

Comprehensive Progress Report

Mission: The administration, staff, and parents at Baldwin Elementary School wish for students to enter a caring and academically inspiring environment. The core curriculum shall be enhanced with challenging, technology-related activities and cultural experiences that promote academic excellence and prepare students to successfully transition to the middle grades.

Vision: Our vision at Baldwin Elementary School is to empower students to discover their strengths and achieve their maximum potential, and instill the core values of the school: self-control, honesty, accountability, respect and kindness.

Goals:

#1 Student Statement: All students will be assessed in reading and math three times per year (fall, winter, spring) using Renaissance STAR assessments. Measurable Objective Statement: The percentage of students on grade level in reading and math will increase by 10% on each assessment (winter and spring). Strategy Statement: Teachers and Staff will use reading and math Renaissance STAR reports (Grade Equivalency Scores) on a regular basis to provide targeted interventions, such as after school tutoring, throughout the school year.

#2 Student Statement: All students in grades 2-4 will participate in the Accelerated Reading Program. Measurable Objective Statement: There will be an increase of 10% of students who will meet their AR Goal by the end of each quarter (2nd, 3rd, and 4th quarters). Strategy Statement: Teachers and Staff will monitor goal progress monthly during grade level meetings. Students will be provided an incentive each quarter for meeting established goals.

#3 Student Statement: All students in need of remediation will be provided with activities that adequately addresses literacy and math deficiencies. Measurable Objective Statement: At least 80% of the students identified on Edulastic Assessments as needing remediation through the Imagine Learning Literacy Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statement: Teachers/staff will utilize Imagine Learning literacy resources during remediation time to provide targeted activities that address deficiencies in literacy.

#4 Student Statement: All students in need of remediation will be provided with activities that adequately addresses math deficiencies. Measurable Objective Statement: At least 80% of the students identified on Edulastic Assessments as needing remediation through the Imagine Learning Math Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statement: Teachers/staff will utilize Imagine Learning Math resources during remediation time to provide targeted activities that address deficiencies in mathematics.

#5 Student Statement: Classroom walkthroughs will be used to support implementation of remediation and/or enrichment activities. Measurable Objective Statement: 50% of classroom walkthroughs will target the implementation of remediation and/or enrichment activities. Strategy Statement: Administrators will observe a minimum of 50 remediation and/or enrichment activities during the school year.

#6 Student Statement: Extended learning time activities will be utilized to close achievement gaps. Measurable Objective Statement: The school will offer a minimum of 32 hours each semester for extended learning activities. Strategy Statement: Teachers/staff will use extended learning activities to provide targeted instruction to address deficiencies in literacy and/or mathematics.

#7 Student Statement: Student engagement and SQSS (School Quality and Student Success) will be the focus of one of our three School Leadership Teams. Measurable Objective Statement: 70% of the student population will be absent less than 5% of the days enrolled. Strategy Statement: The SQSS team will suggest a plan to increase student attendance. Teachers and Staff will implement the plan.

#8 Student Statement: Students with an IEP will improve their scaled score in Renaissance STAR Reading and Math. Measurable Objective Statement: At least 50% of students identified as having an IEP will reach a scaled score of 415 or higher by April 1, 2020. Strategy Statement: IEP students will use Imagine Literacy and Math during the school day, as well as, extended use after school to increase STAR scaled scores.

#9 Student Statement: Baldwin Elementary School will build a culture of strong readers as a result of excellent instructional reading practices; requirements of Act 1063 (the Right to Read Act) that was passed by the Arkansas General Assembly in 2017. Measurable Objective Statement: All classroom teachers, special education teachers, and reading specialists will be formally trained in professional development that addresses the science of reading and the literacy needs of the district. Strategy Statement: All students in need of remediation will be provided with activities that adequately address literacy deficiencies utilizing Science of Reading strategies focusing on the five essential elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).



