

# GATESVILLE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

2020- 2021 PLANNING CYCLE



LEARNERS TODAY  
LEADERS TOMORROW

Dr. Shawn Wilson, Principal

## **School Improvement Team 2020-2021**

**Dr. Shawn Wilson-Principal**

**Helen Smith-Pre-K**

**Leslie Keith-Kindergarten**

**Hannah Szymanik-First Grade**

**Tammy Evans- Second Grade**

**Lori Lories-Third Grade/Instructional Coach/Co-Chair**

**Chris Stiles-Fourth Grade**

**Staley-Marie Pierce-Fifth Grade**

**Heather Matthews-Media Specialist/Co-Chair**

**Amanda Dillard-Exceptional Children**

**Aretha Ruffin-School Counselor**

**Dimensia Hall-Parent Representative**

**SCHOOL IMPROVEMENT PLAN 2020-2021**  
**GATESVILLE ELEMENTARY SCHOOL**

**State Board of Education Goals**

**Goal 1:** Every student in the NC Public Schools System graduates from high school prepared for work, further education and citizenship.

**Goal 2:** Every student has a personalized education.

**Goal 3:** Every student, every day has excellent educators.

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5:** Every student is healthy, safe and responsible.

## **Gates County Schools Mission and Vision Statement**

### **Vision**

**Gates County Public Schools is committed to:**

Growth

Academics

Teaching

Excelling all students

Safe learning environment

### **Mission:**

Gates County Public Schools will provide each student personalized educational opportunities through collaboration among students, teachers, parents and community.

### **Gatesville Elementary School**

**Vision:** Learners Today Leaders Tomorrow

**Mission:** In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21<sup>st</sup> century.

**"Dragon Strong"**

### GES Benchmarks/Check-Ins/EOG Scores 2019-20

Grade	Check-In 1	Check-In 2	Check-In 3	Average	EOG
3rd Reading (Benchmark)	58.7	65	School Closure	61.9	N/A
3rd Math	59.2	70.7	School Closure	65	N/A
4th Reading	59.5	64.1	School Closure	61.8	N/A
4th Math	60.2	66.4	School Closure	63.3	N/A
5th Reading	64.1	65	School Closure	64.6	N/A
5th Math	52.8	50.1	School Closure	51.5	N/A
5th Science (Benchmark)	51.9	61	School Closure	56.5	N/A

## **GES Benchmarks/Check-Ins/EOG Scores 2019-20**

Student achievement increased from Benchmark 1 to Benchmark 2/Check-In 1 to Check-In 2 for all grade levels and subjects except 5th Grade. The decrease was minimal; however, we analyzed the data in a PLC. We discussed interventions to increase student achievements. We also took into consideration the concepts tested were different. See the strategies included in our plan.

### GES Benchmarks/Check-Ins/EOG Scores 2018-19

Grade	Check-In 1	Check-In 2	Check-In 3	Average	EOG
3rd Reading (Benchmark)	62.5 (BOG)	66.4	64.8	65	65.8
3rd Math	52	76	62.5	64	95
4th Reading	63	60.7	65.3	63	51.1
4th Math	52	64	47.2	54	38.3
4th Science (Benchmark)	66	54.4	70	63	65.6
5th Reading	68	68	77	71	73.9
5th Math	58.3	66	50.7	58	63.0
5th Science (Benchmark)	82	89.1	73	81	82.6

**Comparison of  
GES Benchmarks/Check-Ins (2018-2019 and 2019-2020)**

<b>Grade</b>	<b>Check-In 1</b>	<b>Check-In 1</b>	<b>Check-In 2</b>	<b>Check-In 2</b>
	<b>2018-19</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2019-20</b>
3rd Reading (Benchmark)	62.5 (BOG)	65	66.4	61.9
3rd Math	52	70.7	76	65
4th Reading	63	64.1	60.7	61.8
4th Math	52	66.4	64	63.3
5th Reading	68	65	68	64.6
5th Math	58.3	50.1	66	51.5



**Comparison of  
GES Benchmarks/Check-Ins (2018-2019 and 2019-2020)**

The student achievement pattern appears to be erratic. There are increases and decreases. It is difficult to compare the progress as different standards are assessed in each Check-In; however, the teachers will continue to use the item analysis to inform instruction.

**End of Grade Tests:** Although students did not take an End of Grade Test due to school closure due to COVID-19, schools kept the same School Grade from the previous year.

**Overall: Grade "B"**

We will continue to work on raising proficiency for all grade levels/all subjects; however, 4th grade math will be an area of focus.

