

Comprehensive Progress Report

Mission: Working in partnership with parents and the community, PreEminent Charter School will offer a challenging, character-based education by providing a strong curriculum and an atmosphere of high expectations.

Vision: The shared vision of National Heritage Academies is to build a national organization of over 200 charter schools that become the finest K – 8 schools in the country. Using a partnership with parents as the foundation, we will achieve this by combining rigorous, “back to basics” academics, strong moral development, and a universal commitment to all children.... “To Better Educate More Children.”

Goals:

PreEminent Charter School will increase End-of-Grade proficiency results from 38% to 50% in reading, 31% to 45% in math and 70% to 66% in science by the 2023-24 End-of-Grade testing period. (A4.01)

PreEminent Charter School will meet or exceed expected growth. (A4.01)

PreEminent Charter School will hire highly certified teachers. 90% or more of our teachers will be highly certified. (B3.03)

Reduce overall attrition by 3% over the 2023-2024 School Year.

90% or more of teachers will be effective in routines and procedures of the Classroom Framework. (A1.07)

Average daily attendance will be higher than 95%. (A4.09)

SWD will increase proficiency and meet or exceed growth each year. (A4.01)

EL students will increase proficiency and meet or exceed growth each year. (A4.01)

PreEminent will reduce teacher turnover each year. (C3.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Behavior- We spend the first 4-6 weeks of the school year focused on the Culture competency of the Classroom Framework. Teachers are required to teach and practice classroom routines and procedures during this time. Teachers are also required to have a behavior management system that also includes a positive incentive system. NHA provides colors/levels and these were reviewed during Opening PD. Teachers are required to enter behaviors into myNHA.</p>	Limited Development 08/29/2022		
<i>How it will look when fully met:</i>		<p>90% or more of teachers will be effective in routines & procedures according to the Classroom Framework. Teachers will attempt 2-3 behavior or instructional strategies to help meet the needs of the student. They will enter student behaviors into myNHA. Deans will be implementing BSP as needed. Students that need to be referred to IAT will be referred and interventions will be created, implemented, and documented to meet the needs of the student.</p> <p>We did not meet our goal of 90% or more of teachers being effective in routines and procedures according to the Classroom Framework. Next year our focus is going to be around better implementing our Behavior Support Plans. IAT needs to begin earlier. We are also adding the position of an ABSS.</p>		Stephanie Solomon	06/30/2024
Actions			1 of 6 (17%)		
10/16/22	Teachers are entering Level 2 and Level 3 behaviors in myNHA consistently.		Complete 05/31/2023	Stephanie Solomon	06/30/2023
<i>Notes:</i> Data has been reviewed with DSQ monthly in our ABCD calls. We have 1,429 behavior incidents entered into the system so far this school year. This is compared to 146 total incidents 2019-2020 and 245 total incidents 2021-2022.					
10/16/22	We are currently at 55% of teachers effective. Teachers that are not effective in routines and procedures will have a teacher goal created in this area.			Stephanie Solomon	12/31/2023
<i>Notes:</i> Re-check percentage of effective teachers in routines and procedures. We want to be at 75% effective by 2nd Full Lesson Observation.					

5/31/23	All Staff training on behavior in August and a PD plan throughout the year around student behavior.		Stephanie Solomon	12/31/2023
	<i>Notes:</i> Set IAT schedule Training of Dean Team over the summer on Behavior Support Plans Organize current Behavior Support Plans at the end of Quarter 1 Review behavior data and determine next steps for staff. Focus on behavior strategies and how to maximize our ABSS.			
5/31/23	ABSS will work with students with behaviors and teachers who need help with behavior strategies.		Stephanie Solomon	12/31/2023
	<i>Notes:</i> ABSS schedule- should this include working with teachers on implementing strategies? Quarterly ABSS schedule BSP			
10/22/23	Teachers are using myNHA to enter student behaviors utilizing ABS (Antecedent-Behaviors-Strategies).		Stephanie Solomon	06/30/2024
	<i>Notes:</i> Relook at behaviors entered in the system using ABS at the end of Quarter 1.			
10/16/22	Social Emotional groups are created to help Tier 2 and Tier 3 students with their behavior. These groups will be revisited quarterly.		Allison Gallegor	06/30/2024
	<i>Notes:</i> September 15, 2023- Behavior PLC Need another Behavior PLC by end of December			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently have weekly 30-40 minute team meetings which include all teachers of the grade level and administration if needed. In addition 30-40 minute weekly PLC meeting that includes grade level plus dean, principal, and dean of intervention. Teachers also receive a full day each quarter for planning which lasts 6-8 hours. As a result, this is between 60-80 minutes of structured instructional planning for grade levels.	Limited Development 11/07/2022		
		Priority Score: 1 Opportunity Score: 1	Index Score: 1		
<i>How it will look when fully met:</i>		A school improvement team discussion needs to occur around how this looks when full implementation. First option- Continue how we are currently implementing instructional planning. Second Option- Utilize half days for team planning from 1pm-4pm rather than Mental Health Days or add teacher work days to each month and extend calendar year.	Objective Met 05/31/23	Jennifer Haggerty	08/01/2023
Actions					
4/10/23	Add in more planning time into the school calendar for work days. Trying to get a work day per month.		Complete 05/31/2023	Stephanie Solomon	06/30/2023
<i>Notes:</i>		2 calendar options were offered to SIT. 3 Mental Health half-days were kept and and 3 additional work days were added throughout the year for teacher work days.			
Implementation:			05/31/2023		
Evidence	5/31/2023 The following Teacher Workdays have been added to the calendar for next year- 9/25/23, 2/26/24, 4/29/24.				
Experience	5/31/2023 2 school calendar options for 2023-2024 were presented to the SIT. The SIT unanimously voted on the second option, which provided more work days throughout the school year.				

