North Duplin Elementary School

2025-26 School Improvement Plan

Mission:

The staff of North Duplin Elementary School strives to enable students to become confident, self-directed, life-long learners.

Vision:

To produce globally competitive students equipped with 21st Century skills needed to continue their education.

Goals:

By the end of the 2025-2026 school year, North Duplin Elementary School will increase overall grade-level proficiency by 10% of proficient students on all EOGs to reach our target of 60.3%.

By the end of the 2025-2026 school year, North Duplin Elementary School student attendance will increase to 95%.

By the end of the 2025-2026 school year, North Duplin Elementary School will exceed expected growth.

! = Past Due Objectives | KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
	KEY	**B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2025, the NDE Leadership Team (SIT/IABS) meets monthly to strategically plan and monitor our progress on school improvement initiatives. Our administrative team is well-versed in the requirements of the NCSTAR platform and is actively working to meet our documented goals and address key indicator actions. As of September 2024, NDE's Leadership Team (SIT/IABS) continues to meet monthly to discuss student outcomes and create plans to improve the overall environment of the school. This team serves as leadership for both SIT and IABS.	Limited Development		
How it will look when fully met:			The School Improvement Team and its subcommittees, including MTSS PLC, IDAT, PST, and PBIS, are committed to meeting twice each month to address school functionality and daily operations. The MTSS PLC will meet weekly by grade level to problem-solve and report on Tier 1		**Brent Stafford**	**05/01/2026**

		support. The IDAT team will meet twice monthly to guide and implement appropriate Tier 2 interventions using only research-based strategies. Finally, the PST subcommittee will meet monthly to discuss all Tier 3 academic, behavior, and attendance interventions, and will be responsible for completing EC referrals as warranted.			
Actions			**0 of 2 (0%)**		
		Our School Improvement Team (SIT) will hold monthly meetings to monitor our progress on selected NCSTAR indicators and actions. Members will provide regular updates on their committee work, share recent developments, and address any school business to ensure we are actively meeting our goals.		Laura Bryan	05/01/2026
		The MTSS/IABS team, which includes school administration, the guidance counselor, social worker, school nurse, curriculum facilitator, and selected classroom teachers, will meet monthly to discuss student academic and behavioral progress.		Neva Worley	05/01/2026
	KEY	**B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2025, common planning periods have been established for all grade levels and instructional teams. This is complemented by our Wednesday afternoon schedule, where staff are required to stay until 4:00 p.m. for dedicated planning and meeting time. To support our daily operations, the NDE administrative team has also shared a clear and consistent duties schedule. As of September 2024, all schedules have been shared with staff members at NDE. These schedules include the master schedule, duty schedules, lunch schedules (full and half-day), grade level schedules, resource schedules, sports duty schedules, and district testing schedules.	Limited Development		
How it will look when fully met:			The School Improvement Team (SIT) is responsible for collaboratively creating and implementing all school-wide schedules. The team, which consists of selected grade-level and resource teachers as well as various staff members, will work with the administration leadership team to develop schedules that are fair and equitable for all stakeholders.		**Kelsey Nunn**	**05/01/2026**

	The administration leadership team will develop master school schedule in accordance with parameters set by the North Carolina Department of Public Instruction (NCDPI) and district guidlines. This final schedule will be approved through a formal vote by the SIT. Following the creation of the master schedule, classroom teachers will collaborate to create their daily schedules. All schedules will be designed to reflect a cohesive team structure among administration, classroom teachers, and resource teachers, while also ensuring dedicated instructional planning time for each grade level. The SIT will also create all staff duty schedules, which will include assignments for teacher assistants and resource teachers during intervention periods, lunches, and car and bus rider dismissal. These duty rosters will also be finalized through a vote by the SIT. All school-wide schedules and duty rosters will be continuously reviewed and adjusted throughout the school year as needed. The agendas and minutes from our monthly SIT, MTSS, and PLC meetings, along with all created schedules and duty rosters, will serve as official artifacts for this indicator.			
Actions		**0 of 2 (0%)**		
	The administrative team is committed to providing fair and equitable duties and instructional planning times, and will continuously monitor the master schedule to ensure consistency for all staff.		Kelsey Nunn	05/01/2026
	The administrative team will provide dedicated time during the school week for teachers to complete professional development activities and assignments. These schedules will be managed to accommodate other school priorities, including after-school activities, School Improvement Team meetings, and staff meetings.		Neva Worley	05/01/2026

