

Comprehensive Progress Report

Mission:

Pisgah Forest Elementary will work together with parents and community to meet the needs of all students, empowering them to become respectful and productive in society.

Prepare productive citizens

Vision:

For lifelong

Educational

Success

Goals:

Provide a high quality educational environment that is safe and fosters growth in each child.



! = 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>		All teachers employ PBIS standards in their classrooms and in shared spaces for school-wide behavior. We are focused on following PBIS suggestions for positive reinforcement.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		<p>1. Teachers and administrators will work collaboratively through the PBIS team to collect and disaggregate referral data, learn and implement strategies to support student needs through targeted professional development opportunities, and teach expected behaviors that will positively impact learning in the school environment.</p> <p>2. Administrative observations, including informal walk-throughs, will provide evidence that PBIS is being fully implemented within the school. Decreases in office referrals and write-ups will demonstrate effective classroom management, with rules and procedures established and regularly followed.</p>		Tonya Treadway	06/12/2019
<i>Actions</i>			1 of 2 (50%)		
	10/31/18	Teachers will be supplied with lesson plans to review the ROCKS acronym in each location around the school at the beginning of the year (cafeteria, hallway, bathroom, car riders, bus, etc).	Complete 08/29/2018	Claire O'Connor	08/26/2018
<i>Notes:</i>					
	10/31/18	The PBIS Action Plan will be updated by team members with goals for the year. It will be shared in google classroom/PBIS folder in Google drive to all staff members and available for reference.		Claire O'Connor	06/08/2019
<i>Notes:</i> 3 Goals in action plan: Review and Share discipline data with teachers, conduct student surveys about school wide incentive, team would like to acquire training for next level of PBIS. Plan created and shared in October 2018.					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		For the 2018-19 school year, North Carolina implemented new ELA and Math standards K-12. Our school has provided new curriculum materials to help teachers confidently and effectively instruct students. Teachers will have extended planning sessions to create standards-aligned units of instruction. They will learn how to use new resources to create formative assessments based on these changes and to discuss new curriculum materials with the Instructional Coach. Teachers meet routinely to disaggregate current and past data for each child in order to appropriately meet the individual needs. Currently, teachers do not have consistency amongst the resources used annually (as the standards change), and curriculum materials that accompany those standards are not sustainable for multi-year usage. See Agenda for Grade Level Meeting/PLC Agenda for 2018-19	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		Teachers will gain an in-depth understanding of the new standards and develop integrated units of instruction, engage all learners using differentiated resources that are appropriate, and utilize formative assessment data to determine student progress.		Tonya Treadway	06/12/2019
<i>Actions</i>			0 of 7 (0%)		
11/5/18	Teachers will identify and teach appropriate strategies for student use of online resources. (such as paper/pencil during math activities, using reading comprehension strategies, etc).			Anne Hardy	05/15/2019
<i>Notes:</i> Also includes teaching the tools used for online testing, read aloud for students with that accommodation (and making them use it), etc.					
11/29/18	Teachers will implement a structured Writing Workshop in k-2 classrooms using Lucy Caulkins units of study.			Anne Hardy	06/12/2019
<i>Notes:</i> Initial PD offered in extended planning session at the beginning of the year and additional grade level meetings. Each time a unit is completed or new unit is started the grade level collaborates and reviews student works and reviews the teacher manual to plan.					

