

## 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 |
|---|-----|----------|--|-----------------------------------|------------------|-------------|
| <b>Initial Assessment:</b>              |     |          | <p>10/11/22 PFE currently uses a TRAIL behavior matrix with behavioral expectations for core behavior and for common areas. Teachers were asked to teach the schoolwide expectations for common areas and classrooms during the first two weeks of this school year. Class Dojo is used school wide to reward positive behaviors as well as redirect and encourage students to make good choices.</p> <p>The PFE handbook <i>The Ranger's Survival to Navigating the 2022-23 School Year</i> contains a document that defines major and minor behaviors as a reference for staff.</p> <p>An office referral form is available for teachers to fill out behaviors that require administration attention.</p> <p>All PFE specialists teachers, (art, music, PE, and media), have common TRAIL matrixes for specialist posted in each class.</p> <p>PFE form for teachers to provide observational insights from informal classroom observations.</p> | Limited Development<br>09/26/2022 |                  |             |
| <b>How it will look when fully met:</b> |     |          | <p>Professional development will be provided to all untrained staff on Restorative Practices, and a refresher for current staff members who have already had initial Restorative Practice training. PFE staff will use Restorative Practices to mitigate classroom behaviors that impeded have previously impeded core instructional learning in the classroom.</p> <p>Core TRAIL matrixes will be posted in all common areas for easy visibility. The core matrixes include common language and expectations for all students on all grade levels.</p>  |                                   | Tammy Greenawalt | 06/30/2023  |
| <b>Actions</b>                          |     |          |  | 0 of 3 (0%)                       |                  |             |
|   |     | 10/11/22 | Classroom and schoolwide behaviors will be tracked by comparing office referrals submitted to the office at the beginning of the year, the middle of the year, and the end of the year.  |                                   | Tammy Greenawalt | 06/30/2023  |

|               |   |  |                             |
|---------------|---|--|-----------------------------|
| <i>Notes:</i> |   |  |                             |
| 10/11/22      | Train all staff members on Restorative Practices, and give a refresher to staff who have previously had the training. |  | Tammy Greenawalt 06/30/2023 |
| <i>Notes:</i> |   |  |                             |
| 10/12/22      | Print matrices for common areas (hallway, cafeteria, specials, bus, etc.)   |  | Tammy Greenawalt 06/30/2023 |
| <i>Notes:</i> |   |  |                             |

|                       |   |
|-----------------------|---|
| <b>Core Function:</b> | <b>Dimension A - Instructional Excellence and Alignment</b> |
|-----------------------|---|

|                            |   |
|----------------------------|---|
| <b>Effective Practice:</b> | <b>Curriculum and instructional alignment</b> |
|----------------------------|---|

| KEY                        | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To | Target Date |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> |       | <p>10/11/22 PFE follows the pacing guides provided for ELA and math curriculum and content. CKLA is new to the district, all classroom teachers are following the framework for CKLA reading instruction. Teachers use the EnVision for math adopted by the district. Screeners are used to track both reading and math progress throughout the year.</p> <p>PFE teachers turn in weekly lesson plans every Monday. Lesson plans include learning targets ("I can statements" or essential questions) and standards being taught. Teachers have learning targets posted in their classrooms as part of instructional practices.</p> | Limited Development<br>09/10/2018 |             |             |

|   | Priority Score: 3   | Opportunity Score: 2 | Index Score: 6     |                     |                   |
|---|---|----------------------|--------------------|---------------------|-------------------|
| <b>How it will look when fully met:</b> | <p>10/11/22 PFE will strengthen core instruction with each subgroup showing growth. Subgroups will also show an increased percentage of proficiency in each subgroup. Teachers are using CKLA and EnVision to fidelity as written in the NCSCoS.</p> <p>The Instructional Coach meets with with each grade level and teaching support staff. PLCs will provide teachers the opportunities to look closely at data by whole grade level , each class and individual students. TPFE will strengthen it's core through the use of provided curricular supports and resources provided by the district. Teachers include their learning targets in their weekly lesson plans. Learning targets will align with state grade level learning objectives. This objective will be monitored and assessed through turned in weekly lesson plans.</p> <p>The data will provide teachers with information about which teaching strategies best work for core instruction.</p> |                      |                    | <b>Amanda Lewis</b> | <b>06/04/2023</b> |
| <b>Actions</b>                          |   |                      | <b>0 of 2 (0%)</b> |                     |                   |
| 10/11/22                                | Administration will monitor this objective by doing informal observations and providing feedback to the teachers. Teachers will be provided the feedback form with positive and constructive feedback to improve instruction.   |                      |                    | Amanda Lewis        | 06/30/2023        |
|   | <i>Notes:</i>   |                      |                    |                     |                   |
| 10/12/22                                | PLCs will be utilized to analyze data, determine interventions and enrichment for students, and to discuss ways to strengthen the core.   |                      |                    | Amanda Lewis        | 06/30/2023        |
|   | <i>Notes:</i>   |                      |                    |                     |                   |

