

## Comprehensive Progress Report

**Mission:** At Highland Renaissance Elementary, the school community will support the commitment to the following:

- Providing every student with rigorous, engaging and balanced instruction.
- Basing all decisions on student strengths and needs according to all available data.
- Appropriate, effective collaboration among staff, families and community members for the benefit of each student.
- Facilitation of 21st century learning through implementation of best practices.
- Delivery and participation in effective professional development.
- Continuous school improvement.
- 180 School Days resulting in a minimum of one year's growth academically for every student.

**\*\*\*HRA's low-performing identification continues pending assessment data from the 20-21 school year.\*\*\***

At Highland Renaissance Academy we will ensure that all students maximize their academic potential through collaborative learning experiences and the support of leaders from home, school and our community.

### Vision:

### Goals:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 4.8% in SY2021-22 to 27.4% in SY2022-23 and 50.0% in SY2023-24.

We will meet expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and Exceed Value Added Assessment System SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

100% of classroom teachers are provided a duty-free lunch period on a daily basis (Indicator A 4.06)

100% of teachers are provided a duty-free instructional planning time of an average of at least 5 hours a week during regular student contact hours, to the extent that the safety and proper supervision of student may allow. (Indicators A2.01)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Indicator: 4.06)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 54% on the Fall 2022 Panorama Screener (in Grades 3-5) to 70% in SY2022-23 and 80% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) The percent of students reporting a positive-perception of their positive feelings will increase from 63% on the Fall 2022 Panorama Screener (in Grades 3-5) to 70% in SY2022-23 and 80% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from \_\_\_\_% in SY2021-22 to \_\_\_\_% in SY2022-23 and \_\_\_\_% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1) OR If a disproportionality is not present, add: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at \_\_\_\_% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of 1st grade - 3rd grade students combined will increase on Dibels from 38% in SY2021-22 to 50% in SY2022-23 and 70% in SY2023-24.

The percent of 3rd grade - 5th grade students combined who score at the Grade Level Proficiency (GLP) level on the Math EOG will increase from 26.5% in SY2021-22 to 38% in SY2022-23 and 50% in SY2023-24.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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>		The school is implementing daily, morning meetings which includes the Caring Schools curriculum, with a focus on social skills. The leadership team revised and trained all staff on student and staff behavioral expectations including those specific to remote learning. The school implemented a positive reward system which is used to reinforce student behaviors and the meeting of school-wide expectations. Individual students and classes are able to earn "paws" for displaying positive behaviors. A Student of the Month reception is planned to recognize students who display the character trait of the month. The students are able to vote to elect their peers to receive this award each month.	Limited Development 10/04/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The school will have developed a full year's curriculum addressing social norms, monthly character traits, and learner profiles. Daily, morning meetings with focus on social skills will be conducted in all classrooms with fidelity. Lesson plans will be provided to teachers each month. Class Dojo will be in use in all classrooms consistently as the main behavior management system. There will be evidence of consistent use of a positive reward system and student incentives for good behavior will be provided consistently. Student of the month receptions will also be held consistently. A discipline and behavior team will be in place to ensure teacher input in regards to current practices, changes needed, and successes. Once the practices have been implemented with fidelity and consistently, referrals, suspensions, and behavioral infractions should see a significant decrease school-wide.	<b>Objective Met 05/23/22</b>	<b>Lonna Holbrook</b>	<b>05/28/2022</b>
<b>Actions</b>					
	10/4/17	Monitor the implementation of morning meetings and provide timely feedback	Complete 05/31/2022	Lonna Holbrook	05/28/2021
		<i>Notes:</i> The school counselor and the entire leadership team will monitor morning meetings and provide feedback.  Due to Covid-19, the target date for this action needed to be extended until 6/8/2021.			
	10/15/19	Provide training on Caring Schools Curriculum	Complete 05/17/2021	Nichelle Littlejohn	05/28/2022
		<i>Notes:</i>			

10/15/19	Positive incentive implemented for students through Panther Paws. Students and classes earn for displaying the HRA way and are entered into drawings.	Complete 05/23/2022	Lonna Holbrook	05/28/2022
<i>Notes:</i>				
8/26/21	Monitor the implementation of morning meetings, provide timely feedback and provide topic ideas during PLCS	Complete 05/23/2022	Nichelle Littlejohn	05/31/2022
<i>Notes:</i>				
8/26/21	Continue to use Class Dojo as method to monitor student behavior and communicate with parents	Complete 05/23/2022	Lonna Holbrook	05/31/2022
<i>Notes:</i>				
8/26/21	Identify and share and model for students the Pillars of HRA (Character Traits) each month. Classes select students that model the trait and those students will be recognized schoolwide.	Complete 05/23/2022	Lonna Holbrook	05/31/2022
<i>Notes:</i>				
10/15/19	Establish a HRA Discipline Committee to help establish school norms, expectations and positive incentives for students. Committee to meet monthly.	Complete 05/31/2022	Lonna Holbrook	10/01/2022
<i>Notes:</i>				
10/15/19	Class Dojo to be used daily in each classroom.	Complete 11/02/2020	Lonna Holbrook	10/01/2022
<i>Notes:</i> Due to Covid-19 school closure, the target date needs to be changed to the end of next school year.				
<b>Implementation:</b>		05/23/2022		
<b>Evidence</b>	6/4/2018			
<b>Experience</b>	5/27/2020			
<b>Sustainability</b>	6/4/2018			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently our school has implemented the district’s newly adopted curriculums, Envision 2020 and EL (K-5). Staff is beginning to implement the new curriculum and is learning to adjust instruction as needed to meet the needs of the students and remote learning. We are in the beginning stages of implementation of the core instructional curriculum. Walkthrough data indicates that teachers are now familiar with the framework and components of each of the curriculums. Work is still necessary in unpacking standards, determining standard alignment to the instruction that is happening and working to ensure that all parts of the lessons/assessments are aligned. In addition, we are working to ensure that any supplemental material used represents grade level, rigorous, standard aligned work.	Limited Development 10/04/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Professional learning communities are following the Instructional Planning Approach to consistently unpack and analyze the NCSCOS. Planning sessions will be led by grade level facilitators and supported by administration. The facilitators will create assessments, curriculum maps and help develop lesson plans that support all students in mastery learning. Staff will collaborate to select high-yield instructional strategies and develop standards-based lessons that will result in high student achievement. Teachers will plan with quarterly assessments in hand to help drive intentional, standards-based instruction. Student formal data and student work products will further serve as evidence of curriculum alignment.	<b>Objective Met 05/25/22</b>	<b>Dana Pecarro</b>	<b>05/31/2022</b>
<b>Actions</b>					
	10/5/16	Embed monthly professional development in planning (EL, Envisions, small group instruction, ESL strategies etc...	Complete 05/17/2021	Jennifer Eddins	05/28/2021
	<i>Notes:</i> Teachers received monthly professional development in planning (EL, Envisions, small group instruction, ESL strategies, etc. during weekly PLC's).				
	10/5/16	Ensure HRA pacing is directly aligned with the district provided curriculum maps and pacing guides	Complete 05/17/2021	Jennifer Eddins	05/28/2021
	<i>Notes:</i> Facilitators will lead this process with input from staff.				

