

Comprehensive Progress Report

Mission: Our school mission is to utilize the strengths of our staff, families, and community to develop caring, competent students who enjoy learning, cooperate with others, and become productive, independent citizens of the future.

Vision: Pilot Elementary School is dedicated to preparing today's children for success and independence in tomorrow's world.

Goals:

By the end of the 2025-26 school year, we will increase our overall performance composite from 49% to 53%.

By the end of the 2025-26 school year, we will expose all K-5 students to a minimum of 3 opportunities that excite scholars about future careers.

By the end of the 2025-26 school year our school will achieve a rating of "Operationalizing (2), on FAM-S item 3 by establishing a linked teaming structure. This will be measured by ensuring that all school teams (leadership/school improvement, PLCs, grade level, attendance) have defined roles, meeting agendas and minutes a formal communication protocol, and overlapping membership.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 11/06/2020			
<i>How it will look when fully met:</i>	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase		Kimberly Fleming	06/12/2026	

		student achievement in the district.			
Actions			0 of 1 (0%)		
11/6/20		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Kimberly Fleming	06/12/2026
		<i>Notes:</i>			
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>		Currently our school leadership team consists of administration, teacher leaders, parents, and other professionals to review implementation of effective practices. The team plans to meet 1x a month as a whole. Additionally, the administrative team, ILT, PBIS, and MTSS meet at least 1x month as well.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		All members of the school leadership team will work collaboratively towards setting and meeting school goals and exemplifying the school's vision.		Kimberly Fleming	06/12/2026
Actions			0 of 1 (0%)		
11/6/20		The team will meet on a consistent basis and effectively communicate and create actions plans based on our SIP goals, student data, parent input/surveys, and grade levels needs and concerns.		Tyler Womble	06/12/2026
		<i>Notes:</i> Quarterly review			
		This action is an effort to exit the school from TSI status.			
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>		Grade level instructional teams are in place and have protected meeting time daily. However, roles for team members need to be more clearly defined with specific duties, as well as a common agenda format that supports effective documentation of team meetings.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		Grade level teams will have a regular instructional PLC/planning time as		Lynn Graham	06/12/2026

	well as have a common agenda and specific duties for each team member.			
Actions		0 of 4 (0%)		
9/19/25	By October, identify all school teams (leadership/school improvement, grade level/PLC, MTSS, etc) and create a written description of each team's purpose and ensure overlapping membership (at least one person serves on multiple teams to ensure alignment).		Aryn Ladley	10/31/2025
<i>Notes:</i>				
9/19/25	Create a standard meeting agenda template for school teams that includes time for sharing updates across teams.		Aryn Ladley	01/31/2026
<i>Notes:</i>				
11/6/20	There will be a team structure among grade levels that is consistent K-5 where each teacher will have a specific duty.		Lynn Graham	06/12/2026
<i>Notes:</i>				
9/19/25	Develop a monitoring calendar (quarterly) where the Leadership Team reviews evidence of linked teaming (agendas, minutes, membership roster).		Jamie Cyrus	06/12/2026
<i>Notes:</i>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the principal/asst principal monitors curriculum and classroom instruction regularly and provides feedback through the teacher evaluation process and some informal observations. However, feedback could be given in a more timely manner and more constructive actionable feedback given based on individual teacher needs.	Limited Development 11/06/2020		
How it will look when fully met:		The principal and assistant principal, along with Instructional Leadership Team members, will make regular, short classroom observations on a daily basis and provide teachers with written or oral feedback in a timely manner.		Kimberly Fleming	06/12/2026

