will meet weekly to discuss the running of the school in respects to curriculum and instruction and implementation of instructional practices and trends. This team will make changes as necessary and implement those changes during PLCs with grade levels/departments.	Complete 06/06/2021	Chiyanna Young	06/11/2021
	Notes:				
	6/15/21	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.	Complete 06/06/2023	Chiyanna Young	06/09/2023
	Notes:				
	9/30/24	The team will effectively utilize the SIP plan to ensure that the vision and mission of the school is being utilized.		Chiyanna Young	06/13/2026
	Notes:				
Implementation:			09/01/2023		
Evidence		6/09/2023 Leadership and administrative agenda's.			

				Implementation Status	Assigned To	Target Date
Experience		6/09/2023 The leadership team meet monthly to discuss action steps and other pertinent information for school improvements. Also, our PBIS, CICO, Attendance team, and MTSS teams met meet at least once a month or not more to monitor student attendance, behavior, and academic progress to ensure we were on tract with meeting our SIP goals. Teams shared their reports with administration and we monitored progress. Florence Elementary will establish roles for Leadership Team members to ensure timely and effective communication to various grade level, specialty areas, and support staff in the building. Florence Elementary provided ongoing Professional Development and coaching on MTSS to support school staff in understanding the definition, processes and procedures for MTSS implementation. PD will be ongoing using PLCS and Workdays to promote MTSS and advance staff understanding. FES collected and analyzed data on MTSS implementation efforts by comparing the FAM-S from the 2022-2023 school year to the 2021-2022 to determine growth and progress of MTSS implementation. Leadership team designated an MTSS Update in the monthly leadership agenda to ensure Leadership members understand current implementation and communicate this effectively with their areas. Leadership team designated a Coaching Update in the monthly leadership agenda to share out feedback from outside coaches (Eureka, CKLA) to ensure feedback is provided in a timely manner to grade levels and various school areas.			
Sustainability		6/09/2023 The administrative team will need to continue to meet to synchronize and be on the same page with instructional practices. We will also need to continue to prioritize and make time for admin meetings. Along with continuing to meet in our goal teams.			
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**
Initial Assessment:		Florence Elementary incorporates team structures into the school culture assisting in driving improvements at the school and community level. Teams are charged with specific functions and purposes to	Limited Development 09/27/2018		

address areas of need in the school; curriculum and instruction, student achievement, school improvement planning, and community connections. All teachers participate in various teams charged with specific purposes and duties. All teachers participate in their grade level Professional Learning Community every Tuesday and Wednesday to analyze data, monitor student achievement, unpack standards, and share best practices. The Talent and Academically Gifted team monitors student achievement in grades 3-5 to determine eligible students for the AG program or to participate in the Talent Development Program aimed at increasing student achievement for those performing above grade level. All kindergarten through fifth grade teachers, school psychologist, speech language pathologist and curriculum facilitator participate in the Intervention and Support Team. The team analyzes progress monitoring data to determine the student's response to interventions and make instructional decisions about educational outcomes including further testing for eligibility in the Exceptional Children's Program. The Positive Behavior Support Team consists of one grade level representative as well as a specialist and teacher assistant. The team monitors the school's effectiveness in implementing PBIS curriculum to improve classroom management and student engagement. The team problem solves strategies to classroom management and school wide expectations to create a safe and orderly environment for all students. The team also plans staff incentives, quarterly celebrations, monthly classroom incentives and weekly prizes for students and staff who meet criteria per the school's positive behavior support plan. The Goal Teams consist of members from the school leadership team to exam three priority goal areas and collaborate ideas, structures, and strategies to assist the school in achieving full implementation. The Goal Teams meet monthly to review and analyze data while creating a strategic plan to address their priority focus. The Student Council Committee consists of one 3-5 representative and one K-2 to create a council for assisting students to address concerns of the school and community and create improved outcomes for each area. Students study and recognize an area of need with our community and develop an action plan to address the identified area. Last year students participated in a canned food drive to help stock up the local food pantry. Finally, the Sunshine committee consist of a teacher, specialist, and classified representative to improve the school climate, culture and moral. The committee identifies areas of need within the whole staff and develops strategies for improving or providing comfort for those in need. The Sunshine Committee also provides team building activities such as breakfast or lunches to promote comradery.