10/5/16	The instructional leadership team will review lesson plans and conduct walkthroughs to ensure and monitor curriculum alignment, differentiation and the use of high-yield instructional strategies.	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i> Feedback will be provided to teachers based on instructional walks and lesson plan review. The Instructional Leadership Team closely monitored lesson plans throughout the school year, including when teachers were teaching remotely. Although walkthroughs did not occur after the Covid-19 school closure, curriculum alignment, differentiation and the use of high-yield instructional strategies were closely monitored.				
10/5/16	Using Paul Bambrick-Santoyo's research outlined in Leveraging Leadership and Get Better Faster, the leadership team will provide consistent instructional coaching and feedback to staff.	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i> Due to the Covid-19 school closure, the leadership team was unable to complete this action step. The target date needs to be extended to 06/05/2021.				
10/10/17	Analyze individual student and subgroup data to determine interventions and support needed to ensure student learning and close achievement gaps.	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i>				
9/26/19	Facilitator lead weekly PLCs -with admin presence: Facilitators guide teachers to ensure that all instructional practices are grounded in standards and embed professional development regarding standards and the new curriculum	Complete 05/17/2021	Jennifer Eddins	05/28/2021
<i>Notes:</i> Teachers attended facilitator-led PLCs throughout the entire school year, even during the Covid-19 remote learning period.				
8/26/21	Embed monthly professional development in planning (EL, Envisions, small group instruction, ESL strategies, Highland Heavies, Aggressive Monitoring) and during workdays and early release days.	Complete 05/25/2022	Amanda Donovan and Jennifer Eddins	05/31/2022
<i>Notes:</i>				
8/26/21	Facilitator lead weekly PLCs -with admin presence: Facilitators guide teachers to ensure that all instructional practices are grounded in standards and embed professional development regarding standards and the new curriculum	Complete 05/25/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				

8/26/21	The instructional leadership team will review lesson plans and conduct walkthroughs to ensure and monitor curriculum alignment, differentiation and the implementation of the Highland Heavies and Kagan Learning.	Complete 05/25/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/26/21	Develop a master schedule that allows time for teachers to analyze data and develop student action plans	Complete 03/18/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		05/25/2022		
<b>Evidence</b>	<p>6/4/2018 Increased EOG composite scores in all areas</p> <p>5/17/2021 Lesson Plans PLC notes Informal teacher data/ Skills and Envisions data</p> <p>5/25/2022 Lesson Plans and teacher observation Student growth on MAP and DIBELS -Grades K-3 saw an increase in benchmarked students from BOY-EOY according to DIBELS -45% of K-2 students met their EOY RIT growth goal -50% or more of students in grades 3-5 met their EOY RIT score on MAP in math -8% increase in students meeting their EOY RIT score in Reading in grades 3-5 Curriculum assessments</p>			