Sustainability		5/31/2023 It will be important to continue to get input from stakeholders for the school calendar.			
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>		National Heritage Academies provides standard aligned units of instruction. Units include standard based objectives, pre- and post-assessments, learning activities, and related materials.	Full Implementation 11/07/2022		

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>		All staff have MTSS intervention block specific to ELA. All staff are required to do PLC snapshots to form their tier groups and plan for instruction. There is a set reading intervention program but nothing for math. Small group/ workshop is built into regular teacher instruction. Teachers refer struggling students to IAT. The struggle is teachers implementing the correct interventions to support the special education process.	Limited Development 11/07/2022		
<i>How it will look when fully met:</i>		Teachers will be completing PLC snapshots consistently to form tiered groups and instruction. Students that are not making adequate progress will be referred to IAT. The IAT team will consistently meet at least monthly to set intervention goals for specific students. The school psychologist or member of IAT team will observe interventions in the classroom and teacher documentation to ensure information is aligned. There will also be specified intervention programs utilized for reading and math. We are partnering with an outside tutoring agency to help support our students in tier 3, specifically in Math.		Tiki Wrighton	06/30/2024
Actions			0 of 7 (0%)		

	8/13/23	After-school tutoring using Sylvan will be available to students who fall below the 25th percentile.		Tiki Wrighton	11/30/2023
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Notes:

10/22/23	Monthly IAT meetings happen with the Dean of Intervention, School Psychologists, Classroom Teacher, and Hallway Dean.		Tiki Wrighton	06/30/2024
	<i>Notes:</i> October Meeting- 10/19/23			
10/22/23	Fall and Spring after-school tutoring will occur for bubble students.		Tiki Wrighton	06/30/2024
	<i>Notes:</i>			
10/22/23	Students will be identified in groups of above grade level, intervention, after-school tutoring, Sylvan tutoring, Special Education, and EL to ensure each student is receiving a level of support.		Stephanie Solomon	06/30/2024
	<i>Notes:</i>			
10/22/23	PLC meetings occur bi-weekly to discuss student performance, teacher remediation plans, and needed supports from each grade level.		Stephanie Solomon	06/30/2024
	<i>Notes:</i>			
10/22/23	Progress monitoring data for SWD and EL is reviewed monthly.		Tiki Wrighton	06/30/2024
	<i>Notes:</i>			
10/23/23	Unit unpacking is done prior to each each unit to ensure teachers understand the skills and strategies needed for mastery.		Stephanie Solomon	06/30/2024
	<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	Target Date
<i>Initial Assessment:</i>	Social contracts are required in all classrooms. A moral focus curriculum is provided for teachers. Teachers given professional development to grow in this area, specifically creating functional relationships with students. Behavior PLC's will be held three times a year with teachers, social worker, principal, and dean to determine which students should receive social emotional learning in small groups.	Limited Development 12/07/2022			
<i>How it will look when fully met:</i>	<p>Professional development will be needed for teachers to address their own social and emotional development for creating and sharing a caring and challenging classroom environment.</p> <p>Professional development will be needed to support teacher knowledge and sound practices enhancing effective social/ emotional learning implementation. For example, research based practices that teachers can use in their classrooms with students.</p> <p>Trauma professional development for teachers will be needed as well.</p> <p>More specific school wide expectations around the use of the moral focus curriculum.</p>		Stephanie Solomon	06/30/2024	
Actions					
<i>Notes:</i>					
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Attrition- Review yearly attrition at spring marketing meeting. We are given a yearly attrition percentage. We have a student attrition intervention. Parents provide reasons why they are leaving the school. At times, administration or teachers are reaching out about reasons why students are looking to leave.</p> <p>Chronic Absenteeism- Pre-generated letters, attendance policy, retain students based on attendance and performance. Students receive Perfect Attendance quarterly. Teachers are required to turn in their weekly attendance grids. NHA sends weekly attendance reports on Sunday evenings.</p>	Limited Development 08/03/2022		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>Attrition- Administration will designate a contact to reach out to families to discuss reasons for withdrawal from school. Administration will make monthly attrition calls. School will hold two family attrition events. School improvement team will monitor performance measures throughout the school year.</p> <p>Chronic Absenteeism- Our Average Daily Attendance will be 95% or higher. Our chronic absenteeism will less than 16.1%. This will be closely monitored with the following action steps.</p> <ul style="list-style-type: none"> Teachers will take accurate attendance daily and weekly. Our weekly attendance reports will be above 95%. The principal and Social Worker will send out monthly attendance letters from the myNHA system to the designated families. Perfect Attendance will be rewarded at the quarterly Honor Roll assemblies. <p>Next year we are going to create our own attendance letters to send out weekly, etc. We are also going to hold meetings with families once they get to 10 days or more.</p>		Allison Gallegor	06/30/2024
Actions		2 of 7 (29%)		
10/12/22	Attendance letters will be sent out by the principal and Social Worker the 3rd week of each month.	Complete 05/31/2023	Stephanie Solomon	06/30/2023