| <b>Implementation:</b> |   | 09/26/2022 |  |  |
|------------------------|---|------------|--|--|
| <b>Evidence</b>        | 9/9/2021 Teachers have pre- and post- assessment tools in both math and reading to help guide instruction.                                  |            |  |  |
| <b>Experience</b>      | 9/9/2021 Programs changed year to year, but teachers now have the necessary tools to complete this with programs for both reading and math. |            |  |  |
| <b>Sustainability</b>  | 9/9/2021 Utilizing data from pre- and post- assessments to guide instruction.   |            |  |  |

| Core Function:                          |                   | Dimension A - Instructional Excellence and Alignment  |                                   |                |             |
|---|-------------------|---|-----------------------------------|----------------|-------------|
| Effective Practice:                     |                   | Student support services  |                                   |                |             |
| KEY                                     | A4.01             | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)  | Implementation Status             | Assigned To    | Target Date |
| <i>Initial Assessment:</i>              |                   | <p>10/11/22 Students are receiving instruction in their area of need (EC, ML, MTSS) based on data obtained from BOY assessments. Students received research based interventions in both reading and/or math. Students are monitored using mClass and Envision.</p> <p>Instructional Coach and reading specialist help guide teachers in creating intervention groups and instruction.</p> <p>The AIG teacher provides support for some students that are performing above grade level.</p>  | Limited Development<br>09/10/2018 |                |             |
|   |                   | Priority Score: 3   | Opportunity Score: 2              | Index Score: 6 |             |
| <i>How it will look when fully met:</i> |                   | 10/11/22 Students will receive skill targeted interventions during a regularly scheduled block of time. Teachers will use research based strategies to teach skills and will progress monitor those skills regularly. Teachers will use progress monitoring data to students show significant progress in the intervention skills. The instructional coach and reading specialist will support teachers with planning for intervention groups. The AIG teacher will provide enrichment for students who are performing above grade level. |                                   | Amanda Lewis   | 05/31/2023  |
| <b>Actions</b>                          |                   |   | <b>0 of 1 (0%)</b>                |                |             |
|   | 10/11/22          | Teachers will analyze data during PLCs to support core instruction.   |                                   | Amanda Lewis   | 06/30/2023  |
| <i>Notes:</i>                           |                   |   |                                   |                |             |
| <b>Implementation:</b>                  |                   |   | 10/24/2021                        |                |             |
|   | <i>Evidence</i>   | 10/24/2021  |                                   |                |             |
|   | <i>Experience</i> | 10/24/2021  |                                   |                |             |

|                       |              |  |                              |                    |                    |
|-----------------------|--------------|--|------------------------------|--------------------|--------------------|
| <i>Sustainability</i> |              | 10/24/2021   |                              |                    |                    |
| <b>KEY</b>            | <b>A4.06</b> | <b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

**Initial Assessment:**

10/11/22 PFE admin student support team meets once a week at a regularly scheduled meeting time. The team is composed of the school counselor, the school social worker, the school resource officer, the Instructional Coach, the Assistant Principal and the Principal. The team discusses attendance, keep up to date on student needs, schedule home visits when needed and plan for supports for students as necessary. All classroom teachers are expected to do restorative circles with their students each morning. The school counselor is teaching guidance to all students at scheduled teaching times. The staff is participating in the state required PD for social and emotional support in student.

