

Comprehensive Progress Report

Mission:

Rea Farms STEAM Academy provides a well-rounded stimulating education that integrates Science, Technology, Engineering, Arts and Math. The school offers an academically enriching and supportive climate that allows all of its community to thrive and succeed. We strive to give students a belief in self and individual ability to succeed.

Vision:

Rea Farms STEAM academy gives students the desire to influence and initiate changes to create a brighter future for themselves and their communities. We strive to support students in building the skills they need to meet the demands of life and to engage as productive citizens of the world. We will inspire students to maximize their potential in academics as well as all aspects of their lives. The school will be known as a best-practice model for K-8 magnet programs offering academic excellence to all students and aim to positively influence the broader community.

Goals:

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics on the Measure of Academic Progress (MAP) assessment will increase from 40% in June 2021 to 70% in June 2024. 21-22 - 60% 22-23 - 65% 23-24 - 70% The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in English Language Arts (ELA) on the Measure of Academic Progress (MAP) assessment will increase from 38% in June 2021 to 70% in June 2024. 21-22 - 49% 22-23 - 59.5% 23-24 - 70%

By 2024, Rea Farms will be named as a Magnet School of Excellence for their implementation of STEAM programming. (A2.04)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 15.9% in October 2021 to 50.0%, by October 2024 EOG Goal for 2022-23 - 36.7% Interim Goals: The percentage of Black 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024 22-23 - 27.8% 23-24 - 45% The percentage of Hispanic 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024. 22-23 - 31.6% 23-24 - 45%

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 57.6% in SY2021-22 to 68% in SY2022-23 and 73% in SY2023-24.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24.

The percent of 6-8 students reporting a positive self-perception of their self-management will increase from 79% on the Fall 2021 Panorama Screener to 84% in SY2022-23 and 89% in SY2023-24.

The percent of 3-5 students reporting a positive self-perception of their engagement will increase from 68% on the Fall 2021 Panorama Screener to 73% in SY2022-23 and 78% in SY2023-24.



! = Past Due Objectives

KEY = Key Indicator

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		<p>Rea Farms STEAM Academy is beginning their 3rd year as a school. Due to Covid-19, the inaugural year consisted of providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. Instructional planning meetings and other PLCs also took place virtually for the entirety of the 2020-2021 school year. A master schedule and service delivery model were developed to provide standards-aligned instruction using the district curricula in all subject areas in both in-person and remote settings. Professional Development was provided for instructional staff members virtually. The instruction consisted of synchronous and asynchronous methods. While our district will continue to provide virtual training, teachers would benefit from in-person modeling, discussion, and sharing.</p> <p>PLC and planning processes and procedures were developed to support staff. The backwards design model was utilized in some PLC and planning meetings. There was an inconsistent use of assessment data and student work samples to design targeted small groups.</p> <p>An ADM was exchanged for a Science Teacher/Magnet Coordinator to lead Problem-Based Learning opportunities for both students and staff. Additionally, we exchanged an ADM for an elementary math teacher and exchanged half an ADM for the math lead in middle school. We also exchanged ADMs for a Dean of Students (Instructional Leader for K-4) and an additional certified TD teachers. We used 1 ADM to increase our music and art positions to 1.5. We increased our EC teacher allotment to 2.6 from 2.5. We also exchanged a Teacher Assistant and part of an ADM for a Technology Associate. All of these exchanges were made with our student population in mind as well as reflection on the support that will be needed to reach our school goals.</p>	No Development 07/27/2020		
----------------------------	--	--	------------------------------	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity • Evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Student growth and achievement data should be increasing for all subgroups without gaps 		Objective Met 08/15/22	Brooke Hough	06/15/2022
Actions					
7/27/20	Provide staff with job-embedded professional development for the curricular programs they will be implementing this school year using district created content. -K-7 Literacy: EL Education -K-5 Math: enVision -6th-7th: OpenUp Math -K-7 Science and Social Studies: CMS units		Complete 02/03/2022	Brooke Hough	02/01/2022
<i>Notes:</i>					
8/4/21	The Magnet Coordinator will provide professional development for a leader from each K-5 grade level to reinforce problem-based learning practices and develop a PBL unit for the each literacy module in alignment with the STEAM magnet theme.		Complete 02/03/2022	Ashley Erb	02/01/2022
<i>Notes:</i>					
8/4/21	The Magnet Coordinator will lead the staff through a book study in Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences and provide a back to school professional development to reinforce PBL planning practices in alignment with the school STEAM magnet theme.		Complete 02/03/2022	Brooke Hough	02/01/2022

