

Comprehensive Progress Report

Mission:

The staff and parents of Clara J. Peck Elementary School believe that each child is an individual who should be challenged to reach his or her full potential. We promote high expectations, respect for self and the diversity of others. The staff is committed to creating a school climate which will stimulate students' emotional, ethical, physical, academic, cultural and social development. We further believe education is a process which requires a partnership between the home, school and community to enable children to fulfill their potential as learners.

At Peck, we strive to create a joyful environment where students are encouraged to think critically and persevere through difficult challenges. Peck students will be leaders of their own learning who show empathy, compassion, and kindness regardless of their differences. We will develop collaborative, creative, global thinkers who work to cultivate a world of social change.

Vision:

Goals:

By June 30, 2025, Peck Elementary School will increase its proficiency by 3% from 44% to 47% in math.

By June 30, 2025, Peck Elementary School will increase its proficiency by 3% from 28.7% to 31.7% in reading.

By June 30, 2025, Peck Elementary School will reduce the number of lost instructional days due to disciplinary infractions from 40 to 32.

By June 30, 2025, Peck Elementary School will decrease chronic absenteeism from 38.1% to 33.5%.

By June 30, 2025, Peck Elementary School will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 27.3% in 2023-2024 to 30.3% in 2024-2025.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school improvement team meets twice per month to review progress towards school improvement goals and their tasks. In addition, the leadership team, consisting of the school guidance counselor, social worker, curriculum facilitator, assistant principal, and principal meet weekly to determine both the academic, social, and behavioral needs of students and teachers. Peck Elementary also has committees that teachers sign up for to enhance the teaching and learning environment. These committees meet regularly and provide minutes and sign in sheets for their meetings.	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Dates will be established to ensure twice monthly meetings. The focus of School-Based Leadership Team meetings (SBLT) will be to implement the strategies of the School Improvement Plan (SIP) as well as address school climate / culture and teaching and learning. Team meetings will require the input of all members.		Ashley Triplett	06/05/2026
<i>Actions</i>			0 of 1 (0%)		
	10/18/21	Increase the fidelity of acquiring stakeholder feedback by SBLT representatives towards issues surrounding teaching and learning as well as school climate and culture.		Ashley Triplett	06/05/2026
<i>Notes:</i>					

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teaming structures currently reinforce participation by only a few staff members. Teams have been established but roles and responsibilities of each committee and on each committee are not clearly defined.		Limited Development 10/12/2020		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		Incorporating team structures into the school culture assists in driving improvement at the school and informs district policies and practices. Team structures charged with specific functions and purpose can address three unique areas of need in schools; instruction and instructional methods, whole school improvement planning and family community connections. Teams, when effectively constructed and managed, shore up continuous improvement planning frameworks. (Wise Ways)			Ashley Triplett	06/05/2026
Actions				0 of 1 (0%)		
	7/19/22	Student Celebration and School Culture Development Team will be developed in order to lead student celebrations and plan/execute the following events: attendance recognition, awards ceremonies, Career Day, celebrations, College Day, promotion events, student activities, student ambassadors/Safety Patrol. A Staff Hospitality Team will be developed in order to lead staff celebrations and plan/execute the following events: family events, heritage events, Classified Staff Member of the Year/Teacher of the Year/Rookie Teacher of the Year.			Ashley Triplett	06/05/2026
<i>Notes:</i> New Committee Structure						
Implementation:				06/04/2024		
	Evidence	6/4/2024 5/22/2024- These processes are occurring monthly.				
	Experience	6/4/2024 5/22/2024- These processes are occurring monthly.				
	Sustainability	6/4/2024 5/22/2024- These processes are occurring monthly.				

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
<i>Initial Assessment:</i>		In order to reach full implementation, a more consistent and outlined process for informal walkthrough observations, coaching, and monitoring is needed.	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Expectations and processes for team planning and for instructional delivery will be communicated. The principal will monitor implementation, meet with teams, visit classrooms, and reinforce good practice. Further, the process for monitoring instruction and providing feedback will also be adapted to the remote learning environment.		Ashley Triplett	06/05/2026
<i>Actions</i>			0 of 1 (0%)		
10/12/20		A walkthrough schedule will be followed by the principal and curriculum facilitator. A tiered teacher support plan will be developed and implemented to ensure support for teachers at all levels of teaching mastery.		Ashley Triplett	06/05/2026
<i>Notes:</i>					