Notes: October- Attendance letters were sent bi-weekly.
 November- Letters were sent monthly.
 December- Letters were sent monthly.
 January- Letters were sent monthly.
 February- Letters were sent monthly.
 March- Letters were sent bi-weekly.
 April- Letters were sent by the month.

Need to tweak the letters for next year because NHA letters only get sent once.

5/31/23 Create attendance letters and spreadsheet to track student attendance **Complete 09/22/2023** Allison Gallegor 09/30/2023

Notes: Letters for 3, 6, and 10 days.
 ACAP meetings after 10.

10/22/23 Newly designed attendance letters will be sent out weekly to families at 3, 6, and 9 absences. Allison Gallegor 06/30/2024

Notes:

10/22/23 ACAP meetings will be held for students after 10-absences. A plan will be created to help with student attendance. Retention and earning back days will also be discussed at the end of the school year. Allison Gallegor 06/30/2024

Notes:

10/12/22 Staff will be rewarded for going an entire month with our weekly attendance at or above 95%. Stephanie Solomon 06/30/2024

Notes:

10/12/22 Staff members who turn in the weekly attendance grids will be rewarded at the end of each quarter. Stephanie Solomon 06/30/2024

Notes:

10/12/22 Perfect Attendance will be awarded at our Honor Roll Assemblies. Stephanie Solomon 06/30/2024

Notes:

Implementation:

10/22/2023

Evidence

10/12/2023
 Attendance letters and spreadsheet tracking when letters were sent.

Experience

10/12/2023
 We created letters for 3, 6, and 9 absence letters. We are also utilizing our own spreadsheet at the school level to keep up with attendance on a weekly basis.

Sustainability

10/12/2023
 Consistent implementation of the sending out weekly attendance letters.

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>	<p>Vertically aligned curriculum across the building.</p> <p>Currently offer Come Grow With Us events in the spring for Incoming Kindergarten families. Also offer Kindercamp in August for incoming Kindergarten students.</p> <p>In 5th grade classes are departmentalized for students to begin rotating between classes. Additionally we offer a Moving Up ceremony at the end of the school year.</p> <p>In Middle School, we offer Surviving Middle School sessions over the summer. We also do 8th grade high school night to prepare them for High School.</p>	Limited Development 12/07/2022			
<i>How it will look when fully met:</i>	Continue to do all of the events mentioned above but also preparing 2nd grade students for the transition to 3rd grade, specifically around Read to Achieve.		Danielle Merritt	08/01/2023	
Actions					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has a School Improvement Team that meets monthly. The School Improvement Team is voted on at the beginning of the school year. There is a representative from each grade level team, specials team, EC team, and student support team. Most of the work being added to our School Improvement plan comes from administration.	Limited Development 03/07/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The School Improvement Team needs to meet twice each month. We are working on getting all systems aligned where all our goals are encompassed in one School Improvement Plan. We are also trying to reduce turnover from year-to-year on the School Improvement Team, so we are not spending the first few months getting everyone caught back up to where we left off from the previous year. We also need better delegation for the evidence that needs to be collected, so it does not fall on the same people. We also have an administration team of the principal and 4 other Deans. There should be alignment between the School Improvement Team and the administration team. We also need a parent representative on our School Improvement Team.	06/23/22	Stephanie Solomon	06/30/2024
Actions					
	<i>Notes:</i>				
Implementation:			06/23/2022		
<i>Evidence</i>	6/23/2022	See list in document upload of management team members.			
<i>Experience</i>	6/23/2022	We meet with the management team.			
<i>Sustainability</i>	6/23/2022	We will continue to meet with the management team.			

