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Piney Grove Elementary

6/14/2018

Comprehensive Progress Report

**Mission:** To establish a strong foundation for learning by nurturing, guiding, and challenging all of our students to enable them to become confident, self-directed, lifelong learners.

**Vision:**

**Goals:**

Math EOG proficiency scores (3-5) will increase by the following percentages by June 2018: - 4th grade 64.4 on 3rd Math EOG to 75% (11 point increase) - 5th grade 74.3 on 4th Math EOG to 80% (6 point increase).

To decrease the gap of 36.3 points between White and African American students, and the gap of 34.6 between White and Hispanic students, on the Reading EOG by 50% by June 2018: White - 76.3 // African American- 40.0 // Difference- 36.3 // 50% - 18.15 (AA Goal for 17-18 - 58.15) White - 76.3 // Hispanic - 41.7 // Difference - 34.6 // 50% - 17.3 (Hispanic Goal for 17-18 - 59.0)

To increase TRC proficiency in K-3. 2016-17 BOY TRC proficiency = 48%; EOY TRC proficiency = 49%. School-wide proficiency on th TRC assessment will increase by 5 points from BOY to EOY in the 2017-2018 school year. To make this goal, an average of 60 students per grade level need to move to proficiency (from a current 16-17 average of 53). School BOY: TBD K BOY: 1 BOY: 2 BOY: 3 BOY: Break down the data by grade-level to focus on school-wide growth

To improve the overall behaviors of repeat offenders through outside interventions including, but not limited to: mentoring, behavior plans, individual help sessions, and small group counseling.

! = Past Due Objectives KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The current PBIS policy explains classroom managed vs. office managed behavior and the management of classroom procedures.	Limited Development 08/21/2017		
<b>How it will look when fully met:</b>		When fully met, teachers will be ready for each and every behavior contingency, even if there is a remote chance that something may happen. Rules and procedures will be posted in classrooms. Rules of conduct that are expected of all students will be developed. The following emotions will be addressed: Manage emotions, problem solving, communicate effectively, build relationships, negotiate fairly, refuse provocations, and act ethically.		<b>Brendan Elkins</b>	<b>06/29/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 6 (0%)</b>		
1	8/21/17	The 2017-18 school year will be spend gathering data to determine what the social/emotional needs of the students are. This will be done through a survey from the guidance counselor, discipline referrals from PBIS, referrals from the teachers, and anecdotal note observations within the classrooms.		Brendan Elkins	06/29/2018
<b>Notes:</b>					

2	8/23/17	A needs assessment will be given to the teachers from the guidance counselor. The survey will assess the emotional needs of students and the amount of services students may request.	Jessica Ceglowski	06/29/2018
		Notes:		
3	8/23/17	During PBIS meetings, the team will discuss repeat offenders and create a plan to support classroom teacher and student.	Brendan Elkins	06/29/2018
		Notes:		
5	8/23/17	If students are recurring and continually show the need for support, the PBIS team will aid in creating a behavior PEP for those students and the teacher.	Brendan Elkins	06/29/2018
		Notes:		
6	8/23/17	Continue the use of PBIS within the school and be sure procedures are staying consistent. Discuss the effectiveness and needs for improvement during PBIS meetings.	Brendan Elkins	06/29/2018
		Notes:		
7	8/23/17	Create a data collection spreadsheet to collect grade-level data each month from parent communications (PBIS). AP to share at monthly SIT meetings. This will allow the SIT and PBIS team to identify areas of need, teachers of need, and repeating student actions that could be addressed.	Brendan Elkins	06/29/2018
		Notes:		

