

Comprehensive Progress Report

Mission: Our Mission is to grow our students at least 1.3 academic years.

Vision: At Newell, our vision is to engage all scholars while building positive relationships through the establishment of high expectations that will allow them to truly feel supported, welcomed and safe in the school environment.

Goals:

- The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)
- We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)
- The percent of students reporting a positive self-perception of their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)
- The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S 115C-301.1(a) (A4.06) .
- The NC SBE's statutory provision 115C-105.27 (b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under GS 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).
- Provide a positive school climate, under CMS Regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)
- Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.3% in SY2021-22 to 31.1% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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>		The SIP Goals that align to this indicator are: <ul style="list-style-type: none"> • The percent of students reporting a positive self-perception of 	Limited Development 08/15/2022		

their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23.

- Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.3% in SY2021-22 to 31.1% in SY2022-23.

According to the Spring 2023 Panorama results there was a 96.5% response rate. Domain scores in the areas of engagement (59%), self-management (61%), and self-efficacy (49%) decreased from Fall 2022. We did not reach our goal for self-efficacy this year.

2022-23 EOY data indicates a OSS disproportionality for Black students of 32% for the 2022-2023 school year. This is a decrease from last year but 1 percentage point away from achieving our goal.

Additional data that supports this indicator includes:

- 90% of students had 6 or less behavior referrals
- 8.7% of students received a Short Term suspension
- 20 minutes allotted in the master schedule daily for SEL/Caring School Community curriculum
- 43% of students in grades 3-5 scored positively in emotion regulation based on Panorama data, this is an increase from last year's data.
- 76% of students in grades 3-5 believe there is a strong connection between teachers and students within and beyond the classroom.. This is a category we rank in the 80th-99th percentile (compared to others nationally).

Successes from the 2022-2023 school year include teachers being provided professional development that focused on how to recognize students that have made positive choices through PBIS points. Students in grades K-5 had the opportunity to use their PBIS points to attend the School Store to redeem their PBIS points that were stocked by Restart Funding. Students participated in PBIS refresher assemblies that occurred 3 times this year. 100% of K-5 teachers created a classroom behavior support plan for their classroom that included the classroom rules, student incentives and schoolwide consequences. The staff was trained on PBIS implementation and refreshed our strategies.

Based on Panorama data, a challenge we are facing is supporting students in self-management. Overall, less than half of the students in grades 3-5 feel they are able to manage their emotions, thoughts, and behaviors in different situations. This resulted in Newell scoring below the district average for this domain. Communicating monthly feedback

from our SSS core team to grade level teachers to improve student behavior presented a challenge.

An opportunity for the 2023-24 school year is to develop a system for Peer-Mediated Check-In/Check-Out. We also plan to implement Win-Win scenarios, redirection regulation and goal Setting for students, and educate parents on NES SEL strategies and school expectations. Also, we will ensure that the SSS team communicates feedback regularly to teachers by adding "student behavior" as a PLC agenda that allows SSS to share student data in regards to data.

How it will look when fully met:

Activities in place: • Teacher professional development on culture and behavior expectations at the beginning of the school year. • Daily morning meetings in each classroom. • Teacher interactions with students in order to strengthen relationships include lunch with a special guest, get to know you surveys, and other opportunities • Resource folder that contains tiered behavior support to assist in classroom management. • A behavior teaching matrix for learning that displays the behavior expectations of every activity of learning is posted in the learning environment of each classroom and reviewed daily. • Behavior matrices posted throughout the building that displays the behavior expectations in every area of school: cafeteria, bus, hallway, classroom, bathroom • Teacher and staff modeling of desired behaviors • Positive rewards and celebrations of desired outcomes • Student recognition and praise on school news/Pawsitive Kid recognition • Parent support and intervention through counseling programs • Bully prevention and reporting • PBIS-Rewards program for positive behavior reinforcement • PBIS-Rewards program for positive behavior reinforcement to support teacher behavior

When this is fully implemented, we will see a reduction in office referrals.

Kyerra Oglesby

06/15/2024

Actions

0 of 2 (0%)

2/23/23	Restart Flexibility: Utilize Restart funds to: - renew our subscription for the PBIS-Rewards platform - develop and provide staff with PD to improve the usage of the PBIS platform. - purchase items for the Wolfpack Market, our school store, which will support our efforts to - promote and reinforce positive staff and student behavior.		Kyerra Oglesby	06/01/2024
<i>Notes:</i>				
8/15/22	Grade level teachers will receive monthly feedback from our SSS core team based on PBIS data to improve student behavior. The impact of the feedback will be monitored through future PBIS referrals. (FAM3 30-31, EVAAS, SEL, OSS, Restart)		Kembrie Farrow	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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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>The SIP goal that aligns to this indicator is: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23.</p> <p>2022-23 EOG data indicates that Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG. In 3rd grade reading the school's GLP went from 13.4% GLP in 2021-2022 to 20.7% in 2022-23.</p> <p>MAP Reading data reveals an increase in median percentiles from the 18th percentile at BOY to the 37th percentile at EOY. Walkthrough data was collected and shared weekly and grade level trends were discussed in PLCs.</p> <p>Successes for the 2022-23 school year include facilitators introducing the KUD document during which a breakdown of each standard was completed resulting in aligning tasks and activities, adjusting instruction to add pre-learning for various standards, and modeling of instruction. Small group instruction and groups were determined based on assessment data and teams utilized assessment resources for reteach and corrective teaching. Admin worked with teams (grade level, MLs, and EC teachers) on aligning instruction and grading with the district</p>	Limited Development 08/15/2022		

grading policy and compliance. Walkthrough data was provided to teams immediately and a plan was developed to implement feedback and changes. Changes were inspected and discussed in PLCs.