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:			As of September 2025, school administration has established a schedule for classroom observations and walkthroughs. Following each observation, a post-conference will be held to provide teachers with specific feedback. This data-driven feedback is designed to help teachers reflect on and improve their instructional practices. As of September 2024, school administration has created a schedule for observations and classroom walkthroughs. This data will be used to provide feedback to teachers, ensuring that teachers reflect upon and improve their practices.	Limited Development		
How it will look when fully met:			To support professional growth, teachers will have ample opportunities to reflect on their instructional practices based on feedback from administration. Administration will gather this data by conducting both scheduled observations, utilizing the NCEES platform, and unannounced classroom walkthroughs. This process ensures an open line of communication for teachers to discuss their professional development needs.		**Brent Stafford**	**05/01/2026**
Actions				**0 of 2 (0%)**		
			The administrative team will conduct formal observations and hold post-observation conferences within five days of each evaluation.		Kelsey Nunn	05/01/2026
			Administration is committed to daily classroom support by conducting brief walk-throughs and providing real-time feedback to teachers.		Brent Stafford	05/01/2026
	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**
Initial Assessment:			Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments. The district utilizes input from a variety of	Full Implementation		

		stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff.			

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**
Initial Assessment:		As of September 2025, the NDE Administration is committed to developing and motivating all teachers to become effective contributors to our school's mission. We are actively collaborating with the district's HR department to secure as many student interns as possible to provide additional classroom support. Our primary focus is on empowering our staff to create a fair and equitable learning environment for every student. As of September 2024, North Duplin Elementary continues to utilize teacher interns as a recruitment tool to replace teachers due to turnover. This system allows the Administrative team to select individuals that are qualified and good fits for our school.	Limited Development		
How it will look when fully met:		Our objective is to implement a continuous system that streamlines the recruitment, evaluation, rewarding, and retention of staff. By creating a supportive environment through this process, we aim to ensure teachers and staff feel valued and have a long-term desire to contribute to North Duplin Elementary.		**Brent Stafford**	**05/01/2026**
Actions			**0 of 3 (0%)**		
		The administrative team is focused on proactively recruiting effective classroom teachers by partnering with various stakeholders to establish student internship opportunities at North Duplin Elementary.		Kelsey Nunn	05/01/2026
		The interview team, composed of administrators and selected classroom teachers, will work to select the best candidate for each position by		Danielle Ficken	05/01/2026

	conducting interviews and evaluating responses.			
	Our monthly meetings for beginning teachers and their mentors are designed to provide a strong support network. These meetings bring together various stakeholders to ensure new teachers are fully supported and have the resources they need to succeed.		Blair Tadlock	05/01/2026

Core Function:			**Domain 2: Talent Development**		
Effective Practice:			**Practice 2B: Target professional learning opportunities**		
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2025, North Duplin Elementary has established monthly School Improvement Team (SIT) meetings to assess school performance and classroom observation data. In direct response to reading proficiency data, our K-5 teachers(who have not been fully trained) continue to participate in the LETRS professional development program and any other PD opportunities. As of September 2024, when data is released, it will be shared with classroom teachers. All teachers are completing BOY assessments, benchmarks, and screeners. Once all assessments are complete, this data will be analyzed and will drive plans and instruction.	Limited Development		
How it will look when fully met:			We will establish a system to thoroughly review and analyze state and district data as it becomes available, with a specific focus on student subgroups including AIG, ESL, Minority, SWD, and Economically Disadvantaged. This information will be shared with all stakeholders to guide our efforts. The IABS team will serve as a functioning PLC, meeting monthly to discuss overall school functionality, daily operations, and to ensure that appropriate Tier 2 and Tier 3 interventions are in place.		**Brent Stafford**	**05/01/2026**
Actions				**0 of 3 (0%)**		
			As a functioning IABS team, the C 2.01 subgroup will meet monthly to analyze school-wide data. By focusing on attendance, academic, and		Brent Stafford	05/01/2026