	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>			<p>Our school has a School Improvement Team that meets monthly. The School Improvement Team is voted on at the beginning of the school year. There is a representative from each grade level team, specials team, EC team, and student support team. Most of the work being added to our School Improvement plan comes from administration.</p> <p>Since we have several newer and alternate certified staff, we receive Tier 3 support from our Curriculum and Instruction team from NHA. These specialists come into our building almost monthly to work with Deans and teachers that need extra support. These visits are very intentional and involve lots of variations of coaching- observations, modeling, planning, etc.</p>	Limited Development 03/07/2022		
<i>How it will look when fully met:</i>			<p>The School Improvement Team needs to meet twice each month. We are working on getting all systems aligned where all our goals are encompassed in one School Improvement Plan. We are also trying to reduce turnover from year-to-year on the School Improvement Team, so we are not spending the first few months getting everyone caught back up to where we left off from the previous year. We also need better delegation for the evidence that needs to be collected, so it does not fall on the same people. We also have an administration team of the principal and 4 other Deans. There should be alignment between the School Improvement Team and the administration team. We also need a parent representative on our School Improvement Team.</p>		Stephanie Solomon	06/30/2024
Actions						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently implement montly staff meetings ,wing meetings, SIT meetings, IAT and committee meetings. We also have monthly BTSP meetings. We have weekly O3 meetings, team meetings, Admin. Meetings, and PLC meetings. We do quartlery Data Day meetings. We have started incorporating Team Lead meetings.	Limited Development 03/02/2023		
<i>How it will look when fully met:</i>		Teams need to provide minutes and agendas. Consider moving our weekly staff, wing, committee meetings.		Stephanie Solomon	12/29/2023
Actions					
Notes:					

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>		Deans observe teachers weekly and complete at least 2 full lesson observations. The first full lesson observation is done by the end of November. The second full lesson observation is done by the end of March. Deans create teacher goals and complete the coaching cycle around these goals. Weekly O3 meetings are facilitated around Dean feedback and teacher goals to help strength teacher instruction and ultimately student performance. We also have 3 scheduled data days around the end of each quarter to analyze student data and rework year long plans. Bridges is utilized in K-5 for Math and Illustrative Math is used in 6-8. These programs are newer in grades 3-8. As a school we utilize CUBS or CUBES, specifically in grades 3-8 when it comes to test taking strategies.	Limited Development 02/09/2021		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Our goal for this year is for our school wide math proficiency to reach 40%. Teachers should be utilizing the school wide strategy of CUBS or CUBES. Deans will continue weekly or bi-weekly observations of their teachers. Data days will occur after each check-in to analyze student data and review year long plans. The School Improvement Team will review school wide math data to determine the professional development needs of the school. The School Improvement Team will look at last year's EOG data, school wide check-in data, and K-2 numeracy assessment data to determine areas for professional development. CUBS or CUBES and K-2 Math strategies should be visible in classrooms, and these should be utilized on assessments. Students will be provided incentives to use their strategies on assessments to ensure their best performance.</p> <p>Next year we need to provide more PD around what student strategies look like in ELA and Math. This will be included in our Look Fors for physical environment at the start of the school year. We also need to provide more ongoing PD on what effective instructional strategies look like at different times of the school year. Our EL and Hispanic students did not make adequate progress last year. A plan is going to need to be developed to better support these students.</p>			Stephanie Solomon	12/31/2023
Actions			2 of 8 (25%)		
10/12/22	Look fors will be created around the Teaching Competency from the Classroom Framework to help align observations between teachers and administration.		Complete 11/30/2022	Stephanie Solomon	11/30/2022
	<p><i>Notes:</i> Will monitor how often this needs to be adjusted. Weekly observations and taking pictures and giving teachers shout outs each week based of what is observed during classroom observations. Team One walk throughs occur on Fridays.</p>				
10/12/22	Professional Development will be provided about how to implement schoolwide strategies for UNWRAP and CUBES or CUBS. These will also be posted in classrooms in 2-8.		Complete 02/06/2023	Sonda Brown	12/31/2022
	<i>Notes:</i>				
5/31/23	Student strategy look fors included in physical environment during Start-Up.			Stephanie Solomon	10/31/2023
	<i>Notes:</i> Student strategies need to be posted during culture walk throughs.				
5/31/23	PD on how to incorporate student strategies into a lesson.			Stephanie Solomon	06/30/2024