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/blue ridge) 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.

Some staff are CPI certified with a focus on de-escalation practices. Others are pursuing this training at this time.

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.

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.

Limited Development  
09/10/2018



|   | Priority Score: 3  | Opportunity Score: 2 | Index Score: 6     |                     |                   |
|---|--|----------------------|--------------------|---------------------|-------------------|
| <b>How it will look when fully met:</b> | <p>10/11/22 Staff members will continue to participate in state required social and emotion support PD. PFE staff will provide students with strategies and tools to support healthy mental health habits. PFE will use MTSS as a tool to improve the social and emotional well being of students. Supporting students socially and emotionally will improve schoolwide behaviors and will foster relationship building between students and staff.</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> |                      |                    | <b>Amanda Lewis</b> | <b>06/30/2023</b> |
| <b>Actions</b>                          |  |                      | <b>0 of 2 (0%)</b> |                     |                   |
| 10/11/22                                | Provide Restorative Practices PD with untrained staff and provide a refresher for staff that have already been trained.  |                      |                    | Tammy Greenawalt    | 06/30/2023        |
| <i>Notes:</i>                           |  |                      |                    |                     |                   |
| 10/12/22                                | PFE will focus on addressing behaviors associated with social-emotional concerns through the MTSS process, having monthly meetings and during PLCs. During this time teachers will discuss interventions, progress, and next steps for students. Behavior concerns will be tracked through the office discipline referral document, as well as individual student behavior trackers.   |                      |                    | Tammy Greenawalt    | 06/30/2023        |
| <i>Notes:</i>                           |  |                      |                    |                     |                   |
| <b>Implementation:</b>                  |  |                      | 10/11/2022         |                     |                   |

|                              |  |  |  |  |
|------------------------------|--|--|--|--|
| <p><b>Evidence</b></p>       | <p>10/14/2019 Teachers attended ACEs Training 2018-2019 (two full days); Behavior plans created that allow progress monitoring for referrals to counseling referrals and/or Day Treatment Services.</p> <p>2020-2021 School Year: RP team has documented specific support systems in place for students with identified SEL needs (includes referrals to outside agencies). Discipline referrals for this school year have decreased by 70% with Restorative Practices in place. Fewer than 10 short term suspensions for 2020-2021 school year. No long term suspensions for 2020-2021 school year.</p> |  |  |  |
| <p><b>Experience</b></p>     | <p>10/14/2019 Reworked Behavior Management/Referral system on school wide basis to implement practices recommended by Restorative Justice framework. Implemented communication guidelines for teachers/parents to build community partnerships that support student growth (social/emotional). Admin team and MTSS team work through documentation of Tier 2 and 3 supports for at-risk students.</p> <p>2020-2021 School Year: Restorative practices training provided for all staff members. Universal screener was used to identify specific needs. SELF framework implemented school wide.</p>       |  |  |  |
| <p><b>Sustainability</b></p> | <p>10/14/2019 Continued growth with new MTSS framework/referral system for developing plans and progress monitoring. (Indicator A4.01)</p> <p>2020-2021 School Year: Application of restorative practices in school wide setting (morning circles, problem solving, and monthly PD refreshers provided by RP team members.</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>              |     |       | 10/11/22 PFE hosts Kindergarten camp each year before school starts each year. Participating teachers meet students and do an informal assessment of student levels. The teachers do a mock school day for the students in order to help acclimate students to the transition to school and kindergarten. Each year 5th grade students participate in a middle school visit. Students can see what the school looks like, and how middle school operates differently than elementary school. | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |     |       | 10/11/2022 PFE will continue to provide students the opportunities to anticipate transitions in schools. Students will have the opportunity to visit the next grade and meet the teachers on the grade level. Parents will have the opportunity to meet with teachers for the next years grade and understand instructional objectives.  |                                   | Amanda Lewis | 06/30/2023  |
| <b>Actions</b>                          |     |       |  |                                   |              |             |
|   |     |       |  |                                   |              |             |
| <i>Notes:</i>                           |     |       |  |                                   |              |             |

