

Comprehensive Progress Report

- Mission:** At MBSE, we work hard, work smart, and work together to grow minds and grow relationships.
- Vision:** At MBSE, our vision is that every child ends every year ready for life at their level and on track for a college or career of their choice.
- Goals:**
- Increase reading proficiency in grades 3-5 from 42.6% to 45.6% by June 2025.
 - Increase science proficiency in 5th grade from 41.9% to 44.9% by June 2025.
 - Increase math proficiency in grades 3-5 from 58.9% to 61.9% by June 2025.
 - Reduce chronic absenteeism from 28.6% to 23.6% by June 2025.



! = Past Due Objectives KEY = Key Indicator						
Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p><i>*This strategy supports the schools efforts to exit the TSI list.</i></p> <p>Guilford County Schools has a Support and Improvement team with diverse representation from all areas of the organization. This team is responsible for the work set forth in all of the LEA indicators. The district leadership team is responsible for reviewing the Title I Priority and Focus plans annually in conjunction with School Improvement Plans.</p>	Full Implementation 09/24/2022		

	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:			<p>We have a School Leadership Team and a strong history of meeting twice monthly (or more), coordinating with district teams to guide our leadership, and elected transitions between leaders.</p> <p>In 2023-24, we modified membership and representation to reduce the number of members for the purpose of increasing the team's ability to productively conflict and to increase the number of members serving on the team out of interest rather than out of obligation.</p>	Limited Development 09/24/2022		
How it will look when fully met:			<p>When this objective is being fully met:</p> <ul style="list-style-type: none">A school based leadership team (SBLT) comprised of leadership from all areas of our operations and parents will meet once monthly.Distributed leadership teams (DLTs) comprised of members of the leadership team as well as other staff will also meet once monthly to monitor implementation of specific SIP actions, review progress towards specific SIP goals, and develop proposals on goals and actions for the full SBLT.During full SBLT sessions, DLT leaders will report progress, make proposals for the leadership team to discuss and decide, and request guidance on next implementational steps.		Crystal Clapp	06/10/2025
Actions				2 of 4 (50%)		
	9/20/23	Revise membership and representation, and elect new members.		Complete 09/01/2023	Crystal Clapp	09/01/2023
Notes:						
	9/24/22	PTO elects a new parent representative for the SBLT.		Complete 08/22/2024	Parent Teacher Organization	08/22/2024
Notes:						
	9/24/22	DLTs meet once monthly to monitor implementation of specific SIP actions, review progress towards specific SIP goals, and develop proposals on goals and actions for the full SBLT.			Crystal Clapp	06/09/2025
Notes:						

	9/24/22	SBLT meets once monthly to review and discuss reports from DLTs on SIP goals and actions, make decisions, give guidance to DLTs, and develop any guidance or adjustments need to facilitate continuous school improvement.			Crystal Clapp	06/09/2025
Notes:						
	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:			<ul style="list-style-type: none"> In 2020-21, grade level teams planned together to ensure every student on the grade level got the same excellent instruction. The comprehensive schedule ensured time for planning during the day and once monthly for an extended period after school. In 2021-22, we adjusted the comprehensive schedule to allow for extended planning to occur twice monthly during the school day on opposite weeks of the normal PLC collaboration. The periodicity proved unhelpful for students, however, so we reverted to a consistent weekly schedule that added one extra PLC collaboration during students' Specials once monthly. In 2022-23 and 2023-24, we increased the number of PLCs per week to 2, kept the once-monthly afterschool planning time, and added an explicit expectation that grade levels establish a once-weekly planning time that they manage themselves. 	Limited Development 09/24/2022		
How it will look when fully met:			<p>When this objective is being fully met:</p> <ul style="list-style-type: none"> Distributed leadership teams (DLTs) comprised of members of the SBLT and other staff will meet once monthly to monitor implementation of specific SIP actions, review progress towards specific SIP goals, and develop proposals on goals and actions for the full SBLT. Grade level teams will meet multiple times weekly to collaboratively reflect and plan on grade level instruction and tiered supports. Vertical teams will meet multiple times annually to collaboratively reflect and plan on vertical instruction and tiered supports across all grade levels. 		Crystal Clapp	06/10/2025
Actions				1 of 4 (25%)		
	10/16/24	Grade level PLCs meet for a half day in the summer for planning, paid for with Title I funds.		Complete 08/16/2024	Denise Cobb	08/16/2024
Notes:						