	behavioral trends, the team will ensure we are meeting the needs of all students and promoting equity for every subgroup at NDE.			
	Administration will collaborate with grade-level teams to review benchmark data and determine specific classroom needs and next steps for instruction.		Melanie Underhill	05/01/2026
	Administration will meet with teachers quarterly to analyze data notebooks, ensuring that instructional strategies are continuously refined to meet student needs.		Brent Stafford	05/01/2026
C2.03	**The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of September 2025, teachers who have still not had LETRS training for teachers in grades K-5 will be ongoing. Professional development in SchoolNet, Accelerated Reader, Open Court, and UFLI is ongoing for beginning teachers and teachers new to our school. As of September 2024, LETRS training continues for K-5 teachers hired after the start of the 2022-2023 school year. This ongoing professional development provides teachers with rigorous, high quality instruction based upon the Science of Reading.	Limited Development		
How it will look when fully met:	To ensure effective foundational reading instruction, teachers and administrators will deepen their understanding of foundational reading skills through the completion of the LETRS professional development program. Upon completion, teachers will receive either a Mastery or Completion certification. Classroom teachers will have weekly opportunities during PLC meetings to showcase their progress in teaching these skills. Additionally, teachers in grades 3-6 will administer weekly Schoolnet common assessments, and all students (K-6) will participate in a required 30-minute Accelerated Reader (A.R.) time daily.		**Brent Stafford**	**05/01/2026**
Actions		**0 of 3 (0%)**		
	All certified staff members will participate in four hours of ESL PD, focused on new English Language Development standards.		Carla Anderson	05/01/2026

	All PreK through 5th grade, Curriculum Facilitator, K-5 EC Resource, ESL teachers, and Administration who has not completed LETRS training by this point will participate in LETRS training during this school year.		Neva Worley	05/01/2026
	Weekly PLCs will serve as a collaborative space for teachers to analyze Schoolnet Common Assessment data to pinpoint academic needs. This analysis, combined with a review of student Accelerated Reader logs and reports, will help teams track growth and refine instructional strategies.		Laura Bryan	05/01/2026

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:			As of September 2025, a monthly meeting schedule has been established for the IABS team to collaborate with teachers. With initial student identifications and interventions already in place, the team will use data from district-level assessments to guide next steps. This data will be thoroughly discussed, analyzed, and acted upon during both grade-level PLC and monthly MTSS/IABS meetings. All student data and meeting minutes will be documented for future reference. Using these records, the team and classroom teachers will collaboratively determine whether further interventions or testing are needed. As of September 2024, a monthly schedule has been put in place for the IABS team to meet with teachers. Students have been identified and interventions have been put in place. Data points from District Level assessments will be discussed, analyzed, and acted upon during grade level PLC meetings and MTSS/IABS monthly meetings. Student data, as well as monthly MTSS/IABS meeting minutes will be recorded for future reference. Using the data spreadsheet and other pertinent data, the MTSS/IABS team, along with classroom teachers, will determine if further intervention practices warrant additional interventions and/or testing.	Limited Development		