	<i>Notes:</i> Start-Up PD in both ELA & Math Differentiated PD plan to cycle people through PD options at different times of the year.			
5/31/23	Professional PD plan with options at different times of the school year.		Stephanie Solomon	06/30/2024
	<i>Notes:</i> 2023-2024 PD Plan 4 different rotation options that we cycle through throughout the school year.			
10/22/23	Principal will provide feedback on intervention services, EC services, and EL services monthly.		Stephanie Solomon	06/30/2024
	<i>Notes:</i>			
10/23/23	Data Days will be scheduled quarterly.		Stephanie Solomon	06/30/2024
	<i>Notes:</i> K-2 is scheduled for November 1st, 2nd, and 3rd.			
10/12/22	Data Days will be scheduled after each round of testing- check-ins, numeracy, mClass, etc.		Stephanie Solomon	06/30/2024
	<i>Notes:</i>			
Implementation:		03/07/2022		
Evidence	3/7/2022 Tutoring calednars PLC notes Google Calendars			
Experience	3/7/2022 We are strong in the practice of identifying weak standards and utilizing data. It was nice to have administration involved to hold teachers to reviewing weaker standards.			
Sustainability	3/7/2022 COVID has made after-school tutoring difficult to implement this year. This is something we will be looking to continue once we get our staffing stablized.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>NHA provides much of the professional development opportunities. Professional development for our state is at our summer regional, fall regional, and then spring regional. These trainings sometimes are differentiated. NHA has done a better job to provide trainings around standards and skills that will help teachers with better student outcomes.</p> <p>At the school level the leadership team makes decisions for PD based on student data and the needs comprehensive assessment. This is done in the spring, and then goals and plans are created around these needs going into the upcoming school year.</p>	Limited Development 12/15/2022		
<i>How it will look when fully met:</i>		<p>We need to continue to do what we have been doing. We are currently in the process of rating all our indicators in our SIP to determine the highest needs. The leadership team is going to help us prioritize this focus moving forward. In the spring semester we will begin to create plans around these needs for the upcoming school year and years to come.</p> <p>NHA will continue to provide statewide PD. Our DSQs are also bringing our Curriculum & Instruction partners in to provide PD that is more aligned to school needs. This is being determined by looking at our statewide data.</p>		Stephanie Solomon	06/30/2024
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently attend career fairs. Administration at the school level does attend, but our Talent Acquisition team also attends these regularly.	Limited Development 12/15/2022		
<i>How it will look when fully met:</i>		We want to reduce our teacher turnover rate by 50%. We also need to get to a place where our staff is 90% or more highly certified. We are currently at 72% of our staff certified.		Stephanie Solomon	06/30/2025
Actions			0 of 2 (0%)		
	10/22/23	We want our school GLINT survey above 70.		Stephanie Solomon	06/30/2024
		<i>Notes:</i> Fall Glint- 62			
	10/22/23	Teacher incentives will be handed out monthly.		Stephanie Solomon	06/30/2024
		<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>Principal does a weekly Sunday newsletter, phone call, and text message. Grade level teams are also sending weekly newsletters. Grade level newsletters include vidoes, links, and ways to implement class strategies at home. Middle School Dean also send a bi-weekly communication to middle school families. Specials team also is sending communication to families. Teachers utilize Class Dojo, Class Tag, Google Classroom to help communicate with parents. We do a Title I and Curriculum night at the beginning of the year. Open House is scheduled before school starts. Teachers call families within the first month to make a positive contact. We do a Fall Harvest and a Spring Festival. Middle school does 4 positive phone calls weekly. Parent-teacher conferences are offered 3 times per year with the first 2 times a requirement of 100%. Principal scheduled Parent Coffees. Parents also have access to Parent Portal where they can review grades, communicate with teachers, and complete school forms.</p>	<p>Full Implementation 04/20/2023</p>		
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