Staffing was an ongoing challenge for the 2022-2023 school year. With Restart, the challenge is receiving the funds in late February. Most of the school year is over and we lose time with securing resources that we could use throughout the year. Facilitators were scheduled to attend PLC meetings and due to the master schedule were unable to support teachers and small group instruction.

Opportunities for 2023-24 school year include increasing the rigor and creating challenging work for students performing above grade level, and offering staff PD that will address effectively using data to target specific needs of students. Next year, the ILT/TLP will be modified so that they are centrally focused on 1-2 grades/subjects. For example, if there is an MCL assigned to a grade level or 2, they will have an extra hour to coach and support instruction because they won't attend 3 consecutive hours of PLCs. Bringing in TLP Candidates will provide teachers/students with additional support focused on raising student achievement.

<p>How it will look when fully met:</p>	<p>In terms of PLCs and planning, we are working to refine our small group planning for instruction. All teachers have received promethean boards for their instructional use in classrooms. We have used general, Title 1 and Restart school funds to purchase supports for standards-aligned instruction: • PD on implicit biases and culturally responsive teaching and resources including positions related to instruction and curriculum implementation (ex: 2-EC Assistant, 1.5 interpreters, Bilingual Data Manager, MTSS facilitator and interventionist, new teacher support coach, and Orton Gillingham specialist • Extended Employment funds used for instruction or curriculum development • Our current implementation efforts for the 2022-2023 school year also include school administrators, facilitators, and staff receiving PD on the district-provided scope and sequences that are aligned to the North Carolina Standard Course of Study. All staff will use the unpacking documents to drive the instructional planning that takes place during both vertical, grade level, and content planning meetings. Continuing this year, the staff will be provided with professional developments to support all content areas. An opportunity for district support and professional development will be made available to staff as we continue to identify needs based on the core action walkthroughs. Following the training, the curriculum coordinator and district facilitators will provide ongoing coaching and support around the implementation of the Instructional Planning Approach throughout our grade-level teams. Informal assessments are given weekly to help inform instruction and assess student learning. Teachers are provided with a half-day planning session to analyze data and develop a plan of action to inform their future instruction.</p>		<p>Kyerra Oglesby</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>1 of 4 (25%)</p>		
<p>2/23/23</p>	<p>Restart Flexibility: Utilize Restart funds to replace all outdated SmartBoards with Promethean Boards to increase the level of fidelity and integrity in our curriculum implementation.</p>	<p>Complete 06/01/2023</p>	<p>Kyerra Oglesby</p>	<p>06/01/2023</p>
<p>Notes:</p>				

8/3/23	Facilitators and EITs will focus on specific grade levels and content areas and provide coaching and support to teachers to build teacher capacity around implementing G.L.E.A.M aligned lessons that will increase student achievement. Coaching and support will focus specifically on deepening teacher understanding of the standards. In order to do this we will utilize our Restart class size flexibility in order to allot for more teacher support positions. (FAM-29, 3rd ELA, EVAAS, Restart, CSI funding)		Kyerra Oglesby	02/28/2024
<i>Notes:</i>				
8/3/23	Facilitators and EITs will support teachers in alignment with the tiered teacher coaching plan. PD and modeling of lessons during PLCs and coaching meeting will take place with a focus on implementing the planned lessons that align with grade level standards (Core action 1). (FAM-S 29, 3rd ELA, EVAAS, CSI Funding)		Kyerra Oglesby	02/28/2024
<i>Notes:</i>				
8/3/23	ILT will develop and roll out to a staff a school-wide data analysis and planning process for looking at student data and developing small group lessons that are driven by data. (FAM-S 29, 3rd ELA, EVAAS, CSI funding)		Semeika Stewart	02/28/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23.</p> <p>2022-23 EVAAS data indicates that Newell exceeded growth overall with a growth index score of 2.64. We also exceeded growth in Reading and for our Hispanic and English Learner subgroups. We met growth in math, science, and for our Black and Economically Disadvantaged subgroups.</p> <p>During the 2022-23 school year, we implemented an MTSS process effectively using data-driven problem-solving to maximize growth for all. Interventions were administered through academic and behavior plans that demonstrated school improvement through engaging,</p>	Limited Development 08/15/2022		

research-based academic and behavioral practices. According to Branching Minds Tier Movement June Report, Newell's Tier 3 percentage decreased from 51% to 45%.

Successes for the 2022-23 school year include holding meetings and implemented measures to ensure Intervention Fidelity. Each of the following systems were put in place:

- MTSS walk through and feedback
- Math walk through to strengthen CORE instruction.
- Random checks for IReady and Dreambox usage
- Weekly attendance sheets to ensure attendance for intervention groups are accurate
- Email reminders for Branching Minds To Do list and progress monitoring check in

Additionally, the alignment of the Self-Assessment of MTSS (SAM) to the results of the Facilitated Assessment of MTSS (FAM-S) provided the team with a holistic view of our perception of our MTSS program compared to the actual implementation of MTSS.