! = Past Due Objectives

KEY = Key Indicator

Core Function:

School Leadership and Decision Making

Effective Practice:

Align classroom observations with evaluation criteria and professional development

	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The School Leadership Team at Baldwin Elementary meets every month. They spend time reviewing data, discussing strengths and weaknesses, and updating tasks and indicators. CWT's and TESS observations are a focus of the principal. The principal has set a goal to get into every classroom at least 4 times per semester. In addition, the principal is striving for 50% of CWT's to take place during enrichment/remediation time. This is in addition to the informal and formal TESS observations that are also required by the district and state. The CWT data is shared out at SLT and staff meetings to allow staff to look for patterns of practice building wide. The goal is to support teachers in developing their skills to the highest level, ensure fidelity of instruction, and monitor time spent on instruction. The goal is to increase the capacity of all teachers and to enhance student learning. Teachers will continue to participate in peer observations. Teachers will visit one another during Language Arts, Eureka Math, writing, and intervention lessons.</p>	Limited Development 03/11/2016			
<i>How it will look when fully met:</i>	<p>There is still work to be done in regards to teacher observations and data review. With new curriculum and programs added, there is a need to consistently observe teachers implementing curriculum with fidelity. More time should be spent by the SLT aggregating the observation data and looking for patterns of practice. More importantly, the face-to-face conversations following an observation, including coaching feedback, is limited and should be more prevalent. The leadership team does not use the data to determine professional development needs at this time. The district and state mandate the majority of professional development training each year. The principal meets each spring with teachers for a summative conference where a discussion is held regarding the PD needs of each teacher. Rather than waiting until spring, the principal will discuss professional development needs throughout the school year and ongoing as needed. The principal will use the EdReflect platform and may assign videos, articles, and other assignments as professional development training is needed. Also, the principal will utilize the Arkansas Reading Association Annual Literacy Conference as a tool for PD training. This conference is held in Little Rock each November.</p>		Caroline Schenk	05/31/2020	
Actions		14 of 17 (82%)			
3/11/16	Teachers will schedule peer observations in a colleagues classroom. Teachers will use the same CWT tool that the principal uses.	Complete 03/11/2016	Caroline Schenk	03/11/2016	

<i>Notes:</i>				
3/11/16	SLT will meet to review CWT observation data prior to share out with entire staff. SLT will aggregate the observations to show patterns of practice throughout the school.	Complete 05/31/2016	Caroline Schenk	05/31/2016
<i>Notes:</i>				
3/11/16	Monthly staff meetings will be held to review the CWT data and discuss patterns of practice within the building.	Complete 05/31/2016	Caroline Schenk	05/31/2016
<i>Notes:</i>				
10/28/16	Create an online CWT tool with Laura Wooldridge, E2E.	Complete 10/28/2016	Caroline Schenk	10/28/2016
<i>Notes:</i> Met with Laura to discuss items to include on online CWT tool. Following protocols from Guided Reading, Eureka Math, Apple Spelling, etc.				
3/11/16	Meet with staff during grade level meetings to review the CWT tool that will be used for classroom walk-through observations.	Complete 11/19/2016	Caroline Schenk	11/30/2016
<i>Notes:</i>				
3/11/16	Principal to create a schedule of CWT's for each week. Teachers will be observed unannounced in a random order.	Complete 11/19/2015	Caroline Schenk	11/30/2016
<i>Notes:</i>				
10/28/16	Use new online CWT tool to perform observations.	Complete 04/05/2017	Caroline Schenk	05/24/2017
<i>Notes:</i>				
10/28/16	Share and discuss CWT data with SLT.	Complete 04/04/2017	Caroline Schenk	05/24/2017
<i>Notes:</i>				
9/11/17	Principal set up Peer Observation schedule. Review with staff during grade level meetings.	Complete 03/05/2018	Caroline Schenk	03/15/2018
<i>Notes:</i>				
11/2/17	The principal will schedule monthly SLT and staff meetings to review CWT data and look for building strengths and weaknesses.	Complete 05/18/2018	Caroline Schenk	05/18/2018
<i>Notes:</i>				
11/2/17	The principal will spend 50% of the CWT time in enrichment/remediation classrooms.	Complete 05/18/2018	Caroline Schenk	05/25/2018
<i>Notes:</i>				
10/28/16	Share and analyze CWT data with the whole staff during regular monthly staff meetings. Discuss building strengths and weaknesses.	Complete 06/07/2018	Caroline Schenk	06/07/2018
<i>Notes:</i>				