<p><b><i>Experience</i></b></p>	<p>6/4/2018 Collaborative efforts on the part of administration, facilitators, and teachers assisted with the success of implementation.</p> <p>5/17/2021 Weekly admin and instructional meetings helped to drive intentional and successful PLCs and teacher coaching.</p> <p>5/25/22 Weekly PLC facilitated by AF's supporting teachers in the development of standard aligned lessons and implementation of the EL and Envisions curriculum. In addition, 3 hour data planning sessions allowed teachers to analyze recent and relevant data, identify learning gaps within the standard and plan lessons based on student need.</p>			
<p><b><i>Sustainability</i></b></p>	<p>6/4/2018 Ongoing collaboration among facilitators, teachers and administration Continued planning time Allotted time for curriculum mapping Embedded PD</p> <p>5/17/2021 and 5/25/2022 Ongoing collaboration among facilitators, teachers and administration Continued staff coaching Continued planning time Allotted time for curriculum mapping Embedded PD Collaboration between teachers and ESL and EC teacher</p>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we are in the early stages of implementing our MTSS. Facilitators are beginning to analyze data with teachers to determine high need students. Our Universal Screener has been established by the district as MAP. The administration of that is in the upcoming weeks and although data may be limited due to remote learning, we also use informal assessment data to drive the MTSS process. The admin team has developed an outline for the school's MTSS process as well as documents to support the process and assist teachers in determining students who may need interventions, determining areas of focus, and determining interventions aligned with student need and the appropriate progress monitoring tool. Professional development will occur in PLCs and be ongoing to support teachers and facilitators through the process. Facilitators will help monitor the implementation of interventions and progress monitoring and the AP will manage the MTSS process from a school level.	Limited Development 10/04/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Teachers, facilitators and administrators will analyze state assessment, district, and grade level data to determine student learning needs. All staff will be proficient in the MTSS process and students in need of Tier 2 and Tier 3 supports will be appropriately identified and serviced. Tiered plans will be written in the platform, implemented, and monitored with fidelity. Classroom instruction will be differentiated and targeted to meet the needs of individual students.	<b>Objective Met 05/25/22</b>	<b>Dana Pecarro</b>	<b>05/28/2022</b>
<b>Actions</b>					
	10/6/16	Provide time in master schedule to allow time for Tier 2 and Tier 3 interventions, monitored by fidelity checks	Complete 09/01/2020	Dana Pecarro	10/01/2020
<i>Notes:</i> Teachers were provided time in their master schedule for Tier 2 and Tier 3 interventions, monitored by fidelity checks.					
	10/5/16	Provide professional development to all teachers on how to analyze student data to inform instruction and to determine subgroup (ELL, EC, African-American, Hispanic) and individual student needs.	Complete 05/17/2021	Dana Pecarro	05/28/2021

	<i>Notes:</i> Facilitators held data meetings after assessments to analyze student data and create lesson plans. Teachers used data to help create reteach and small group lessons.			
10/5/16	The MTSS Lead will attend district professional development and then train all school staff on the MTSS platform and processes.	Complete 05/17/2021	Dana Pecarro	05/28/2021
	<i>Notes:</i>			
10/5/16	Adapt the master schedule to include monthly MTSS meetings for each grade level led by admin and the assigned grade level or content facilitator	Complete 09/10/2020	Dana Pecarro	05/28/2021
	<i>Notes:</i>			
10/5/16	Collect student academic data and behavioral data to measure the growth and progress within subgroups and individual students.	Complete 05/17/2021	Dana Pecarro	05/28/2021
	<i>Notes:</i> An increase in academic achievement and a decrease of behavioral referrals will be reflective of an effective MTSS implementation.  Due to Covid-19, this objective was not fully met. The target date needs to be extended to 06/05/2021			
8/26/21	Provide professional development to all teachers on how to analyze student data to inform instruction and to determine subgroup (ELL, EC, African-American, Hispanic) and individual student needs.	Complete 05/25/2022	Dana Pecarro	05/31/2022
	<i>Notes:</i>			
8/26/21	Adapt the master schedule to include monthly MTSS meetings for each grade level led by admin and the assigned grade level or content facilitator	Complete 03/18/2022	Dana Pecarro	10/01/2022
	<i>Notes:</i>			
8/26/21	Provide time in master schedule to allow time for Tier 2 and Tier 3 interventions, monitored by fidelity checks	Complete 03/18/2022	Dana Pecarro	10/01/2022
	<i>Notes:</i>			
<b>Implementation:</b>		05/25/2022		

<p><b>Evidence</b></p>	<p>6/4/2018 Increased EOG composite scores and TRC proficiency percentages.</p> <p>5/21/2021 Attendance issues have been addressed Progress monitoring data EC referrals in process</p> <p>5/25/2022 -Grades K-3 saw an increase in benchmarked students from BOY-EOY according to DIBELS -45% of K-2 students met their EOY RIT growth goal -50% or more of students in grades 3-5 met their EOY RIT score on MAP in math -8% increase in students meeting their EOY RIT score in Reading in grades 3-5</p>			
<p><b>Experience</b></p>	<p>6/4/2018 PD for all staff was an essential component Time was needed to devote to PD and MTSS meetings/data reviews District support was essential</p> <p>5/21/2021 Successful framework for attendance Remote learning made implementation of interventions difficult</p> <p>5/25/2022 An MTSS framework was established over the summer by facilitators and admin Staff were trained on the framework, criteria for student referral, intervention implementation and progress monitoring Facilitators assisted by providing interventions to some students and monitoring student progress.</p>			

**Sustainability**

6/4/2018

MTSS meeting times built into the daily schedule

Continued PD for teachers and staff

Continued support from district specialists

5/21/2021

Process to identify students for MTSS

Continued PD for teacher and staff

Ensure time allotted in master schedule for interventions and MTSS meetings

5/25/2022

Continued PD for staff regarding the MTSS framework

Protected time for implementation of interventions

Continued training for interventions

	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>			Currently, teachers are implementing morning meetings and implementing the Caring Schools Curriculum. These meetings create a sense of community among the students and teaches positive interactions. Teachers refer students to our counselor or social worker based on social/emotional concerns. Classroom guidance lessons are presented by the school counselor to address students' emotions, management of emotions, and resilience skills in order to support academic achievement. Panorama data is beginning to be used to determine student social/emotional needs and develop student plans accordingly.	Limited Development 10/04/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			Once fully implemented, morning meetings will be implemented consistently and appropriately in each classroom. Guidance lessons will occur at least once each month for each grade level/class with a focus on helping students to understand and express their emotions. There will be a referral process for teachers who recognize needs in students in this area and the counselor will meet with the students as needed. In addition, there will be various support groups that meet weekly with the counselor based on need. All groups, counseling sessions and lessons will be determined based on staff input.	<b>Objective Met 05/31/22</b>	<b>Dana Pecarro</b>	<b>05/31/2022</b>
<b>Actions</b>						
	9/26/19		Implement Morning Meetings with fidelity across all grades	Complete 01/15/2021	Nichelle Littlejohn	05/28/2021
	<i>Notes:</i>					
	9/30/19		Classroom guidance lessons, small group counseling and individual counseling provided by CIS, social worker and school counselor to address the individual needs of students.	Complete 05/17/2021	Lonna Holbrook	05/28/2021
	<i>Notes:</i>					
	10/15/19		Student support team meetings to review student needs and interventions in place (BMT, Counselor, Admin, CIS, Social Worker, Nurse)	Complete 05/17/2021	Lonna Holbrook	05/28/2021
	<i>Notes:</i>					
	10/15/19		Staff professional development on the analysis of Panorama data	Complete 05/17/2021	Lonna Holbrook	05/28/2021