| 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>              |       | <p>10/22/22 TCS has established a vision and mission for all the schools in the district. There are leadership teams that meet in conjunction with district leaders. TCS has committed efforts to tech and digital learning. They have built into the calendar days for remote learning and require teachers to teach their students how to be a responsible digital citizen. District leadership meets at least monthly, and principals meet regularly.</p> <p>District has principals meetings monthly and district leadership meeting (principals and department chairs) monthly. They are re-starting a parent advisory committee and a teacher advisory committee.</p> | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |       | When successfully implemented, communication from the LEA is relayed to staff in a timely manner. Communication and expectations of staff are clearly identified and there are open lines of communication between the school and LEA.  |                                   | Amanda Lewis | 05/31/2023  |
| <i>Actions</i>                          |       |   |                                   |              |             |
| <i>Notes:</i>                           |       |   |                                   |              |             |

|   | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)  | Implementation Status             | Assigned To  | Target Date |
|---|-----|-------|--|-----------------------------------|--------------|-------------|
| <i>Initial Assessment:</i>              |     |       | 10/11/2022 Instructional leaders (including administration, grade level/department chair representatives, and parent representatives) meet monthly on the second Monday. Administrative Instructional Team meet the fourth Monday of every month.  | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |     |       | 10/11/2022 When successfully implemented, conversations at meetings need to remain student centered. Communication following meetings should be disseminated to teams in PLCs. There should be a grade level representative in the instructional leaders meeting to ensure adequate feedback and communication between teams and administration. |                                   | Amanda Lewis | 05/31/2023  |
| <i>Actions</i>                          |     |       |  |                                   |              |             |
|   |     |       |  |                                   |              |             |
| <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>              |          | 10/11/2022 The master schedule has time built in for each grade level to have common planning. This allows for weekly PLC meetings and collaboration among staff. There is a master schedule that schedules and defines staff duties.   | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |          | 10/11/2022 When implemented, all staff should follow the master schedule. Teachers should meet weekly, a minimum of one time to collaborate with one another. The duty roster establishes the expectations of staff at various times during the day, and what those duties look like. |                                   | Amanda Lewis | 05/31/2023  |
| <i>Actions</i>                          |          |   | <b>0 of 1 (0%)</b>                |              |             |
|   | 10/11/22 | Evaluate and modify the master schedule as needed. Teacher input will be asked for as this is evaluated and developed for the next school year.   |                                   | Amanda Lewis | 05/23/2023  |
| <i>Notes:</i>                           |          |   |                                   |              |             |

| 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>              |       | 10/11/22 At PFE administration completes frequent walk throughs, informal and formal observations. Lesson plans are turned in weekly for administration to have access to, as needed.  | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |       | 10/11/22 When fully met, staff will have timely feedback regarding classroom performance and data. Summative evaluations should be a reflection of formal observations throughout the year. Following each observations, administration follows up with a conference and provides feedback on the observation. |                                   | Amanda Lewis | 05/31/2023  |
| <b>Actions</b>                          |       |  | <b>0 of 2 (0%)</b>                |              |             |
| 10/11/22                                |       | Complete a feedback form when conducting formal and/or informal observations. Once complete follow-up with staff about the observations.   |                                   | Amanda Lewis | 05/31/2023  |
| <i>Notes:</i>                           |       |  |                                   |              |             |
| 10/11/22                                |       | Create an effective means to provide staff with feedback on lesson plans in a timely manner.   |                                   | Amanda Lewis | 05/31/2023  |
| <i>Notes:</i>                           |       |  |                                   |              |             |
| 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>              |          | 10/11/22 At PFE data is utilized to drive instruction and set up intervention groups. Teachers use their mClass data to group students for interventions, based on individual needs. The administration review EVAAS data as well as diagnostics and screeners to measure student growth throughout the year. The Teacher Working Conditions Survey has been utilized to develop staff surveys to look for areas of growth as well to guide the school's school improvement plan. Administration tracks discipline data and the MTSS team uses data to determine student needs. In PLCs, teachers are participating in data dives to guide classroom instruction.   | Limited Development<br>09/26/2022 |              |             |
| <i>How it will look when fully met:</i> |          | 10/11/22 When fully implemented, screeners in both math and reading should show growth in both areas of reading and math. As students progress, I&E groups should be fluid throughout the school year and flexible grouping implemented to provide students with instruction specific to individual needs. By tracking discipline, staff should be able to have conversations specific to student needs, triggers for behaviors, and identify specific trouble areas for students. Data should be used to determine what interventions students need in the MTSS process and should be used when identifying what tiers students are in and their movement through those tiers. When fully implemented, data collected should help determine what types of professional development are needed, specifically targeting areas consistently performing low. |                                   | Amanda Lewis | 05/31/2023  |
| <i>Actions</i>                          |          |   | <b>0 of 2 (0%)</b>                |              |             |
|   | 10/11/22 | Monthly MTSS meetings to look at data and student progress. These meetings should guide conversations about next steps for students and whether or not growth is being shown with current interventions in place.   |                                   | Amanda Lewis | 05/31/2023  |