		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Teachers will utilize a team structure of planning with specific time to collaborate with grade level colleagues.			**Tina Lipstreu**	**06/12/2026**
Actions				5 of 7 (71%)		
	10/21/19	Curriculum Facilitator will lead a detailed orientation for new teachers to orientate them to the practices and cultures of the school.		Complete 08/15/2019	Tina Lipstreu	08/31/2019
	Notes:					
	10/21/19	Master schedule is developed that includes daily planning for all licensed staff.		Complete 08/20/2019	Chiyanna Young	08/31/2019
	Notes:					
	10/21/19	A duty roster will be created that distributes duties among all staff.		Complete 08/20/2019	Chiyanna Young	08/31/2019
	Notes:					
	10/21/19	BT'will be given time to observe at minimum 3 other veteran teachers.		Complete 03/06/2020	Tina Lipstreu	02/28/2020
	Notes:					
	10/9/20	Each grade level is required to have a mandatory grade level planning meeting once per week.		Complete 06/07/2024	Tina Lipstreu	06/07/2024
	Notes:	This standard was created to move Florence out of TSI-AT designation.				
	9/29/24	Grade levels will have the opportunity to meet weekly in PLC's.			Tina Lipstreu	09/30/2025
	Notes:					
	9/29/24	Grade level teams will effectively execute the MTSS problem solving process on a weekly basis to review student data, progress, and next steps,			Tina Lipstreu	06/12/2026
	Notes:					
Implementation:				06/07/2024		
Evidence		6/7/2024				
Experience		6/7/2024				
Sustainability		6/7/2024				

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
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**
Initial Assessment:	At the beginning of each year the principal and assistant principal review each teachers' PDP to ensure goals are focused on school improvement, professional growth, and student achievement. The principal, assistant principal, and curriculum facilitator conducts daily walkthroughs. Teachers receive immediate feedback using the school's walkthrough form. The group meets to discuss observations from walkthroughs to determine if there are any trends or areas of improvement in instruction or classroom management. These discussions assist in determining professional development that is needed for staff as well as driving the agendas for PLCs and leadership. The principal and assistant principal performs formal walkthroughs to provide written and verbal feedback to teachers to enhance teaching and learning.	Limited Development 09/22/2016		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The administration team will maintain consistent communication with teachers/specialist on instructional practices as well as student progress within the classroom resulting in teacher effectiveness and student growth/proficiency levels. The administration team will maintain a walkthrough logs on the observations conducted throughout the school year. The principal, assistant principal and curriculum facilitator will be highly visibly throughout the school day in classrooms, common areas, and assemblies.		**Chiyanna Young**	**06/12/2026**
Actions			**8 of 9 (89%)**		
	10/8/17	The administration team will perform daily walkthrough visits in the classrooms.	Complete 06/04/2019	Chiyanna Young	06/10/2019
	Notes:				
	10/21/19	Create a walk-through calendar.	Complete 08/30/2019	Chiyanna Young	08/31/2019
	Notes:				
	10/8/20	Create team of individuals to facilitate technical aspect of remote learning to assist teachers and students during remote learning.	Complete 09/01/2020	Tina Lipstreu	09/30/2020
	Notes:				
	10/8/20	Work with outside coaches (Eureka, CKLA, ARC) to facilitate PD pertaining to curriculums and tools for remote instruction specifically.	Complete 06/06/2021	Chiyanna Young	06/11/2021

	Notes:				
	10/8/20	Principal, assistant principal, and CF will work to ensure all first year teachers/struggling teachers receive coaching from district coaches with certain teachers prioritized over others.	Complete 06/06/2021	Kalliope Castevens	06/11/2021
	Notes:				
	9/1/23	Twice a year the admin will meet teachers individually to provide individualized support and feedback	Complete 09/15/2023	Chiyanna Young	09/30/2023
	Notes:				
	9/1/23	Twice a year the admin will meet teachers individually to provide individualized support and feedback	Complete 02/23/2024	Chiyanna Young	02/28/2024
	Notes:				
	6/15/21	Teachers will receive feedback from walk-throughs and be expected to have a follow-up plan/discussion to address any areas noted for improvement.	Complete 06/07/2024	Chiyanna Young	06/07/2024
	Notes:	This standard was created to move Florence out of TSI-AT designation.			
	9/30/24	The administative team will convene after walk-throughs are complete, discuss their experiences, and consolidate their feedback to be provided to the teacher		Jennifer Bates	06/13/2026
	Notes:				
Implementation:			06/07/2021		
Evidence		6/6/2021 Documentation of coaching comments from Eureka, ARC, and CKLA coaches. Documentation of individual coaching comments for 1st year and struggling teachers.			
Experience		6/6/2021			
Sustainability		6/6/2021 Continue to utilize coaches to provide feedback to our teachers to improve instructional practices.			

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Each year when we get our budget the SIT team meets to discuss allocations of our local funds. Monthly during our SBLT meetings administration gives an update on the budget.	Limited Development 10/13/2023		
How it will look when fully met:		When we have met the objective we allocated local funds will continue to be evaluated by the school improvement team and spending decisions will be voted upon annually. The school will have facilities that meet the standard of the self assessment or clear communication regarding facilities will be shared routinely. Coaching will have been provided to the School Improvement Team on how to exit TSI-AT status. All communication (written and digital) to families will be sent in their language.		**Chiyanna Young**	**06/14/2025**
Actions			1 of 2 (50%)		
	10/13/23	Within the 2023-2024 school year, our school identified the following resource inequity of our school's leadership team receiving adequate coaching and support to exit ATSI. As a result, our school plans to mitigate the inequity by providing professional development to SIT members and clarifying documents about CSI and the CSI process	Complete 06/14/2024	Chiyanna Young	06/14/2024
	Notes:				
	9/30/24	At each meeting (SIP and staff meetings) the school budget will be shared with staff.		Chiyanna Young	06/12/2025
	Notes:				