6/19/18	Classroom Walkthrough data will be collected and reviewed with teachers and staff to determine progress made toward goal #5 in Indistar. This goal focuses on observations during remediation and enrichment time.	Complete 05/01/2019	Caroline Schenk	05/01/2019
<i>Notes:</i>				
6/19/18	Classroom Walkthrough data will be reviewed with teachers and staff to determine if progress is being made toward goal #6 in Indistar. This goal focuses on observations completed during ACT Aspire prep activities in ELA, Math, Science and Writing.	Complete 05/01/2019	Caroline Schenk	05/01/2019
<i>Notes:</i>				
6/19/18	Teachers and Staff will review Edulastic (ELA/MATH) data to determine if progress is being made toward goal #3 and #4.		Caroline Schenk	05/01/2020
<i>Notes:</i>				
6/19/18	School Leadership Teams will meet quarterly to review STAR data and determine that progress is being made toward Indistar goal #1.		Kayla Sherlin	05/31/2020
<i>Notes:</i>				
6/19/18	School Leadership teams will meet quarterly to review AR data to determine progress being made toward goal #2 in Indistar.		Kayla Sherlin	05/31/2020
<i>Notes:</i>				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date

Initial Assessment:

A 30-minute Enrichment Time was added to the master schedule. This time is devoted to remediation and enrichment efforts. Students who score below 50% on standards assessed through common assessments will be assigned to remediation classes. Teachers will remediate both literacy and math. As students show mastery through the remediation pathway in Imagine Learning, they will be noted as remediated and will continue work on their personal pathway. Students will be assessed with a common assessment 4 times throughout the school year. Remediation and enrichment groups are fluid and will change according to data and student need.

RtI students are divided into Tiers, based on their benchmarking data which is assessed and reviewed throughout the school year. Tier 2 has become the focus group at Baldwin. These students are performing up to a year below grade level in reading, writing, and/or math. At least two certified teachers work with this Tier 2 group of students during, and/or after school.

This school year we were able to offer after school tutoring to tier 2 and tier 3 students. Snack and transportation is available for these students, and the tutoring time has been extended to 1 hour. Students are progress monitored through STAR reading and math tests. Interventionists are using the Sonday System, Imagine Learning, and McGraw Hill Wonders.

Limited Development
10/30/2014

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully met, all students will be performing on grade level and will be proficient on high priority standards. Students in Tier 2 interventions will make gains in reading and math. Progress monitoring and benchmarking data will be evidence of the gains made. Our goal is to have less than 15% of Baldwin students in Tier 2. Time will be designated to programs and activities during the school day, but the committee will also explore possibilities for extended learning time programs. Currently our school offers a 30 minute enrichment/remediation period and an after school tutoring program that utilizes Baldwin staff and community partners to help provide interventions and tutoring to students in literacy and math. The School Leadership Committee will look at other opportunities for extending the school day in the future. A possible summer school program will be discussed.</p>			Caroline Schenk	06/03/2020
Actions			25 of 28 (89%)		
10/30/14	Adjust master schedule to embed time for interventions withing the school day (RAMTIME).		Complete 10/30/2014	Caroline Schenk	10/30/2014
	<i>Notes:</i> Work on master schedule Attention to instructional minutes required				
10/30/14	Assess all students in the fall (Sept. 8-19) with Benchmarking probes		Complete 10/30/2014	Caroline Schenk	10/30/2014
	<i>Notes:</i> Make sure teachers know the benchmarking windows and have the correct probes to use. Ask Sheila Monroe, Rtl Director, any questions regarding assessments.				
10/30/14	Rtl Meetings set up twice a month. First meeting to place students in Tiers, based on their benchmarking data and teacher recommendation.		Complete 10/30/2014	Caroline Schenk	10/30/2014
	<i>Notes:</i> Meet on a regular basis to review data and move students through the tiers.				
10/30/14	Purchase intervention material/programs to address basic skill deficit areas in Literacy and Math.		Complete 10/30/2014	Caroline Schenk	10/30/2014
	<i>Notes:</i> Look into Lexia Learning and Reflex Math				