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers currently work in grade-level teams to create unit plans with research-based strategies. Teachers met twice in the 2016-2017 to discuss alignment between math NBT and OA standards.	Limited Development 05/09/2017		
<b>How it will look when fully met:</b>		When fully met, the Grade Level Team will consistently: 1. Determine the concepts, principles, and skills that will be covered within the unit; 2. Identify the standards/benchmarks that apply to the grade level and unit topic; 3. Develop all objectives that clearly align to the selected standards/benchmarks; 4. Arrange the objectives in sequential order; 5. Determine the best objective descriptors; 6. Consider the most appropriate elements for mastery and constructs criteria for mastery; and 7. Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.		<b>Bob Vorbroker</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	6/15/17	Investigate effectiveness of PLT.		Jenn McClinton	06/22/2018
		Notes:			
2	11/7/17	Revisit unpacked unit plans from 16-17 school year to track which elements Piney Grove is strong in and which elements need to be revisited or reconstructed.		Jenn McClinton	06/30/2018
		Notes:			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We currently have the tiers in place, but our percentages are skewed. Rather than having 80% of the students gaining understanding of the curriculum through core instruction, 15% through PEPs, and 5% through advanced support, we currently have about 45% in Tier 1, 50% in Tier 2, and 5% in Tier 3 according to Ed Plan.	Limited Development 05/09/2017		
<b>How it will look when fully met:</b>		When fully met, the school will see a reduction in disproportionality in special education referrals. Students from racial and linguistic minority groups will be less likely to be referred when they are not progressing, and their interventions will be more tailored. Teachers will be able to determine if a student's academic challenges are due to a learning disability or other factors such as motivation, social norms, or linguistic barriers.		<b>Bob Vorbroker</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 2 (50%)</b>		

1	6/20/17	Leadership team members will share information from their respective informational meetings. Staff will engage in MTSS training from the district on early released days.		Bob Vorbroker	06/30/2018
		<i>Notes:</i>			
2	9/21/17	Classroom teachers (K-3) are piloting a math screener from DPI. After the screening, the classroom teachers will analyze the data to determine their students need in mathematics. Teachers will focus on Tier 1/Core instruction and the impact of student learning.	Complete 04/17/2018	Jenn McClinton	04/17/2018
		<i>Notes:</i>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers have a basic understanding of students' emotional states and guide them in managing their emotions. There is, however, no common practice or curriculum in place. The NCI team responds to Tier 3 behaviors.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		When fully met, teachers will focus on the following principles to help students identify, understand, and manage the following: 1. Understand that everyone has emotions; 2. Different emotions are prompted by different situations; 3. Understand that there are different ways to express and use emotions; 4. Understand that other people may not feel the same way that they do; 5. Understand that they can do things to affect how they feel and how others feel.		<b>Brendan Elkins</b>	<b>06/28/2019</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 1 (0%)</b>		
1	6/20/17	Staff will investigate this objective during the 2017-18 school year. Using: Create a data collection spreadsheet to collect grade-level data each month from parent communications (PBIS). AP to share at monthly SIT meetings. This will allow the SIT and PBIS team to identify areas of need, teachers of need, and repeating student actions that could be addressed.		Brendan Elkins	06/28/2019
		<i>Notes:</i>			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently the school offers a kinder picnic, open house, professional development to discuss the alignment of standards from grade to grade, and the alignment of standards for planning in PLTS.	Limited Development 08/21/2017		
<i>How it will look when fully met:</i>		When fully met, classroom teachers will engage in cross-grade instructional planning that stresses the continuity of student learning goals. Our fifth grade students will participate in a transitional program that includes parents and teachers to provide comprehensive and targeted transition activities, develop a sense of community, and include an evaluation of said program to adapt as needed.		<b>Bob Vorbroker</b>	<b>06/29/2018</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>5 of 6 (83%)</b>		
1	8/21/17	A page for each grade level will be posted on the PGE website for parents and students to access. This page will give current a new parents a summary of what standards and topics are taught throughout the year. This will allow parents to see what is upcoming for students transitioning into a new grade.		Bob Vorbroker	06/29/2018
		<i>Notes:</i>			
2	8/23/17	Teachers and staff will use EOG strand data to discuss which strands should be a focus for the 2017-2018 school year. Those strands will be discussed vertically among teams.	Complete 10/10/2017	Jenn McClinton	10/10/2017
		<i>Notes:</i>			
3	8/23/17	A structured open-house will be introduced. The open house will have three sessions to allow parents to visit multiple grades with their family. Each session will consist of a meeting with the administration and a meeting with the classroom teacher. The presentations from the classroom teachers will be developed by grade-levels to be sure the same message is given to each family.	Complete 08/24/2017	Bob Vorbroker	08/24/2017
		<i>Notes:</i>			
4	8/23/17	A parent brochure will be created by grade-levels to explain the expectations and standards for their grades. the brochure will be given to the rising families at the end of the school year.	Complete 05/28/2018	Bob Vorbroker	05/31/2018