A challenge we faced during the 2022-23 school year was interventions and progress monitoring being done with fidelity with the data consistently being entered data into Branching Minds in a timely manner. As of June 2023, 70% of the students at Newell were on a MTSS plan. Therefore, the percentage of students that need a plan could potentially be higher than 10% for the 23-24 school year.

Opportunities around PD to further enhance our MTSS systems have been scheduled for August 2023 which will include how to effectively use Branching Minds. A representative from DreamBox will be coming out to support teachers with implementing the intervention with fidelity. Teachers will also receive a refresher PD on interventions and progress monitoring procedures. The master schedule will reflect a schoolwide intervention time that will provide additional time to focus on literacy or math deficits. Progress monitoring will take place during a designated day and time, thus allowing staff to routinely track student data to ensure supports are implemented to increase student achievement. MTSS procedures will be refined to align with the needs of students and the master schedule.

<p>How it will look when fully met:</p>	<p>Interventions administered through academic and behavior plans will demonstrate school improvement through engaging, research-based academic and behavioral practices. The MTSS process will effectively use data-driven problem-solving to maximize growth for all. Newell will provide Core academic and social-emotional instruction for all students. The majority of students (approximately 85%) will respond to core instruction. A percentage of students will perform below expectations in various areas despite core instruction and will require supplemental support to meet their academic and social-emotional needs.</p> <p>Additionally, we will continue to use Restart and Title 1 school funds to purchase supports for equitable tiered instruction:</p> <ul style="list-style-type: none"> • Token Economy (PBIS rewards platform and incentives) for behavior • Title 1 for additional BMT position. <p>In addition to focusing on:</p> <ul style="list-style-type: none"> • Teachers implementing core curriculum with integrity and fidelity. • Diverse use of best practices and strategies that address different learning styles and needs. • Effective MTSS team structures and processes 		<p>Semeika Stewart</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/3/23</p>	<p>The MTSS Facilitator will provide training on Branching Minds and an MTSS Overview to all staff (FAM-S 3, EVAAS, SEL, OSS, Title I Funds).</p>		<p>Joanna Loftis</p>	<p>11/01/2023</p>
<p><i>Notes:</i></p>				
<p>2/23/23</p>	<p>Restart Flexibility: Utilize assessment flexibility so kindergarteners are exempt from the NC ELI (KEA) assessment. Teachers will utilize MAP, DIBELS, and EL Education microphase data to drive instruction and gauge student progress. (EVAAS)</p>		<p>Kyerra Oglesby</p>	<p>12/01/2023</p>
<p><i>Notes:</i></p>				
<p>8/3/23</p>	<p>The MTSS facilitator will develop meeting structures and processes to ensure the updated meeting schedule leads to improved communication, implementation of plans with fidelity, and clear understanding of all students current state across all staff and team members. (FAM-S 3, EVAAS, SEL, OSS, CSI funding, Title I funding)</p>		<p>Semeika Stewart</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				

	8/15/22 Staff will utilize a school-wide progress monitoring template to track and analyze the execution of all required progress monitoring across tiers. (FAM-3, EVASS, SEL, OSS, Title 1 Funds).		Joanna Loftis	02/28/2024	
<i>Notes:</i>					
	9/13/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidenced-based intervention(s) to increase overall student performance. - Attend and implement RELAY professional development to build instructional leader and teacher capacity around best practices.		Kyerra Oglesby	06/15/2024	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> The percent of students reporting a positive self-perception of their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23. Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.3% in SY2021-22 to 31.1% in SY2022-23. <p>According to the Spring 2023 Panorama results there was a 96.5% response rate. Domain scores in the areas of engagement (59%), self-management (61%), and self-efficacy (49%) decreased from Fall 2022. We did not reach our goal for self-efficacy this year.</p> <p>2022-23 EOY data indicates a OSS disproportionality for Black students of 32% for the 2022-2023 school year. This is a decrease from last year but 1 percentage point away from achieving our goal.</p> <p>Success for the 2022-23 school year includes teachers using daily check-ins from student PBIS to help improve student overall social emotional. Additionally we provided all classrooms/special areas with a calm corner and students used the PBIS platform for a morning and ongoing SEL check. We added a second BMT to support and de-escalate behaviors that could result in a Level 2 or higher response.</p> <p>Challenges we faced for the 2022-23 school year were teachers analyzing Panorama survey data to take specific actions around improving student responses on their self-efficacy indicators (SEL). Teachers spent the bulk of their time analyzing academic data because over 10% of students were on academic MTSS plans.</p>	Limited Development 08/15/2022			

An opportunity to address these challenges for the 2023-24 school year is to allot time for teachers to analyze Panorama data. During data PLCs, students' academic and SEL progress will be discussed. We will also include behavior incidents as a data point to design the best action plan for students. We will determine next steps for supporting SEL and behavior for students to ensure implementation is consistent across the school.

BMTs and designated SSTs will attend PD to assist with implementing Restorative Practices in the classroom. Staff and students will undergo training, provided by the BMTs and SST team, on implementing community building circles, affective statements, setting classroom agreements and impromptu conferencing. Training will be provided to teachers and staff on MTSS Behavior Plans and utilizing the interventions with fidelity.