11/29/18	<p>1. Teachers will follow the pacing TCS pacing guide and teach the the new math standards as demonstrated by the lessons observed and shared with colleagues and administrators.</p> <p>2. Teachers will use resources available as they develop units for each part of the pacing guide to develop a deeper understanding of the clusters using methods that foster critical thinking skills.</p>		Anne Hardy	06/12/2019
	<p><i>Notes:</i> Examples of research-based methodology include: YouCubed and Jo Boaler's Research on a conception approach to teaching mathematics paired with a Growth Mindset approach; Productive Struggle Framework-Launch, Explore, Discuss.</p> <p>Teachers will meet weekly to work with their teams and with the instructional coach to discuss the standards as well as sharing lesson plans as they relate to each math cluster. Curriculum Resources have been gathered on a Google Site created and organized by the instructional coach for ease of access and each team is using team drives to gather additional resources as they build and create lessons, assessments, etc... that align with the standards.</p>			
11/5/18	Teachers will use both pre- and post- formative assessments (3-5) for skills/standards to allow for more targeted differentiation based on individual student needs.		Anne Hardy	12/18/2019
	<p><i>Notes:</i> Teachers have had training in small group settings and have worked with the middle school teachers (Griffin and Lambert) to be trained in using Mastery connect as an online assessment tool. They can use Mastery Connect for pre/post assessments of one or more standards. Other tools are available and encouraged for formative assessment using rubrics and standards based grading measures.</p>			
11/5/18	SIT Leaders will create communication structures that will increase collaboration between the support staff (EC, EL, AIG) and classroom teachers to support success for students with outlier needs.		Stefanie Tomlin	06/08/2020
	<p><i>Notes:</i> If we build better pre- and post- communication, quick interim discussions to update progress we will be more effective.</p>			
11/5/18	Teachers will work collaboratively to improve and expand grade level's documentation of curriculum resources (i.e. expanded pacing guide to include more resources, time to contribute to shared team drives, etc) to support guaranteed curriculum.		Anne Hardy	06/08/2020
	<p><i>Notes:</i> This will help with sustainability efforts for the professional growth of staff as transitions are made.</p>			

11/5/18	Teachers will work with their teams and with their students to develop individual learning goals as they assess each standard using differentiated methods to demonstrate mastery, incorporating the help and support of all staff (Instructional Assistants, EC, ESL, etc).		Anne Hardy	06/08/2021
<i>Notes:</i> Allowing choice for different options of showing mastery (such as a choice board).				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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
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<i>Initial Assessment:</i>	PFE uses MTSS in order to provide students with appropriate levels of intervention and instruction based on independent needs. However, the current focus mostly involves reading interventions. Lower grades feel as though math needs to be more of a priority through the tier system, and fifth grade feels as if students are not prepared with enough prior-knowledge background in science. This year there will be teacher representatives from each grade level on tier 3 team.	Limited Development 09/10/2018		
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<i>How it will look when fully met:</i>	Interventions will be focused on the individual needs of students across all tiers for academic, social, and emotional support.		Tonya Treadway	06/12/2019
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Actions		2 of 5 (40%)		
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1/14/19	PFE will utilize/document tier two behavior interventions to focus on re-teaching expected behaviors, minimize lost instructional time, and provide students with coping skills to learn to self-manage behaviors.		Mike Kirst	06/12/2019
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<i>Notes:</i> School administration and the PBIS team are working collaboratively with the school counselor, the at-risk coordinator, and the EC teacher/behavioral specialist (PRC-29) to consult with teachers and case manage students identified at the tier two level for behaviors that interrupt instructional delivery in the general education setting and routinely warrant time out of the classroom. A student moves to tier three when tier two interventions are not effective. Classroom and office referrals are made by teachers using a Google Form. School administration also documents office referrals in PowerSchool for the purposes of data analysis.				
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1/23/19	<ol style="list-style-type: none"> Teachers will use data from mClass, Benchmarks, and EVAAS to understand and set appropriate learning targets for each child. Teachers will design lessons that are responsive to data and adjust core instructional planning. 		Anne Hardy	06/12/2019
<p><i>Notes:</i> Benchmark assessments are given to students in grades 3-5 and can be correlated to EOG data provided by EVAAS. The instructional coach has worked with teachers during PLC meetings to analyse data using a data wall. Teachers will work through a 'data dive' process on one of the early release days comparing the second benchmark scores (grades 3-5) and EVAAS data to plan how best to adjust core instructional plans. K-2 teachers would also complete a process using mClass data and EVAAS data but without projections (not provided by EVAAS) they will use case study history to determine what is the best instructional plan for them.</p>				
1/14/19	<ol style="list-style-type: none"> Ensure tier two interventions at each grade level are based on student data collected from mClass, quarterly benchmarks, and other formative assessments. Ensure human resources are utilized to support intervention groups with research-based instructional practices. Ensure tier two meetings take place at six-week intervals to update tier plans and re-group students based on identified needs. 	Complete 10/06/2018	Anne Hardy	06/12/2019
<p><i>Notes:</i> Kindergarten identifies students at mid-year mClass assessments to identify ELA needs and provide necessary interventions in reading. First grade allows lower readers to participate in two 20 minute guided reading blocks for additional instruction and provides a dedicated writing time in the afternoons. Second grade provides writing and reading interventions to students identified using formative assessments and mClass reading data. All K-2 classes use Lucy Calkins writing program for core instruction (tier one). Third grade uses instructional assistants for reading interventions (SRA and Spotlight on Comprehension), and also provide math and ELA enrichment. Fourth grade also uses instructional assistants for reading interventions (Connecting Concepts), math interventions (Number Worlds), and math enrichment (along with AIG teacher). Teachers differentiate core math instruction. Fifth grade also utilizes instructional assistants for math and ELA interventions (Number Worlds and Connecting Concepts).</p>				
1/14/19	<p>Conduct MTSS tier 3 team meets weekly to case manage students needing intensive interventions, and works collaboratively to allocate resources, make referrals for evaluation as needed, and provide SIT with feedback regarding any gaps or outstanding needs.</p>	Complete 10/08/2018	Anne Hardy	06/12/2019

Notes: PFE utilizes a Multi-Tiered System of Supports (MTSS) to problem-solve and guide decision making based on student data for academic, social, and emotional interventions. Tier 3 Team which is led by the school counselor, instructional coach, and school administration, along with teacher representatives and EC teacher, and parents. This team has a defined protocol in place for each person's role and responsibilities. Tier 2 team is comprised of each grade level team and the instructional coach. There is a process in place for each tier level and determination of how student referrals are made using student performance data.

- 1/23/19
1. Implement Letter Land phonics curriculum for all students in grades K-2 as part of core tier 1 instruction for all students.
 2. Increase teacher capacity to understand and respond to student results on WIDA/ACCESS testing to better meet student needs in Tier 1 instruction.

Alana Anderson

06/12/2021

Notes: Our ESL population is continuously growing and changing such that we have English Learners entering English-speaking school for the first time in all grades, not just kindergarten. We need additional supports and resources to support this subgroup, including additional training for staff, additional tools and strategies to support EL students, and core curriculum that will meet the needs of ALL of our students including EL students. Letter Land phonics is a multi-sensory program with enhanced visuals and visualization strategies for early readers that has proven to be more effective with EL students than other early phonics programs. We plan to implement this in kinder in 2018-19, expand to 1st grade in 2019-20, and 2nd grade in 2020-21.