<i>Notes:</i>					
5	9/12/17	Guidance Counselor to schedule a tour for 5th grade students of middle school. Discuss the possibility of a middle school student panel visiting Piney Grove to allow 5th graders to ask questions student-to-student.	Complete 01/16/2018	Jessica Ceglowski	01/16/2018
<i>Notes:</i>					
6	9/12/17	Kindergarten teachers plan to meet with two pre-schools/day cares directors to share expectations of kindergarten. Offer to allow preschools/day cares to schedule a tour (including parents) during the spring and discuss kindergarten screening in the spring.	Complete 11/07/2017	Gretchen Pizzino	11/21/2017
<i>Notes:</i>					

**Core Function:** Dimension B - Leadership Capacity  
**Effective Practice:** Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The District Support and Improvement Team consist of the following members: Dr. Kenneth Simington- Deputy Superintendent; Instructional Superintendents: Donna Cannon, Patricia Gainey, Rusty Hall, Dr. Lionel Kato, Dr. Amy Nail, and Dr. Karen Roseboro; Dr. Patsy Squire - Executive Director Title 1 and Kevin Sherrill - Chief Program Officer, Technology The District Support and Improvement Team is committed to providing oversight of all schools with additional focus on Priority, SIG and Focus Schools and to monitoring the approaches they take to increase student achievement. The District Support and Improvement Team meets weekly. Each school is provided training in conducting a comprehensive needs assessment, analyzing the resulting data, setting goals, selecting NCStar Indicators and strategies, and developing action steps for implementation and monitoring. In 2017-18, the WS/FCS district is transitioning to NCStar for school improvement planning purposes for all schools. Instructional Superintendent Dr. Lionel Kato is leading the School Improvement Planning initiative for the District. As part of the school improvement process and district support frameworks, 11 School Support Teams (SST) will conduct Learning Walks twice per year. The School Support Teams consist primarily of personnel from the Instructional Services Division led by Instructional Superintendent Dr. Amy Nail. The SST Facilitators provide regular feedback from their Learning Walks and monitoring visits to the District Support Team. All visits are documented for review of the District Support Team and notes are contained in a shared electronic location. Instructional Superintendent Dr. Karen Roseboro directly supports SIG, Priority and Focus schools and coordinates on their behalf to support implementation of improvement plans, ongoing collection of data, and adherence to all deadlines and directives.	Limited Development 08/21/2017		
<i>How it will look when fully met:</i>		The District Support and Improvement Team meets weekly to review and discuss plans to improve school performance across the district. The Instructional Superintendent group will meet monthly to review and provide feedback on school improvement plans. Additionally, schools under a SIG grant or those identified as Priority will receive additional feedback on their school improvement plans from Dr. Karen Roseboro and a state level coach. The District will provide support and training for schools in conducting a comprehensive needs assessment, analyzing the resulting data, setting goals, selecting NCStar Indicators, and developing action steps for implementation and monitoring. As a result of these and other supports, our school will for 2 years consecutively: o MEET (positive) and/or EXCEED growth expectations AND o Meet school based achievement gap goals AND o Meet school based 3rd grade reading targets OR o Meet school based graduation rate targets		Bob Vorbroker	06/30/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 3 (67%)</b>		
1	9/20/17	Provide training at least 4 times per year to schools on school improvement planning processes (i.e. C.N.A, NCStar, SMART Goals, data analysis, and Continuous Improvement Process)	Complete 05/30/2018	Bob Vorbroker	05/30/2018
<i>Notes:</i>					
2	9/20/17	A Learning Walk will be conducted twice per year to provide feedback on the implementation of selected school improvement plan strategies and district level imperatives	Complete 04/15/2018	Bob Vorbroker	04/15/2018
<i>Notes:</i>					