How it will look when fully met:	Establishing Our Multi-Tiered System of Support (MTSS) To ensure every student has an opportunity to succeed, we will annually establish a dedicated MTSS team composed of administrators, teachers, an MTSS Interventionist, and support staff. Meeting Structure and Focus This team will meet monthly with grade-level teachers, either in person or virtually, to strategically review and discuss a wide range of data including academic and behavioral progress, attendance, and assessment results. These discussions will center on the six critical components of MTSS, providing a deeper understanding of the core curriculum for both reading and math. Our collaborative process will focus on identifying students for both intervention and enrichment. Teacher Collaboration and Goal-Setting Through consistent collaboration during weekly PLC meetings and monthly MTSS meetings, teachers will confidently analyze student data and reflect on their progress. This empowers them to develop targeted SMART goals for students who need intervention plans as well as for our advanced learners who need enrichment plans.		**Neva Worley**	**05/01/2026**
Actions		**0 of 3 (0%)**		
9/22/21	This sub-group of indicator A4.01 will collaborate with K-6 grade level teachers to create a spreadsheet, listing student classroom academic and/or behavior data. K-3 teachers will include mClass DIBELS 8 data, as well as Edmentum Math data for BOY, MOY, and EOY. Teachers in grades 4-6 will include Edmentum Reading and Math data for BOY, MOY, and EOY on their homeroom data spreadsheets, along with EOG and NC Check-In scores. Other various data points will be documented, per classroom teachers.		Neva Worley	05/01/2026
	K-2 classroom teachers will create Individual Reading Plans for students performing below grade level. Teachers in grades 3-6 will continue MTSS interventions for students well below grade level.		Lindsay Knowles	05/01/2026

	BTs and their mentors will be shown a Powerpoint, depicting the MTSS process. Discussion, regarding the process, data points, and documentation, will follow the presentation. In order to assist BTs with understanding the MTSS process, discussions will be ongoing throughout the school year.		April Price-Rose	05/01/2026

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**
Initial Assessment:			As of September 2025, NDE staff and teachers are clear on all school-wide and classroom expectations. Our school leaders support staff with effective classroom management strategies to foster positive learning environments. Most teachers are currently instructing students using strategies that are specifically tailored to their cognitive levels. As of September 2024, NDE's classroom teachers communicate school and classroom expectations daily. Students are rewarded appropriately by classroom teachers for positive behavior.	Limited Developmen		
How it will look when fully met:			Upon full implementation of our behavior plan, all classroom teachers, including resource, EL, and EC teachers, along with support staff, will be trained on the behavior plan process, proper intervention selection, and the use of positive reinforcement language. This will create a consistent and supportive environment where parents are actively involved in behavior support, ultimately maximizing academic and instructional time.		**Danielle Ficken**	**05/01/2026**
Actions				**0 of 2 (0%)**		
			Teachers will proactively reinforce a positive learning environment by reviewing school rules and classroom expectations with students at the start of every day.		Bruce Elwell	05/01/2026
			Teachers will proactively reinforce positive behavior by providing students with prizes or special treats as a reward for meeting school-wide and classroom expectations.		Blair Tadlock	05/01/2026

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of September 2025, teachers are collaborating to solve learning challenges and cooperatively plan instructional units. Teams utilize NCSCOS standards, district curriculum guides, and a variety of resources to guide their work. To ensure a seamless learning progression for students, grade levels also meet monthly to align vertically and discuss the standards and curriculum of other grade levels. As of September 2024, NDE classroom teachers collaborate weekly and meet with the IABS/MTSS team monthly to review data, modifying classroom instruction as needed. Classroom observations are conducted, with feedback given. DCS schoolnet common assessments are given quarterly and universal screeners are given three times per year, with data being analyzed during these benchmark periods.	Limited Development		
How it will look when fully met:			Comprehensive Instructional Planning and Implementation To fully implement this indicator, we will establish a dedicated team representing all core subject areas (ELA, Math, Science, and Social Studies), including representatives for our SWD and ESL student populations. This team will be responsible for managing and assessing the work of this initiative. Collaborative Curriculum and Unit Planning The team will ensure all core subject areas are clearly defined and shared among all stakeholders. Teachers will collaboratively create common instructional units aligned with DCS pacing guides, with a focus on pre-planned differentiated learning activities, including STEAMA activities when possible. Each unit will also include pre/post and common SchoolNet assessments. Accessible Resources and Vertical Alignment All instructional materials and resources will be organized for easy access, ensuring all teachers and support staff, including resource, ESL, and SWD personnel, can utilize the information for planning and instruction. We will also create a plan for vertical collaboration to allow teachers to gain valuable insights from their colleagues. Throughout the process, teachers and support		**Neva Worley**	**05/01/2026**