Actions		0 of 1 (0%)			
11/6/20	Administration will conduct short daily classroom observations and provide timely feedback to those classrooms observed.		Kimberly Fleming	06/12/2026	
<i>Notes:</i>					
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have allocated our Title I dollars to purchase 2 part time interventionists and one part time TA who support students in reading and math at the supplemental and intensive level.	Limited Development 10/19/2023		
<i>How it will look when fully met:</i>		When this goal is fully met, students in grades K-5 who have been identified through our MTSS process will have received the necessary supports to make informed instructional decisions that could include referral to EC. Students will make growth in identified areas.		Chameika Banks	06/12/2026
Actions		0 of 1 (0%)			
10/19/23	Within the 2024-25 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by utilizing our 2 part time Title I paid interventionists and part time TA and 3 community tutors to support students through our MTSS process needing supplemental or intensive support.		Lynn Graham	06/12/2026	
<i>Notes:</i> Our CF meets weekly with our community tutors to update students and address any needs or concerns. Student data is discussed during MTSS PLCs to determine if students have made progress, need more support, move to next level of support or referred to EC. Title I funds were used to purchase two part time reading/math interventionists and one part time TA who will provide supplemental and intensive interventions.					

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>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be	Limited Development 11/06/2020		

	<p>maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>			
How it will look when fully met:	<p>When fully implemented there will be a decrease in teacher turnover. In addition, teachers will continue to be evaluated on a more frequent basis and given feedback. That data will be used to provide ongoing and appropriate professional development based on teacher needs.</p>		Kimberly Fleming	06/12/2026
Actions		0 of 1 (0%)		
11/6/20	<p>Teachers will develop new PDPs and reflect on them during the year. Administration will observe and evaluate teachers and provide feedback.</p>		Kimberly Fleming	06/12/2027
	<p><i>Notes:</i> In addition to formal observations, administration will conduct informal walk thrus and observations and provide actionable feedback to teachers.</p>			

Core Function:	Domain 2: Talent Development					
Effective Practice:	Practice 2B: Target professional learning opportunities					
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development	Implementation Status	Assigned To	Target Date

		needs.(5159)		
Initial Assessment:		<p>Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. The School looks at school performance data to make decisions about school improvement and professional development needs. However, the school needs to look at the data more deeply and on a more frequent and regular basis so that decisions can be made regarding school improvement and professional development needs in a more timely and efficient manner. Additional improvement is needed regarding the School leadership team and Instructional Leadership team (ILT) looking at classroom observation data to make decisions about school improvement and professional development needs.</p>	Limited Development 11/06/2020	
How it will look when fully met:		<p>Evidence: Growth and increased proficiency in sub groups (AA, SWD) in reading; increased proficiency in math K-5; PD that is determined and tied to classroom observation data (teacher strengths and weaknesses; patterns of performance) ; Improved teacher performance as indicated on formal and informal teacher walk thrus, observations, and final evaluation ; Increased morale of teachers (TWC survey) and decrease in number of discipline referrals/suspensions</p>		<p>Kimberly Fleming 06/15/2026</p>
Actions			0 of 3 (0%)	
	11/6/20	Examine student data both formal and informal to determine instructional needs of individual students in reading, math, and science.		Lynn Graham 06/06/2026
		<p><i>Notes:</i> This action is an effort to exit the school from TSI status. This action requires Title I funding. CF will work with teachers during PLCs and planning to analyze student data and determine who has mastered the standard(s) and who has not and next steps for increasing student proficiency and growth in both reading and math. Teachers will identify standards that need additional instruction and develop plans for addressing these standards whole group, small group and one on one In addition, teachers, admin and CF will analyze classroom assessment data, student progress in Eureka and CKLA. *Title I funds were used to purchase 2 part time interventionists and</p>		

	one part time TA who will work with students who need additional support in ELA and math- supplemental and intensive support.			
11/6/20	The school leadership team will examine school level data and focus on areas needing school-wide improvement. Analyze classroom assessment data and district reading benchmark data to determine the effectiveness of ELA, Science, and Math curriculums. Teachers will identify standards that need additional instruction and develop plans for addressing these standards whole group, small group and one on one.		Lynn Graham	06/15/2027
	<i>Notes:</i> This action is an effort to exit the school from TSI status. Look at schoolwide data to determine improvement. K-5 teachers will work with the CF closely to learn more about the new assessments being implemented this year and how to effectively make decisions about instruction and student support based on the data.			
11/6/20	Examine classroom data observations and look at patterns of teacher performance and determine professional development based on teacher strengths and areas for improvement		Lynn Graham	06/15/2027
	<i>Notes:</i> This action is an effort to exit the school from TSI status.			