Core Function:	Domain 2: Talent Development			
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**			
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:	All certified and classified staff are evaluated as required by state and district policy guidelines. Department chairs frequently participate in interviews with prospective hires in their departments. All employees are trained on the NC Teacher Evaluation Model. School walk-through's occur throughout the school year. Peer evaluations are carried out for teachers with fewer than three years experience. We participate in the Guilford County Schools job fair in the spring for all employee classifications. The school works with our PTA to have monthly gatherings with all staff (lunches, cookouts, etc.). May is Teacher Appreciation month and it's a week long celebration. The LEA posts jobs on county website and participates in Job Fairs.	Limited Development 09/11/2023		
How it will look when fully met:	We will reward our staff and work towards building a positive culture. We have established a "Employee of the Month" award that recognizes individual teachers on a monthly basis for specific accomplishments. At faculty meetings, we will celebrate accomplishments and student successes. We will provide specific examples when highlighting accomplishments and effort. We will begin a "Shout Out" section in the weekly email for teachers to anonymously recognize positive behaviors.		**Chiyanna Young**	**06/12/2026**
Actions		0 of 2 (0%)		
9/11/23	Assess the school's climate by using a TWC survey to ensure that every classroom has the supportive environment necessary to help students achieve at high levels.		Jennifer Bates	05/30/2026
Notes:				
9/11/23	Administration will use NCEES to evaluate teachers and provide appropriate and honest feedback.		Chiyanna Young	06/13/2026
Notes:				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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
Initial Assessment:			During PLC's and SBLT meetings data is discussed and disaggregated. During PLC's we look at the data for instructional practices, begin to choose student groups for strategic or intensive instruction, and differentiate for individuals. Also, while looking at the data we explicitly decide when to re-do, review, or re-teach the standards. Data is also shared during school leadership meetings and regular staff meetings to keep everyone abreast of the school progress and the goals we are working towards. Aggregated classroom observation data is not used to make decisions about school improvement and professional development needs.	Limited Development 09/07/2022		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Disaggregated data will be displayed and referenced during PLCs. Disaggregated student outcome data and patterns of professional practice are used to determine professional development needs and plan appropriate professional development. The professional development needs survey will drive professional development to ensure staff needs are being met.		Chiyanna Young	06/13/2025
Actions				5 of 7 (71%)		
	9/7/22		Create a standard form to be completed by staff during learning walks.	Complete 09/19/2022	Barbara Campbell	09/16/2022
	Notes:					
	9/7/22		Establish learning walk procedures/purpose. Looking to determine needed professional development.	Complete 09/19/2022	Chiyanna Young	10/01/2022
	Notes:					
	9/7/22		Create schedule for learning walks.	Complete 01/30/2023	Tina Lipstreu	01/06/2023
	Notes:					
	1/10/23		Conduct learning walks	Complete 01/30/2023	Tina Lipstreu	02/06/2023

Notes:				
9/9/22	Analyze learning walk data during PLC's to identify instructional trends.	Complete 02/14/2023	Tina Lipstreu	02/10/2023
Notes:				
9/30/24	Use data from walkthorugh forms, classroom observations, evaluations to assess teacher needs and plan support weekly.		Chiyanna Young	06/12/2025
Notes:				
9/30/24	Review EC progress monitoring data for staff needs and to provide support to work towards being removed from the TSI-AT distinction.		Jennifer Bates	06/12/2025
Notes:				
Implementation:		06/09/2023		
Evidence	2/20/2023 Evidence includes: - Student Data - Learning Walk Agenda -Learning Walk reflection log -Learning Walk norms			
Experience	2/20/2023 Florence Elementary established learning walk procedures/purposes. We created a schedule for learning walks and conducted the learning walks twice this year. During PLCs, the staff analyzed learning walk data to determine instructional trends and areas of growth. The areas of growth became the school focus for professional development, coaching and PLCs. During PLC's and SBLT meetings data was also discussed and disaggregated. During PLC's we analyzed data for instructional practices, chose student groups for strategic or intensive instruction, and differentiated practices for individuals. Also, while looking at the data we explicitly decided when to re-do, review, or re-teach the standards. Data was shared during school leadership meetings and regular staff meetings to keep everyone abreast of the school progress and the goals we were working towards.			
Sustainability	2/20/2023 Florence will continue to regularly review and analyze data to determine next steps for students and the school. The school will continue to conduct learning walks with the staff to improve instructional practices and student outcomes. Regular learning walks improve staff instructional practices by identifying trends, areas of growth, and allow for reflective sharing and collaboration among staff.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently, Florence Elementary has instructional teams consisting of grade levels, specialists, and EC team members. In upper grades, teams are departmentalized. Teams utilize GCS pacing guides, GCS curriculum guides (CKLA, Heggerty and Eureka). Currently grade levels regularly analyze data three times a year (BOY, MOY and EOY) through DIBELS, BOG, Interims Assessments, and NWEA. Teachers analyze data through PLCs. SBLT analyzes school wide trends during monthly meetings. The whole school discusses data trends during monthly faculty meetings. All teachers and staff attend weekly PLCS, MTSS Meetings and Faculty meetings. Grade levels consistently plan lessons and analyze data together. The curriculum facilitator analyzes data and determines trends providing this information to grade level. The teachers also develop common formative assessments to regularly assess taught standards and analyze data during their weekly grade level data. Florence utilizes universal screeners, interim data, and weekly classroom assessments to identify students who require additional instructional support or referral for Tier 2 and Tier 3 interventions for academics and behavioral concerns. Currently, Florence does not have access to SEL screening data to determine Tier 2 and Tier 3 students.	Limited Development 09/13/2021		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Staff will utilize SEL data to make informed decision for Tier 2 and Tier 3 student interventions.		**Kellie Carr**	**06/13/2025**
Actions		**6 of 7 (86%)**		
9/6/22	Create a Google Drive for SBLT Reps to upload minutes form Grade Level meetings.	Complete 09/27/2022	Tina Lipstreu	09/30/2022
Notes:				
9/6/22	Develop a template for grade level planning that will be used across grade levels and subjects.	Complete 09/06/2022	Tina Lipstreu	09/30/2022
Notes:				