<i>Notes:</i>				
10/15/19	Implementation of HRA Behavior Matrix to include restorative practices	Complete 05/17/2021	Lonna Holbrook	05/28/2021
<i>Notes:</i>				
8/26/21	Implement and monitor Morning Meetings with fidelity across all grades	Complete 03/04/2022	Nichelle Littlejohn	01/01/2022
<i>Notes:</i>				
8/26/21	Based on Panorama Data: Classroom guidance lessons, small group counseling and individual counseling provided by CIS, social worker and school counselor to address the individual needs of students.	Complete 05/31/2022	Nichelle Littlejohn	05/31/2022
<i>Notes:</i>				
8/26/21	Through the MTSS Process: Student support team meetings to review student needs and interventions in place (BMT, Counselor, Admin, CIS, Social Worker, Nurse)	Complete 05/27/2022	Nichelle Littlejohn	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		05/31/2022		
<b>Evidence</b>	<p>5/17/2021  Guidance lessons and panorama data  Morning meeting lesson plans  Drop in behavior incidents</p> <p>5/31  In grades k-5, our students demonstrated an increase in self-efficacy from 43% to 49%.  In grades k-5, our students demonstrated an increase in self-management from 48% to 56%.  Morning meeting lesson plans  Decrease in student incidents and suspensions</p>			

<p><b><i>Experience</i></b></p>	<p>5/17/2021  Teachers were receptive to morning meetings  Difficult topics were addressed  Opened up student dialogue</p> <p>5/31/2022  Morning meeting PDs were held  SST worked collaboratively with teachers to address student needs  Additional guidance lessons were provided to students weekly</p>			
<p><b><i>Sustainability</i></b></p>	<p>5/17/2021  Implement Caring School for K-2  Continue PD  Provide lesson outlines for Morning Meetings  Increase student service time</p> <p>5/31/2022  Continued PD for teachers on morning meetings  Surveys from teachers and students regarding needs  Continued class, individual and group lessons</p>			

	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
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>Implementation of EL Curriculum, Math Envisions, and AVID to ensure consistency across the school, grades, and district.</li> <li>Hosted an Open House and Curriculum Night for students and parents.</li> <li>Planned visits with middle school and kindergarten Beginner's Day</li> <li>PreK home visits</li> <li>Magnet information nights for 5th grade parents</li> </ul>	Limited Development 10/04/2017		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>			<p>Once fully implemented, students will have the foundations needed in the areas of literacy and math, as well as an understanding of processes and frameworks to successfully transition to the next grade.</p> <p>A Beginner's Day will be held, and Pre-K teacher will make home visits for each student attending HRA Pre-K. Fifth grade students will take a trip to the middle school and the counselor will provide lessons to all fifth graders to assist with transition to middle school needs.</p>	<b>Objective Met 05/27/22</b>	<b>Dana Pecarro</b>	<b>05/31/2022</b>
<b>Actions</b>						
	9/8/20	Establish mentoring partnership with feeder middle and high schools	Complete 05/17/2021	Nichelle Littljohn	05/28/2021	<i>Notes:</i>
	9/8/20	Host Kindergarten Beginner's Day	Complete 05/17/2021	Amanda Donovan (DOE 8/23)	05/28/2021	<i>Notes:</i>
	9/8/20	Meet with 5th grade students and families to prepare for middle school and explore CMS options	Complete 01/15/2021	Nichelle Littlejohns	05/28/2021	<i>Notes:</i>
	8/26/21	Partnership with middle and high school feeder patterns including magnet school options	Complete 03/24/2022	Nichelle Littlejohn	01/01/2022	<i>Notes:</i>
	8/26/21	Host parent events for students that will be transitioning: -Kindergarten Beginner Night -PreK Home Visits -Magnet Nights	Complete 05/27/2022	Amanda Simmons	05/31/2022	

Notes:

<b>Implementation:</b>		05/27/2022		
<b>Evidence</b>	5/27/2020 60% of 5th graders are going to magnet middle schools Well attended Beginners Night Transition to middle school lesson  5/27/2022 Well attended magnet meetings and Beginner's Night 100% PreK home visits MLK staff visits to HRA			
<b>Experience</b>	5/27/2020 Parents receptive to support for K and middle school transitions Because of magnet exposure, more students are attending magnet middle schools  5/27/2022 In person attendance to school transition meetings led to more informed parents Continued magnet meetings encouraged more students to apply to magnet schools as middle school options			
<b>Sustainability</b>	5/27/2020 Continued parent education on options Continued sessions for students regarding the social transition  5/27/2022 Continued parent education on options Continued sessions for students regarding the social transition Hold rising Kindergarten meeting later in the year to obtain more rising kindergarten names			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The instructional and administrative team has met several times with Learning Community I personnel prior to beginning the school year. Ongoing meetings will continue to ensure alignment with district and school vision and goals. A SIT has been established at the school level and meetings have been scheduled and communicated to all stakeholders.	Limited Development 10/04/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		Administration will meet monthly with the instructional team and SIT to ensure that all decisions are consistently aligned with the district and school's goals, mission and vision. The school will work to ensure that all stakeholders have a voice in the decision making and that appropriate information is shared in a timely manner. Staff will work with LC1 personnel to review data, conduct learning walks and provide coaching accordingly. This relationship will help ensure that visions are aligned and needed supports are addressed.	<b>Objective Met 05/31/22</b>	<b>Erin Barksdale</b>	<b>05/31/2022</b>
<b>Actions</b>					
	9/26/19	Meet with LC1 personnel to review data and instructional action plans.	Complete 05/17/2021	Erin Barksdale	05/28/2021
		<i>Notes:</i>			
	9/26/19	AP and Principal to meet with LC1 PD Coordinator to conduct learning walks and coaching opportunities.	Complete 05/17/2021	Erin Barksdale	05/28/2021
		<i>Notes:</i>			
	9/26/19	Facilitator team to meet with LC1 Curriculum Coordinator and other LC1 facilitators for coaching opportunities and additional professional development.	Complete 05/17/2021	Erin Barksdale	05/28/2021
		<i>Notes:</i>			
	8/26/21	Meet with LC1 personnel to review data and instructional action plans.	Complete 05/31/2022	Erin Coles	05/31/2022
		<i>Notes:</i>			
	8/26/21	Instructional staff to conduct instructional walkthroughs with LC1 and district personnel	Complete 05/31/2022	Erin Coles	05/31/2022
		<i>Notes:</i>			

8/26/21	Facilitator team to meet with LC1 Curriculum Coordinator, district literacy specialists and other LC1 facilitators for coaching opportunities and additional professional development.	Complete 05/31/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		05/31/2022		
<b>Evidence</b>	<p>5/27/2020 Equity walks Learning walks with LC Meetings and PD provided by LC leaders</p> <p>5/31/2022 Learning walks with LC1 Meeting and PD walk notes with LC1 SIT meeting notes</p>			
<b>Experience</b>	<p>5/27/2020 Meetings held via Zoom due to Covid Input regarding remote learning and return to in-person learning was beneficial Learning walks with LC1 leaders was beneficial</p> <p>5/31/2022 LC1 conducted monthly visits and met with the principal LC1 conducted quarterly visits with instructional team and reviewed data Facilitators and admin met with reading and math specialists to review data and conduct learning walks Facilitators attended ILT meetings</p>			
<b>Sustainability</b>	<p>5/27/2020 Continue to provide PD with LC Curriculum Specialists Recruit more teachers and community members to be part of our SIT Develop teacher leaders to conduct learning walks</p> <p>5/31/2022 Continue meetings and learning walks with LC 1 personnel Develop teacher leaders to conduct learning walks Recruit additional parents for SIT</p>			

	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>		The principal leads a bi-monthly school-based Instructional Leadership Team (ILT) consisting of the academic facilitators, Dean of Students, Assistant Principal, and grade level teacher leaders. This meeting is rooted in Bambrick's Get Better Faster, Leverage Leadership 2.0, and Driven By Data 2.0. During ILT, the team engages in instructional rounds, debriefs instruction, analyzes data, and reviews assessment updates.		Limited Development 10/04/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>The SIT team will meet monthly to review the SIP, instruction across the school and other school needs.</p> <p>The ILT team will meet bi-weekly to review instructional needs and growth.</p> <p>Data will be reviewed consistently during each meeting and recommendations for growth and support will be made. Instructional outlines and frameworks will be reviewed and staff will discuss methods and practices to ensure that student individual needs are met. In addition, the teams will look at trends and strengths and ways to ensure that staff capacity is maximized. This information will drive instruction within classrooms and ultimately lead to positive student gains.</p>		<b>Objective Met 06/06/22</b>	<b>Erin Barksdale</b>	<b>05/31/2022</b>
<b>Actions</b>						
	9/26/19	AP, Principal, and Dean of Students to attend weekly K-5 literacy and math PLC meetings to ensure fidelity and implementation of EL curriculum and review standards units		Complete 05/17/2021	Erin Barksdale	05/28/2021
<i>Notes:</i>						
	9/26/19	School Leadership Team (SLT) will meet monthly, beginning Sept 2019, to give input on SIP goals and create professional development sessions, which will be led by teachers, that increase the effectiveness of academic and social-emotional practices		Complete 05/17/2021	Erin Barksdale	05/28/2021

<i>Notes:</i>				
9/26/19	ILT team will meet to review data, instruction, best practices and coaching.	Complete 05/17/2021	Erin Barksdale	05/28/2021
<i>Notes:</i>				
8/26/21	AP, Principal, and Dean of Students to attend weekly K-5 literacy and math PLC meetings to ensure fidelity and implementation of curriculum and review standards units	Complete 06/01/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/26/21	School Improvement Team will meet monthly, to give input on SIP goals and create professional development sessions, that increase the effectiveness of academic and social-emotional practices	Complete 06/01/2022	Erin Barksdale	05/31/2022
<i>Notes:</i>				
8/26/21	ILT team will meet (2 times/month) to review data, instruction, best practices and coaching.	Complete 06/01/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/06/2022		
<b>Evidence</b>	<p>5/27/2020 weekly ILT meetings, agendas in shared leadership Google Drive folder, electronic walk-through coaching form</p> <p>5/21/2021 Agendas from PLCs PD presentations lesson plans walk-throughs informal data</p> <p>6/6/2022 EOG Data: GLP composite increase of 12.2%</p>			