	staff will present information to students using language that is relatable and accessible to all student subgroups.			
Actions		**0 of 3 (0%)**		
	Parent night information, along with resources and videos for the DCS AIG, ELL, and EC programs, will be added to the North Duplin Elementary School webpage. These materials will remain accessible to parents throughout the school year.		Laura Bryan	05/01/2026
	Teachers will meet weekly during PLC meetings to discuss standards and alignment for each subject and grade level.		Alexis Pate	05/01/2026
	Grade-level teams will meet and collaborate to develop standards-aligned instructional units that include pre and post-assessments, as well as common assessments for their specific subject or grade level. These units will align with DCS pacing guides and will be intentionally designed with differentiated learning activities, including STEAMA activities when possible.		Alexis Pate	05/01/2026

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3C: Remove barriers and provide opportunities**			
	KEY	**A4.16**	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2025, our PreK-6th grade teachers are implementing comprehensive transition plans for all students. These plans include parent notification meetings and student-led tours for our incoming Kindergarten students from the PreK program, as well as our sixth graders transitioning to North Duplin Junior/Senior High School. As of September 2024, PreK-6th grade teachers continue to implement transition plans for all students. Including incoming Kindergarten students from NDE's PreK program, as well as students transitioning from 6th grade at NDE to 7th grade at NDJS. These transition plans continue to include parent notification meetings, as well as teacher and student led tours.	Limited Development 10/15/2021		

How it will look when fully met:	Collaborative Planning and Student Transitions To ensure a cohesive and effective learning experience, all PreK-6th grade teachers, including resource, ELL, and EC teachers, will participate in both vertical and horizontal planning sessions throughout the school year. Collaborative Planning These collaborative meetings will focus on a range of topics to support student success, including Discussing grade-level curriculum and learning objectives Analyzing student data to plan for individual goals Sharing best practices and identifying professional development needs Student Transitions and Orientations We will facilitate a seamless transition for students through a series of parent meetings and school tours: Parent Meetings: We will hold dedicated parent meetings for students transitioning from Pre-Kindergarten to Kindergarten and from sixth grade to seventh grade at North Duplin Junior/Senior High School. During these meetings, we'll discuss the new grade-level curriculum and provide tours of key school areas and introduce staff members. Student Tours: Teachers and selected students will serve as hosts for all transition tours. Additionally, new students transferring to North Duplin Elementary will receive a guided tour of the school to familiarize them with the building, staff, and administration.		**Neva Worley**	**05/01/2026**
Actions		**0 of 5 (0%)**		
	To ensure a smooth transition, the Guidance Counselor, teachers, and selected students will host school tours for all transferring students as well as those transitioning from Pre-Kindergarten to Kindergarten and from sixth to seventh grade. These tours will highlight key areas such as the Media Center, Principal's Office, Nurse's Office, Cafeteria, and classrooms, helping students feel comfortable and prepared to learn.		Danielle Ficken	05/01/2026

	To ensure a smooth transition, we will hold parent and student orientation meetings for all students moving between grade levels. These meetings will be specifically designed to allow families to meet teachers, discuss the curriculum, and ask questions about the new grade.		Danielle Ficken	05/01/2026
	Orientation nights for grades PreK through 6th will be held annually. During these meetings, classroom teachers will answer questions and discuss expectations.		Kelsey Nunn	05/01/2026
	K-5 grade level teachers will create flex groups for intervention periods, transitioning students from one classroom to another in order to meet students' academic and behavior needs.		Blair Tadlock	05/01/2026
	Upcoming kindergarten students will be invited, with their parents, to participate in a meet and greet during staggered enrollment days.		Hannah Bell	05/01/2026