	9/6/22	Share grade level planning template during a PLC to discuss the critical components of an effective grade level meeting.	Complete 10/04/2022	Tina Lipstreu	10/11/2022
	Notes:				
	9/6/22	Conduct a PLC to review data analysis cycle and types of data to discuss during grade level meetings.	Complete 10/04/2022	Tina Lipstreu	10/31/2022
	Notes:	This action is an effort to exit school out of TSI-AT designation.			
	9/6/22	SBLT reps ensure minutes are up to date on Google Drive.	Complete 06/06/2023	Laura Ramos	06/09/2023
	Notes:				
	9/6/22	Conduct monthly check ins during PLCs to discuss grade level templates and determine if any adjustments need to be made.	Complete 06/06/2023	Tina Lipstreu	06/09/2023
	Notes:	This action is an effort to exit school out of TSI-AT designation.			
	9/5/23	Florence will utilize a district provided screener to assess students needs and provide intervention in the area of social emotional learning.		Kellie Carr	06/14/2025
	Notes:				
Implementation:			09/01/2023		
Evidence		6/6/2023 Evidence includes: - PLC Agendas - Supplemental Meeting Agendas - Vertical Team Meeting Agendas - Intensive Problem Solving Meeting Agendas - Student Data - Teacher Observations			

Experience		6/6/2023 Florence Elementary teachers worked in grade level teams utilizing weekly quizzes and unit assessments to impact student achievement and allow for immediate instructional adjustments. During weekly grade level meetings and PLCS, teachers analyzed shared data to identify instructional gaps and students who lacked mastery on tested skills and concepts. Teachers utilized standards and test items to analyze data and student progress. Teachers participated in an ongoing cycle of collecting data, interpreting data to formulate hypotheses about strategies to raise student achievement and implement instructional changes to test hypotheses. Through continuous data analysis cycle, teachers determined who requires intervention, remediation or reteaching as well as who is ready for enrichment. Teachers used weekly topic quizzes, Eureka Math Equip, exit tickets, CKLA Skills and Knowledge assessments and any other pertinent assessment data. Teachers independently analyzed data and met regularly with team members to determine next steps to increase student academic progress.			
Sustainability		6/6/2023 To sustain our efforts to meet this objective, Florence Elementary teachers will need to continue to work in grade level teams to utilize weekly quizzes and unit assessments to impact student achievement and allow for immediate instructional adjustments. During weekly grade level meetings and PLCS, teachers will analyze shared data to identify instructional gaps and lack mastery on tested skills and concepts. Teachers will utilize standards and test items to analyze data and student progress. Teachers will participate in an ongoing cycle of collecting data, interpreting data to formulate hypotheses about strategies to raise student achievement and implement instructional changes to test hypotheses. Through continuous data analysis cycle, teachers will determine who requires intervention, remediation or reteaching as well as who is ready for enrichment. Teachers will use weekly topic quizzes, Eureka Math Equip, exit tickets, CKLA Skills and Knowledge assessments and any other pertinent assessment data. Teachers will independently analyze data and meet regularly with team members to determine next steps.			
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

Initial Assessment:		Limited Development 09/20/2016		
	All students receive quality core instruction across all content areas at the classroom level. Classroom teachers utilize data from pre and post assessments, observations, interim benchmarks, state wide testing and other metrics to determine student performance and understanding of core instruction. The data is analyzed by classroom teachers and administration at PLC meetings to determine focus standards. Utilizing common and standardized assessments, teachers identify students requiring tier 2 support to refer to Florence's MTSS Team. The MTSS team develops interventions for students who require additional support or demonstrates skill deficits with core instruction. Teachers implement interventions and monitor student progress weekly until students no longer require intervention. Students who show little growth or a significant gap between grade level instruction and current skills are sent to the Exceptional Children's Team to undergo further testing and screening for potential Tier 3 support. Students with an IEP receive support through resource and/ or inclusion. Support staff (ESL and EC) provide push-in to support the classroom teachers and assist with differentiation. Teachers and support staff maintain all progress monitoring data, MTSS Tier 2 and 3 problem solving documents as well as observations within a folder to communicate with teachers to ensure continuity of interventions.