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
Initial Assessment:			Teachers , 2 part time Title I interventionists, and one part time TA work with MTSS/IPST, EC, AIG, ESL, and PBIS to provide instruction that meets the individual needs of students across all tiers.	Limited Development 11/06/2020		
How it will look when fully met:			By 2027, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social- emotional, Attendance, Math, Reading, and Science based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be “at-risk” through an Early Warning System, will receive supplemental interventions, with progress		Chameika Banks	06/15/2026

	monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.			
Actions		0 of 5 (0%)		
11/6/20	Ensure that all teachers are trained and understand the MTSS/IPST process so we can continue to have an effective process that supports students in need.		Chameika Banks	06/12/2026
<i>Notes:</i> This action is an effort to exit the school from TSI status. This action requires Title I funding. Title I dollars were used to purchase 2 part time Interventionists and one part time TA who will work with students needing additional support whether supplemental or intensive.				
12/2/20	Instructional teams will utilize student learning data to determine whether a student requires a referral for special education services. (A.4.03)		Chameika Banks	06/12/2026
<i>Notes:</i> This action is an effort to exit the school from TSI status.				
10/19/23	Within the 2025-2026 school year, our TSI-AT school will implement the following evidence based intervention to increase overall student performance: high dosage tutoring/interventions from two part time Title I paid interventionists and one part time TA, in reading and or math. Students will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Lynn Graham	06/12/2026
<i>Notes:</i> Title 1 funds were used to purchase two part time reading/math interventionists and one part time TA who will provide supplemental and/or intensive interventions to students in reading/math.				
12/2/20	Instructional teams will meet regularly to review implementation of effective practice and student progress. (A.2.01)		Lynn Graham	06/07/2027
<i>Notes:</i> This action is an effort to exit the school from TSI status.				
11/6/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01)		Lynn Graham	06/15/2027
<i>Notes:</i> This action is an effort to exit the school from TSI status. This action requires Title I funding. Title I funds were spent on 2 part time interventionists and one part time TA who will support identified students in reading and math who are not on grade level. The interventionist will do interventions with				

the students and progress monitor at the supplemental and intensive levels.

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>		We have been a PBIS school for several years. However, with so many new students and new staff members joining our school, we will have to reintroduce processes and procedures. The team meets monthly to provide updates and/or changes to procedures. The team provides professional development and review of procedures for staff at the beginning of year, middle of year, and other high priority times of year (as defined by data). Policies and procedures are taught by teachers at the beginning of the year and then reviewed and reinforced as necessary throughout the year.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		<p>When this objective is met, classrooms will be fully engaged in instruction during the school day.</p> <p>Discipline referrals will be decreased as well as out of school suspensions, therefore reducing the loss of learning of instructional days. Chronic absences will be decreased.</p> <p>Reading and math proficiency will also increase as a result of increased instructional time.</p>		Chameika Banks	06/15/2026
Actions			0 of 5 (0%)		
	11/6/20	PBIS Team will provide review of policies and procedures for the building at the opening of the year. Classroom teachers will be given a schedule for teaching procedures and implementation. This "teaching" of expectations will occur during the first two weeks of school.		Chameika Banks	05/15/2026
		<i>Notes:</i> Procedures will be reviewed during the first two weeks of school, when students return from winter and spring break and as needed if schoolwide data indicates a need for further review.			
	10/14/22	School attendance team will meet bi-weekly to analyze student		Chameika Banks	06/07/2026