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>		Foster a cohesive school vision where adults and students engage in purposeful, challenging, and joyful learning with the goal of effectively onboarding new staff (both experienced and new to teaching) to the core practices of EL Education and the positive school culture of Peck Expeditionary Learning.	Limited Development 10/14/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Formal processes will be established for staff celebrations and heritage recognition.		Ashley Triplett	06/05/2026
Actions			1 of 2 (50%)		
	9/14/23	Staff Crew (EL Work Plan, Core Practice 23): Staff will meet once or twice a month; we will build a staff crew where staff feel respected and valued.	Complete 06/07/2024	Trae Madden	06/07/2024
<i>Notes:</i>					
	9/30/24	Foster a cohesive school vision where adults and students engage in purposeful, challenging, and joyful learning with the goal of effectively onboarding new staff (both experienced and new to teaching) to the core practices of EL Education and the positive school culture of Peck Expeditionary Learning.		Ashley Triplett	06/05/2026
<i>Notes:</i>					
Implementation:			06/04/2024		
<i>Evidence</i>		5/30/2023			
<i>Experience</i>		5/30/2023			

<i>Sustainability</i>	5/30/2023			
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Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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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
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<i>Initial Assessment:</i>	Administration will continue to seek input concerning the professional development needs of teachers. Teacher input and requests drive both whole group, small group, and individualized professional development opportunities. We will also utilize both formative and summative data in order to determine professional development needs (discipline data, reading data, observation and classroom walk-through data). The Instructional Leadership Team and the instructional team review data ongoing throughout the year and plan professional development as needed to address key areas.		Limited Development 10/12/2020		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<i>How it will look when fully met:</i>	Professional development needs will be assessed through teacher survey results, walkthrough observations, district priorities, and School-Based Leadership Team and Instructional Leadership Team input. School data will also be reviewed to ensure specific areas of focus for professional development. Professional development offerings will positively impact school data outcomes.			Shelley Doolen	06/06/2025
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Actions			3 of 7 (43%)		
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9/14/23	Create structured collaboration among colleagues to develop a "safe place" for productive data conversations. Staff crew will be built to promote collaboration during times of challenging work: high quality work protocol, critical conversations, and consultancy protocol (EL Work Plan, Core Practice 23).	Complete 05/01/2024	Shelly Doolen	05/01/2024
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<i>Notes:</i>				
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9/13/23	K-2 and 3-5 grade level teams will meet once a month after school to review student and aggregate data to determine interventions needed at the supplemental level. Title I funds will be used to support this collaborative, problem-solving time after school.	Complete 05/22/2024	Candice Ricks	06/07/2024
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<i>Notes:</i> \$6000.00 allocated for EEAs ("PLC Work") from Title I funding.				
9/13/23	Staff is provided data on MTSS implementation and student outcomes at all tiers. (FAM-S Item #19)	Complete 05/14/2024	Shelly Doolen	06/07/2024
<i>Notes:</i> The IPS and SPS coordinator will review data on MTSS implementation monthly at staff meetings.				
9/30/24	The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities. (FAM-S Item #10)		Candice Ricks	12/20/2024
<i>Notes:</i>				
9/13/23	Students will use learning targets to track their learning. Teachers will need professional development on: learning target trackers, identifying criteria for mastery, providing access to assessment for students, and supporting students with reflecting on their performance (EL Work Plan, Core Practice #29/30).		Shelly Doolen	12/20/2024
<i>Notes:</i>				
9/30/24	ACROSS ALL TIERS, attendance, academic, behavior, and social and emotional data are used to analyze and hypothesize reasons students are not meeting expectations. (FAM-S Item #24)		Candice Ricks	02/21/2025
<i>Notes:</i>				
9/19/24	Emphasize high leverage strategies for learning in the active classroom and assessments for daily instruction in alignment with our EL Work Plan to improve student data outcomes.		Trae Madden	06/06/2025
<i>Notes:</i>				
Implementation:		03/25/2021		
Evidence	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			
Experience	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			
Sustainability	3/25/2021 On-demand professional development has been provided and is aligned with teacher need.			