9/24/22	Grade level PLCs meet twice weekly with support of the Curriculum Facilitator and/or Principal to collaboratively study, discuss, reflect, and plan for instruction.		Denise Cobb	06/10/2025
<i>Notes:</i>				
9/24/22	Grade level PLCs meet once monthly to collaboratively study, discuss, reflect, and plan for tiered instructional, behavioral, social emotional, and attendance supports.		Denise Cobb	06/10/2025
<i>Notes:</i>				
9/20/23	Grade level PLCs meet vertically once monthly to collaboratively study, discuss, reflect, and plan for instruction.		Denise Cobb	06/10/2025
<i>Notes:</i>				

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:			<ul style="list-style-type: none">In 2020-21, walk throughs, feedback, and opportunities to conference and reflect were provided to teachers multiple times per year as a part of the annual evaluation process.In 2021-22, all staff continued to receive feedback in accordance to the state and district evaluation process. We also developed Continuous Improvement feedback lenses for structuring low-inference feedback specific to the classroom environment; self-regulated student culture; student engagement; teacher, student and task; and set of teacher skills sequenced for rapid improvement. Teachers received feedback on these instruments from the principal, an instructional lead, or other teachers.In 2022-23, we added one digital Continuous Improvement lens focused on student response as well as an admin-only dashboard to monitor the data produced by the lens.In 2023-24, we added additional Continuous Improvement lenses.	Limited Development 09/24/2022		
How it will look when fully met:			<p>When this objective is being fully met:</p> <ul style="list-style-type: none">All staff receive feedback as part of the regular state and district evaluation process.Teachers will regularly receive low-inference feedback from the principal, tiered supports facilitator, and one another to allow them to build on their strengths and capitalize on opportunities for improvement.		Robin Britt	06/10/2025
Actions				1 of 3 (33%)		
	9/24/22	Provide feedback to all teachers on their classroom environment		Complete 09/30/2024	Denise Cobb	09/30/2024
Notes:						
	9/20/23	Develop improved observation, feedback, and coaching process with support from district leaders and external partners.			Robin Britt & Denise Cobb	06/10/2025
Notes:						
	9/20/23	Provide teachers with feedback - and, as needed or requested - coaching.			Robin Britt & Denise Cobb	06/10/2025
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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> In 2020-21, we hosted 9 student teachers from UNCG and Greensboro College. We leveraged those teachers as substitutes where needed and hired one into a full time position. We also established relationships with excellent teachers outside MBSE in the event we had positions come open. We evaluated all staff consistent with the NC and GCS evaluation policies. In 2021-22, we hosted 3 student teachers from Greensboro College. We continued to monitor opportunities to establish relationships with substitutes and people outside our school who might excellent potential future candidates before we had known positions available. We hired two people at the end of the year as a result of those efforts. In 2022-23, we hosted 1 student teacher from Greensboro College. We also recruited teachers to fill anticipated vacancies and were fully staffed for 2023-24 before the 2022-23 ended. In 2023-24, we recruited 3 teachers ahead of time in anticipation of vacancies and were fully staffed before the end of 2023-24. We also hosted 2 student teachers from NC A&T. Teacher working conditions data improved an average of 21% in each category. 	Limited Development 09/24/2022		
<i>How it will look when fully met:</i>			<p>When this objective is being fully met:</p> <ul style="list-style-type: none"> Every MBSE teacher enjoy coming to work and will be highly effective in their role. When openings arise, we will have multiple excellent candidates to consider as a replacement. 		Robin Britt	06/10/2025
Actions				1 of 3 (33%)		
	9/24/22	Coordinate with local universities regarding placement needs and opportunities for 2024-25.		Complete 09/01/2024	Robin Britt	09/01/2024
<i>Notes:</i>						
	9/20/23	Hospitality DLT provides staff engagement and appreciation periodically.			Crystal Clapp	06/10/2025
<i>Notes:</i>						

9/30/24	Coordinate with local universities regarding placement needs and opportunities for 2025-26				Robin Britt	06/30/2025
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:			<ul style="list-style-type: none">In 2020-21, we developed a longitudinal Math Tracker as a pilot for more rigorously collecting and using student proficiency data and began experimenting with other data collection and data visualization tools.In 2021-22, we expand our data tracking and visualization by creating a data console that captures and visualizes a large volume of historical and current student achievement data. We also began collecting student proficiency data on standards taught during the school year.In 2022-23 and 2023-24, we increased the performance data collected, and added current and historical attendance and behavior support data.	Limited Development 09/24/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			When this objective is being fully met: <ul style="list-style-type: none">The tools needed to efficiently record, reflect, and respond to evidence of student proficiency will exist and be used on a daily basis by instructional staff.The same tools will be used to monitor this data in PLCs and SBLT to help guide differentiated professional development and support for teachers, as well as adjustments to core and tiered supports for students.Teachers will have access to visualizations of their observation data.		Robin Britt	06/01/2025
Actions				0 of 5 (0%)		
9/20/23	Extend teacher observation dashboard so that teachers can view their own observation, student performance, and attendance data.				Robin Britt	01/10/2025
Notes:						

5/22/23	Complete periodic data reviews at the PLC and SBLT level.		Denise Cobb	06/09/2025
Notes:				
9/30/24	Implement longitudinal proficiency tracking system in ELA.		Denise Cobb	06/10/2025
Notes:				
9/24/22	Share "MTSS Minute" data monthly in full-staff meetings.		Denise Cobb	06/10/2025
Notes:				
9/24/22	SBLT reviews relevant data points each staff meeting and guides responsive actions for professional development and planning.		Crystal Clapp	06/10/2025
Notes:				
Implementation:		09/22/2024		
Evidence	9/22/2024			
Experience	9/22/2024			
Sustainability	9/22/2024			

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs

	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
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Initial Assessment:	<ul style="list-style-type: none"> • In 2020-21, we developed a comprehensive schedule that allowed for tiered instruction at core, supplemental, and intensive levels. We also shifted a co-teacher position into an interventionist position and used Title I funds to purchase a part time supplementary reading teacher. These roles allowed us to begin establishing a more robust support system at the supplementary and intensive levels. • In 2021-22, we adjusted our comprehensive schedule to accommodate differences in district minutes per content area and maintained our interventionist position. We also added a teacher position that would coordinate and provide supplementary and intensive instruction in grades 3-5, allowing our Curriculum Facilitator to focus more heavily on tiered instruction in K-2. Using a new district tutoring program, we added two additional part-time supplementary teachers, bringing our total to three. We also increased the fidelity of our Intentional Problem Solving process that manages the tiering of student supports. • In 2022-23, we increased the number of tutors from the district tutoring program working with students to 5. Due to funding, we were not able to sustain the supplementary and intensive support teacher position. Instead, we funded a .4 full-time-equivalency position to manage the Intentional Problem Solving process. • In 2023-24, we maintained the Title 1 funded .4 FTE position to manage IPS and we will increase the total number of tutors working with students to 8. 	Limited Development 09/08/2022		
How it will look when fully met:	<p>When this objective is being fully met:</p> <ul style="list-style-type: none"> • All students will receive core instruction. • Students who are not succeeding with the core will also receive additional supplementary supports. • Students who do not succeed with both core and supplementary supports will also receive additional intensive support. • We will have the staffing and data collection systems operating as a habit that rapidly monitor learning and provide highly responsive supplementary and intensive supports. 		Denise Cobb	06/01/2025
Actions		2 of 5 (40%)		
9/8/22	Use Title I funds to purchase additional staff capacity to manage the schoolwide Intensive Problem Solving process.	Complete 07/01/2024	Robin Britt	07/01/2024
Notes:				

9/8/22	Recruit two staff members to provide part time tiered supports.	Complete 08/19/2024	Robin Britt	08/19/2024
	<i>Notes:</i>			
9/8/22	Grade Level PLCs meet once monthly to review response to supplemental instruction and new needs for supplemental based on response to core instruction.		Grade Level PLCs	06/09/2025
	<i>Notes:</i>			
9/8/22	The IPS team meets once weekly to review open cases.		Meg Anderson	06/09/2025
	<i>Notes:</i>			
9/8/22	Complete and review assessments of all students and adjust supplemental teaching groups. 4x annually, plus interim adjustments based on student progress.		Denise Cobb	06/10/2025
	<i>Notes:</i>			