Florence Elementary implements a multi-tiered system of support to ensure each classroom teacher is consistently implementing effective teaching practices and aligning them to Essential State Standards. Utilizing best practices, all teachers will implement highly effective core instruction for all students. Administration, classroom teachers and support staff utilize multiple metrics to determine student success towards core instruction and standards. Effectively analyzing data, teachers identify tier 2 students requiring additional interventions to scaffold their academic progress towards grade level mastery. Teachers monitor tier 2 students progress weekly to identify growth towards meeting grade level objectives. Florence Elementary establish a system of support for tier 2 and tier 3 students and monitor their response to intervention. Administration, teachers and support staff collaborate with lesson plans, assessments, and instruction to provide differentiation for all students of need.

While we are accomplished in academic MTSS Tiers, our school recognizes the need for additional data concerning the social and emotional learning of students as well as more consistent collection of data. | | | |

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		

How it will look when fully met:	Florence Elementary will continue to implement multi-tiered system of support to ensure each classroom teacher is consistently implementing effective teaching practices with Social and Emotional Learning. Utilizing best practices, all teachers will implement highly effective core instruction for all students using an SEL curriculum to develop students emotional learning and decrease behavioral referral. Administration, classroom teachers and support staff will utilize multiple metrics to determine student success towards core instruction and social emotional standards. Effectively analyzing data, teachers will identify tier 2 students requiring additional interventions and refer to Check in and Check Out team to provide interventions for behavioral support. Teachers will monitor tier 2 students weekly progress to identify growth towards meeting behavioral expectations. Florence Elementary will establish a system of support for tier 2 and tier 3 students and monitor their response to intervention for social and emotional learning as well as behavior support. Administration, teachers and support staff will collaborate lesson plans, assessments, and instruction to provide differentiation for all students of need in regards to social and emotional learning.			**Tina Lipstreu**	**06/13/2025**
Actions			**17 of 22 (77%)**			
	9/4/18	Master schedule provides teachers time during literacy and mathematics to use small group instruction targeting remediation and enrichment based on classroom observations and student performance data.	Complete 06/08/2018		Chiyanna Young	06/07/2018
	Notes:					
	10/17/16	Intervention Support Teams (IST) will meet weekly for the purpose of providing multi-tiered support that provides intensive research based strategies for students, beyond grade level core instruction, who have skill deficits and need additional support.	Complete 06/08/2018		Tina Lipstreu/Teddy Wohlgemuth	06/08/2018
	Notes:					
	10/18/16	Utilize PBIS program to provide behavioral support for students who need to maintain on-task behavior, minimize disruptions to the learning environment, and learn how to be a responsible student.	Complete 06/08/2018		Teddy Wohlgemuth	06/08/2018
	Notes:					

8/15/17	Leveled Literacy Intervention Tutoring: Students who have not mastered grade level reading standards on common formative assessments in grades first and second will attend LLI tutoring for intensive interventions. Students will work in small groups for intensive decoding and fluency interventions for 30 minutes 4 days a week.	Complete 10/02/2017	Teddy Wohlgemuth	06/08/2018
	Notes:			
8/15/17	Teachers will utilize DIBELS, TRC, Fundations weekly tests, IRLA, EOGs, district benchmarks, common assessments, formative assessments, and observations to monitor and analyze student progress towards core instruction.	Complete 06/08/2018	Teddy Wohlgemuth	06/08/2018
	Notes:			
10/4/17	Master schedule provides teachers time during literacy and mathematics to use small group instruction targeting remediation and enrichment based on classroom observations and student performance data.	Complete 01/09/2018	Teddy Wohlgemuth	06/08/2018
	Notes:			
10/4/17	In grades 3-5, teachers implementing the American Reading Program will use resources, the Foundational Skills Toolkits, and the Wide Reading time to differentiate instruction for all students.	Complete 06/08/2018	Tina Lipstreu	06/08/2018
	Notes:			
9/4/18	Intervention Support Teams (IST) will meet weekly for the purpose of providing multi-tiered support that provides intensive research based strategies for students, beyond grade level core instruction, who have skill deficits and need additional support.	Complete 06/04/2019	Tina Lipstreu/Chiyanna Young	06/07/2019
	Notes:			
9/4/18	Utilize PBIS/CICO program to provide behavioral support for students who need to maintain on-task behavior, minimize disruptions to the learning environment, and learn how to be a responsible student.	Complete 06/04/2019	Chiyanna Young	06/07/2019
	Notes:			
9/4/18	Leveled Literacy Intervention Tutoring: Students who have not mastered grade level reading standards on common formative assessments in grades first and second will attend LLI tutoring for intensive interventions. Students will work in small groups for intensive decoding and fluency interventions for 30 minutes, 4 days a week.	Complete 06/04/2019	Chiyanna Young	06/07/2019
	Notes:			