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
<i>Initial Assessment:</i>		Currently there is inconsistent understanding of processes related to students moving between the three MTSS Tiers. IPS processes need to be articulated more clearly to staff school wide.	Limited Development 10/11/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement. (FAM-S Item #34)		Candice Ricks	06/06/2025
Actions			6 of 11 (55%)		
	9/14/21	Establish processes/procedures and decision-rules for data-based problem-solving at each tier (FAM-S item #16).	Complete 06/09/2023	Candice Ricks	06/09/2023
		<i>Notes:</i> Title I funds will be used to support staff professional learning and time for data discussions to support student interventions at the supplemental level (\$11,074.56).			
	7/19/22	Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement. (FAMS #34)	Complete 06/09/2023	Candice Ricks	06/09/2023
		<i>Notes:</i> FAM-S Interventionists will be paid through Title I funds (\$77,722.19 for salaries & \$574.10 for sub pay) to provide intensive supports to students in reading and math.			
	8/31/22	Coaching to support MTSS Implementation. (FAMS #11)	Complete 06/09/2023	Candice Ricks	06/09/2023

	<p><i>Notes:</i> FAM-S \$13,184.00 will be allocated from Title I funds for ensuring support by the MTSS leadership team (ILT), case coaches for IPS, and our IPS coordinator. Funds will cover EEAs aligned with their additional responsibilities to support MTSS implementation.</p>			
10/11/20	Staff to serve in the role of math and reading specialist will be funded through Title I so that differentiated support can be provided to students across various tiers. A teacher position will be funded through Title I spending to ensure low class sizes across all grade levels.	Complete 09/29/2023	Candice Ricks	09/29/2023
	<p><i>Notes:</i> \$91,591.93 has been allocated from Title I spending to cover the cost of the reading and math specialists at Peck and the additional teacher position. \$535.00 will be used to cover the cost of substitutes (not professional development) for these Title I-paid staff members.</p>			
10/11/20	The Instructional Leadership Team will monitor cohorts of students along with the effectiveness of core instruction across Reading and Math classrooms. The Instructional Leadership Team's work outside of the regular school day will be compensated through Title I funds via Extended Employment Agreements.	Complete 06/07/2024	Candice Ricks	06/07/2024
	<p><i>Notes:</i> \$7500.00 has been allotted from Title I funding to cover the cost of "Additional Responsibilities" EEAs.</p>			
9/13/23	Title I funds will be used to support the additional time required for our IPS Coordinator and our IPS Case Coaches to ensure streamlined school-home communication, adherence to IPS processes, and data records being analyzed and reviewed for presentation to IPS/families.	Complete 06/07/2024	Candice Ricks	06/07/2024
	<p><i>Notes:</i> \$7500.00 has been allotted from Title I funding to cover the cost of "Additional Responsibilities" EEAs.</p>			
9/30/24	Staff to serve in the role of math and reading specialist will be funded through Title I so that differentiated support can be provided to students across various MTSS tiers.		Candice Ricks	12/20/2024
	<p><i>Notes:</i> \$95,091.24 from Title I funds (and \$538.25 for sub pay) will be used to support this Action Step</p>			
9/30/24	Ensure all materials are standards/curriculum-aligned and promote 21st century learning, particularly additional resources necessary to implementing effective MTSS. Title I funds will be used to purchase technology accessories so teachers are able to project from the district-approved presentations, use Illustrative Math/CKLA materials, and engage students in 21st century learning. Additional technology needs will support the purchase of chargers to ensure 1:1 student access to devices.		Candice Ricks	12/20/2024
	<p><i>Notes:</i> \$1172.64</p>			

9/30/24	Schedule and structure to support PDSA cycles to support professional learning (Faculty Learning Targets). (EL Work Plan)		Trae Madden	06/06/2025
<i>Notes:</i>				
9/30/24	Leaders modeling the use of learning targets and opportunities for reflection and goal setting. (EL Work Plan)		Kwisha Bivens	06/06/2025
<i>Notes:</i>				
9/30/24	Progress monitoring and data collection of practices in classrooms (all leaders) - Using Dimensions to monitor implementation of learning targets and checking for understanding strategies.		Shelley Doolen	06/06/2025
<i>Notes:</i>				
Implementation:		06/04/2024		
Evidence	6/4/2024 These processes are now routine.			
Experience	6/4/2024 These processes are now routine.			
Sustainability	6/4/2024 These processes are now routine.			