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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> In 2021-22, we developed schoolwide expectations for common areas. Following a schoolwide schedule, teachers explicitly taught the expectations over the course of several days. During that time, all staff reinforced - via teaching and incentivizing - the expectations during the school day. Also in that year, the No-Nonsense Nurture approach to classroom management was adopted as a support for teachers. All new teachers as well as those seeking support in classroom management were trained in the approach. In 2022-23, we realized a need to better align our core social, emotional, and behavioral supports with one another and with a more intrinsic motivation system. In 2023-24, we re-designed our core SEB supports to better align internally and to align with intrinsic motivation. 	Limited Development 09/07/2022		
<i>How it will look when fully met:</i>			<p>When this objective is being fully met,</p> <ul style="list-style-type: none"> 80% of students or more will consistently meet classroom expectations for self-regulation without supplemental behavioral supports. 80% of students or more will consistently meet schoolwide expectations for common areas without supplemental behavioral supports. 		Robin Britt	06/01/2025
Actions				3 of 5 (60%)		
	9/7/22	Additional classroom management planning support provided to teachers who indicate a desire for more help.		Complete 08/30/2024	Robin Britt	08/30/2024
	<i>Notes:</i>					
	9/20/23	All students are taught the schoolwide expectations for commons areas.		Complete 08/30/2024	Core SEB Team	08/30/2024
	<i>Notes:</i>					
	9/7/22	All teachers receive feedback from classroom management observation tool.		Complete 10/04/2024	Robin Britt	10/30/2024
	<i>Notes:</i>					

9/30/24	Tiered SEB team meets monthly to review attendance and behavior data, and to develop action steps for problem solving and supporting students who are not succeeding.		Tiered SEB Team	06/01/2025
Notes:				
9/20/23	Grade level teams review behavior support incidents monthly and develop support plans for students not yet succeeding in self-regulation.		Tiered Supports Team	06/09/2025
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:			<ul style="list-style-type: none">In 2017-18, we adopted CKLA (Core Knowledge Language Arts) as our K-2 ELA curriculum. CKLA provides research-based, standards-aligned curriculum for English Language Arts, Science and Social Studies.In 2018-19, we adopted Eureka Math as our K-5 Math curriculum. Eureka Math provides research-based, standards-aligned curriculum for Math.In 2020-21, we implement grade-level collaborative planning so that each classroom at each grade-level utilized the same highest-quality plans.In 2021-22, we expanded CKLA to grades 3-5. Each grade level also began using an instructional and assessment calendar to map teaching and learning activities against time and to schedule at-least-weekly formative and/or summative assessments.In 2022-23 and 2023-24, teams backwards planned and customize initial units over the summer and continued the practice over the course of the year CKLA unit during the year.	Limited Development 09/08/2022		
How it will look when fully met:			<p>When this objective is being fully met, teachers will collaborate in grade-level and vertical teams to develop unit plans that:</p> <ul style="list-style-type: none">customize the CKLA and Eureka curricula to meet the needs of students,create additional teaching and learning plans as needed to adequately expose students to Science and Social Studies standards,ensure units adequately expose students to all NC Standards over the course of a year,ensure the learning activities students experience are multi-modal (i.e., vary in combinations that include: visual, auditory, read/write, kinesthetic, independent, collaborative, technology-enabled, low/no technology, single-content, integrated across multiple contents, etc.)create cohesive curricular progression across all grade levels in all content areas.		Denise Cobb	06/01/2025
Actions				3 of 7 (43%)		
10/15/24		Use Title I funds to purchase a Promethean Board to project daily PE lessons for all students.		Complete 07/29/2024	Jailali Fuentes	08/01/2024
Notes:						

10/16/24	Grade level PLCs meet for a half day in the summer for planning, paid for with Title I funds.	Complete 08/16/2024	Denise Cobb	08/16/2024
<i>Notes:</i>				
10/16/24	Use Title I funds to purchase Promethean board for instruction in 1st/2nd grade combo classroom.	Complete 08/21/2024	Jailali Fuentes	08/30/2024
<i>Notes:</i>				
9/20/23	Grade level teams in 3-5 backwards plan and customize the comprehension elements of each CKLA unit.		Denise Cobb	06/10/2025
<i>Notes:</i>				
9/30/24	Implement Soundwall curriculum in K-2 for phonemic awareness.		Kayla Nguyen	06/10/2025
<i>Notes:</i>				
9/30/24	Implement UFLI in K-3 for phonics instruction.		Vickie Rittmon	06/10/2025
<i>Notes:</i>				
9/30/24	Implement Morpheme Magic in 3-5 for morphology instruction.		Jessica Robinson	06/10/2025
<i>Notes:</i>				