Notes:

10/11/22 Monthly PLCs to look at data, discuss adjustments to instruction, and allow for flexibility in I&E groupings as students show growth, or lack of based on current interventions.

Amanda Lewis

05/31/2023

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 |
|-----|-------|---|-----------------------|-------------|-------------|
|-----|-------|---|-----------------------|-------------|-------------|

|                            |  |  |                                   |  |  |
|----------------------------|--|--|-----------------------------------|--|--|
| <b>Initial Assessment:</b> |  | <p>10/11/22 The LEA participates in job fairs hosted at colleges and universities. The district also provides support to beginning teachers through beginning teacher meetings as well as providing these individuals with mentors. Each year a district teacher of the year, rookie of the year, and TA of the year are awarded.</p> <p>At the school level, PFE has established a climate/culture committee to address school morale, climate, and promote unity among the staff. All teachers are evaluated according to NC requirements. At the school level, there are monthly meetings to provide new teachers with additional support beyond the district meetings. The school has started a student/staff shout out opportunity to acknowledge great things in the building, and an outside agency is providing incentives to staff who are nominated and voted on as our Ranger of the Month.</p> | Limited Development<br>09/26/2022 |  |  |
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| <b>How it will look when fully met:</b> |  | 10/22/22 When objectives are fully met, we should see growth in survey results, asking about school culture. As full implementation takes place, PFE should maintain staffing and/or see an increase in teacher retention. |  | Amanda Lewis | 05/31/2023 |
|---|--|--|--|--------------|------------|

**Actions 0 of 3 (0%)**

|          |  |  |              |            |
|----------|--|--|--------------|------------|
| 10/11/22 | Give quarterly surveys on school climate, providing feedback ranging from the whole school, to grade level teams, to administration. |  | Amanda Lewis | 05/31/2023 |
|----------|--|--|--------------|------------|

Notes:

10/11/22 Schedule monthly meetings for Beginning Teachers, addressing topics of their concern and providing support beyond the district level.

Amanda Lewis

05/31/2023

Notes:

10/11/22 Establish and arrange for our culture/climate committee to meet monthly to address staff concerns, plan events for staff support, and address concerns regarding the current state of the climate and culture in our building.

Tammy Greenawalt

05/31/2023

Notes:

**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 |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

|                            |  |                                   |  |  |
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| <b>Initial Assessment:</b> | 10/11/22 As part of our Title I process, a school compact has been provided to parents for feedback. A final draft of the school compact will be given to families, clearly explaining our expectations of staff, students, and families in the PFE community. PFE uses modes of social media as means of communication, along with class dojo, email, and schoolwide all-calls and emails using our school messenger system. Both CKLA and enVision math curriculums provide letters that can be shared and sent home to parents. | Limited Development<br>09/26/2022 |  |  |
|----------------------------|--|-----------------------------------|--|--|

|   |   |  |              |            |
|---|---|--|--------------|------------|
| <b>How it will look when fully met:</b> | 10/11/22 When implemented, there will be evidence of two way communication between staff and families. Teachers are asked to keep contact logs, which are shared with administration. The School Messenger System provides a report for each message that is sent out. This report provides information on the number of calls are answered and what calls go to voicemail. |  | Amanda Lewis | 05/31/2023 |
|---|---|--|--------------|------------|

**Actions**

Notes: