

Comprehensive Progress Report

Mission:

To provide a safe, caring and supportive learning environment that equips students for growth and success.

Vision:

Avery's Creek Elementary School aims to build a strong foundation for learning that supports each student's journey to becoming a contributing member of society.

Goals:

Our school will meet or exceed the growth standard. (A4.01, C2.01)

All students will exhibit behaviors that reflect our school's Positive Behavior and Intervention Supports framework. (A1.07)

Our school will increase reading proficiency. (A4.01, C2.01)

Our school will increase math proficiency. (A4.01, C2.01)



Activity in the last 12 months

! = 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>ACES is implementing a revised PBIS framework using the behavior expectations - RAMS - Respect yourself and others, Act safely, Model responsibility and Show self-control. Social emotional learning is an area of need as determined by discipline data. Morning meeting is part of the master schedule to allow for social emotional learning. New matrices, individual recognition and classroom recognition are part of the PBIS revision. Classrooms are recognized through Dot on the Spot and earn quarterly incentives.</p> <p>In addition, each teacher helps promote a safe learning environment by teaching their students classroom rules and procedures. Teachers communicate any discipline concerns to the school administration. Additionally, the school has developed a school safety plan that is reviewed and filed with the Assistant Superintendent's office.</p>	Limited Development 01/23/2020		
<i>How it will look when fully met:</i>		When fully implemented, ACES will have clear and simple expectations across all school settings that are explicitly taught and reinforced in a positive manner. These expectations will coincide with classroom behavior expectations and common language will be utilized consistently. Social emotional learning will be embedded as part of the school expectations. Staff will recognize students exhibiting positive behaviors in a consistent manner, thus decreasing the overall impact of negative behaviors.		Caroline Lynch Principal	06/10/2023
Actions			6 of 9 (67%)		
	11/4/21	The PBIS/LHT will explore and present several options of positive reinforcement behavior systems to school staff.	Complete 10/21/2021	Kristina Chesley	12/01/2021
<i>Notes:</i>					
	11/4/21	A staff survey will be sent out to gather input on Leader in Me and PBIS for the purpose of guiding next steps.	Complete 12/01/2021	Ashlee Merritt Title I	12/01/2021
<i>Notes:</i>					
	1/27/22	A parent survey will be developed and distributed for feedback on current PBIS program, as well as collecting input on positive behavior expectations for our school.	Complete 04/28/2022	Caroline Lynch Principal	05/01/2022

Notes: 2/24/22: The parent survey has been developed and feedback from the team given. The survey will be sent digitally to families on Tuesday, March 1.

3/24/22: As of this date, only 47 surveys have been completed by parents. The survey was sent digitally and teachers sent the survey via classroom communications. Initial responses are overall positive on the survey.

11/4/21	Take inventory of Leader in Me items, paintings, copyrighted materials throughout the building.	Complete 05/31/2022	Caroline Lynch Principal	05/31/2022
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Notes: 1/27/22 - Some inventory has been taken regarding paintings/text on walls as the maintenance department is working on painting the whole school. We will communicate to teachers they can remove any LIM posters/language down in their classrooms.

3/24/22 - Ashlee will reach out to other Lighthouse Coordinators to see if they could use any materials that are reusable.

4/28/22 - A Google form was sent to staff to list LIM materials they have in their classrooms and which materials might be able to be used by other schools.

11/4/21	Schoolwide RAMS pledge each morning via intercom	Complete 03/24/2022	Caroline Lynch Principal	06/01/2022
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Notes: 12/9/21 - RAMS pledge has been done over intercom for several weeks. Some classes are seeing more awareness of the pledge and expectations.

1/27/22 - This has become a part of normal school routine in the mornings and a part of what each classroom does. It is making an impact and bringing more awareness of the expectations for students.

3/24/22 - This has become a normal routine and is completed.

11/4/21	Provide updates at staff meetings regarding feedback from staff survey, stakeholder surveys, observations and PBIS/LHT discussions related to positive reinforcement behavior systems.	Complete 06/10/2022	Ashlee Merritt Title I	06/10/2022
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Notes: 12/9/21 - The staff survey was sent out twice and the number of responses increased to 48.

2/24/22 - March staff meeting will update staff on matrices, fundraising, surveys.

4/28/22 - Staff have been updated about where we are in the process with transitioning to just a PBIS based school. Several next steps were outlined with teachers/staff.

11/4/21 Classroom teachers conduct Morning Meeting focusing on social emotional skills and RAMS expectations.

Ashlee Merritt Title I

01/30/2023

Notes: 1/27/22: Morning meeting is part of the Master Schedule and classrooms are expected to start their day with this. Most recently morning meeting has focused on creating and revisiting RAMS expectations.

3/24/22: Morning meeting continues to be part of the master schedule. The main focus has been around RAMS expectations in various locations, character traits and SEL strategies related to recent behaviors or situations in the classroom.

9/8/22: Teachers kicked off the start of the year with a "First 5 Days" template for morning meeting and teaching aspects of PBIS program.

5/26/22 Classroom teachers focus on specific behavior expectations, especially after breaks. The behavior focus will be the same across the school and incorporated into announcements and morning meeting.

Caroline Lynch
Principal

04/30/2023

Notes: 10/13/2022: New school matrices are now displayed around the school building. Teachers have matrices in their classroom to refer to when teaching/reviewing expectations. Administration is working on highlighting a specific expectation or area in the Morning Memo for teachers to review/address with their students.

5/26/22 Implement a system for schoolwide recognition of individual students for positive behaviors (ex: Positive Referrals, certificate and name announced).

Caroline Lynch
Principal

06/10/2023

Notes: 9/8/22: Positive Referrals started at the beginning of this school year and frequency is slowly improving.

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>		<p>Avery's Creek Elementary uses several curriculum programs to address the standard course of study through units of instruction. In regards to the English Language Arts standards, we use the Heggerty curriculum to teach phonological awareness and Foundations to teach phonics which addresses the Reading Standards for Foundational Skills. In addition, we use Geodes to teach decoding and fluency which also addresses Reading Standards for Foundational Skills. For instruction in reading comprehension and writing, we use the Wit and Wisdom curriculum. Science and social studies standards are woven in as part of the Wit and Wisdom curriculum and STEM challenges that address the science standards are paced throughout the year accordingly. In regards to the Mathematics standards, we primarily use Math Investigations to teach all domains in math, supplementing with appropriate lessons from vetted resources. These are organized into units for each area of study and paced throughout the year with guidance from the district math department. Grade level teams meet weekly to preview upcoming units and lessons and analyze applicable standards. Assessment data is analyzed in PLCs to determine if standards are being fully met or if reteaching is necessary.</p>	Full Implementation 10/17/2022		

Core Function:		Dimension A - Instructional Excellence and Alignment			
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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>		At Avery's Creek Elementary students receive core instruction in Reading and Mathematics. Foundational reading skills are taught as part of core instruction in Grades K-3 through Foundations (phonics), Heggerty K-2 (phonological awareness) and Fluency K-2 (Geodes). Reading comprehension, vocabulary and written expression is taught as part of core instruction in Grades K-4 through Wit and Wisdom, a curriculum first implemented in the 2021-22 school year. Students who are below grade level per mClass assessments and other reading diagnostics are served by Title I staff or certified teachers at least 30 minutes daily. Students who are significantly below grade level receive more intensive support on an individual basis. Mathematics is taught as part of core instruction K-4 using the Math Investigations curriculum and other district approved resources. Supplemental math and intensive math support are in the early stages of development. Time has been allocated on the master schedule as part of the math block. Graham Fletcher Fluency Kits have been purchased and teachers trained in using these as part of core instruction, as well as supplemental instruction as needed.	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>		All students receive core instruction to fidelity regardless of which classroom they are assigned. Some students, as determined by formative assessments, receive targeted supplemental instruction in order to achieve mastery of the standards. A small percentage of students, as determined by the Multi-Tiered Systems of Support (MTSS) process, receive targeted intensive instruction in order to make progress towards mastery of the standards. A very small percentage of students, as determined through the Exceptional Children's (EC) referral process, receive individually designed education plans to address highly targeted deficit areas. Also, students who achieve mastery early within the standard-based Core instruction, receive curriculum extensions to address their needs.		Ashlee Merritt Title I	12/15/2023
Actions			0 of 7 (0%)		
	10/17/22	The District Math Coach will be part of PLCs regularly to help plan evidence based math instruction, develop assessments and review data to plan for remediation/enrichment.		Kiki Alimonos Admin Intern	01/15/2023

	<i>Notes:</i> 11/3/22: Kristine alternates between PLCs and classroom walkthroughs/model lessons. She has helped with preassessments and remediation/enrichment plans.			
10/17/22	Use MAP data K-4 to identify students at risk in Mathematics and develop appropriate intervention supports.		Kiki Alimonos Admin Intern	02/28/2023
	<i>Notes:</i> 12/1/22: Interventionist is serving students at most risk based off of MAP data. Groups will be readjusted after MOY data as needed.			
10/17/22	Using Title I funds, substitute coverage will be provided for grade level data digs at the conclusion of the BOY and MOY assessment window to review reading and math data.		Ashlee Merritt Title I	03/15/2023
	<i>Notes:</i> 11/3/22: The first data digs took place in October. One suggestion for MOY data digs is to review and dig into data, then look more at instructional adjustment/strategies the second half.			
10/17/22	Grade level PLC teams review the Math Core Document during Math PLCs to ensure effective strategies and materials are planned for instruction.		Ashlee Merritt Title I	04/30/2023
	<i>Notes:</i> 11/3/22: Grade levels set pedagogical goals for instruction to focus on.			
	12/1/22: Check ins on pedagogical goals were conducted at the last math PLC with grade levels reflecting on progress toward their goals.			
10/17/22	Grade levels along with math interventionist and assistants will use math data to provide supplemental math instruction for groups of students.		Paula Autrey Curriculum Coach	05/01/2023
	<i>Notes:</i> 12/1/22: Grades 3 and 4 have implemented intervention groups based on preassessment cluster data. Other grade levels do not yet have a formalized intervention plan.			
11/8/22	Using Title I funds, AMC licenses will be purchased and used with students in Tier 3 math instruction with the Interventionist.		Kiki Alimonos Admin Intern	05/15/2023
	<i>Notes:</i> 12/1/22: AMC licenses have been purchased and Tier 3 students have been assessed for baseline data.			
10/17/22	Walkthroughs to assess effective teaching practices with the curriculum and feedback shared with grade levels to address next steps in instruction.		Kiki Alimonos Admin Intern	10/15/2023

Notes: 11/3/22: K and 3 would like more feedback on Foundations due to lots of new team members. Second grade would like more feedback on Geodes. Fourth would like more feedback on Supplemental Literacy and W&W.

12/1/22: Walkthroughs for math instruction will be conducted next week led by Kristine and Kiki.

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are currently a PBIS School. The school has ways of reinforcing positive behaviors throughout the school building. Teachers support students' social emotional skills through class meeting, use of calm spot, and strategies for emotional regulation. The development of social emotional skills are a focus during morning meeting. School counselors are available for lessons and assistance with teaching students about emotional regulation.</p> <p>In order to promote healthy students, teachers support both the physical and social emotional needs of their students. Teachers are able to provide support to students or refer students to other professionals for additional support.</p>	Limited Development 01/09/2020		
How it will look when fully met:			When this indicator has been fully implemented all teachers will be aware of student emotional states, guide students in managing their emotions, and arrange for support and interventions as necessary.		Krystal Tolzman Teacher 3rd	06/07/2024
Actions				0 of 2 (0%)		
	10/24/22	Staff professional development focusing on recognizing signs of trauma in students and supporting emotional regulation in the school setting.			Kiki Alimonos Admin Intern	12/15/2022
<i>Notes:</i>						
	10/24/22	In guidance classes, students participate in proactive circles with counselors trained in Restorative Practices.			Catherine Davis	04/30/2023
<i>Notes:</i>						

	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>			Avery's Creek Elementary supports student transitions into Kindergarten, among grade levels and as they leave the elementary setting for the intermediate school. Currently, students entering kindergarten are invited with their family for school tours in either the fall or winter. Enrollment takes place during the spring and students entering kindergarten are assessed using the Brigance. This data is collected and used as an early intervention indicator. Students in fourth grade who will be attending the intermediate school the following year are invited to tours and an orientation night in the spring. Counselors and intermediate students visit fourth graders to share information about this transition. In addition, school leadership including the school psychologist, counselors and teacher specialists use the MTSS framework to identify academic and social emotional needs. Gaps identified through this process are shared with teachers the following year. Administrators and specialists collaborate with the intermediate school regarding students in Tier 3.	Limited Development 11/03/2020		
<i>How it will look when fully met:</i>			When this indicator is fully met, consistent and intentional plans to support student transitions into kindergarten, amongst grades k through 4 and into the intermediate school will be implemented annually. Staff involved in the transition planning will evaluate the effectiveness of each aspect to make improvements as necessary.		Lisa Wallin Assistant Principal	06/12/2023
Actions				0 of 3 (0%)		
10/24/22			Title I will provide materials for parent/families of students entering kindergarten at spring orientation to use over the summer in preparation for the start of school.		Sarah Tompkins Teacher K	04/21/2023
<i>Notes:</i>						
10/24/22			Title I will host a transition event specifically for parents and families enrolled in the Headstart program at Avery's Creek Elementary School.		Ashlee Merritt Title I	05/01/2023
<i>Notes:</i>						
10/24/22			A Transition Night for rising 1st through 4th grade students will be held in the spring for families to come and learn about what to expect in the next grade level their child will be entering. Title I will support with materials that can help students prepare over the summer.		Paula Autrey Curriculum Coach	05/30/2023

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>		Buncombe County Schools has a district MTSS team, instructional coaches, and designated instructional support for identified schools, such as Avery's Creek Elementary. Personnel are also designated to support schools in NC Star and with their SIPs. With ongoing support of the district MTSS team, instructional coaches and designated support, Avery's Creek Elementary School will improve their standing with the NC Report Card. All subgroups will make adequate gains towards proficiency in reading and mathematics. The school will meet or exceed growth.	Full Implementation 09/26/2022		
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>		Avery's Creek Elementary Leadership teams meet at least twice a month, through School Improvement Team meetings (SIT) and Positive Behavior Intervention and Supports meetings (PBIS). Data from the school level, grade level, as well as classroom observation data is used to review implementation of effective practices in the building. These two teams also oversee action steps of indicators associated with their respective areas to determine progress towards meeting those indicators with full implementation.	Full Implementation 10/10/2022		

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

Initial Assessment:

Through feedback from staff, a master schedule has been developed for Avery's Creek Elementary. The school has an established team structure among certified and non-certified staff. Avery's Creek Elementary promotes Professional Learning communities by providing duty free common planning time for all teachers. K-4 classroom teachers have a 45-minute planning period daily, which includes a designated once weekly PLC meeting. In addition teachers have a 25-minute duty free lunch period daily as approved by the School Improvement Team.

At Avery's Creek Elementary, grade level teachers rotate specific duties such as car rider, second load buses, and band duty. Specialists and instructional assistants have a duty schedule assigned by administration including lunch coverage, car rider line, buses, and hallway supervision.

Full Implementation
09/26/2022

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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>		At the beginning of year, the principal meets with grade level teams to establish expectations for PLCs and grade level planning. The principal is regularly involved in weekly PLC meetings. Classroom walkthroughs, observations based on the evaluation schedule, informal check ins with feedback and input on lesson planning are currently in place. The principal is knowledgeable about current curriculum and instructional best practices and provides feedback to teachers. In addition, the principal is involved with the implementation and monitoring of assessment systems, using data to help improve instruction.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		Due to high visibility, teachers and students are accustomed to the principal coming into classrooms and speaking with students about their learning. Principal consistently and frequently leaves feedback when interacting with students and/or teachers in the classroom. Teachers respond to the principal's lesson plan feedback which is observable through planning and instruction. Principal regularly acknowledges the positive practices within the school.		Caroline Lynch Principal	10/20/2023
<i>Actions</i>			0 of 3 (0%)		
10/24/22	Increased visibility and transparency across the school setting evidenced by classroom visit log.			Caroline Lynch Principal	03/15/2023
<i>Notes:</i>					
10/24/22	Review of lesson plans with specific feedback to grade levels to improve instruction.			Paula Autrey Curriculum Coach	06/15/2023
<i>Notes:</i>					
10/24/22	Regular and timely feedback to teachers based on instructional framework, grade level input on pedagogy, curriculum implementation and/or instruction.			Kelsey Crowell Teacher 2nd	09/30/2023
<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>		School leadership looks at school performance data including summative and formative assessments. Throughout the school year, universal screening data such as mClass and MAP are reviewed by leadership three times a year. Teachers participate in data digs with substitutes paid for with Title I funds after BOY and MOY data is collected. Teachers also review data within PLCs from classroom assessments. Classroom observation and walkthrough data is reviewed by school leadership throughout the year to determine trends and areas of support. At the end of the year, EOG data is reviewed by grade levels and school leadership.	Limited Development 01/09/2020		
<i>How it will look when fully met:</i>		When this indicator is fully met, all professional development will be planned in response to specific data points. School performance data will reflect an increase in student achievement and a decrease in discrepancies between subgroups.		Paula Autrey Curriculum Coach	01/31/2024
<i>Actions</i>			0 of 4 (0%)		
	11/8/22	Supplemental resources, such as Razz Kids subscriptions, will be purchased using Title I funds and used to support the EC and ESL subgroups.		Adam Lail EC Teacher	03/28/2023
		<i>Notes:</i> 12/1/22: Subscription has been purchased and is being used by EC and ML students.			
	11/1/22	Teachers will participate in studio classroom/learning walks using Title I funds for substitute coverage for the purpose of observing effective instructional practices.		Ashlee Merritt Title I	05/01/2023
		<i>Notes:</i> 12/1/22: This has not taken place yet. We are working to find a model classroom for Geodes. Studio classrooms would be beneficial for February/March timeframe. Teachers would be interested in scheduling learning walks at any point since there is less planning time.			
	11/1/22	ESL staff will provide professional development to teachers in order to support MLs in the classroom.		Katie Wilson ESL Teacher	06/10/2023

Notes: 12/1/22: Sentence patterning charts will be the topic of the first PD for ESL which will take place next week. The use of Peardeck to address vocabulary was previously addressed at the last staff meeting.

11/1/22 Grade levels will analyze student performance data by subgroups in PLCs to make adjustments in instruction.

Kiki Alimonos Admin
Intern

10/30/2023

Notes: 12/1/22: Grade levels reviewed progress monitoring data based on subgroups in November and made several adjustments. The conversation around setting up newcomer groups came up.

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:			At Avery's Creek Elementary, the principal participates in job fairs to recruit qualified applicants annually, as well as look for qualified candidates through the district platform, Applitrack. The principal works with Educational Partners International to recruit and hire teachers for our Spanish immersion program. In addition, the principal works with local universities to host college students to complete their internships and student teaching. Staff members across all grade levels and subject areas serve on an interview committee. This committee participates in the interview process and all members have an equal opportunity to provide input. All certified staff are evaluated according to the NCEES system. Non-certified staff are evaluated using the district-provided evaluation form. Mentors are assigned to new teachers, while buddy teachers are assigned to new hire teachers who already have experience. The principal and assistant principal participate in the evaluation process for school executives. All staff participate in professional development specific to their specialty area.	Full Implementation 10/10/2022		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have wireless internet throughout the building. Media Specialist is in charge of allocation of student 1:1 devices and budget. All students are assigned a device each school year. Digital platforms are used for instruction and assessment. Instruction is modified using these digital platforms. Students are provided a hotspot at home if requested. Teachers are given the opportunity to request Title I funds for instructional technology tools based on student data. Teachers have access to a Blended Learning Coach to support technology integration in classroom instruction.</p> <p>Technology is used to reduce the amount of time teachers spend on paperwork. Technology platforms are used to streamline communication with parents, record student progress, monitor student attendance, identify at risk students, and handle disciplinary issues. Technology platforms include, but are not limited to, Powerschool and Parent Portal, Educators Handbook, Google applications, Seesaw and Class Dojo.</p>	Limited Development 11/03/2020		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		An MTAC committee would oversee decisions regarding instructional technology tools and purchases.	Objective Met 10/16/22	Caroline Lynch Principal	10/28/2022
<i>Actions</i>					
	10/16/22	Form team/committee to oversee decisions regarding instructional technology tools and purchases.	Complete 10/14/2022	Mollie McDonald Media Coordinator	10/20/2022
	<i>Notes:</i>	10/2022: The SIT Team voted to serve as the MTAC committee to oversee decisions regarding instructional technology tools and purchases. This team has a variety of stakeholders that will have input on these decisions.			
<i>Implementation:</i>			10/16/2022		
<i>Evidence</i>	10/16/2022	SIT minutes voting for SIT to serve as MTAC and oversee decisions regarding instructional technology tools and purchases.			

<p><i>Experience</i></p>	<p>10/16/2022 Our SIT team felt it was necessary to have a variety of representation overseeing decisions regarding instructional technology tools and purchases. They also felt it was necessary to streamline teams/committees where feasible. This made the decision to have SIT serve as MTAC the most logical answer.</p>			
<p><i>Sustainability</i></p>	<p>10/16/2022 SIT having an agenda item related to MTAC.</p>			

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, administrators and school staff communicate with families throughout the school year. Classroom teachers connect with families using digital tools such as Class Dojo and Talking Points, along with email and phone calls. Administration communicates with families on a weekly basis using a schoolwide phone call and email on Sunday evenings. Teachers are required to have at least two parent teacher conferences each year where they review student data and share ways families can support student learning at home. The Title 1 Home/School compact is reviewed with parents at the annual opening meeting or during the first parent teacher conference. It clearly defines the expectations for ACES students, parents and school staff to work together to support student learning. In addition, Ready Rosie, a digital resource is available to all families in grades K-3 with videos to support student learning at home. Schoolwide events such as meet the teacher, open house, curriculum nights, transition night, arts performances, as well as monthly PTO meetings all serve as ways to engage and communicate with families. A parent advisory council meets at least four times a year and also reviews important information related to the school community, curriculum and instruction. The Title I program offers a variety of parent engagement workshops to let parents know what they can do at home to support their child's learning.	Limited Development 01/09/2020		
<i>How it will look when fully met:</i>		When this indicator is fully met, school staff including teachers, specialists and administration will communicate with parents about expectations to support student learning. In addition, the school will share information with families and host events that emphasize the importance of curriculum at home and what parents can do outside of school to support their child's learning.		Katie Wilson ESL Teacher	07/28/2023
<i>Actions</i>			0 of 4 (0%)		
	11/8/22	Grade levels will send home parent letters from curriculum resources such as Wit and Wisdom, Math Investigations and Foundations to communicate what students are learning in upcoming units.		Jennifer Borden Teacher 1st	03/30/2023
<i>Notes:</i>					

11/8/22	Based on input from parent surveys, Title I will provide materials to support learning at home for students.		Ashlee Merritt Title I	04/28/2023
<i>Notes:</i>				
11/8/22	Title I will host Family Learning Workshops at the school to show parents what they can do at home to support their child's learning.		Ashlee Merritt Title I	05/30/2023
<i>Notes:</i>				
11/8/22	Create a place on the school website to host at home learning resources and videos from Title I activities.		Mollie McDonald Media Coordinator	06/30/2023
<i>Notes:</i>				