<i>Notes:</i>				
7/27/20	Monitor PLC effectiveness and curriculum implementation by reviewing lesson plans, PLC agendas and completing walkthroughs.	Complete 02/03/2022	Brooke Hough	02/22/2022
<i>Notes:</i>				
6/17/21	Utilize the district playbooks for Advanced Studies, Exceptional Learners and English as a Second Language in order accommodate local needs and circumstances while still utilizing adopted curricula with fidelity and integrity.	Complete 02/14/2022	Brooke Hough	06/01/2022
<i>Notes:</i> https://docs.google.com/document/d/1mQv7a1McPj53xh5kF3rIkEIBeNtYeG4qTRLfxpG2Cul/edit https://docs.google.com/document/d/1vIqG1ksDVIWgmrtKjrHYTN8EB2ad0Gap0C_6a3SDn2g/edit March 2nd - TD PD ESL Scaffolds used regularly in Module				
6/17/21	Grade levels will develop common expectations for mastery using standards & student exemplars.	Complete 06/02/2022	Brooke Hough	06/01/2022
<i>Notes:</i>				
2/14/22	3rd grade will utilize the MORE Science Unit (integrating Literacy Standards) for 6 weeks in 3rd quarter. Students will also be required to utilize the MORE App as a way to practice skills and strategies that were not proficient on the MAP Test.	Complete 06/02/2022	Brooke Hough	06/01/2022
<i>Notes:</i>				
2/14/22	Increase the number of elective courses offered to students by creating additional virtual offerings in foreign language and CTE	Complete 06/02/2022	Becky Grgurina	06/01/2022
<i>Notes:</i> Work with PTA to create a Virtual Learning Lounge in 3rd floor stairwell				
Implementation:		08/15/2022		
Evidence	6/7/2022			
Experience	6/7/2022			
Sustainability	6/7/2022			

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>	<p>Rea Farms is opening for the 2nd year and for the first time with all 1,000 student attending in-person. Our master schedule and service delivery models were created to ensure that we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additional reading instruction is also being provided to students performing lower than their peers (but not referred for intervention) during Science and Social Studies times. We are utilizing the district’s updated Standard Treatment Protocol when providing supplemental and intensive interventions.</p> <p>In terms of our MTSS leadership team, we are revising processes and procedures based on our first year of implementation and with feedback from stakeholders. Our focus lies on ensuring staff understands their role in the process and that there are adequate amounts of teachers trained in the approved interventions.</p> <p>We have made ADM exchanges for one extra TD teachers. We are hiring an ISS candidate with a mental health background to support students with social emotional learning.</p>	No Development 07/27/2020		

How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: <ul style="list-style-type: none"> Teachers implementing core curriculum with integrity Diverse use of best practices and strategies that address different learning styles and needs Established MTSS team, structures and processes Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) Focus is on the quality of instruction rather than student deficits Purposeful tiered instruction is being provided for academics and behavior Data driven instruction and decision-making Accurate identification of student needs rooted in data 	Objective Met 06/02/22	Brooke Hough	06/15/2022
Actions				
7/27/20	Analyze student IEPs, LIEPs, and TD plans; develop, implement, and reflect on a hybrid and remote master schedule that meets all student needs for A, B, and C rotations as well as the Remote Learning Academy.	Complete 11/09/2020	Becky Grgurina	10/31/2020
<i>Notes:</i>				
7/27/20	Establish a MTSS team and structures that support regular meetings in both an in-person and remote environment.	Complete 01/11/2021	Alyssa Belles	02/01/2021
<i>Notes:</i>				
1/6/21	The MTSS Leadership team will support PLCs with the implementation of data analysis and problem solving protocols to analyze benchmark and common assessment data in order to develop supplemental academic plans using the Standard Treatment Protocol.	Complete 02/03/2022	Alyssa Belles	02/01/2022
<i>Notes:</i>				
1/6/21	The MTSS Leadership team will deepen their data analysis processes by utilizing Mastery Connect common assessment data in order to identify school and grade level trends and develop an action plan to respond to the identified needs.	Complete 06/02/2022	Brooke Hough	06/01/2022
<i>Notes:</i>				