<p><b>Experience</b></p>	<p>5/27/2020 weekly recurring calendar invites &amp; agendas outlining instructional and DDI work to analyze. during COVID, meetings have continued and the team has pivoted to create a virtual master schedule, virtual PLCs with feedback and addressing the remote learning gaps and needs.</p> <p>5/21/2021 Clear instructional expectations are set across the school, teachers have a better understanding of how to look at data and use it to inform instruction from PLC meetings</p> <p>6/1/2022 -tightly outlined agendas for weekly PLCs that focus on supports and scaffolds for students -grade level data meetings every three weeks to analyze data and determine small group instruction -DUSI team provided PD to all grades on the analysis of MAP data -ILT meetings met twice a month to review data, walkthroughs and next steps for instruction</p>			
<p><b>Sustainability</b></p>	<p>5/27/2020 reviewing the district calendar to plan for a master schedule that includes intervention support during the BOY. continued review of our instructional feedback systems and increasing our professional development in the areas of small group instruction, DDI, and aggressive monitoring</p> <p>5/21/2021 Increase professional development in the areas of small group instruction, DDI, and cooperative learning Continue with a coaching framework</p> <p>6/1/2022 Continued data meetings with grade levels along with built in PD around data analysis and support with determining small group instructional needs PLCs that focus on supports and scaffolds for instructional gaps PD on best practices to better support EL and EC students Consistent, aligned, and focused walkthroughs - providing timely feedback to teachers and determining next steps for instruction</p>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are provided 340 minutes per week for planning with an additional 3 hour data planning session every three weeks. Team planning sessions are facilitator led. During planning, standards are reviewed and instructional practices are discussed. Teachers and facilitators also analyze student work samples, discuss possible student misconceptions, and develop reteach lessons.	Limited Development 10/04/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers are provided 340 minutes per week for planning with an additional 3 hour data planning session every three weeks. Team planning sessions are facilitator led. During planning, standards are reviewed and instructional practices are discussed. Teachers and facilitators also analyze student work samples, discuss possible student misconceptions, and develop reteach lessons.	<b>Objective Met 06/06/22</b>	<b>Dana Pecarro</b>	<b>05/31/2022</b>
<b>Actions</b>					
	9/26/19	Weekly planning is in the master schedule to allow teachers to collaborate with PLCs three times a week.	Complete 09/10/2020	Dana Pecarro	10/01/2020
<i>Notes:</i>					
	8/26/21	Master schedule built to provide daily 55 and 45 minute facilitator led planning sessions, along with a three hour data analysis and student action planning session every three weeks.	Complete 06/06/2022	Dana Pecarro	10/01/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/06/2022		

<p><b>Evidence</b></p>	<p>9/26/2019            9/26/2019- 375 minutes per week of planning time is built into the master schedule.            5/21/2021            All teachers had at least 5 hours of duty planning time per week.            6/6/2022            All teachers had at least 350 minutes of planning per week and 470 minutes every three weeks</p>			
<p><b>Experience</b></p>	<p>9/26/2019            9/26/2019-Easily implemented in master schedule             5/21/2021            Easily implemented in master schedule             6/6/2022            Master schedule implemented to include weekly plannings and data meetings, intervention and small group instructional blocks</p>			
<p><b>Sustainability</b></p>	<p>9/26/2019            9/26/2019-Maintain full time special area teachers             5/21/2021            Maintain full time special area teachers             6/6/2022            Allow time for EL and EC teachers to engage in grade level planning            Intervention time that goes above and beyond small group instructional blocks</p>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal currently conducts daily walkthroughs across the school setting. Written and/or face-to-face feedback is provided immediately following the walkthroughs. Feedback is also provided to facilitators on each grade level to better support teachers on their caseloads. In addition the principal observes grade level planning providing feedback to facilitators. A district aligned walkthrough form is being developed.	Limited Development 10/04/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The principal and admin team will conduct walkthroughs in every classroom at least once a week. Feedback will be provided to teachers and facilitators in a timely manner (within 48 hours). The principal and admin team will attend grade level planning and provide feedback around the quality of lesson plans and assessments (standard alignment, rigor, differentiation, high-yield strategies and resources, etc.). Coaching of facilitators will provided by admin team biweekly. Individual student and subgroup growth and achievement data should increase.	<b>Objective Met 06/06/22</b>	<b>Erin Barksdale</b>	<b>05/31/2022</b>
<b>Actions</b>					
10/10/17		By October 1, 2020 Launch the HRA E-walkthrough form which will provide immediate instructional/rigor and management feedback to teachers after their classroom walkthrough	Complete 01/15/2021	Dana Pecarro	10/15/2020
<i>Notes:</i>					
10/15/19		Weekly walkthroughs with 24 hour feedback provided by instructional team.	Complete 05/17/2021	Amanda Donovan (DOE 8/23)	05/28/2021
<i>Notes:</i>					
10/15/19		Biweekly instructional team meetings do review teacher walkthroughs, instruction, and next steps	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i>					
10/15/19		Monthly teacher coaching meetings based on walkthrough data and previous coaching meetings	Complete 05/17/2021	Donovan Simmons and Jenn Eddins	05/28/2021
<i>Notes:</i> Due to Covid-19 and remote learning, this action will continue next school year.					