10/30/14	Set up students in Lexia and Reflex programs. Create log-in information for students and teachers.	Complete 10/30/2014	Caroline Schenk	10/30/2014
<i>Notes:</i>				
10/31/14	Winter benchmarking assessments, reading and math, all students grades 2-4 to monitor progress.	Complete 01/23/2015	Caroline Schenk	01/23/2015
<i>Notes:</i> Remind teachers of winter benchmarking window. Make sure teachers have correct probes and materials needed for testing Submit data to Sheila Monroe This task was completed by District assesment team team.				
2/27/15	Create and distribute a survey to gather information from parents regarding the need for a before and after school program.	Complete 05/27/2015	Brandi Newsom	05/27/2015
<i>Notes:</i>				
10/31/14	Spring benchmarking assessments reading and math, all students grades 2-4, reading and math.	Complete 05/27/2015	Caroline Schenk	05/27/2015
<i>Notes:</i> Remind teachers of the spring benchmarking window Make sure teachers have correct probes and materials for spring benchmarking				
10/30/14	Monitor student progress with Lexia data reports and Reflex data. Also, review teacher data from weekly and bi-weekly progress monitoring.	Complete 05/27/2015	Caroline Schenk	05/29/2015
<i>Notes:</i> Host Rtl meetings twice a month. Include classroom teachers, resource teacher, school psych. specialist and intervention specialist. Hold discussion on student progress, data, screeners, and next-steps. Make decisions on students as an Rtl team. Move students through the Tiers.				
2/27/15	Analyze the current programs and activities offered to students.	Complete 06/08/2015	Caroline Schenk	06/08/2015
<i>Notes:</i>				
2/27/15	Create a list of area resources, including collaborative partnerships with community based organizations, that could be utilized to help support and sustain a free in-school tutoring program.	Complete 10/15/2015	Ellen Archibald	10/16/2015
<i>Notes:</i>				
10/28/16	Meet with district admin to discuss a plan for before and after school tutoring.	Complete 10/31/2016	Caroline Schenk	10/31/2016
<i>Notes:</i> Look at budget and possible personnel				
10/28/16	Poll staff to see who is interested in teaching a before or after school tutoring class.	Complete 10/31/2016	Caroline Schenk	10/31/2016
<i>Notes:</i>				

10/28/16	Meet with Rtl team to determine and prioritize students in the Rtl process. Decide which students are Tier 2 and Tier 3.	Complete 10/31/2016	Melisa Williams	10/31/2016
<i>Notes:</i>				
10/28/16	Send tutoring invitation letters to parents of the Tier 2 and 3 students identified by Rtl team.	Complete 10/31/2016	Caroline Schenk	10/31/2016
<i>Notes:</i>				
10/28/16	Finalize tutoring roster and begin instruction before and after school.	Complete 10/31/2016	Caroline Schenk	10/31/2016
<i>Notes:</i>				
10/28/16	Monitor progress of tutoring students weekly and biweekly. Meet regularly with Rtl team to discuss progress.	Complete 04/05/2017	Caroline Schenk	04/05/2017
<i>Notes:</i>				
3/29/16	The SLT will look at ways for extending the school day by offering literacy and math instruction before or after school.	Complete 03/30/2016	Caroline Schenk	05/31/2017
<i>Notes:</i>				
11/3/17	Adjust master schedule to allow time for enrichment and remediation efforts during the school day.	Complete 11/03/2017	Caroline Schenk	11/03/2017
<i>Notes:</i>				
1/31/18	A spreadsheet will be created to show tutoring attendance in both morning and afternoon tutoring groups.	Complete 04/12/2018	Kayla Sherlin	04/26/2018
<i>Notes:</i>				
11/3/17	Review Edulastic Common Assessment Data with SLT and staff after each of the 5 scheduled assessments. Utilize the district spreadsheet to plug in data to show remediation progress.	Complete 04/02/2018	Caroline Schenk	05/01/2018
<i>Notes:</i>				
10/23/17	Create and update a google spreadsheet with tutoring progress monitoring data that can be accessed by interventionists and classroom teachers.	Complete 05/11/2018	Sarah Dunnam	05/11/2018
<i>Notes:</i> The recurrence is set to monthly because the document is updated as students are progress monitored. Some students are monitored every two weeks, while others are once a month.				
11/1/17	Invite students to participate in our before and after school tutoring program where they will receive instruction in both reading and math. This list may fluctuate as students move to our school and are added as needed.	Complete 01/26/2018	Kayla Sherlin	05/11/2018
<i>Notes:</i>				