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:			<ul style="list-style-type: none">In 2020-21, we experimented with a spreadsheet approach to creating rosters with greater visibility of the academic, behavioral, gender, and racial diversity of those rosters.In 2021-23, we included additional data from recurring assessments and Special Ed Services to improve our ability to prepare diverse and compatible rosters.In 2023-24, we implemented a Kindergarten Kickoff to assess students and prepare balanced rosters, plus continue to use our data-driven re-rostering tool. We also developed the first iteration of a longitudinal proficiency tracking tool that allows for transitional supports across years.	Limited Development 09/23/2022		
How it will look when fully met:			<p>When this objective is being fully met:</p> <ul style="list-style-type: none">Entering Kindergarten students will be evaluated and oriented before the first day of school.Longitudinal, standards-based proficiency systems will inform teachers about their incoming students' academic needs before the first day of school.Longitudinal systems that track supplemental and intensive supports will inform teachers about their incoming student's academic, behavioral, attendance, and social emotional needs before the first day of school.Re-rostering tools will equip teachers to recommend rosters for the next school year that balance diversity and compatibility across all relevant student characteristics (academic, behavioral, social emotional, attendance).		April Rakestraw	06/13/2025
Actions				0 of 4 (0%)		
	9/24/22	Revise re-rostering system for improved usability.			Robin Britt	05/01/2025
Notes:						
	9/24/22	Develop student proficiency reports for each interim and end-of-quarter report.			Denise Cobb	06/09/2025
Notes:						

9/30/24	Record proficiency data for ELA in the longitudinal proficiency tracker.		Denise Cobb	06/10/2025
<i>Notes:</i>				
10/16/24	Teachers use grade level re-rostering tool to suggest class rosters for the next year that maximize best-fit in all demographic, social, and academic characteristics and support needs. This includes maximizing diversity, balancing support needs, and ensuring academically gifted students have access to other academically gifted students.		Robin Britt	06/10/2025
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> In 2020-21, we began exploring opportunities to integrate SEL into our tiered behavioral supports, implementing restorative practices in response to behavioral incidents and raising staff awareness about the importance of attending to students' emotional states. In 2021-22, we trained all new staff and some existing staff in the No-Nonsense Nurture approach to developing relationships with students. We also began the development of a Behavior Support Guide. In 2022-23, we implemented the Harmony Meet Up and Buddy Up strategies in all classrooms each morning and expanded our Behavior Support Guide. In 2023-24, we blended the Harmony SEL curriculum with the Zones of Regulation curriculum to create a core SEB scope and sequence that was delivered to all students during a morning meeting SEB block at the beginning of each day. 	Limited Development 09/08/2022		

How it will look when fully met:	<p>When this objective is being fully met:</p> <ul style="list-style-type: none"> • Students will enjoy and look forward to coming to school. • Every team member will develop strong, nurturing relationships with students. • Every teacher will provide emotionally sensitive and engaging classroom experiences. • Every team member will recognize the emotions that underlie student behaviors and respond in ways that appropriately address the emotional triggers. • Our Student Support Team will rapidly respond when immediate supplemental behavioral and/or emotional supports are needed with a goal of helping students reflect and learn about their emotions, how their actions affect themselves and the classroom/school community, restoring relationships, and returning the student to the classroom as soon as productively and safely possible. • Our Student Support Team, in coordination with Grade Level PLCs, will implement, monitor, reflect, and adjust supplemental and intensive behavioral and emotional supports. • Our Student Engagement and Support Team will carefully monitor the core student experience and responsively design and implement positive behavioral and emotional supports. • MBSE will exit the TSI list. 		Vickie Rittmon	06/01/2025
Actions		2 of 6 (33%)		
9/8/22	Develop and communicate to staff a plan for teaching and reinforcing schoolwide expectations for common areas.	Complete 08/19/2024	Robin Britt	08/19/2024
<i>Notes:</i>				
5/4/23	Develop and implement student leadership teams.	Complete 10/11/2024	Core SEB Team	10/11/2024
<i>Notes:</i>				
10/16/24	Use Title I funds to pay a team of teachers to develop - outside of school hours - engagement and team building activities to be delivered K-5 during morning meetings		Kayla Nguyen, Lydia Pegram	11/01/2024
<i>Notes:</i>				
5/4/23	Implement an SEL week focused daily on different feelings.		Core SEB DLT	12/01/2024
<i>Notes:</i>				
9/20/23	Teach all students the core SEB curriculum during the daily morning meeting block.		Core SEB Team	06/09/2025
<i>Notes:</i>				