		attendance data and identify students with chronic absences.			
<i>Notes:</i>					
11/6/20		Based on student data and teacher referrals, students needing Tier 2 support will be invited to participate in daily check-in/check-out program. Students will build personal relationships with school personnel to reinforce PBIS expectations and reduce office referrals.		Chameika Banks	06/12/2026
<i>Notes:</i> This action is an effort to exit the school from TSI status.					
10/14/22		The Attendance team will implement school wide attendance procedures and incentives for students to encourage daily attendance.		Chameika Banks	06/12/2026
<i>Notes:</i> Procedures and Incentives include: 1)Tardy pass to class- remind students they are late and alert teachers 2)Green Dolphin dollars - students receive if they are in class by 7:35am. Students can redeem dolphin dollars for prizes quarterly 3) Attendance Wall - displays average weekly attendance by grade level; prizes given to grade level with highest % monthly 4)Quarterly High Attendance class on each grade level recognized monthly					
11/6/20		School counselors will teach whole group and small group guidance lessons that address our school-wide PBIS policies and procedures in classes K-5.		Chameika Banks	06/15/2027
<i>Notes:</i>					
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, instructional teams are planning and developing units of instruction for each subject. However, due to new staff on all grade levels, we will need to continue to ensure that all teachers have unpacked and understand the standards they are teaching and assessing as well as effective implementation of reading and math curriculums.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, all instructional teams K-5 will have units of study that they have developed together throughout the school year. The teams will work to build science and social studies units that focus on learning standards, resources, teacher created activities/materials and pre and post assessments. Instructional teams K-5 will produce at least one unit of study per semester that integrates standards in ELA, Math, and Science/Social Studies that they will share		Lynn Graham	06/13/2026

	with their colleagues either vertically/horizontally. Units will also be shared during PLCs.			
Actions		0 of 3 (0%)		
11/6/20	The admin and/or ILT (instructional leadership team) will conduct weekly classroom walk-thrus in all classes to determine if student tasks are aligned to grade level standards, are engaging, and meaningful in reading, math and science. Feedback will be provided to teachers based on classroom walk thrus.		Tyler Womble	06/07/2026
<i>Notes:</i> This action is an effort to exit the school from TSI status. Title I funds will be used to purchase 3 part time interventionists to help support students in reading and math needing supplemental and intensive supports.				
11/6/20	Teachers will work with the Curriculum Facilitator to unpack standards in ELA, Math, and Science/SS during PLCs to make sure they understand what students are expected to learn, and how they should pre and post assess to determine student mastery. Teachers will also include SEL components that focus on equity and social-emotional learning.		Tyler Womble	06/13/2026
<i>Notes:</i> This action is an effort to exit the school from TSI status. CF will work with teachers to identify power standards in ELA, Math, Science/SS that they will deconstruct together. They will also analyze district and classroom data such as interims assessments, post assessments, etc. Emphasis will be given to those standards that data indicates is an area of concern. Teachers will also share SEL strategies that are being implemented daily.				
11/6/20	Instructional teams share unit plans with other teachers who teach grade/subject. Teachers will do the following: decide what's being covered, identify standards being taught, develop objectives and arrange in sequential order, consider criteria for mastery and what elements demonstrate mastery, as well as design pre and post assessments.		Tyler Womble	06/13/2027
<i>Notes:</i> This action is an effort to exit the school from TSI status. Teachers will determine what units they will plan together and share out with others: ELA Math or Science/SS During PLCs, teams will look at pacing guide to determine when units will be taught During PLCs, teams will work with CF to deconstruct standards to ensure they understand student learning outcomes				

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>		Pre - K and Kinder teachers survey parents to determine students' learning experiences prior to entering school.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		Students entering school for the first time will have a smooth transition with clear processes and procedures in place to assist students. In addition, teachers across vertical and horizontal teams will align standards and assessments to support students as they move from grade to grade.		Erin Rainwater	06/12/2026
<i>Actions</i>			0 of 1 (0%)		
	11/6/20	Teachers in grades K-5 will meet in vertical (across grade levels) and horizontal (within grade levels) teams to monitor and evaluate alignment of standards, curriculum, and assessment.		Lynn Graham	06/15/2027
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most teachers are attentive to students' emotional states and work with our counselor, social worker, PBIS team and administration to provide interventions and supports when needed.	Limited Development 11/06/2020		
<i>How it will look when fully met:</i>		All teachers will provide instruction, modeling, classroom norms, and caring attention that promotes students' social and emotional competency. Teachers will utilize social and emotional learning strategies in their classrooms to support ALL students.		Chameika Banks	06/15/2026
<i>Actions</i>			0 of 3 (0%)		