3	9/20/17	Instructional Superintendent will monitor and provide feedback on school improvement plan monthly and offer recommendations for improvement		Bob Vorbroker	06/29/2018
<i>Notes:</i>					
KEY	B1.03	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently the School Improvement Team meets monthly, and the administrative team meets as needed. Monthly SIT meetings and administrative team meetings do not always focus on curricular issues.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		When fully met, the School Improvement Team will meet once a month with the Leadership Team; the Leadership Team will meet an additional time by themselves. The team will have a shared vision, set goals, and create a culture of discourse. Teams will operate with agendas, minutes, focus, and follow through on plans.		Deana Jones	06/28/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 1 (0%)</b>		
1	6/20/17	Staff will investigate this objective throughout the 2017-18 school year and adjust as needed. Review minutes from 17 - 18 school year to make changes and adjustments for the 18-19 school year. Consider using a survey to collect qualitative data on SIT meetings.		Deana Jones	06/28/2019
<i>Notes:</i>					
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
KEY	B2.03	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently we use PLT meetings for instructional planning per district procedures. There is no other common scheduled time built into the schedule for teachers to work as a grade level for common lesson planning.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		When fully met, professional learning teams will implement, assess, and adjust instruction in short term cycles of improvement. Teams will develop mini-assessments to monitor student progress on a continual basis. Teams will prepare agendas prior to meetings and keep minutes. In addition, a school community council will be created consisting of administration, school counselor, social worker, teachers, parents (with parents being in the majority). This team will advise, plan, and assist with matters related to school/home compact, homework, open houses, parent/teacher conferences, school/home communications, and parent education.		Brendan Elkins	06/29/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 1 (0%)</b>		
1	6/20/17	SIT team will investigate this objective through the 2017-2018 school year. Continue to look at unpacked units to investigate the use of progress monitoring within units.		Bob Vorbroker	06/29/2018
<i>Notes:</i>					
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
KEY	B3.03	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		A schedule has been set up for classroom walkthroughs that would have the principal, assistant principal, and instructional facilitator observing instruction on a weekly basis. Teachers are given the data from their walkthrough immediately through e-mail as the CWT is completed. In addition, teachers are given feedback on their teacher-directed instruction if the instructional facilitator observed that. This is given to teachers the same day. The data is uploaded to a Google Doc.	Limited Development 02/14/2017		
<i>How it will look when fully met:</i>		When fully met, the Leadership Team would assess the strengths and weaknesses of school data, specifically sub-group data and classroom walkthrough data (CWT). Based on the data, decisions about professional development will be made.	<b>Objective Met 06/06/18</b>	Bob Vorbroker	06/29/2018
<i>Action(s)</i>	<i>Created Date</i>				
1	6/21/17	Amend the current CWT instrument as follows: ...	Complete 08/15/2017	Bob Vorbroker and Brendan Elkins	08/17/2017

		<i>Notes:</i>			
2	6/21/17	Familiarize the staff with the CWT tool and the person that will be their primary observer.	Complete 08/17/2017	Bob Vorbroker and Brendan Elkins	08/17/2017
		<i>Notes:</i>			
4	6/21/17	Begin Classroom Walk Throughs (CWTs) using the CWT instrument.	Complete 09/12/2017	Bob Vorbroker and Brendan Elkins	09/12/2017
		<i>Notes:</i>			
5	6/21/17	Meet with grade level/groups. Discuss the data results from CWTs and develop a goal that will be worked on for the next 6 weeks (or less depending on the goal).	Complete 11/08/2017	Bob Vorbroker and Brendan Elkins	11/08/2017
		<i>Notes:</i>			
6	6/21/17	Meet with grade levels/groups to discuss the success of the previously set goal. Mark goal as complete or adjust as needed. If the goal was successfully completed, implement another goal and begin the process again (i.e., reconvene in another 6 weeks to review the success of the goal implementation).	Complete 03/28/2018	Bob Vorbroker and Brendan Elkins	03/28/2018
		<i>Notes:</i>			