8/4/21	The MTSS Leadership Team will train staff on the systems and processes for MTSS at Rea Farms. On going staff support will be provided through PLCs to support staff with the implementation of meeting the established expectations.		Complete 02/03/2022	Alyssa Belles	06/01/2022
<i>Notes:</i>					
7/27/20	Monitor PLC effectiveness and intervention implementation by reviewing lesson plans, PLC agendas and completing walkthroughs.		Complete 06/02/2022	Brooke Hough	06/01/2022
<i>Notes:</i>					
8/4/21	EOY analysis of student data will be used to drive intentional placement with teachers that best meet the needs of students' academic and social emotional needs. A specific focus was put on our African American, Hispanic, Students with Disabilities, and American Indian subgroups based on 2020-2021 gaps existing in our 2020-2021 EOY academic data and Spring Panorama data.		Complete 06/02/2022	Brooke Hough	06/01/2024
<i>Notes:</i>					
!	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
Initial Assessment:			No Development 08/05/2020		Target Date
<p>Due to Covid-19, a large amount of instruction took place in the remote setting either through a hybrid plan B, a fully remote plan C, or students who opt into the Full Remote Academy during the 2020-2021 school year. This transition to a widely remote environment had a tremendous impact on the social and emotional development of our students. We are working to address both their current state in response to the pandemic as well as continuing to further their social-emotional development by implementing a behavior universal screener called Panorama and the Caring Schools curriculum for direct social-emotional instruction. There is a Caring Schools Committee in place. Staff is engaging in professional development and exploring the resources. Staff will be establishing norms as a staff and reviewing our discipline plan and school culture plan to start the school year.</p> <p>Last year, our students created a school song, named our mascot "Zoom" and created a mural incorporating all of their handprints.</p> <p>In terms of our MTSS/CSST Team, we are currently working to identify new processes and procedures to support staff as they meet and plan in a socially distant and/or virtual model.</p> <p>While our Panorama Screener growth mindset score is in the 60th-79th %, some indicators within the score have dropped. School counseling</p>					

lessons will be infused with growth mindset concepts throughout the year.

In comparison to other races, our 3rd-5th grade African American and Hispanic students reported lower scores across several areas in the Panorama Screener.

In addition, 3rd-5th grade students in the Special Education sub group reported lower scores across several areas in the Panorama Screener in comparison with Non Special Education students.

6th grade students with a 504 plan scored lower than students without a 504 plan in all areas except for dealing with challenging feelings. In this area, they scored 23 points higher.

6th grade LEP students scored low in comparison to Non LEP students in regards to supportive relationships and growth mindset.

6th grade students in the Special Education subgroup scored higher than Non Special Education students in the following areas: Challenging Feelings, Positive Feelings, and Emotional Regulation.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS team, structures and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students • Established Counselor Annual Calendar for Support: https://docs.google.com/document/d/1aVL8GHCKzi9YZwqqC_eQIZYDYXm91G7hyJxP-GYfCNU/edit?usp=sharing • Utilize the SEL Panorama Screener data to support students in small groups or one-to-one: https://mystudents.panoramaed.com/cms-rea-farms-steam-academy/students 		<p>Becky Grgurina</p>	<p>06/15/2022</p>
<p>Actions</p>		<p>8 of 10 (80%)</p>		
<p>8/5/20</p>	<p>In support of students social-emotional learning, we are planning to celebrate and recognize them virtually and in-person. We will hold quarterly recognition celebrations, PBL lessons led by the special area team for STEAM showcases, positive referrals, monthly character recognition for students following the Falcon Four (school rules), earning virtual feathers, Principal on Wheels, CEO Monthly awards, etc.</p>	<p>Complete 01/11/2021</p>	<p>Becky Grgurina</p>	<p>02/01/2021</p>
<p><i>Notes:</i> 12/14/20 - One part of this goal that hasn't been met is the quarterly celebrations that were intended to be a time to celebrate individual goals set by students and their teachers. Our grade level APs, Counselors, and Caring School Community Committee will develop lessons and a structure for student-led goal setting for 3rd quarter. Goals can be set and reviewed during teacher's office hours.</p>				

8/5/20	In support of staff social-emotional needs, the Social Committee will create norms and by-laws as a team. They will incorporate incentives, engagement activities, seasonal recognition, etc. Staff icebreakers and relationship building activities are being intentionally incorporated throughout staff meetings to build morale and a collaborative culture throughout the school.	Complete 01/11/2021	Emily Bullard	02/01/2021
<i>Notes:</i> 12/14/20 - The Social Committee has met several times and has recently opened their bank account. The team has started surprises in mailboxes, secret gifting, and some virtual events.				
12/14/20	Create opportunities for students to develop supportive relationships in a virtual learning environment. A. School Counselor Connect- drop-in sessions aligned to student interests (ex. Roblox, games like Pictionary, Among Us etc.), would differ each week B. Class virtual lunch bunches or small groups for elementary school students C. Chat N Chill: lunch or other times that students can come together with the counselor for conversation in Middle School. D. Change up Caring Schools in Advisory to allow for one day per week of unstructured conversation with in/out monitoring.	Complete 07/22/2021	Becky Grgurina	07/01/2021
<i>Notes:</i>				
12/14/20	Tailor School Counseling lessons to meet the current needs of students based on feedback, observations and Panorama data which included a focus improving growth mindset.	Complete 01/06/2022	Becky Grgurina	02/01/2022