10/15/19	Admin team will coach facilitators to provide feedback on PLC meetings, instructional walkthroughs, and coaching of teachers	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i>				
9/26/19	The Principal and Assistant Principal will develop professional development mini sessions, led by teacher leaders, on key topics and tasks that are in need of improvement as evidenced by weekly ILT walk-throughs.	Complete 05/21/2021	Dana Pecarro	05/28/2022
<i>Notes:</i>				
8/27/21	Weekly walkthroughs with 24 hour feedback provided by instructional team.	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/27/21	Biweekly instructional team meetings do review teacher walkthroughs, instruction, and next steps	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/27/21	Monthly teacher coaching meetings based on walkthrough data and previous coaching meetings	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/27/21	Admin team will coach facilitators to provide feedback on PLC meetings, instructional walkthroughs, and coaching of teachers	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/27/21	The Principal and Assistant Principal will identify professional development mini sessions, on key topics and tasks that are in need of improvement as evidenced by weekly ILT walk-throughs.	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
8/27/21	By September 15th, launch the HRA E-walkthrough form which will provide immediate instructional/rigor and management feedback to teachers after their classroom walkthrough and is aligned to CMS initiatives	Complete 06/06/2022	Dana Pecarro	09/15/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/06/2022		

<p><b><i>Evidence</i></b></p>	<p>5/21/2021  Walkthrough forms  PD presentations  Coaching notes  Lesson plans  Informal Data</p> <p>6/6/2022  Increased EOG GLP composite of 12%</p>			
<p><b><i>Experience</i></b></p>	<p>5/21/2021  Teachers are very receptive to PD provided by colleagues  Walkthrough feedback was timely and provided support for teachers</p> <p>6/6/2022  -Weekly PLC meetings  -Data meetings every three weeks  -Weekly walkthroughs  -PD on aggressive monitoring, data analysis and aggressive monitoring  -Biweekly teacher coaching and individual data meetings  -Calibrated walkthroughs</p>			
<p><b><i>Sustainability</i></b></p>	<p>5/21/2021  Continue to tap into teacher strengths for PD  Teachers lead PD  Continue with weekly walkthroughs and coaching framework  Ensure PD is aligned to SIP goals</p> <p>6/6/2022  -ILT calibrated walkthroughs  -Outlined walkthrough schedule  -Aligned walkthrough form based on areas of focus  -Continue professional development in Aggressive monitoring  -Continued PLCs and data meetings</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school master schedule has time allotted for PLCs to review data and trends weekly and determine instructional plans. Facilitators guide these sessions based on the analysis that occurs during the school's Instructional Team meetings which occur twice a month. The Instructional team has also worked with LC1 personnel to determine instructional and professional development needs moving forward during the 2020-2021 school year. Walkthrough schedules and forms are being developed to address both in class and remote learning.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Weekly PLC data meetings</li> <li>Biweekly Instructional Team meetings</li> <li>Created walkthrough schedules and forms (remote and in person)</li> <li>Learning walks with LC1 personnel</li> <li>Learning walks with school's ILT</li> <li>Coaching caseloads/logs</li> <li>Data trackers for grade level and teacher</li> <li>Full day data plannings for PLCs -monthly or quarterly</li> </ul>	<b>Objective Met</b>	<b>Erin Barksdale</b>	<b>05/28/2022</b>
<b>Actions</b>			<b>6 of 6 (100%)</b>		
	9/26/19	Launch instructional coaching trackers that will outline individual coaching needs and professional development opportunities for staff. These coaching trackers will also provide an opportunity for the ILT to engage in a feedback-on-feedback protocol to ensure that we are delivering the most high-leverage action step for teachers	Complete 05/17/2021	Erin Barksdale	05/28/2021
<i>Notes:</i>					
	9/10/20	Build in time for teachers and staff to analyze data weekly and quarterly to ensure instruction is meeting the various needs of the learners	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i>					
	8/30/21	Build in time for teachers and staff to analyze data weekly and quarterly to ensure instruction is meeting the various needs of the learners	Complete 08/30/2021	Dana Pecarro	01/01/2022
<i>Notes:</i>					

5/27/20	Create an HRA Data Dashboard to consistently monitor BOY, MOY, quarterly assessment data in an effort to track our progress against our EOY state assessment goals.	Complete 06/06/2022	Erin Barksdale	05/28/2022
<i>Notes:</i> Review of our data will occur during our twice monthly Instructional Leadership Team (ILT) meetings and during our MOY admin data planning day.				
8/30/21	ILT to meet twice a month to review student performance and teacher instruction. These meetings will help outline professional development next steps and teacher coaching.	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				
9/10/21	Focus professional development on Aggressive Monitoring- teachers' ability to use on the spot student work to determine student misconceptions and adjust instruction	Complete 06/06/2022	Dana Pecarro	05/31/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Initial Assessment: The school participates in the job fair to hire new candidates. The admin staff and facilitators do weekly walkthroughs in classroom and provide feedback right away. Facilitators coach and plan with teachers. During family meetings, staff participate in drawing to win items. Staff and teacher classrooms are given shout outs at the end of the day and in the weekly staff newsletter. Our community partners provide monthly breakfast and other items for staff members.	Limited Development 10/04/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>At the school level, quality staff will be recruited and hired through CMS job fairs, references, and recommendations, and carefully vetted applicants A variety of staff will assist with the interview process ensuring all stakeholders have a voice.</p> <p>Staff training will be held to ensure teachers have clear understanding of the observation process and expectations. Administration will attend training on the observation tool and calibrate their walkthroughs.</p> <p>Ample coaching and PD will be provided to staff to support instructional needs. In addition various incentives and awards will be in place to recognize teachers and ensure they are appreciated. Support staff will work collaboratively with PTO and the school's partners to help support these efforts.</p>	<b>Objective Met 06/06/22</b>	<b>Erin Barksdale</b>	<b>05/31/2022</b>
<b>Actions</b>					
	10/15/19	Create a team to serve on hiring committee and participate in recruiting and interviewing staff.	Complete 05/17/2021	Erin Barksdale	05/28/2021
<i>Notes:</i>					
	10/15/19	Professional development on teacher evaluation tool. To be embedded in planning and BTSP meetings.	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i>					
	10/15/19	Monthly coaching of teachers (provided by facilitators) and facilitators (provided by admin) to support individuals in improving their instructional capacity.	Complete 05/17/2021	Erin Barksdale	05/28/2021