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**
Initial Assessment:			As of September 2025, NDE teachers consistently monitor the social and emotional needs of all students. Our guidance counselors support this effort by providing social-emotional learning (SEL) lessons in classrooms and during our weekly SOAR resource class for all K-5 students. Additionally, our social worker collaborates with various community programs to provide essential support for students in need. As of September 2024, NDE teachers continually monitor the diverse social and emotional needs of students. Our guidance counselors provide SEL lessons in the classroom and through our SEL resource class (SOAR) that all K-5 students attend once a week. In addition, our social worker partners with community programs to continue to provide for students who are in need.	Limited Development		

How it will look when fully met:	Upon full implementation of our Social-Emotional Learning (SEL) objective, all teachers and staff will actively integrate SEL efforts throughout the school. Teachers will utilize available support services to strengthen their relationships with students, families, and colleagues, fostering a harmonious and supportive environment. This will empower teachers to confidently identify student SEL needs and make informed decisions regarding MTSS referrals and intervention use.		**Danielle Ficken**	**05/01/2026**
Actions		**0 of 3 (0%)**		
	Outside mental health specialist contracted with DCS will work with students/parents on emotional health concerns.		Dana Waters	05/01/2026
	All staff members who work directly with students will attend a two-hour mental health professional development course provided by the district.		Danielle Ficken	05/01/2026
	Students will participate in a character education resource class once per week.		Danielle Ficken	05/01/2026

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:			As of September 2025, our administration, support staff, and teachers are committed to consistent communication with parents. We regularly share student expectations and hold conferences as needed. To keep families informed about school events and provide resources for at-home student support, we utilize a variety of tools, including phone messages and school newsletters. As of September 2024, teachers communicate with parents through face to face meetings, emails, telephone conversations, and the talking points app. ConnectEd messages are routinely sent to parents, relaying messages concerning curriculum and school events. Quarterly EPIC	Limited Development		

	(our PTO) nights are held with parents at school to communicate curriculum and expectations.			
How it will look when fully met:	To fully implement our communication and engagement initiatives, we will refine our current efforts to ensure every family is supported. Our goal is to meet with all families for parent conferences two to three times each year. We will also provide teachers with a minimum of two professional development opportunities focused on best practices for parent communication. To better understand and meet family needs, we will distribute annual surveys. In addition, we will host various parent involvement events throughout the year, including EPIC Parent Nights, Open House, STEAMA Night, ESL Night, Fall Festival, AIG meetings, 3rd Grade RtA meetings, and awards ceremonies.		**Laura Bryan**	**05/01/2026**
Actions		**0 of 6 (0%)**		
	Classroom teachers will conduct at least two parent-teacher conferences during the school year. These meetings will be an opportunity for teachers and parents to discuss the student's academic progress, review classwork, and learn about upcoming school and classroom events.		Alexis Pate	05/01/2026
	Throughout the school year, our school administration and teachers will engage parents in their child's academic success through a variety of communication methods and events. We will utilize ConnectEd phone messages and quarterly newsletters to keep families informed, and we will host regular events such as quarterly EPIC Parent Nights, our annual STEAMA Curriculum Night, and Book Fairs, in addition to providing individual classroom conferences.		Laura Bryan	05/01/2026
	Teachers will utilize Talking Points as a method of communication with parents.		Jamie Alphin	05/01/2026
	Throughout the school year, we will provide various surveys to families, requiring parent consent. These surveys are designed to help the school and parents collaborate on providing the best support for our students.		Danielle Ficken	05/01/2026
	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school		Laura Bryan	05/01/2026

	programs, families, and student learning (e.g. Tarheel Therapy, New Dimensions, Building Peace, Teen Court).			
	We will partner with parents to promote student health, emphasizing the vital connection between a child's well-being and their academic success. This includes providing information on essential health services like vision, hearing, and dental screenings, as well as access to telehealth programs.		Laura Bryan	05/01/2026