**Core Function:** Dimension C - Professional Capacity

**Effective Practice:** Quality of professional development

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Improvement Team is currently looking at subgroup data to write the School Improvement Plan. The team is able to identify gaps and create goals. We do not currently look at subgroups as part of our Classroom Walkthroughs and quarterly benchmark assessment data reviews, but we recognize that in order to close our achievement gaps, we need to routinely analyze gap data (down to the student level) throughout the year.	Limited Development 04/04/2017		
<i>How it will look when fully met:</i>		When fully met, the Leadership Team would assess the strengths and weaknesses of school data, specifically sub-group data and classroom walkthrough data (CWT). Based on the data, decisions about professional development will be made.		Jenn McClinton	06/29/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>6 of 7 (86%)</b>		
1	4/4/17	SIT team/administrators will review the data from EOG (3-5) and MCLASS data (K-3) to identify students in the AA subgroup and H subgroup that need to be moved to proficiency throughout the year in reading and math.	Complete 10/24/2017	Bob Vorbroker	10/24/2017
		<i>Notes:</i>			
2	4/4/17	Students in the targeted subgroups will be served by a paraprofessional/classroom teacher for reading and math support with research-based interventions.	Complete 10/24/2017	Jenn McClinton	11/07/2017
		<i>Notes:</i>			
3	4/4/17	PLT time will be utilized to look at the growth rate of students in target groups. If at any time students are not making consistent growth, teachers will write a tier 2 plan to provide more intervention and support. If the student already has a tier 2 plan, the teacher will make a referral to IST to create a tier 3 plan.	Complete 12/12/2017	Jenn McClinton	12/12/2017
		<i>Notes:</i>			
4	9/12/17	Schedule PD based on Hispanic and African American subgroups (culture).	Complete 12/12/2017	Jenn McClinton	12/12/2017
		<i>Notes:</i>			
5	12/12/17	SIT team will decide on a measurable tool/strategy for teachers to implement (recommended by ESL teacher in February PD).	Complete 02/13/2018	Deana Jones	02/13/2018
		<i>Notes:</i>			
6	12/12/17	Grade level teams will reflect on effectiveness of tool/strategy implemented based on analysis of student work in PLTs.	Complete 03/13/2018	Deana Jones	06/29/2018
		<i>Notes:</i>			
7	3/27/18	PLTs will continue to discuss SIOP strategies.		Deana Jones	06/29/2018
		<i>Notes:</i>			

**Core Function:** Dimension C - Professional Capacity

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		We currently participate in the recruitment fairs held district-wide yearly. Interview teams are put together consisting of principal, assistant principal, instructional facilitator, and grade level representatives to interview and select candidates. Evaluations are done in accordance with all WSFCS HR policies and procedures. Rewards are celebrated in weekly "shout-outs" in the principal's Friday Notes, in periodic mentions during the AP's morning announcements, "Pass the Panda" at staff meetings, and periodic staff appreciation events/gifts.	Limited Development 05/09/2017		
<b>How it will look when fully met:</b>		When fully met, administration will observe the teachers annually, more frequently if they are under-performing. Teachers will complete self-reflection as part of the evaluation/observation process.		<b>Brendan Elkins</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	6/20/17	Staff will investigate this objective during the 2017-18 school year. Teachers complete self-assessment at the beginning of the year. CWT data shared with teachers quarterly. As a self-reflective piece, grade-levels create a goal to work toward in the next quarter.		Brendan Elkins	06/28/2019
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
<b>Initial Assessment:</b>		Currently most of the communication to parents is done by the classroom teacher.	Limited Development 05/09/2017		
<b>How it will look when fully met:</b>		When fully met, there will be increased parent involvement leading to parents setting higher expectations at home, parents knowing how to check homework, and parents being trained and engaged in shared reading activities. Teachers will be trained on different cultures and their communication methods. They will have face-to-face at the beginning of the year with all families, a send home materials each week on how parents can help children at home, and telephone routinely on student progress.		<b>Brendan Elkins</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>3 of 4 (75%)</b>		
1	6/21/17	An orientation session will be built into the open house schedule that consists of school procedures and grade level curriculum/expectations.		Jenn McClinton	06/28/2019
Notes:					
2	9/12/17	Discuss "Tips for reading at home" at SIT meeting. Shared reading strategies from Rasinski. Tips include strategies for reading and questions to engage students. Discuss implementation among grade-levels.	Complete 10/10/2017	Patricia Edwards	10/10/2017
Notes:					
3	9/12/17	Consult a culture expert (instructional services, ESL teacher, SIOP coach, bilingual programs) to create a professional development based on the Hispanic and African American culture to understand the subgroups at Piney Grove.	Complete 12/12/2017	Jenn McClinton	12/12/2017
Notes:					
4	9/12/17	Grade-levels will discuss: Sending home materials each week on how parents can help children at home and telephoning routinely. Grade-level to create a plan and bring back to SIT.	Complete 10/10/2017	Bob Vorbroker	10/10/2017
Notes:					