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>		Our goal this year is to decrease the number of lost instructional days from a total of 40 to 32.	Limited Development 10/10/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When teams begin the work of defining Core behavior practices, the primary focus should be around the adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices should exist schoolwide and/or across all grade levels/spans by essential components of instruction, curriculum, and environment. These practices should be defined in consideration of academic and social-emotional instruction. (Wise Ways)		Ashley Triplett	06/05/2026
Actions			0 of 1 (0%)		
	10/18/21	Ensure supplemental behavior and social-emotional practices exist and are defined schoolwide by essential components of instruction, curriculum and environment (ICE). These practices will be evident in standard treatment protocol and refined based on student outcome and implementation data for continuous improvement (FAM-S item #33).		Ashley Triplett	06/05/2026
<i>Notes:</i>					
Implementation:			09/12/2023		
Evidence	7/19/2022	low discipline rates over the past 3 school years.			
Experience	7/19/2022	Discipline Data			
Sustainability	7/19/2022	Discipline Data and classroom management support for new and struggling teachers.			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers are currently using district resources, such as common core pacing guides and units of study. While professional learning communities (PLCs) occurred regularly, planning will continue to emphasize curriculum-aligned activities and assessments. PLCs will be used as a time to plan collaboratively and reflect on a variety of data points, such as progress monitoring data to inform instruction. The instructional team provides walkthrough feedback and side by side coaching to evaluate the alignment of lessons to standards.</p> <p>Teachers regularly implement standards-aligned lessons into practice through the use of district approved high quality resources.</p>	Limited Development 10/11/2020			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	<p>Instructional teams must collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners. (Wise Ways)</p> <p>Teachers will use learning targets to articulate specific learning aligned to standards for students, so that students will be able to share their learning with accuracy.</p>	Add Actions	Ashley Triplett	06/05/2026	
Actions		6 of 7 (86%)			
10/11/20	Intervention needs will be assessed during PLC meetings and discussed with the School-Based Leadership Team. Intervention materials will be purchased through the use of Title I funds to be used during the school day in class-based interventions as well as during after school tutoring.	Complete 03/25/2021	Candice Ricks	04/30/2021	
<i>Notes:</i>					

10/11/20	Tutoring will be provided to targeted students to ensure preparation for End-of-Grade assessments based on ongoing data kept and discussed during PLC meetings. Title I funds will be used to support daytime and after school tutors.	Complete 03/25/2021	Candice Ricks	05/28/2021
<i>Notes:</i> \$30,497.51 has been allotted from Title I funding for after hours tutoring.				
10/11/20	Instructional Leadership Team members and other selected staff will participate in professional development, via conferences (including the Standards Institute), to build capacity related to standards-based instruction in Reading and Math. Information learned at the conferences will be shared with Peck staff upon the conclusion of the conference.	Complete 03/25/2021	Candice Ricks	05/28/2021
<i>Notes:</i> \$10,000 has been allotted from Title I funding for the purposes of paying for professional development opportunities with a registration fee or requires lodging/travel expenses.				
10/11/20	When necessary, instruction will transition to a virtual learning environment. Barriers will be addressed, including ensuring all students and staff have access to a digital device and internet access. Professional development will be aligned to learning digital tools and the transition of instruction to a digital environment.	Complete 03/25/2021	Candice Ricks	05/28/2021
<i>Notes:</i>				
7/19/22	Teachers will develop learning targets derived from the NC SCOS as a tool for student learning.	Complete 06/09/2023	Ashley Triplett	06/09/2023
<i>Notes:</i> EL Work Plan Title I funds will be used to support teacher attendance and leadership at Saturday professional learning around learning targets (\$6,229.44, attendance and \$1,384.32, leadership).				
7/19/22	Teachers will use learning targets as a tool for students to understand the intended learning. (Unpack)	Complete 06/07/2024	Ashley Triplett	06/09/2023
<i>Notes:</i> EL Work Plan				
7/19/22	Teachers will strategically use various checking for understanding strategies (CFU) in order to cultivate students to be leaders of their own learning.		Ashley Triplett	06/05/2026
<i>Notes:</i> EL Work Plan				
Implementation:		09/08/2023		
Evidence	3/25/2021 Practices aligned to this objective are routine.			

<i>Experience</i>	3/25/2021 Practices aligned to this objective are routine.			
<i>Sustainability</i>	3/25/2021 Practices aligned to this objective are routine.			