Notes: 12/14/2020 - Feedback from parents includes a need for lessons on organization, recording assignments, seeking assistance to avoid misunderstandings or missing deadlines

12/14/2020 - Counselors will create lessons for goal setting and lead the process for teachers in the 3rd quarter

12/14/2020 - Initial data from the Panorama survey suggests that students at Rea Farms would benefit from lessons on Emotional Regulation.

Specific area include:

- Ability to remain calm when things go wrong
- Relaxing themselves when they become upset
- Staying relaxed when angry
- Pulling themselves out of a bad mood
- Staying in control when feeling pressured

8/5/20 Utilizing district resources to provide staff with professional development around the implementation of the Caring Schools Community and Panorama. School staff will also be trained on the school-wide discipline and culture plans.

Complete 01/06/2022

Becky Grgurina

02/01/2022

Notes: Grade level PLCs will plan for lessons weekly. The committee will meet monthly and the professional development will be embedded in PLCs or whole-staff as needed.

12/14/20 - In response to Panorama data, The Caring School Community Committee will develop a system for Cross-Age Buddies in Virtual Learning during Morning Circle.

1/10/22 Provide age-appropriate education to students regarding the pandemic.

Complete 06/02/2022

Becky Grgurina

04/01/2022

Notes:

12/14/20	<p>Utilizing school observation, parent feedback, Panorama data, and community circumstances as a guide, we will provide parents with educational opportunities that increase their ability to guide their child socially and emotionally and also how to support their academic needs.</p> <p>A. Partner with the PTA Advocacy Committee Chair to create a RFA Parent University(Academics Assistance, Internet Safety, Mental Health and Children)</p> <p>B. Hold Counselor's Coffees quarterly with a focus on varying topics</p> <p>C. Share articles and tips in School Newsletters</p> <p>D. Partner with PTA Room Parents to share initiatives</p>	Complete 06/02/2022	Becky Grgurina	06/01/2022
	<p><i>Notes:</i> Upcoming parent learning sessions will include:</p> <ol style="list-style-type: none"> 1. Using PowerSchool/Canvas to support your child - Mehta 2. Assessments - Which ones does your child take and what do the scores mean? - Roman 3. What resources are available to parents in EL, Envision, and Open Up? - Belles & Baxley 			
1/6/22	Create a Say Something Anonymous Team consisting of school administrators and counselors.	Complete 06/02/2022	Becky Grgurina	06/01/2022
	<p><i>Notes:</i> -Attend training on program</p> <p>-Roll out to students</p> <p>-Check platform daily</p>			

2/14/22	<p>Increase the percent of students reporting a positive self-perception on the Panorama Survey by providing students with focused teacher & counselor lessons, providing parent instruction, and increasing the use of Study Hall Opportunities (Tuesdays and Thursdays from 9:15-10)</p> <p>1. Of their self-efficacy on the Fall Panorama Screener from 61% (in Grades 3-5) and 43% (in Grades 6-12) to 68% (in Grades 3-5) and 50% in (Grades 6-12) in September 2023. Current 3-5 69% 6-8 55%</p> <p>2. Of their self-management on the Fall Panorama Screener from 72% (in Grades 3-5) and 70% (in Grades 6-12) to 75% (in Grades 3-5) and 80% (in Grades 6-12) in September 2023. Current 3-5 80% 6-8 79%</p> <p>3. Of their engagement in school on the Fall Panorama Screener from 66% (in Grades 3-5) and 30% (in Grades 6-12) to 72% (in Grades 3-5) and 40% (in Grades 6-12) in September 2023. Current 3-5% 68% 6-8% 40%</p>		Becky Grgurina	11/01/2022
<i>Notes:</i>				
1/6/22	Gain insight from Middle School students on the student-teacher relationship and develop strategies that can be put in place to improve upon connections in the 22-23 school year.		Tammy Pope	11/01/2022
<i>Notes:</i> -Meet with classes during registration for open conversations				