How it will look when fully met:

Teachers will use Caring Schools curriculum during morning meetings to build relationships and support the emotional needs of students. This will be monitored through virtual walkthrough data and feedback surveys.

Kyerra Oglesby

06/15/2024

Actions

0 of 6 (0%)

8/3/23 Counselor will develop some targeted unit plans using Caring Schools curriculum that align to high leverage topics that teachers can utilize a group of lessons based on classroom data. (FAM-S 30-31, SEL, OSS)

Carla Garcia

11/01/2023

Notes:

8/3/23 Research and include some updated alternatives to suspension within our school-wide discipline matrix. (FAM-S 30, OSS)

Kyerra Oglesby

11/01/2023

Notes:

8/3/23 Execute school-wide three-tiered attendance plan. (All goals)

Attendance plan link:
https://docs.google.com/document/d/1xkr_YV4bdo3atRa_vlVjWj-TLiaSSqkvx69SBzVBhNs/edit?usp=drive_link

Kembrie Farrow

06/15/2024

Notes:

	10/11/23	Restart Flexibility: Use Restart Funds to purchase a Student News Broadcast System to allow our students leadership opportunities around media and broadcasting.		Kyerra Oglesby	06/15/2024
	<i>Notes:</i>				
	8/15/22	All staff will analyze Panorama survey data to develop student and teacher action plans that will specifically target our lowest scoring domains. (FAM-S 30 and 31, SEL, OSS).		Patience Perry	06/15/2024
	<i>Notes:</i>				
	8/15/22	Teachers will encourage all students to utilize daily check-ins through their PBIS Rewards platform to help improve student overall social emotional state. (FAM-S 30-31, SEL, OSS, Restart Funding)		Kembrie Farrow	06/15/2024
	<i>Notes:</i> January 18th, all staff received a refresher on PBIS expectations, addressing behaviors, and expectations for using the calling corner to support students in regulating their emotions. Staff meeting held 3/15/2023. Mrs. Farrow conducted a refresher to demonstrate to teachers how to complete student check-ins for PBIS. She also showed them how to show students how to use the panic button housed within the PBIS Platform.				
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

Initial Assessment:

The following data points show the progress we have made for this indicator:

- 100% of 5th grade students/parent(s) communicated with a counselor to create a 2023-2024 middle school class schedule.
- Less than 10% of parents of rising kindergarteners attended Beginner's Night.

Successes from the 2022-23 school year include parents receiving information and attending sessions on school choice and home school information, students attending sessions with the counselors to discuss course offerings, objectives and overview, and counselors used student data to determine placement. Students also attended Information Sessions facilitated by staff from feeder pattern schools. On May 8th, Newell held Beginner's Night for all rising Kindergartener's. During Beginner's Night, rising kindergartner's spent time engaging in activities, while parents received information on how to prepare their child, an overview of a typical day and requirements for registration.

A challenge we faced is the number of parents of rising kindergarteners that attended Beginner's Night this year was less than 10%. The challenges we faced for our 5th grade students were students having an opportunity to interact with staff from their middle school. We found that some schools wanted to either have virtual meetings or chose not to meet with students because only a few students were on the roster to attend their school. Middle schools had different guidelines for conducting transition meetings. Some schools wanted to meet virtually, which limited the parents who wanted to visit the school in-person prior to finalizing their child's placement.

We will take advantage of opportunities such as contacting child care facilities, community organizations, and local rent apartment rental offices to assist with communicating the event and importance of Beginner's Night for next year. We also plan to provide multiple opportunities for parents to attend, such as virtual sessions and sessions at various times. We will advocate for students to encourage representatives from the middle schools to visit our campus to talk with our students about their school. Additionally, we will reach out to schools to educate our families on the variety of schools that are available to them.

Limited Development
08/15/2022

<p>How it will look when fully met:</p>	<p>Grade level planning includes unpacking current grade level standards, but also building upon prior knowledge learned in previous years and foreseeing levels of complexity in upper grades. Grade level facilitators and teachers seek vertical planning opportunities when creating the master calendar and professional development days.</p> <p>School counselors work in collaboration with feeder schools to ensure smooth transition in registering fifth grade students for middle school.</p> <p>The kindergarten team, school administration, nurse, social worker, and counselors collaborate to prepare families of kindergarten for success during the first days of school. Data that identifies students early learning experiences before kindergarten would be used to help foster their growth and achievement.</p>		Kyerra Oglesby	06/15/2024
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Actions		0 of 2 (0%)		
8/15/22	Information about magnets and the school choice lottery will be shared with all families. Registration and transition events will be planned for 5th graders moving into each feeder middle school in which students are given the opportunity to engage with the new staff. (SEL)		Patience Perry	06/15/2024
<i>Notes:</i>				
8/15/22	Upcoming kindergarten families are invited to Beginners Night. Information is sent to our local daycares, CMS pre-school and letters to our current students. (SEL)		Patience Perry	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> The percent of students reporting a positive self-perception of their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23. Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.3% in SY2021-22 to 31.1% in SY2022-23. 	Limited Development 08/15/2022		

- The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23.
- We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23.