11/6/20	A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Lynn Graham	06/12/2026
<p><i>Notes:</i> This action is an effort to exit the school from TSI status. This action requires Title I funding. Teachers will utilize student data to determine whether to deliver instruction via whole group, small group or one on one; Teachers will effectively utilize digital learning to support student learning. Title I funds may be used to purchase supplemental digital resources to support instruction in the classroom.</p>				
11/6/20	Teachers will refer students to check in/check out for personal one on one daily support and encouragement with staff.		Tyler Womble	06/12/2026
<p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p>				
11/6/20	Teachers will utilize SEL strategies during their daily instruction and interaction with students to help support varying student needs and help students maintain positive connections and increase attendance at school.		Chameika Banks	06/15/2027
<p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school regularly communicates with parents via Connect Ed messages and teacher newsletters, etc. The school has hosted parent curriculum nights so teachers can share expectations and updates regarding curriculum. We would like to continue to host more parent nights in order to provide them with valuable resources so that parents can support and extend the learning at home.	Limited Development 11/06/2020		
How it will look when fully met:		When this objective is fully met, we will have an increased number of parents who participate in school wide activities such as parent teacher conferences, Title I family nights, and participation in students' daily instructional activities such as ensuring students complete homework.		Jennifer Meinecke	06/12/2026

reading nightly, and attending school daily. Evidence will include but will not be limited to parent sign in sheets at school events such as curriculum nights, parent teacher conferences, parent training sessions, and an increased percentage of students completing and turning in homework and attending school regularly (reduced chronic absences). In addition, evidence will also include increased student engagement as indicated by teacher and observation data during informal and formal observations and walk-thrus.

Actions

1 of 3 (33%)

11/6/20	Parent Curriculum Night/Annual Title I meeting for grades K-5. All parents will be invited to an in person information session (pick up materials) with the teachers. The teacher will share curriculum goals and expectations for that grade. Teachers will give parents resources to use at home to help their student with objectives and standards being taught the first two nine weeks. Title I funds will be used to provide a meal for families in attendance.	Complete 09/30/2025	Yolande Wainwright	10/01/2025
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Notes: This action requires Title I funding. First parent night/Title I night, parents will meet teachers and participate in class presentations as well as make/pick up student materials.
 **Title I funds will be used to purchase food for families in attendance.

11/6/20	Teachers will provide convenient dates and times to parents to meet face to face at least one time (parent teacher conference) to discuss student academic/behavioral performance during the first quarter and third quarter if needed.		Yolande Wainwright	05/01/2026
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Notes: Teachers will provide flexible dates and times to all parents to choose from when selecting parent/teacher conference dates, in addition to the district parent conference days. The goal is to meet face to face with each student's family and discuss academic performance and growth during the first and and third quarters. Teachers will also attempt to meet with parents if they or the parents have a concern about their student's performance/behavior during alternate quarters.

11/6/20	Teachers will send home frequent newsletters that inform parents about what is being taught in the classroom, homework, and any upcoming events. The newsletter can include links to resources, activities, or strategies to help students at home. The school will also actively encourage parent engagement in the areas		Yolande Wainwright	05/30/2026
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of completing assignments, checking homework and reading with students nightly, and ensuring that students attend school each day- resources and examples will be shared to better equip parents so they know what to do to support their student at home. Equity and social-emotional learning resources and strategies will be shared as well.

Notes: Title I funds may be used to purchase online digital resources that students and parents can access at home to support reading, math, and science.