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
<i>Initial Assessment:</i>		Committees have been established and continue throughout the current school year and provides for school-wide vehicles for collaboration and continuity across grade levels. In addition, retention meetings ensure retained students are adequately supported from year to year; strategies through IST and MTSS minimize the number of students retained. Finally, we have also created transition days in the spring where students will visit the next year's teachers. Additional efforts in this area will focus on more intentional transition planning from Pre-K to K, between grade levels, and preparing students for middle school.	Limited Development 10/11/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>Early intervention strategies will be a focus of IST and MTSS meetings as well as ensuring continuity of content and transitional support to effectively create a cohesive K-5 school.</p> <p>When these goal is fully met, teachers will be able to identify gaps in instruction and interventions can be put in place in all grade levels to support preparedness for the next grade level.</p> <p>Teachers will develop and implement ongoing plans to support student transitions across grades.</p> <p>Teachers will participate in data based problem solving to ensure effective instruction and intervention is planned.</p>	Objective Met 09/14/23	Ashley Triplett	06/05/2026
Actions					
	3/24/23	K-2 and 3-5 teachers collaborate monthly to discuss student progress monitoring data and related interventions. A focus on vertical skills required for grade level promotion is emphasized in these meetings as appropriate.	Complete 05/10/2023	Candice Ricks	12/31/2022
<i>Notes:</i>					

10/11/20	Vertical team meetings through staff meetings and embedded collaboration will be implemented this school year to increase fidelity of K-5 conversations around curriculum and comprehensive school planning. Title I funds via Extended Employment Agreements will be used to support vertical curriculum planning after school weekly for K-5 teachers.	Complete 05/10/2023	Candice Ricks	05/10/2023
<i>Notes:</i>				
3/24/23	Transition field trips will be held in late April to ensure a smooth transition from grade level to grade level. All students will participate and fifth grade students will be available to talk to 4th graders about 5th grade.	Complete 05/31/2023	Nyisha Lewis	05/31/2023
<i>Notes:</i>				
Implementation:		09/14/2023		
Evidence	9/14/2023 Transition activities are embedded in the school calendar.			
Experience	9/14/2023 Transition activities are embedded in the school calendar.			
Sustainability	9/14/2023 Transition activities are embedded in the school calendar. Additional staff will be needed to move this "to scale" when we transition to the new Peck K-8 school.			

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
<p><i>Initial Assessment:</i></p>			<p>During the 2021-2022 school year 46.7% of students were Moderately Absent or Severely Absent.</p> <p>During the 2021-2022 school year there were 27 office-managed referrals.</p> <p>In 2022-2023, there were 20 office-managed referrals; our goal for 2023-2024 is to decrease discipline referrals by 10% down to 18 office-managed referrals.</p> <p>Based on the school consolidation in 2024, there were 40 lost instructional days for students currently enrolled. Our goal is reduce this to 32.</p>	<p>Limited Development 10/11/2020</p>		

<p>How it will look when fully met:</p>	<p>When this objective is fully met, student attendance rates will increase and discipline data will decrease.</p> <p>Staff will model and reinforce a respectful, joyful culture and students will play an active role in creating a community of respect and joy.</p> <p>Staff will embrace strategies of practical emotional management skills that can be taught to children and reinforced in their behavior.</p> <p>The counselor will use a social and emotional competencies framework to explicitly teach social and emotional development.</p>		<p>Ashley Triplett</p>	<p>06/05/2026</p>
<p>Actions</p>		<p>8 of 9 (89%)</p>		
<p>3/24/23</p>	<p>Our Student Services Team focuses on student attendance and social/emotional well-being in order to ensure academic success for all students. Teachers use the below processes for accessing SEL support: Students with Last Name A-J: Ms. Connelly; Students with Last Name K-Z: Ms. Wright. Student/staff/family issues should come from 1) calls via walkie/radio (emergency) as called by office from classroom requests for help; 2) calls from the front office; 3) emails from teachers (non-emergencies). Any other requests for SST support should be made via the new form. Staff members should complete the referral form and turn the form in to Ms. Connelly or Ms. Wright based on their assigned part of the alphabet (see above). Students may also complete a referral form.</p>	<p>Complete 06/09/2023</p>	<p>Annette Connelly</p>	<p>12/31/2022</p>
<p><i>Notes:</i></p>				
<p>3/24/23</p>	<p>Weekly counseling sessions are provided to all students on a rotating basis with the goal of practicing emotional management skills.</p>	<p>Complete 06/09/2023</p>	<p>Annette Connelly</p>	<p>01/01/2023</p>
<p><i>Notes:</i></p>				
<p>3/24/23</p>	<p>Peck students and staff celebrated SEL day on Friday, March 10th. The SEL team presented SEL activities to students, students and staff participated. A staff SEL room was set up for the day. Students participated in a culminating activity where they put together puzzle pieces which demonstrated that while we are all different, we are also one community.</p>	<p>Complete 06/09/2023</p>	<p>Ruth Sosa</p>	<p>03/10/2023</p>

<i>Notes:</i>				
10/11/20	Student Celebration and School Culture Development Team will be developed in order to lead student celebrations and plan/execute the following events: attendance recognition, awards ceremonies, Career Day, celebrations, College Day, promotion events, student activities, student ambassadors/Safety Patrol.	Complete 06/09/2023	Ashley Triplett	06/09/2023
<i>Notes:</i> New Committee Structure				
10/11/20	Peck Staff will contribute to a culture of respect and joy throughout the community of Peck .	Complete 06/07/2024	Ashley Triplett	06/09/2023
<i>Notes:</i> EL Work Plan				
7/19/22	Staff will collaborate with their colleagues to become clearer on what we mean by "growth mindset" and how to foster it at Peck Elementary.	Complete 06/07/2024	Ashley Triplett	06/09/2023
<i>Notes:</i> EL Work Plan				
9/13/23	Title I funds will be used for a field trip for students in order to ensure all students have access to an experience intended to increase their content knowledge across subjects but will also have a positive impact on their social-emotional well-being. Students will have the opportunity to collaborate and develop positive peer relationships, supporting our EL Work Plan emphasis on Student Crew (Core Practice 23).	Complete 06/07/2024	Trae Madden	06/07/2024
<i>Notes:</i> \$2500.00 has been allocated from Title I funds to make this field trip affordable to families.				
9/13/23	All classrooms will hold a morning meeting daily with a greeting or initiative (EL Work Plan, Core Practice #23).	Complete 06/07/2024	Danielle Mack	06/07/2024
<i>Notes:</i>				
9/13/23	Supplemental behavior and social and emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum, and environment.		Danielle Mack	06/05/2026
<i>Notes:</i> Staff will develop a Habits of Character and a set of look-for / descriptors to be used in the upcoming school year.				

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
<i>Initial Assessment:</i>		Over the past three years, family engagement has increased at Peck ES. Evening and daytime events are better attended and our families have good communication with teaching and other school staff. We have a full time interpreter and community liaison position that supports parent involvement. We have established, annual family events that will continue into this school year through the support of existing school staff and supported by Title I funding.	Limited Development 10/14/2020		
<i>How it will look when fully met:</i>		By the end of the school year parents and other community resources will be fully engaged in the teaching and learning process at Peck Elementary. We will utilize the Guilford Parent Academy and other community resources via the social worker to meet clothing, school supply, and food needs for our students to encourage higher parent attendance. Incentives will also be used to help encourage parent attendance and interaction. We will also utilize Title 1 funds to provide supplies and food in order to support Open House, other family engagement events, and Curriculum Nights for families.		Tyesha Johnson	06/06/2025
Actions			1 of 6 (17%)		
9/13/23	Educators actively engage students, families, and community stakeholders at all tiers of MTSS. (FAM-S Item #21)		Complete 06/07/2024	Tyesha Johnson	06/07/2024
<i>Notes:</i> Staff will improve communication with families regarding the MTSS process and supports provided to students across all tiers.					
9/15/21	Title I funds will be designated for family involvement events (food purchases) and to purchase postage and other supplies and materials needed to ensure frequent, routine communication with families. This will include our Connect Ed calls, flyers home concerning school-wide events, and any discipline or health concerns for families.			Candice Ricks	12/20/2024
<i>Notes:</i> \$500.00 for postage and \$4500 for parent food purchases					
9/14/23	Student-engaged assessment will result in a structure for family-led conferences in the coming school years. This year, teachers will work with students on strategies for sharing their learning with families based on daily learning targets.			Candice Ricks	12/20/2024

<i>Notes:</i>			
9/30/24	Determine when and how we will celebrate students using the Habits of Success.		Candis Little 02/21/2025
<i>Notes:</i>			
9/30/24	The infrastructure exists to support the school's goals for family and community engagement in MTSS. (FAM-S Item #20)		Candice Ricks 04/18/2025
<i>Notes:</i>			
9/30/24	Revise and align parent events to include Crew.		Ny- Jeria Turner 06/06/2026
<i>Notes:</i>			