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
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<p>Initial Assessment:</p>	<p>PFE staff members care for the well-being of students but are not adequately prepared to support those students who are dealing with more serious issues. Teachers work with the school counselor with large group lessons for classroom support, provide small group sessions based on individual needs, and one-on-one meetings to better address these needs for students. Local mental health agency (meridian) is provided space in the school to support student needs and the counselor helps teachers and parents with the referral process as needs are identified. The Day Treatment program is also utilized for students who are in need of more intensive counseling services. 2018-19 is PFE's first year hosting the district day-treatment program to help students learn coping skills and positive behaviors to eventually appropriately manage their own emotions in a regular classroom setting.</p> <p>At times students have opportunities to view Class Dojo "Big Idea" videos to learn about having a growth mindset in their regular education classrooms. Classroom groups work together as "Community Partners" to foster student leadership and mentorships throughout the school (older students partnered with younger students). Administration meets weekly along with the School Social Worker, School Counselor, School Resource Officer, and the At-Risk Coordinator to address the social-emotional needs across the student body. Interventions/behavior plans and supports are arranged based on the individual needs of each child.</p>	<p>Limited Development 09/10/2018</p>		
<p>How it will look when fully met:</p>	<p>Teachers will gain a deeper understanding of how best to support students who are dealing with adverse childhood experiences through professional development and collaboration with the counselor, at-risk coordinator, and day-treatment staff. As professional development (two early-release days), our staff will focus on becoming trauma-informed, learning to better employ effective classroom management based on the individual needs of students.</p>		<p>Tonya Treadway</p>	<p>06/12/2019</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>12/13/18</p>	<p>Teachers will implement trauma informed teaching practices to build resiliency among all members of the school community.</p>		<p>Anne Hardy</p>	<p>06/12/2019</p>
<p>Notes:</p>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The 2017-18 Title 1 audit showed that PFE's transition from Pre-K to Kindergarten has been implemented successfully. Fifth grade students attend events at Brevard Middle School to help prepare them for the transition from elementary to middle school. However, grade to grade transitions are not as well organized. There is potential for professional development combined with Brevard Elementary School to work on vertical alignment, and staff would like to give students the opportunity to meet teachers from the next grade level to take away some anxiety of the unknown. Each PFE class has a community partner of a different grade level (upper-grade class and lower-grade class) to help students build relationships with teachers among grade levels and provide the opportunity for student leadership development growth.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>			A fully met objective would also include an end of school year grade-to-grade meeting for students to be introduced to current teachers in the next grade level. PFE will continue doing the same steps to ease the transitions between Pre-K and Kindergarten, as well as fifth grade to BMS.		Tonya Treadway	06/12/2019
Actions				0 of 1 (0%)		
		10/31/18	Students will meet with teachers of the next grade level prior to the end of the school year.		Tonya Treadway	06/12/2019
			<i>Notes:</i> Discussions would be an opportunity for teachers to share expectations in a positive way and provide teachers with a chance to build relationships prior to the start of the school next year.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Transylvania County Schools has a county Support and Improvement team.	Full Implementation 09/10/2018		

	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>			School Improvement Team meets once a month, as does PFE's Instructional Leadership Team. The Instructional Leadership team discusses operational issues, scheduling needs, budgeting, and overall school climate. Functions of the School Improvement Team meet regularly, such as Tier Team, sub-committees, and grade level meetings. Tier Team consists of representatives from each grade level, the exceptional children's program, support services, as well as an LEA. Grade levels meet at least once per week, working collaboratively on curriculum and instructional tools to guide planning.	Full Implementation 09/10/2018		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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	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>			At the beginning of the school year, schedules are distributed for teachers to share before and after-school duties, divided into different teams. At the end of each year, a proposed master schedule is reviewed by staff, including time for instructional planning built into each day. Input is provided by each grade level team within the school. Grade level teams meet at least once per week on Tuesday, and each has a lead chairperson who meets with Instructional Leaders. During these meetings, curriculum and instructional resources are discussed along with LEA and other support staff within the school.	Full Implementation 09/10/2018		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Administration does require formal observations as required by each teacher's licensure schedule using the NCEES platform. For the 2018-19 school year, informal observations (known as "walk-throughs") will be conducted by each member of the administrative team. These will provide almost immediate constructive feedback through the use of Google Forms. Administration monitors classroom instruction daily. Teachers submit online weekly lesson plans, with administrative access to lesson plans so constructive feedback can be provided in the form of comments. Administration plans regular meetings for teachers to collaboratively discuss curriculum, providing support from the Instructional Coach. The responsibility of monitoring curriculum and classroom instruction is shared amongst administration. The Principal and Assistant Principal evaluate teachers using the curriculum, but the Instructional Coach provides more direct support to teachers through constructive feedback. The Instructional Coach is a specialist serving as a consultant to all instructional staff.</p> <p>Survey Data collected in the fall was largely positive with some concern for morale and the need to prioritize how planning time is spent. Teachers want to feel that their time and professionalism is valued and that the administrative team recognizes their efforts to improve student achievement. Teachers also expressed that they love their school, enjoy the sense of community where they work, and believe they are treated with respect and care by the administration.</p> <p>Teachers are provided with the opportunity to set PDP goals that are appropriate for their individual needs. This allows them the flexibility to align professional growth with student needs with consideration of the overall goals of the school improvement plan.</p>	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>			The administrative team will work collaboratively to demonstrate continual involvement in the instructional program of the school and will be heavily invested in supporting teachers as they plan and implement best teaching practices.		Tonya Treadway	06/12/2019
Actions				0 of 1 (0%)		
	1/23/19	The school administration will complete informal walkthroughs using a google form throughout the school year and share feedback with teachers.			Tonya Treadway	06/12/2019

Notes: The admin team will complete walkthroughs as time allows and share feedback with teachers for the purpose of growing and improving teaching practices. This data will not be used for evaluation and will serve as a snapshot of what is happening in the classroom.