2022-23 EOG data indicates Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG.

2022-23 EVAAS data indicates that Newell exceeded growth overall with a growth index score of 2.64. We also exceeded growth in Reading and for our Hispanic and English Learner subgroups. We met growth in math, science, and for our Black and Economically Disadvantaged subgroups.

According to the Spring 2023 Panorama results there was a 96.5% response rate. Domain scores in the areas of engagement (59%), self-management (61%), and self-efficacy (49%) decreased from Fall 2022. We did not reach our goal for self-efficacy this year.

2022-23 EOY data indicates a OSS disproportionality for Black students of 32% for the 2022-2023 school year. This is a decrease from last year but 1 percentage point away from achieving our goal.

2022-23 EOY data indicates that student performance increased by 5% in reading GLP, 8% in math GLP, and 7% in science GLP. Additionally, 19 MLs lost their status and exited the program based on ACCESS.

Successes for the 2022-23 school year include devising systems for instruction to clearly define expectations/non-negotiables, Consistently meeting as an ILT each Friday and as an SIT monthly, and facilitators and teacher leaders facilitating content PLCs on a weekly basis.

A challenge we are still working to address is increasing parent participation on the school improvement team.

An opportunity to address our challenge for the 2023-24 school year is to use the master calendar to pre-schedule and communicate the meetings in advance of the upcoming school year. We will recruit parents by using platforms such as Parent Square and our website to solicit parent participation. We will place handouts regarding parent involvement in the main office and have it available to share with parents during school events.

How it will look when fully met:	Based on monthly meetings, the school staff will have an increased awareness of school events that are discussed in SIT meetings and will stay abreast on the school's progress towards its SIP goals.		Kyerra Oglesby	06/15/2024
Actions		0 of 1 (0%)		
8/3/23	Hire a bi-lingual parent advocate who can collaborate with our parent advocate and immerse themselves in the community to increase parent understanding and openness to engage in the School Improvement Team process. (ALL goals)		Ladonne Dillard	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23. We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23. <p>2022-23 EOG data indicates Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG.</p> <p>2022-23 EVAAS data indicates that Newell exceeded growth overall with a growth index score of 2.64. We also exceeded growth in Reading and for our Hispanic and English Learner subgroups. We met growth in math, science, and for our Black and Economically Disadvantaged subgroups.</p> <p>2022-23 EOY data indicates that student performance increased by 5% in reading GLP, 8% in math GLP, and 7% in science GLP. Additionally, 19 MLs lost their status and exited the program based on ACCESS which includes Hispanic Males.</p> <p>Successes for the 2022-23 school year include each team having a</p>	Limited Development 08/15/2022		

Grade Chair, ELA Content Lead, Math Content Lead, ML/EC Support, TA, Facilitator, Administrator who supports the PLC. Additionally, PLC time increased by 15 minutes this year. Previously we held 45 min PLCs, we currently hold 60 minute PLCs each week. The agenda outlines what will be covered and how. The increase in time allowed teams to spend more time diving deeper into the standards (KUD). Also, the increase in time allowed for teachers to receive grade level feedback that supported them in the discretionary moves that were needed during the instruction.

Creating a master schedule that will allot time for instructional support staff (EC, ML, TD, Interventionist) to attend PLCs consistently was a challenge we faced.

An opportunity for improvement for the 2023-24 school year is that ILT, Admin, and teachers will meet in July for PLCs to ensure stakeholders have an opportunity to provide input into instructional planning/duties/responsibilities. A master schedule will be designed which will allow instructional support staff to attend PLCs and still be able to meet student academic needs.

How it will look when fully met:

Grade level content-lead teachers will take the lead in instructional planning meetings with the guidance of their facilitator and grade level administrator. Planning meetings will be driven by agendas and student data and protocols found within the DDI framework. Student names and misconceptions will be at the forefront of all planning agendas and teachers will move from the what to the how; more specifically on how we accelerate students do not demonstrate mastery or how to enrich when they have mastered grade-level content. Our TD teacher is on campus 3x per week. She will attend 3-5 grade level ELA PLCs and supports teachers with implementing the advanced studies curriculum from the EL Curriculum.

Kyerra Oglesby

06/15/2024

Actions

0 of 1 (0%)

8/3/23 Short and long range planning schedules will be scheduled into the master schedule to support teachers with weekly and quarterly instructional planning and data analysis. (3rd grade ELA, EVAAS)

Kyerra Oglesby

11/01/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23. We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23. <p>2022-23 EOG data indicates Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG.</p> <p>2022-23 EVAAS data indicates that Newell exceeded growth overall with a growth index score of 2.64. We also exceeded growth in Reading and for our Hispanic and English Learner subgroups. We met growth in math, science, and for our Black and Economically Disadvantaged subgroups.</p> <p>The CMS Data Team (DUSI) projected 25 third-grade students were needed to show a 5% increase in Reading. Newell had 27 third grade students proficient in Reading on the EOG. There was a 6.6% increase overall in 3rd grade reading GLP.</p> <p>Successes for the 2022-23 school year include the principal conducting walkthroughs twice each week and providing timely feedback to teachers, facilitators and the LC walked 3-5 and attended their PLCs to ensure that high quality instructional experiences were planned and executed for students. ILT used the feedback from walkthroughs to coach teachers, support PLCs and provide resources students needed to meet their goals. Core action walkthroughs provided teachers and ILT Members with an understanding of the impact the indicators have on instruction and teaching.</p> <p>Instructional leadership team utilized the CORE Action Walk form to provide teachers with immediate feedback and track grade level and schoolwide trends each week. This feedback was added to the weekly ILT agenda to discuss improvements in systems, delivery and student/teacher performance. According to Insight Data, Teachers</p>	Limited Development 08/15/2022		

reported that they received observations and feedback and were able to use it to improve student achievement. Our Insight Score for observation and feedback was 5.2.