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>			<p>In preparation for supporting curriculum and instruction, the principal made staffing and allotment decisions to provide content and grade level facilitators. We are also hiring a math lead teacher to provide support for 6th & 7th grade math and Math 1 as they adopt OpenUp.</p> <p>This is our first full in-person school year at Rea Farms. We will be working to develop our systems for monitoring instruction and providing timely, meaningful feedback to all instructional staff. Last year, new teachers and those who needed additional support were provided with a coach. Our efforts will be expanded this year to additional staff.</p>	No Development 08/05/2020		
<i>How it will look when fully met:</i>			<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> Principal and the leadership team is highly visible and regularly present in classrooms and PLCs both in-person and virtually. Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs /virtual visits Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction Principal and the leadership team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice 		Brooke Hough	06/09/2022
<i>Actions</i>				2 of 4 (50%)		
	8/5/20		Organizing and providing professional development opportunities for Special Area and Elective staff around problem-based learning in alignment with the STEAM magnet theme.	Complete 06/11/2021	Brooke Hough	07/01/2021

	<i>Notes:</i> The principal will work with the Magnet Office, district supports, and outside vendors to provide quality professional development opportunities to staff.			
8/5/20	Monitor PLC effectiveness and curriculum implementation by reviewing lesson plans, PLC agendas and completing core action walkthroughs.	Complete 02/03/2022	Brooke Hough	02/01/2022
	<i>Notes:</i> The leadership team will support with this work under the leadership of the principal.			
8/4/21	Establish a walkthrough and teacher feedback schedule to ensure all teachers receive a walkthrough with instructional feedback from an Admin team member at least once every two weeks.		Brooke Hough	11/01/2022
	<i>Notes:</i>			
8/4/21	Student academic, behavior, and social emotional data will be reviewed and analyzed monthly with a focus on identifying trends and developing action plans for closing gaps specifically with our African American, Hispanic, Students with Disabilities, English Language Learners and White subgroups in comparison to our Asian subgroup.		Brooke Hough	11/01/2022
	<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>We have an active School Improvement Team. The team monitors the School Improvement Plan and provides for matters of academics, social emotional learning, and safety.</p> <p>We are working to provide parents and families with additional resources to help support their children. We host monthly counselor coffees in collaboration with the PTA. We have established a streamlined communication system through the use of Canvas, social media, virtual online events, Smore newsletters, and ConnectEd messages.</p> <p>We have used school funds to purchase the following supports for equitable tiered instruction:</p> <ul style="list-style-type: none"> • Zoom to support school-wide and community events and communication opportunities • Smore license to streamline communication and share regular communication with families. 	<p>Limited Development 08/05/2020</p>		
<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • 100% parent-teacher conference rate • Consistent two-way communication tool is being leveraged • Collaborative relationships; all voices matter • School events have high participation and engagement across all parent groups • Resources and support are made available to parents regularly in support of student learning • Language is not a barrier; open access • Transparent communication with an open-door policy • Parent survey results are high in participation and engagement 	<p>Objective Met 06/02/22</p>	<p>Brooke Hough</p>	<p>06/15/2022</p>
<p>Actions</p>				
<p>8/5/20</p>	<p>PTA will meet monthly to develop and establish their yearly fundraisers to support the school.</p>	<p>Complete 11/09/2020</p>	<p>Brooke Hough</p>	<p>02/01/2021</p>

<i>Notes:</i>				
8/5/20	SIT will meet monthly to establish, review and provide ongoing feedback around continuous improvement for the school.	Complete 11/09/2020	Brooke Hough	02/01/2021
<i>Notes:</i>				
8/5/20	Communication will be shared with all families through a weekly grade level newsletter and individual communication through teachers. The school, PTA, and SIT will send a monthly newsletter to all families.	Complete 11/09/2020	Brooke Hough	02/01/2021
<i>Notes:</i>				
8/4/21	Provide learning sessions for parents and community members to learn more about project-based learning and our school STEAM Magnet theme.	Complete 12/17/2021	Ashley Erb	02/01/2022
<i>Notes:</i>				
8/4/21	**Pending COVID safety protocols - School PBL Tours will be offered to give families the opportunity to tour the school campus and see student PBL work displayed in the halls, classrooms, and Maker Space room.	Complete 06/02/2022	Ashley Erb	06/01/2022
<i>Notes:</i>				
8/4/21	Host STEAM Nights to provide students with opportunities to share their learning and PBL work with their families.	Complete 06/02/2022	Ashley Erb	06/01/2022
<i>Notes:</i>				
11/9/20	Schedule learning sessions for parents that increase their ability to support the social emotional and academic needs of their children.	Complete 06/02/2022	Brooke Hough	11/01/2022
<i>Notes:</i> Communicate with students about the upcoming learning experience so that they are able to remind families and provide classes with the highest participation rate with a feather.				