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
Initial Assessment:		Professional development is fundamental to school improvement efforts and helps to support the goals of School Improvement Planning. The professional development planned for the 2018-19 school year is based on disaggregation of student performance data (EOG scores, mClass data, etc), classroom observations of student needs, and changes in curriculum. The LEA will provide training about the new NC ELA and Math standards, including vertical alignment amongst grade levels. Analysis of student demographics as well as survey data from the counselor and school social worker indicates a need for staff to understand and learn strategies to respond to students who are dealing with adverse childhood experiences (ACEs). Training to support teachers in all content areas/grade levels to design lessons that enhance students language development will also be offered, based on the increase of ELL students at PFE. Professional development in writing instruction has been selected after K-3 teachers identified a need for improved writing instruction.	Limited Development 09/10/2018		
How it will look when fully met:		Instructional staff at PFE will participate in PD sessions that are tailored to support continual improvement in teacher efficacy as demonstrated by student growth and achievement.		Tonya Treadway	06/12/2019
Actions			4 of 9 (44%)		
	10/8/18	Fine-tuning the Writer's Workshop at Asheville Event Center for 2nd grade teachers.	Complete 09/28/2018	Tonya Treadway	09/20/2018
<i>Notes:</i>					
	10/8/18	Supporting Truly Independent Readers for 4-5 teachers	Complete 10/03/2018	Tonya Treadway	10/03/2018
<i>Notes:</i>					

10/8/18	K-2 Lucy Calkins Writing Workshops	Complete 10/01/2018	Anne Hardy	10/23/2018
	<i>Notes:</i>			
10/8/18	SIOP Training for ESL Instructional Strategies (DPI)	Complete 10/26/2018	Alana Anderson	10/26/2018
	<i>Notes:</i> 10 certified staff members from PFE attended this all-day training along with staff from other schools within the county and region.			
10/8/18	Vertical alignment training for standards across Transylvania County.		Tonya Treadway	02/15/2019
	<i>Notes:</i>			
10/8/18	ACEs training based on social-emotional needs of students.		Tonya Treadway	04/05/2019
	<i>Notes:</i> The first training (November 9, 2018) combined PFE with Rosman Middle School at the Transylvania County Library to discuss an overview of ACEs (Adverse Childhood Experiences), the impact this has on students and how it may present in the classroom. Also discussed how to support students with high ACEs scores in the classroom.			
10/8/18	Teacher Leadership Academy		Tonya Treadway	06/08/2019
	<i>Notes:</i>			
10/8/18	Professional development dependent on individual teacher needs and PDP goals		Tonya Treadway	06/08/2019
	<i>Notes:</i>			
10/31/18	Data and Accountability Team will create a plan to look at teacher licensure and student needs based on data to determine PD for the 2019-2020 school-year.		Stefanie Tomlin	06/08/2019
	<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The district follows the state's general statutes for hiring, firing, or guiding staff. The principal utilizes the Human Resource department at the District level for support and guidance in these matters, and all personnel work is documented through NCEES. In order to recruit teachers to our school, administration members accompany the county Human Resources Director to college job fairs. Additionally, at the school level, we celebrate the successes of our teachers through our quarterly awards assemblies (Principal's Award), teacher appreciation work from the parent-teacher organization, TCAE Teacher and Instructional Assistant of the Year, and positively recognizing the efforts of our teachers through school-based social media outlets. Annual budget allotments provide for small items of appreciation that promote the school and helps boost school morale.</p>	Full Implementation 09/10/2018		
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Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our campus is open to the community and well used by students and staff. The building has been maintained and updated with the combined efforts of the maintenance/custodial staff as well as community members. Examples of efforts to maintain and improve the campus include installing sculptures and other artwork in and around the school and painting the hallways and classroom spaces with colors that are vibrant and welcoming. Creativity, respect, and emphasis on positive relationships are reflected in the quotes and signage around the campus. The security of the campus as well as the physical surroundings of the campus has been an area of focus for this year. Community groups have helped with removal of obstacles that block natural surveillance (low hanging branches and large bushes. Traffic patterns and times for campus access for outside use has been updated and communicated to the community (back parking lot/3-5 playground area). The outdoor classroom is utilized throughout the day by classes for instruction to increase engagement and support student leadership and service learning for all students.</p> <p>The current areas of need are to continue to increase the safety of our campus with better surveillance tools (cameras) and to address the play areas outside the building (k-1 playground expansion, exposed tree roots).</p>	Limited Development 10/02/2018		
<i>How it will look when fully met:</i>		We will preserve the safety of all students by increasing the capacity of staff to respond to their needs, correcting hazardous campus issues, and making an overall safe physical environment. The campus will promote an inclusive, inviting, and active learning environment for all students.		Tonya Treadway	06/12/2020
<i>Actions</i>			2 of 6 (33%)		
	10/8/18	Install outdoor security cameras	Complete 12/20/2018	Tonya Treadway	06/08/2019