11/1/17	Add transportation for afternoon tutoring students to help boost attendance in this instructional program. Principal will work with head of transportation department to supply names and addresses of those students participating in the program.	Complete 01/26/2018	Kayla Sherlin	05/11/2018
<i>Notes:</i>				
11/1/17	Collect data on tutoring students through weekly/monthly progress monitoring to determine growth and areas of strengths and weaknesses. This data will show progress and gains within our Tier 2 and Tier 3 students population.	Complete 04/12/2018	Kayla Sherlin	05/11/2018
<i>Notes:</i>				
11/3/17	Motivate students to read by utilizing the AR program. Provide quarterly incentives for students who meet their reading goals.		Kayla Sherlin	05/25/2020
<i>Notes:</i>				
11/2/17	Research and implement a way to recognize and celebrate the success and progress of tutoring students.		Kayla Sherlin	05/31/2020
<i>Notes:</i>				
11/2/17	Research and discuss the possibility of a summer reading and math camp for students who have remaining standards that need to be remediated before next school year.		Caroline Schenk	06/03/2020
<i>Notes:</i> Must be discussed and approved by Superintendent. Funds will need to be secured and a schedule created. Teachers will need to be secured and invitation letters sent home to parents.				
Implementation:		10/23/2017		
Evidence	10/23/2017 The document has been shared with staff members and interventionists. It is updated as students make progress.			
Experience	10/23/2017 The document was created to list every tutoring student and their progress.			
Sustainability	10/23/2017 The document will be updated as students are progress monitored.			
Core Function:		Family Engagement in a School Community		
Effective Practice:		Explain and communicate the purpose and practices of the school community		

	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Baldwin Elementary has a Parent Compact designed to acknowledge school and parent responsibilities in maintaining a partnership to help students achieve standards. Baldwin has a Parent Coordinator assigned to act as a designated contact for parents to request information and services. Parent Coordinator also maintains the Parent Center and collects data about parent participation. Informational Packets Information packets are sent home at the beginning of the year. These packets contain the Paragould School District parental/community involvement policy (6.11), Baldwin Elementary School parental community involvement policy (6.12), Baldwin Elementary parent involvement plan, a survey for volunteer interests, recommended roles for parents/teachers/students and school (Parent Compact), suggestions of ways parents can become involved in their child's education, the school calendar of events that includes parental involvement activities planned for the year, information regarding the systems that will be used to allow parents and teachers to communicate, parent/teacher conference dates, telephone numbers, website information, Eschool Home Access Center information, parent/student handbook and information related to the parent resource center, and other information. Parent representation on school improvement teams School improvement teams will set the direction that the school takes based on the overall district vision and specific needs established at the school. The teams include people representing the interests of the school as well as the community-at-large. The purpose of parent participation on advisory committees is to maintain open lines of communication between parents, community leaders, staff, and administration. Parent participation on these committees allows them to play an active role in the decision making process and the development of the school improvement plan as well as the parental involvement plan. Communication with Parents All students have a designated MONDAY FOLDER where information is sent home at the beginning of the week. Parents know to check this folder every Monday. Baldwin Elementary School Creates and Distributes a bi-weekly newsletter to all parents by sending a copy home in the Monday Folder. This newsletter includes, lunch menus, schedules of coming events, parenting tips, lunch menus, pictures and notes on recent events, school needs and reminders. Parents may also</p>	Limited Development 12/16/2014		

request to receive this newsletter by e-mail. Each classroom sends home a weekly newsletter with a brief lesson plan, homework tips and reminders, information about assignments, upcoming class events, and other class news. Parents may also request to receive this newsletter by e-mail. Baldwin sends news items regularly to the Paragould Daily Press (local newspaper) and the Ram Channel (local access tv channel, run by the school district). Photos of events, announcements and news items run 24 hours a day. The school district has updated the website and parents have access to the district app to use on their smart phones. Parents are given teachers' school e-mail addresses and encouraged to contact them if they have questions or concerns. Teachers have daily planning time when conferences can be scheduled if needed. Baldwin uses ClassDojo - a behavior documentation system that allows parents - real-time access to student behavior notifications with e-mail or text messages. Class Dojo notifications are sent home weekly. Student grades are available 24 hours a day to parents via E-School Home Access Center. Parents use a secure login to access grades on-line. Parents are welcome to eat lunch with their child any day. Parents are encouraged to volunteer at school and receive training in being a school volunteer. Baldwin has other training programs throughout the year sponsored by the PTO or by the school. Baldwin Elementary School has a dedicated page on the Paragould School District Webpage. Contact information, general information, Parent specific data is available on the Baldwin page. On the district webpage teacher's weekly lesson plans are available for view.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

We will continue our commitment to communicating with parents in as many ways as possible. Samples and logs of this communication will be used as evidence. We will have more parents volunteering, attending PTO, using the parent center and attending events offered at school as evidenced by sign-in sheets and schedules. We will increase our parent and community involvement at Baldwin Elementary to more than 200 volunteers with more than 300 volunteer hours or equivalent service as evidenced by the collection of volunteer info by each teacher and the volunteer info turned in to the Arkansas Department of Human Services each February. We will continue to offer opportunities for parents to participate in their children's school activities. We will continue to educate parents about the current curriculum taught to our 2nd, 3rd and 4th graders. We will continue to offer information about best practices in parenting. We will add items useful to parents to our parent center located in the library and the school lobby.