Date	Action	Status	Assigned To	Due Date
9/4/18	Teachers will utilize DIBELS, TRC, CKLA assessments, IRLA, EOGs, district benchmarks, common assessments, formative assessments, and observations to monitor and analyze student progress towards core instruction utilizing a data notebook.	Complete 06/04/2019	Tina Lipstreu/Chiyanna Young	06/07/2019
Notes:				
9/30/19	Teachers will develop a deeper pedagogical and awareness for working with students with autism through district led Professional Development. Teachers will utilize best practices to meet the needs of autistic students within the classroom and resource settings providing supplemental and intensive interventions.	Complete 10/22/2019	Tina Lipstreu	10/22/2019
Notes:				
10/9/20	The master schedule will provide teachers an intervention and enrichment block during literacy and mathematics to provide tier 2 supplemental support to students struggling with core instruction. During the IE time, teachers will target students needing supplemental support based on classroom observational and formative assessment data.	Complete 08/17/2020	Chiyanna Young	08/31/2020
Notes:				
11/5/20	Florence will create a process and system for developing/monitoring supplemental groups in the classroom.	Complete 12/01/2020	Kalliope Castevens	12/15/2020
Notes:				
11/5/20	Teachers will utilize universal screeners (NWEA, iStation, IRLA) to identity students for supplemental groups.	Complete 12/15/2020	Kalliope Castevens	12/31/2020
Notes:				
2/22/21	Leveled Literacy Intervention Tutoring: Students who have not mastered grade level reading standards on common formative assessments in grades first and second will attend LLI tutoring for intensive interventions. Students will work in small groups for intensive decoding and fluency interventions for 30 minutes 4 days a week.	Complete 02/08/2021	Tina Lipstreu	02/08/2021
Notes:				
12/6/20	B3.05 – The leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out	Complete 06/06/2021	Chiyanna Young	06/11/2021
Notes:				

9/29/24	Within the 2024-2025 school year, Florence Elementary School will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year."			Chiyanna Young	10/15/2024
Notes:					
6/15/21	The MTSS Team will meet weekly for the purpose of problem solving and developing interventions for at risk students. The MTSS Team will provide tier 2 and 3 support to develop intensive research based interventions for students who demonstrate significant grade level skill deficits and require intensive intervention support. The MTSS team will develop interventions, monitor progress and recommend next steps for tier 3 students using the Standard Treatment Protocol.			Tina Lipstreu	06/13/2025
Notes:	This standard was created to move Florence out of TSI-AT designation.				
9/1/23	The MTSS/PBIS Team will meet monthly for the purpose of problem solving and developing interventions for students who need tiered supports.			Tina Lipstreu	06/13/2025
Notes:					
10/9/20	EC Teachers will utilize research based reading practices within the tier 3 intensive intervention resource setting. Teachers will utilize iSpire to improve student proficiency as identified by the NC ELA EOG by 5 percentage points. EC teachers will attend district led training on iSpire to provide research based interventions within the resource setting.			Jennifer Bates	06/13/2025
Notes:	This standard was created to move Florence out of TSI-AT designation.				
10/9/20	Teachers will utilize CBMS, DIBELS, NWEA, CKLA assessments, EOGs, district benchmarks, common assessments, formative assessments, and observations to monitor and analyze student progress towards core instruction. Teachers will utilize data notebooks to organize multiple sources of data to identify students who are responding to core instruction or need supplemental or intensive support.			Chiyanna Young	06/13/2025
Notes:	This standard was created to move Florence out of TSI-AT designation.				
Implementation:			09/30/2019		
Evidence	6/4/2019 CICO: Served 13 students Number of students responding to intervention: 10 or 77% Number of students not responding: 3 or 23%				