<i>Notes:</i>				
8/27/21	Create a team to serve on hiring committee and participate in recruiting and interviewing staff.	Complete 06/06/2022	Erin Barksdale	05/31/2022
<i>Notes:</i>				
8/27/21	Professional development on teacher evaluation tool. To be embedded in planning and BTSP meetings.	Complete 06/06/2022	Erin Barksdale	05/31/2022
<i>Notes:</i>				
8/27/21	Monthly coaching of teachers (provided by facilitators) and facilitators (provided by admin) to support individuals in improving their instructional capacity.	Complete 06/06/2022	Erin Barksdale	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/06/2022		
<b>Evidence</b>	<p>5/27/2020 real time feedback PD and support to teachers,</p> <p>5/21/2021 Retention rate over 90% Teacher Appreciation Week Partnerships Shout-Outs Interview Committee Coaching notes PD presentations</p> <p>6/6/2022 Teacher Appreciation Week Partnerships Shout-Outs BTSP meetings Feedback Committee meeting notes/slideshow Coaching notes PD presentations Continued increased retention rate</p>			

<p><b>Experience</b></p>	<p>5/27/2020 intentional meeting of the Instructional Leadership Team to review coaching caseloads, Admin providing feedback to facilitators, ILT engaged in instructional observation rounds to monitor instruction, mini PD sessions led by facilitators and admin</p> <p>5/21/2021 Teachers were all individually coached and supported, teachers are part of the interview committee, BTSP, due to the changes in instructional platforms, we increased our teacher incentives with the help of partnerships</p> <p>6/1/2022 -ILT met twice a month to review teacher coaching and student data -teachers were coached based on individual need -monthly BTSP meetings -teacher incentives throughout the year -teacher feedback committee was created</p>			
<p><b>Sustainability</b></p>	<p>5/27/2020 Revise/update e-walkthrough form, continue with day 1/week 1 admin presence in classrooms, begin the school year with differentiated PD in the areas of DDI:aggressive monitoring &amp; small group instruction</p> <p>5/21/2021 Continue to strengthen partnerships Continue to provide staff incentives and coaching support Ensure intentional and aligned PD is provided Continue to encourage staff participation on SIT, ILT and interview committee</p> <p>6/6/2022 Continue to strengthen partnerships Continue to provide staff incentives and coaching support Ensure intentional and aligned PD is provided Continue to encourage staff participation on SIT, ILT and interview committee</p>			

Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Admin sends out a weekly phone blast in English and Spanish to communicate with parents about the upcoming events for the week. Teachers communicate with parents via ClassDojo with daily and/or weekly messages about what students are learning and what they are working on in class. Teachers and support staff provide online or community resources to parents that assist with their child's learning during out of school time. The school has planned parent events such as open house, literacy night, math night, EOG night, Title I night, and family book fair events. The Principal will host monthly Town Hall meetings to update families on important school happenings and the school is working to bring back the PTO.	Limited Development 10/04/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Continue to have: <ul style="list-style-type: none"> <li>• Allotted Social Worker</li> <li>• Weekly Connect5 messages</li> <li>• Weekly communication updates in ClassDojo</li> <li>• PTO</li> <li>• Curriculum and Open House events</li> <li>• Family Book Fair Night</li> <li>• EOG Night</li> <li>• Title I Night</li> <li>• Parent and Family Town Hall meetings</li> <li>• Social Media accounts promoting school learning content</li> </ul> Add: <ul style="list-style-type: none"> <li>• Monthly Math and Literacy parent events</li> <li>• Reading Night/Events</li> <li>• Family Reading program</li> <li>• Reading and Math family incentives</li> </ul>	<b>Objective Met 06/06/22</b>	<b>Erin Barksdale</b>	<b>05/28/2022</b>
<b>Actions</b>					
	9/26/19	100% of parent conferences held by all classroom teachers- or three attempts to make parent contact documented.	Complete 01/15/2021	Dana Pecarro	12/01/2020

<i>Notes:</i>				
9/30/19	Include parents and families in the design and participation of our cultural celebrations and recognition ceremonies.	Complete 05/17/2021	Dana Pecarro	05/28/2021
<i>Notes:</i> Due Covid-19 and remote learning, this action will be modified for the 2020-2021 school year.				
9/9/20	Once a month Parent and Family Town Hall meetings for parents to provide school and curriculum updates.	Complete 05/17/2021	Erin Barksdale	05/28/2021
<i>Notes:</i>				
8/27/21	100% of parent conferences held by all classroom teachers- or three attempts to make parent contact documented.	Complete 01/31/2022	Lonna Holbrook	01/01/2022
<i>Notes:</i>				
9/26/19	Increase the academic/instructional events for families and parents to include; literacy night, math night, EOG night, social emotional learning etc...	Complete 06/06/2022	Dana Pecarro	05/28/2022
<i>Notes:</i> Due Covid-19 and remote learning, this action will continue in the 2020-2021 school year.				
9/26/19	Increase the amount of family social events held at Highland Renaissance Academy- to include, family reunion, family carnival, family dinner, etc...and advertise SIT and PTO committees during the events.	Complete 06/06/2022	Dana Pecarro	05/28/2022
<i>Notes:</i> Due Covid-19 and remote learning, this action will be modified in the 2020-2021 school year.				
<b>Implementation:</b>		06/06/2022		
<b>Evidence</b>	5/27/2020  6/6/2020 Conference and event sign in sheets SIT agendas			
<b>Experience</b>	5/27/2020  6/6/2022 -Parent conferences twice a year -End of year celebrations -Family stem night -Open house and Title I Annual meeting -Parents included on SIT -Magnet school info nights			

**Sustainability**

5/27/2020

6/6/2022

- Continue parent conferences twice a year
- Increase the number of family nights (both social and instructional) to once a month

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