Kayla Sherlin

05/31/2020

Actions		24 of 33 (73%)		
3/28/16	School will host Title I Parent meeting	Complete 10/04/2016	Caroline Schenk	10/18/2016
<i>Notes:</i>				
10/25/16	Plan and schedule a Math Night to inform parents of the new math curriculum Eureka Math.	Complete 10/28/2016	Wendy Lowery	10/28/2016
<i>Notes:</i> Math night went very well - Best attendance was in 2nd grade - Good response from parents and teachers.				
2/26/15	A school wide newsletter will be published bi-weekly.	Complete 10/24/2016	kathy runsick	10/31/2016
<i>Notes:</i>				
2/26/15	Teachers will document parent/community volunteer/service in their classrooms	Complete 02/15/2017	Melisa Williams	02/15/2017
<i>Notes:</i> Create form to be shared in google. Collect them from teachers at the end of each semester.				
2/26/15	A school "literacy night" will be planned to allow parents/students to interact with student created presentations	Complete 02/23/2017	Lori Myers	02/28/2017
<i>Notes:</i>				
2/26/15	Interim Reports/Report Cards will be sent home every 4.5 weeks during the school year to keep parents informed of student progress.	Complete 02/28/2017	Melisa Williams	02/28/2017
<i>Notes:</i>				
2/26/15	Two Parent/Teacher conferences will be held each year to encourage face to face contact between parents and teachers for discussion of student progress/needs.	Complete 02/13/2017	Caroline Schenk	02/28/2017
<i>Notes:</i>				
10/28/16	Positive comment post cards will be mailed home regularly rewarding positive behavior.	Complete 02/28/2017	Kristie Ford	02/28/2017
<i>Notes:</i> Positive cards have been printed, purchased and are being sent home with students on a weekly basis. This is to increase positive individual communication from teachers to parents.				
3/9/16	A parent perceptions survey will be created and given to parents in each grade	Complete 03/15/2017	Melisa Williams	03/15/2017
<i>Notes:</i>				
2/26/15	All classroom teachers will publish a weekly newsletter of classroom news, activities and events.	Complete 03/15/2017	Wendy Lowery	03/15/2017
<i>Notes:</i>				
2/26/15	At least 3 events will be planned for parents to attend student performances	Complete 04/26/2017	Shawn Wright	04/26/2017

<i>Notes:</i>				
2/26/15	Revise and distribute Information packets including school/parent compact and other information to all parents at the beginning of school or upon enrollment.	Complete 09/09/2016	Caroline Schenk	05/24/2017
<i>Notes:</i> Review possible new inclusions as required by State, Fed. Programs, District or school. Revisions needed to Parent/Student Handbook should be noted as the year progresses for the next revision.				
2/26/15	Add items useful to parents to parent center and parent information center in school lobby.	Complete 05/24/2017	Melisa Williams	05/24/2017
<i>Notes:</i>				
2/26/15	Baldwin will support monthly PTO activities, meetings and events.	Complete 03/31/2017	Clinton Carter	05/24/2017
<i>Notes:</i> sign in sheets, agendas, programs, notes pictures				
9/21/17	Baldwin will host a Family Math Night in the Fall. Staff will provide instructional tips for parents in our current math program and help give parents the skills to help their children at home whenever possible.	Complete 09/28/2017	Kristie Ford	09/28/2017
<i>Notes:</i>				
11/1/17	A Muffins with Mom event will be organized and held in the Baldwin library to promote parent participation and literacy awareness.	Complete 11/01/2017	Kayla Sherlin	11/01/2017
<i>Notes:</i>				
1/31/18	The "Paws for Books" Book Fair will be held in the library from February 8-16, 2018. The library will hold an event, Grands and Goodies, for students and grandparents to shop in the book fair during the grand opening. This event will take place from 4-6 p.m. and provide small treats for our shoppers.	Complete 02/08/2018	Kayla Sherlin	02/08/2018
<i>Notes:</i>				
9/21/17	Baldwin will host a Family Reading/Game Night in the Spring. Baldwin staff will provide organized literacy activities and snacks for our students and parents.	Complete 03/01/2018	Kayla Sherlin	03/01/2018
<i>Notes:</i> Dr. Seuss theme will carry over to Friday. The cafeteria will serve green eggs and ham for breakfast on Friday, March 2, 2018.				
11/2/17	Items will be purchased and added to the Parent Center for checkout and use by the parents in the center.	Complete 05/18/2018	Kayla Sherlin	05/18/2018
<i>Notes:</i>				
9/21/17	A PTO meeting will be held on the first Tuesday of each month. The PTO will meet in the library, have provided snacks/food while staff and parents discuss important upcoming issues.	Complete 05/18/2018	Kayla Sherlin	05/24/2018
<i>Notes:</i>				