Experience	6/4/2019 Florence Elementary implemented a tiered system of instructional support for students using our Intervention Support Team, Positive Behavior Intervention Support system, and common assessment data including the IRLA, DIBELS, TRC, CBMs, EOGs, Interim and Comprehensive assessments to identify and target students needing tier 2 and 3 support. Throughout the year, we held quarterly grade level data meetings to disaggregate common assessments identifying students requiring additional intervention support. Students identified as needing additional support were brought to weekly grade level Intervention Support Team meetings to determine the specific area of need and then developed an intervention plan to monitor throughout the year. These students were closely monitored every four weeks where progress monitoring data was shared and the next course of intervention was determined. Students needed additional behavioral support were identified by classroom teachers or administration and referred to our Positive Behavior Support Team's Check in and Check Out program. These students were given a mentor and assessed daily on their ability to earn positive behavioral points. Data on these students was kept everyday and monitored every 4 weeks by our PBIS committee.			
Sustainability	6/4/2019 Next year, Florence will continue our Intervention Support Team and our PBIS Check In and Check Out program to identify and target students of need. We will conduce additional professional development with staff next year on setting intervention goals and graphing data to assess students ability to meet standards. We will continue to administer common assessments and utilize data gained from TRC, DIBELS, Eureka Math assessments, IRLA and Interim assessments to identify struggling students.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
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**
Initial Assessment:	At Florence we utilize PBIS for our school-wide behavioral program to support and teach positive behavior for all students. A majority of teachers employ an effective classroom management systems in their classrooms posting classroom rules and teaching procedures. Several teachers attended CHAMPS training to learn effective positive classroom practices for student management. Through formal and informal observations the school administrative team provides feedback to teachers regarding classroom management concerns.	Limited Development 09/11/2023		
How it will look when fully met:	By June 2025, teachers will effectively model the PBIS exceptions and positively reinforce the school-wide expectations using green tickets. There will be consistent routines and procedures evident throughout the school. Teachers will create positive classroom environments for all students with clear and consistent rules, routines and procedures. Students will know exactly what is expected of them. There will be a decline in office managed discipline referrals.		**Jennifer Bates**	**06/13/2025**
Actions		**1 of 2 (50%)**		
9/11/23	The staff will review the PBIS expectations with their students once at the beginning of the year and when we come back from winter break.	Complete 08/30/2024	Jennifer Bates	09/06/2024
Notes:				
9/11/23	The staff will review the PBIS expectations with their students once at the beginning of the year and when we come back from winter break.		Jennifer Bates	01/15/2025
Notes:				

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Working in professional learning communities (PLCs), teachers utilize programs (Eureka Math, CKLA) aligned with the North Carolina Standard Course of Study. Teachers align instruction according to the GCS framework using the programs: Eureka Math for kindergarten through fifth grade classrooms; Core Knowledge of Language Arts for kindergarten through fifth grade. During PLCs, Teachers utilize pacing guides to discuss the scope and sequence of each programs' units and/or modules developing unit plans and lesson plans to align instruction with the North Carolina Standards. At PLC meetings, classroom teachers unpack and prioritize the standards, utilize pre and post assessments to determine mastery and identify students who require interventions and enrichment to differentiate instruction. Teachers utilize a variety of assessments through Performance Matters, the district, or created by their program (Eureka, CKLA, UFLI) to monitor student progress.	Limited Development 09/11/2023		
How it will look when fully met:		By June 2025,100% of the teachers will be working in instructional teams to plan instruction, lessons, and units aligned with the curriculum and standards and develop pre/post assessments to gauge students' success in mastering standards-based objectives resulting in the attainment of the school's target goals in reading, math and science by increasing each content area by 3 percentage points in grades 3-5. Teachers will effectively utilize core instructional programs (Eureka andCKLA) and assessments to drive instructional planning and identify students not showing mastery. This will help determine which students need additional supports.		**Tina Lipstreu**	**06/12/2026**
Actions			**0 of 1 (0%)**		
	9/11/23	As teachers plan weekly, they will develop/utilize common formative post assessments aligned to the core instructional programs (Eureka and CKLA) and the North Carolina Standard Course of Study to monitor and analyze student performance towards mastery of standards and objectives while identifying students for enrichment, supplemental or intensive support.		Tina Lipstreu	06/12/2026

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3C: Remove barriers and provide opportunities

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Florence Elementary School provides transition plans for Pre-K students transitioning to Kindergarten and fifth grade students transitioning to 6th grade. A kindergarten orientation meetings is held in May. The Administrative team and kindergarten teachers attend the orientation welcoming families and providing academic information. New families can also schedule a tour of the school. The school counselor conducts information sessions with fifth grade parents to provide support and information on the change from elementary school expectations to middle school expectations. The guidance curriculum includes strategies for a successful transition to middle school for students.	Limited Development 09/11/2023		
How it will look when fully met:		A plan will be developed to support the transition of students as they enter the educational environment and as they move up the grade-level continuum. A focus will be given to Pre-K to Kindergarten and fifth to sixth. information sessions that includes training on expectations for academics and behavior, and a grade-level "move-up" that offers students the opportunity to experience their upcoming grade for a day (rising kindergarten only). In order to ensure a smooth transition of students between grade levels teachers will meet in quarterly vertical teams. During vertical teams teachers will discuss the alignment of curriculum and strategies to ensure students successful transitions between grades and common expectations.		**Kellie Carr**	**06/13/2025**
Actions			**0 of 2 (0%)**		
	9/11/23	The school counselor will hold transitional informational sessions entitled "Things I Wish I Had Know Before Sending My Child to Middle School", for parents to gain information for their child to be successful in middle school.		Kellie Carr	04/30/2025

	Notes:				
	9/11/23	We will hold a Kindergarten Orientation Night for rising kindergarten students. Parents and students will get a chance to meet the kindergarten teachers and get helpful resources that parents can use to prepare their child for kindergarten.		Laura Ramos	05/31/2025
	Notes:				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use a variety of ways during morning meetings to address SEL, however there is no universal system. Teachers has access to the First Five morning meeting tools for building SEL within classrooms . All staff received training on Restorative Practices in the 2023-2024 school year. However, not all teachers consistently use SEL openers and restorative circles during morning meetings. This leads to inconsistency in SEL implementation. The school consistently uses PBIS including CICO for Tier 2 students. Teachers use a variety of class management tools, including Class Dojo for messaging. Guidance provides bimonthly lessons. Classroom teachers build relationships with students through morning meeting activities; however presently we do not have a school wide SEL program that addresses all levels of behavior and emotion throughout the day.	Limited Development 09/07/2022		
How it will look when fully met:		At Florence all staff will implement SEL openers consistently daily to help students' be attentive to their emotional states. Staff will utilize resources and programs. Parents will have access to tools and resources to help at home. All teachers and staff will have standard treatment protocol for supporting and addressing social emotional learning throughout the school.		Kellie Carr	06/13/2025
Actions			9 of 15 (60%)		
	1/10/23	Conduct mid-year SEL survey	Complete 01/16/2023	Lauren Wilson	01/31/2023
	Notes:				

1/10/23	Conduct teacher survey regarding the Fast Five SEL program the school is using to gage effectiveness.	Complete 01/27/2023	Lauren Wilson	01/31/2023
Notes:				
9/27/22	Conduct end of year SEL survey	Complete 06/06/2023	Kellie Carr	06/09/2023
Notes:				
6/9/23	Create a designated SEL time built into the master schedule.	Complete 08/16/2023	Chiyanna Young	08/31/2023
Notes:				
9/1/23	School Counselors will create a referral plan for teachers to submit names of students who have SEL needs to establish small groups.	Complete 09/25/2023	Kellie Carr	09/30/2023
Notes:				
9/1/23	The counseling department will present twice a year during the staff meeting to discuss resources for helping students manage their emotions.	Complete 09/12/2023	Kellie Carr	09/30/2023
Notes:				
11/7/23	Professional development will be provided to teachers to help build teachers' understanding of the Social and Emotional needs of our students.	Complete 11/02/2023	Chiyanna Young	11/30/2023
Notes:				
9/1/23	Professional development will be provided to teachers to help build teachers' understanding of the Social and Emotional needs of our students.	Complete 01/22/2024	Chiyanna Young	01/31/2024
Notes:				
9/1/23	The counseling department will present twice a year during the staff meeting to discuss resources for helping students manage their emotions.	Complete 02/13/2024	Kellie Carr	02/29/2024
Notes:				
9/30/24	The admin team will look at data from small group session to assess student and staff needs.		Jennifer Bates	06/12/2025
Notes:				
9/7/22	Teachers will use First Five as the SEL program the first 10 minutes of each day.		Kellie Carr	06/13/2025
Notes:				
9/30/24	The student advisory committee will meet each month to discuss various topics.		Chiyanna Young	06/13/2025
Notes:				

9/30/24	Counselors will create SEL groups based on student trends and discipline data.		Kellie Carr	10/30/2025
Notes:				
9/30/24	Establish a 4th and 5th grade advisory panel to address student concerns.		Chiyanna Young	10/31/2025
Notes:				
9/30/24	Obtain student climate feedback twice a year to get student viewpoints on the social emational climate of the school.		Kellie Carr	10/31/2025
Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
KEY E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The principal sends out weekly connect-ed messages to parents informing them of upcoming events and things going on at Florence. Weekly folders are sent home containing student work samples. Every teacher schedules a parent-teacher conference at the first report card to inform parents of their child's progress. Additional conferences are scheduled upon request. In addition, teachers engage parents with a variety of communication methods including phone calls, texting, e-mails, web pages, newsletters, daily communication in agendas, and notes home. There are also curriculum nights scheduled where parents are informed of what there child is learning, as well as, receiving resources that can be used at home. The PTA sends home a monthly calendar of events and any pertinent information. Evidence of full implementation: PTA calendars, connect-ed messages, and school website.	Limited Development 09/11/2023		
How it will look when fully met:	100% of parents will receive weekly correspondence from the school. Parents will receive a Connect Ed message from the principal each Sunday listing the week's events and ways they can be involved in their child's school-life. Grade levels will provide a weekly/bi-weekly/monthly newsletter describing the content being covered in the classroom and important upcoming events. The school website will be updated weekly to keep parents abreast of things happening at Florence.		Chiyanna Young	06/12/2026
Actions		0 of 2 (0%)		
9/11/23	Principal will communicate with parents weekly through the Connect-ed system.		Chiyanna Young	06/12/2026
Notes:				
9/11/23	The school website, Facebook, and Twitter accounts will be updated monthly with relevant information for parents.		Kendall Welch	06/12/2026
Notes:				