Notes: Security cameras (22) were installed in November on the interior and exterior parts of the campus. Administration, front office, and SRO were trained in how to use the monitoring software and have it installed on the computers and admin phones as of December 17, 2018.

10/8/18 Communicate with liaison to determine when we can change large sculptures from Brevard College as decorations on PFE front lawn. Tonya Treadway 04/25/2020

Notes: Kyle Lusk from Brevard College is the contact for this project. Contacted on 1/22/19 via email regarding changing the sculptures.

10/8/18 Design and install uplifting and positive artwork throughout hallways, classrooms, and shared spaces. Tonya Treadway 06/08/2020

Notes:

10/8/18 K-1 Playground Expansion Project Tonya Treadway 06/08/2020

Notes: K-1 expansion program is underway and fundraising efforts are being led by ROPE parent Amy Fisher and kindergarten teachers.

10/8/18 Correct exposed tree roots on both playgrounds that pose a safety hazard. Tonya Treadway 06/08/2020

Notes:

10/8/18 Install indoor security cameras monitoring heavy traffic places in the hallway Complete 12/20/2018 Tonya Treadway 06/08/2020

Notes: Security cameras (22) were installed in November on the interior and exterior parts of the campus. Administration, front office, and SRO were trained in how to use the monitoring software and have it installed on the computers and admin phones as of December 17, 2018.

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
<i>Initial Assessment:</i>		Teachers communicate with parents by sending home newsletters, Dojo messages, phone calls, and school-based social media outlets. Families are invited to join their child at Title I events, with an emphasis on curriculum. Parent-Teacher conferences provide the opportunity for parents to learn from their children's teachers about their individual child's needs and how to better support them outside of school. Home visits are routinely completed by the Principal, School Counselor, School Resource Officer, and School Social Worker when students are not attending school, as absences affect student learning outcomes. Reports from mClass are sent home after Beginning, Middle, and End of Year informing parents of student progress, as well as ways to help improve reading skills at home. Parents participate in Tier team, IEP, and day treatment meetings, where curriculum expectations, interventions, and other special services are discussed.	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		The information provided to families on a routine basis will be more inclusive of what children are learning at school (curriculum goals) and how they can support these efforts at home. Teachers and administrators will continue to reach out to parents directly, personally, and with a trusting approach to fully engage them in the learning lives of their children.		Tonya Treadway	06/12/2019
Actions			0 of 2 (0%)		
	1/23/19	Teachers will update their class website to provide better communication to families and community members using the new Google Sites.		Mike Kirst	03/30/2019
<i>Notes:</i>					
	1/23/19	Teachers will be share information with families each quarter about what their children will be learning in reading, math, science, and social studies. Access to curriculum resources will be provided for additional practice and understanding.		Tonya Treadway	06/08/2019
<i>Notes:</i>					