A challenge that we faced was ensuring that consistent feedback was given to support staff such as TAs, ML, EC, etc. Consistently scheduling and conducting 2 CORE Walks each month, coordinating walks with the leads of the support staff to ensure consistent feedback and coaching is provided to them was also a challenge.

We will create an opportunity to share the CORE Action Walkthrough Form with staff at BOY. Sharing the CORE Expectations will support us in adopting systems that lead to higher student achievement. We will also establish a CORE action walk schedule at the start of the year to help with consistency of execution.

How it will look when fully met:

Based on coaching and feedback, weekly walkthroughs, and formal observations, teachers will build instructional capacity across their PLC to meet the academic needs of all students. Therefore, there will be an increase in student data and our school will be removed from the state low-performing list. The ILT will implement a process for providing immediate feedback and holding coaching conversations to support meeting student academic needs. We will establish PD opportunities to ensure all teachers effectively analyze data. As an admin team, we will utilize roles, responsibilities, and a schedule for formal and informal observations and feedback. ILT members will establish a schedule for attending planning sessions, and monitor-classroom “walkthrough” data for progress in teacher practice. Weekly the principal will monitor individual coaching logs, PLC agendas, and/or lesson plan data for alignment and progress.

Kyerra Oglesby

06/15/2024

Actions

2 of 4 (50%)

2/23/23 Restart Flexibility: Utilize Restart funds to hire a 6th Kindergarten teacher due to increased enrollment.

Complete 09/01/2022

Kyerra Oglesby

09/01/2022

Notes:

10/11/23 Restart Flexibility: Utilize Restart funds to hire a fifth 1st and a fourth 2nd Grade Teacher due to increased enrollment.

Complete 09/01/2023

Kyerra Oglesby

09/01/2023

Notes:

8/3/23	Teachers will receive feedback from ILT on standard alignment in Core Action 1 through walkthrough glows and grows, CORE Action Walks, coaching feedback, and observation conferences (FAM-S, EVAAS, SEL, OSS, and 3rd Grade ELA, Restart).		Kyerra Oglesby	02/28/2024
<i>Notes:</i>				
8/3/23	Principal and MTSS Facilitator will walk PACK time to look for execution of student tiered intervention plans in alignment with the standard treatment protocol and that progress monitoring is happening with fidelity. Teachers will receive feedback through glows and grows. (FAM-S, EVAAS, Title I Funding, Restart)		Kyerra Oglesby	02/28/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23. We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23. The percent of students reporting a positive self-perception of their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23. <p>2022-23 EOG data indicates Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG.</p> <p>2022-23 EVAAS data indicates that Newell exceeded growth overall with a growth index score of 2.64. We also exceeded growth in Reading and for our Hispanic and English Learner subgroups. We met growth in math, science, and for our Black and Economically Disadvantaged subgroups.</p> <p>2022-23 EOY data indicates that student performance increased by 5%</p>	Limited Development 08/15/2022		

in reading GLP, 8% in math GLP, and 7% in science GLP. Additionally, 19 MLs lost their status and exited the program based on ACCESS which includes Hispanic Males.

According to the Spring 2023 Panorama results there was a 96.5% response rate. Domain scores in the areas of engagement (59%), self-management (61%), and self-efficacy (49%) decreased from Fall 2022. We did not reach our goal for self-efficacy this year. Spring Panorama data in support of our SEL goal showed that Supportive Relationships were up by 2%, Challenging Feelings by 3%, Emotion Regulation 1%..

Successes consist of the end of year results for SY 2022-2023 for 3rd Grade Black and Hispanic students who scored at the CCR level was 11.7%.

Challenges we faced included staff being knowledgeable of the resources available in Mastery Connect to analyze subgroup data.

Next year, we will ensure that our staff applies the knowledge gained in SY 22-23 to analyze schoolwide and class data to monitor the progress of subgroups. Subgroups will be an added section of our data agendas. We will utilize summer planning with staff and district support staff as an opportunity to plan meaningful professional development in alignment with manipulating Mastery Connect and using its resources to monitor subgroups.

<p>How it will look when fully met:</p>	<p>Throughout the school year, all teachers, facilitators and administrators will be using rigorous assessments to plan for instruction. Student data will be collected from these assessments to drive planning for corrective teaching, enrichment and small group instruction with fidelity across all grade levels. MAP reports and the Navigator Portal data will be utilized regularly to review and analyze proficiency and growth reports. The data will be disaggregated consistently by all teachers, facilitators and administrators in professional learning communities to help determine what is working well and what additional professional development needs are required to improve teaching and learning. Quarterly data days will take place with fidelity across all content and grade level professional learning communities. Through the work of Instructional Leadership Teams and collaboration with learning community staff members, the school will analyze and interpret data to inform instruction and determine next steps using the Data Driven Instruction model. Deeper data dives will be completed by all grade level professional learning communities and the learning community to analyze and interpret subgroup achievement data and to determine remediation and enrichment needs of students during core and intervention times. Student achievement and growth will improve as evidenced by results on Spring MAP assessments and North Carolina End of Grade tests.</p>		<p>Semeika Stewart</p>	<p>06/15/2024</p>
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<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>8/15/22</p>	<p>ILT and teacher teams will evaluate the progress of subgroups (SWD, ML, Black, Hispanic) in Mastery Connect, MAP, DIBELS, and ML data to assess student mastery and action plan. (All goals)</p>		<p>Ladonne Dillard</p>	<p>06/15/2024</p>
<p>Notes:</p>				

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

Initial Assessment:

The AP and Principal worked to staff the building for the 2022-23 school year. By January 32/33 classrooms had a classroom teacher of record. The AP, dean and principal coordinated to ensure all staff were evaluated, including their PDP, and summatives. We recognized high performing staff each quarter, including performance for EOY 21-22 at the start of the 22-23 school year. 59/68 staff members will receive the CSI Retention Bonus.

Successes include a weekly newsletter, "The Howler," being distributed digitally to staff from August to June. Staff were given the opportunity to participate in a staff survey which was available each month. On average, 15 staff members responded to the monthly staff surveys. Staff retention throughout this year was also a success. We did not lose any staff members once the school year began. This year we met our goal of retaining 80% of staff outside of relief school staffing and attrition. All staff who qualified will receive a \$3,500 bonus for returning to Newell next year.

This year our challenge will be finding highly qualified staff to fill our vacancies in 4th and 5th Grade Literacy/Math. Our CSI funds allow us to offer a \$7,500 recruitment bonus to staff who have a proven track record for moving students in Literacy and Math in Grades 4 and 5. Another challenge we faced was developing a model classroom amongst each grade level. Also, less than 50% of staff consistently participated in the monthly staff surveys.

Opportunities for the 2023-2024 school year include meeting the requirements for recruiting staff from TLP and securing highly qualified staff prior to the opening of school. We are using CSI Funds to attract quality candidates to hard to fill areas such as 4-5th Math, Science, and Literacy. ILT will also work together to identify teachers that will serve as leaders of model classrooms. Staff will be rewarded with incentives when a specified percentage of staff participate in the surveys.

Limited Development
08/15/2022

How it will look when fully met:		When this objective is fully met, Newell will serve as a learning lab school in which teachers refine their craft based upon teacher leaders facilitating professional development, model classroom visits, peer observing and coaching as well as high leverage coaching from school based instructional leaders. Newell will continue to refine its Mentor/Mentee program to provide tiered offerings monthly based upon teacher input and need. These offerings will be aligned with the school improvement plan, instructional walkthroughs and school assessment data. Newell will continue to develop its partnership with various departments at local universities. Newell will continue to acknowledge its highest leverage teachers with retention bonuses, if available. A final strategy that will be evident is a clear teacher pipeline at Newell in which teachers are able to embrace leadership opportunities that demonstrate impact on student growth and proficiency as well as leading adults. The principal will continue to use staff pulse checks within the staff communication monthly to hear areas of concerns (glows and grows). Each staff member has successfully created a PDP aligned with school and personal growth areas. The admin team meets with each staff member assigned to their caseload to discuss progression and provide feedback.		Kyerra Oglesby	06/15/2024
Actions			0 of 2 (0%)		
	8/3/23	Teachers will have the opportunity to express needs and areas of growth through monthly pulse check surveys and INSIGHT. The pulse checks will be in the weekly Newell Newsletter "The Howler" sent to staff (All goals, Restart).		Kyerra Oglesby	06/15/2024
	<i>Notes:</i>				
	8/3/23	Establish model classroom on each grade level with EITs and grade level leads to serve as an exemplar of high-quality instructional practices and procedures. Teachers will be able to record the model and themselves in order to reflect on their practices and/or conduct peer observations (All goals, CSI Funding).		Semeika Stewart	06/15/2024
	<i>Notes:</i>				
Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To
Initial Assessment:		The SIP Goals that align to this indicator are:	Limited Development 09/15/2023		

- The percent of students reporting a positive self-perception of their self-efficacy will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23.
- Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.3% in SY2021-22 to 31.1% in SY2022-23.
- The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23.
- We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23.

2022-23 EOG data indicates Black and Hispanic students went from 8.5% CCR in 3rd grade ELA EOG to 5.8% CCR on the 3rd grade ELA EOG. According to the Spring 2023 Panorama results there was a 96.5% response rate. Domain scores in the areas of engagement (59%), self-management (61%), and self-efficacy (49%) decreased from Fall 2022. We did not reach our goal for self-efficacy this year.

2022-23 EOY data indicates a OSS disproportionality for Black students of 32% for the 2022-2023 school year. This is a decrease from last year but 1 percentage point away from achieving our goal.

As a result of collaborating with the LEA Support and Improvement Team, preliminary data as of June 2023 indicates that student performance increased by 5% in reading GLP, 8% in math GLP, and 7% in science GLP. Additionally, the Fall to Spring MAP report displayed 54% of K-5 students met/exceeded their goals in Math and 39% of 2nd-5th grade students met/exceeded their goals in Reading.