9/24/22	Continue to improve the Core SEB and Tiered SEB guides based on additional research, interviews, experience, and feedback.		Robin Britt	06/30/2025
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:	<ul style="list-style-type: none"> In 2020-21, we sent weekly schoolwide communications to parents by multiple means (phone, Class Dojo, website, Facebook). We also sent interim reports and report cards once each quarter. Teachers communicated directly with parents through phone, text, and Class Dojo and we used socially distant "porch visits" where needed to reestablish communication. At multiple points during the year, we held drive-thru events for parents to pick up supplies and talk with teachers. We also collected feedback from parents in the fall and spring by digital survey and used Title I funds to make our bi-lingual parent liaison a full time position. This included adding a special phone number Spanish speaking parents could call and text. In 2021-23, we made weekly "Tuesday Folders" and monthly newsletters a schoolwide standard. We held a "Walk the Neighborhood" event at our most densely populated area, and sent automated calls, emails, and texts when students were tardy to help keep parents aware of when that happened. To help parents better understand what their students are learning and how they are performing compared to grade level standards, we developed student proficiency reports that went home as mid- and end-of-quarter communications. We continued use of Class Dojo, translating all communications into Spanish, the Spanish parent line, and collecting parent feedback by digital survey. In 2023-24, we purchased translation technology to allow Hispanic-speaking parents to have in-ear translation at school events. 	Limited Development 09/24/2022		
How it will look when fully met:	<p>When this objective is being fully met:</p> <ul style="list-style-type: none"> Parents and students will be strong academic partners with teachers. Parents and students will have similar visibility into their child's performance data in real time. Spanish speaking parents will not find language to be a barrier to participating in their students' educational experience. MBSE will exit the TSI list. 		Denise Cobb	06/01/2025
Actions		5 of 12 (42%)		
9/24/22	Publish school-level Student and Parent Handbook	Complete 08/22/2024	Robin Britt	08/22/2024
Notes:				

9/24/22	Hold an open-house	Complete 08/22/2024	Parent Engagement & Support DLT	08/22/2024
<i>Notes:</i>				
12/1/22	Establish and communicate lunch visit process	Complete 08/22/2024	Denise Cobb	08/22/2024
<i>Notes:</i>				
10/16/24	Use Title I funds to purchase folders to be used for weekly communications with parents	Complete 09/01/2024	Jailali Fuentes	09/01/2024
<i>Notes:</i>				
10/15/24	Use Title I funds to purchase a Promethean Board for use during Parent meetings and presentations.	Complete 09/15/2024	Jailali Fuentes	09/15/2024
<i>Notes:</i>				
9/24/22	Hold first quarter parent conferences.		Jailali Fuentes	11/26/2024
<i>Notes:</i>				
12/1/22	Share, reflect on, and make adjustments in response to feedback from fall parent survey.		Robin Britt	01/06/2025
<i>Notes:</i>				
10/16/24	Hold student-led conferences		Parent Engagement DLT	02/20/2025
<i>Notes:</i>				
9/24/22	Send quarter-end proficiency reports home along with report cards.		Parent Engagement & Support DLT	06/09/2025
<i>Notes:</i>				
9/24/22	Send home grade level newsletters each month.		Robin Britt	06/10/2025
<i>Notes:</i>				
9/24/22	Send interim proficiency reports home to parents, including information about supplemental and intensive supports.		Robin Britt	06/10/2025
<i>Notes:</i>				
10/16/24	Send parent communication folders (purchased with Title I funds) home weekly with work samples, feedback, and parent communications.		Rachel Wolford	06/10/2025
<i>Notes:</i>				