6/19/18	Donuts with Dad events will be held in December in the Baldwin library. One morning per grade level, the dads (uncles, older brothers, etc...) and students will gather in the library for donuts, milk, juice, and a presentation by the librarian, Kayla Sherlin introducing new items to the library and parent center.	Complete 12/21/2018	Kayla Sherlin	12/21/2018
<i>Notes:</i>				
6/19/18	Baldwin will host a Family Literacy/Math Night in the Spring. Baldwin staff will provide organized literacy and math activities and snacks for our students and parents.	Complete 01/17/2019	Kayla Sherlin	03/07/2019
<i>Notes:</i>				
9/18/19	Grandparents will be invited to shop after school with students to encourage literacy and as Baldwin's way to celebrate Grandparents' Day is September. The event, "Goodies with Grands" will be help on September 23rd from 4-5:30 p.m.	Complete 09/24/2019	Kayla Sherlin	09/23/2019
<i>Notes:</i>				
9/18/19	School will host annual Title 1 meeting.		Caroline Schenk	10/01/2019
<i>Notes:</i>				
6/19/18	A Muffins with Mom event will be organized and held in the Baldwin library to promote parent participation and literacy awareness.		Kayla Sherlin	10/24/2019
<i>Notes:</i>				
11/1/17	Donuts with Dad events will be held in December in the Baldwin library. One morning per grade level, the dads (uncles, older brothers, etc...) and students will gather in the library for donuts, milk, juice, and a presentation by the librarian, Kayla Sherlin, entitled "Bringing the Bedtime Story Back."		Kayla Sherlin	12/13/2019
<i>Notes:</i>				
4/4/19	Baldwin will host a Family Academic Night in the Spring. Baldwin staff will provide multiple literacy and math activities for students and parents. Students and parents will manipulate the activities to further their understanding of literacy and math concepts as well as team building skills.	Complete 04/04/2019	Kayla Sherlin	01/23/2020
<i>Notes:</i>				
11/2/17	Research will begin on adding a phone line to the Baldwin library where a recorded story time would be accessible to parents and students 24 hours a day.		Kayla Sherlin	05/11/2020
<i>Notes:</i>				
11/2/17	At least 3 events will be planned for parents to attend student musical performances during the school year.		Jake Bushong	05/15/2020

<i>Notes:</i>				
2/26/15	Teachers will provide up to date, timely grade reporting in e-school for parent access.		Caroline Schenk	05/30/2020
<i>Notes:</i>				
2/26/15	Teachers will upload their weekly lesson plans to the district webpage for parent access.		Caroline Schenk	05/30/2020
<i>Notes:</i>				
6/19/18	A PTO meeting will be held on the first Tuesday of each month. The PTO will meet in the library, have provided snacks/food while staff and parents discuss important upcoming issues.		Kayla Sherlin	05/31/2020
<i>Notes:</i>				
6/19/18	Items will be purchased and added to the Parent Center for checkout and use by the parents in the center.		Kayla Sherlin	05/31/2020
<i>Notes:</i>				
Implementation:		09/17/2019		
Evidence	<p>10/28/2016 Parent sign-in sheets available.</p> <p>10/28/2016 Copies of published newsletters are available.</p>			
Experience	<p>10/28/2016 Math night was held on Sept 29, 2016. Best attendance was in 2nd grade. Good response from parents and teachers.</p> <p>10/28/2016 New computer lab teacher, Kathy Runsick was assigned this task and has published the newsletter bi-weekly and will continue this through out the school year.</p>			
Sustainability	<p>10/28/2016 We will continue to plan these nights each year</p> <p>10/28/2016 Submission of materials for newsletter will need to continue from staff.</p>			