This year successes included obtaining LC Support with 3rd and 4th Grade Literacy which included the LC Specialist and district ML Specialist who collaborated in the PLC, participated in walkthroughs which provided feedback, and co-taught with one of our novice teachers. This resulted in a 6.6 percentage point increase in 3rd grade grade level proficiency and a 4.8 percentage point increase in 4th grade grade level proficiency based on preliminary data as of June 2023. Additionally, the LC Math Specialist attended 4th Grade Math PLCs and modeled lessons and strategies for the team which resulted in a 3.9 percentage point increase in students' grade level proficiency based on preliminary data as of June 2023. A mid-year strategy meeting was held

with the district Science Specialist to ensure that we implemented effective instructional practices for 5th grade science, which resulted in a 7 percentage point increase in students' grade level proficiency based on preliminary data as of June 2023.

One challenge we are facing in increasing overall reading proficiency within students in order to meet our CCR goals. There is also a time constraint related to how much reading support the majority of our students require in order to become proficient as readers.

There are opportunities for us to create a daily intervention time for each grade level. The master schedule will limit students to 30 minutes of physical activity each day in order to allocate an additional 30 minutes to our daily instructional time. The additional intervention time would be used to accelerate students through individualized instruction. Additionally, we will continue to leverage district supports to address these challenges and work towards our goals.

How it will look when fully met:

We have an established team with clear roles and responsibilities. We will work together to support continuous improvement that results in increased growth, success, and proficiency results in our students.

Kyerra Oglesby

09/15/2024

Actions

0 of 2 (0%)

9/15/23

Within the 2023-24 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to recruit and retain a higher number of highly effective staff members to increase access for all students to highly effective teachers and coaches. (All goals)

Kyerra Oglesby

06/15/2024

Notes:

10/11/23

Restart Flexibility: Use Restart funds to purchase Draw Pads for every Promethean Board to support teachers with execution of engaging, technology-based lessons.

Kyerra Oglesby

06/15/2024

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
<i>Initial Assessment:</i>			<p>The following data points show the progress we have made for this indicator:</p> <ul style="list-style-type: none"> • 1176 Parents/Guardians are enrolled to receive weekly communication from ParentSquare • Quarterly letters were sent home to communicate Non-Highly Qualified (NHQ) Status of staff. 4% of Newell's classroom teachers are NHQ. • Approximately 150 + families attended afterschool curriculum events, such as STEM Night <p>Successes for the 2022-23 school year include weekly principal reminders were sent to parents via ParentSquare regarding school events, policies, procedures, and instructional updates., teachers communicated with parents consistently and regularly about external instructional resources such IXL, Study Island, tutoring opportunities, curriculum nights, and district workshops, a monthly newsletter was also distributed via ParentSquare to all stakeholders.</p> <p>Challenges that were faced during the 2022-23 school year were maintaining updated contact information from all parents, ensuring all parents registered for access to ParentSquare, implementing a practice for families without access, and developing systems for monitoring home participation.</p> <p>For the 2023-24 school year we will have the opportunity to hold a session to ensure registration and access to ParentSquare at Open House. We will also add more information to the website, including a link and instructionsfor ParentSquare.</p> <p>We are also looking to increase our number of active SIT members and participants.</p>	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<p>Based on our parent communication platforms, parents will always be aware of their child's progress and a partnership of shared commitment to the student's learning will be developed between the school and family. After school events for families will provide opportunities to build a sense of community and sustainable relationships between school staff and families outside of the normal school hours. Finally, having 1.5 school interpreters, a bilingual data manager, and a bilingual counselor will ensure we are effectively communicating with all of our Spanish-speaking families so they will have equal access to involvement in their child's education and learning. Parents will be involved at every level with their child when this objective is fully met.</p>		<p>Semeika Stewart</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>2/23/23</p>	<p>Restart Flexibility: Utilize Restart funds to purchase ParentSquare to improve communication with families.</p>	<p>Complete 08/31/2022</p>	<p>Kyerra Oglesby</p>	<p>09/01/2022</p>
<p><i>Notes:</i></p>				
<p>9/21/22</p>	<p>A parent engagement newsletter will be created and shared monthly on ParentSquare and to the school website to ensure parents are aware of engagement activities at the school. (All goals)</p>		<p>Semeika Stewart</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/3/23</p>	<p>Parent Advocate will plan and execute three parent nights that will allow parents to come in and engage in things like make and take curriculum connected activities, ESL classes, and access to community resources to support them in supporting the success of their students. (FAM-S 3, (All goals, Title I Funding)</p>		<p>Kyerra Oglesby</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/3/23</p>	<p>Provide information, access, and tech support to families so that students can access and utilize IXL math and reading at home. Home usage is being incentivized to encourage students to take advantage of the platform access. (FAM-S 3, EVAAS, Title I Funding)</p>		<p>Kyerra Oglesby</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/3/23</p>	<p>Implement student-led conferences across all grade levels at least twice a year. (FAM-S 3, All goals)</p>		<p>Kyerra Oglesby</p>	<p>06/24/2024</p>
<p><i>Notes:</i></p>				