Reading (EOG)			
	2016-17	2017-18	2018-19
3rd	52.5	41.5	65.8
4th	58.1	63.6	51.1
5th	65.7	72.9	73.9

**Growth Pattern for Reading 2017-18 to 2018-19:**

41.5 to 51.1 (blue)

63.6 to 73.9 (yellow)

Math (EOG)			
	2016-2017	2017-18	2018-19
3rd	87.5	80.49	95.0
4th	55.8	52.27	38.3
5th	48.6	59.57	63.0

**Growth Pattern for Math 2017-18 to 2018-19:**

80.49 to 38.3 (blue)

52.27 to 63 (yellow)

### Science (EOG)

	2016-2017	2017-18	2018-19
5th	74.3	78.72	82.6

### Strategies to Implement or Continue

**Some of the strategies will depend on whether students return to face instruction; however, we plan to implement as much as possible.**

We will use the following strategies/resources to minimize the gap among subgroups and to raise achievement:

Dragon Fire Intervention Time to individualize instruction, iReady, Learning stations, Leveled readers, Daily Five, Schoolnet assessments (use data to drive instruction), NC Check-Ins (if used this year), Formative and summative assessments, Data sheets to track progress, Interventions suggested by the Child Study/MTSS Team, Letterland, Wonders, Ready Math, Strategies learned from professional development, UNC Science Center/Morehead Planetarium as a resource (when we return face to face), Role models to encourage all students (included because of the difference in achievement between males and females in the past), Mentors assigned to students with academic and/or behavior challenges, Partner with 4-H, Collaboration with Exceptional teachers as resources, Technology to enhance instruction, Specialty teachers to integrate subjects (Dance, Art, PE, Music, and Library), Small 1:1 Groups to review concepts already taught

**Comprehensive Plan Created in NC Star**

### **Comprehensive Plan Created in NC Star**

**Note:** Implementation Status- We have included January Dates as targets because our staff chose to extend our goals. We feel some of the goals could be achieved better when students return face-to-face; however, we have goals we will still work on (remotely) from the previous year.

## **GES Goals (Continued from the previous school year)**

### **Gatesville Elementary Staff will:**

- Decrease office and bus referrals by 20% (If students continue to attend school remotely, we will focus on decreasing repeated misbehaviors during virtual learning.)
- Meet or exceed growth for all subgroups (Meets Growth-70.0-84.9; Exceeds Growth- 85.0-100.0)
- Increase proficiency in Reading and Math (The following is a target from the previous year: 3rd Grade Reading, 3rd Grade Math, and 5th Grade Reading- 5 percentage points; expecting larger gains in 4<sup>th</sup> Grade Reading, 4<sup>th</sup> Grade Math, and 5<sup>th</sup> Grade Math- 10 percentage points); Although we do not have End of Grade Test results for the 2019-20 School Year, we will examine alternative assessments;

### **Matching Dimensions and Indicators from NC Star (IndiStar)**

#### **Dimension: Instructional Excellence and Alignment**

- Indicator A1.07- All teachers employ effective classroom management and reinforce classroom rules and procedures. **(High expectations for all staff and students)**; Indicator A4.06- All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. **(Student support services)**

#### **Dimension: Leadership Capacity**

- Indicator B1.03- 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. **(Strategic planning, mission, and vision)**; Indicator B3.03- The principal monitors curriculum and

classroom instruction regularly and provides timely, clear, constructive feedback to teachers. **(monitoring instruction in school)**

**Dimension: Professional Capacity**

- Indicator C2.01- The LEA/School looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. **(Quality of professional development)**

**Dimension: Families and Community**

- Indicator E1.06- The School regularly communicates with parents/guardians about its expectations of the curriculum of the home (what parents can do at home to support their children's learning). **(Family engagement)**

Comprehensive Progress Report

- Mission:** In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21st Century.
- Vision:** Learners today leaders tomorrow.
- Goals:**
- Every students will be respectful, orderly, accountable, and responsible.
  - Every subgroup will meet or exceed growth in reading, math, and science.
  - All students will increase proficiency in reading and math.



! = 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
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Initial Assessment:	<p>Decrease bus and office referrals</p> <ul style="list-style-type: none"> <li>• Student bus compacts</li> <li>• Mini student assemblies on Monday, September 23, 2019</li> <li>• Additional staff interventions when students are upset</li> <li>• Character Education</li> <li>• Pyramid Model - PreK</li> <li>• Mrs. Ruffin's guidance classes (expectations for bus, classroom, car riders, recess, cafeteria)</li> <li>• Mentor/Mentee relationships between staff and students</li> <li>• Character of the Month - Honesty</li> <li>• Mrs. Matthews's Couch (voluntary space for students to get their thoughts together, calm down, or reflect upon their behavior)</li> <li>• CMS teachers were given copies of 504s for grades 2 through 5 so they can provide behavior/academic accommodations in their classes</li> <li>• Repeating/discussing rules/procedures on the PBIS Behavior Matrix</li> <li>• Behavior is being addressed immediately as it arises to provide consistency</li> <li>• Class Dojo (communication)</li> <li>• Behavior notebooks (student specific)</li> <li>• Behavior expectations</li> <li>• Revamped PBIS Team (targeted goals each month, data analysis, consistency)</li> <li>• Social Studies instruction - building classroom communities</li> <li>• Kelso's Choices</li> </ul>	Limited Development 09/16/2019		
How it will look when fully met:	<p>When this objective is fully met, we will have an increase in positive behavior throughout our school. Students will use techniques for conflict resolution such as Kelso's Choices (showing self-control and making positive choices). The resources that will be used include Kelso's Choices, PBIS Behavior Matrix, Guidance Counselor, Class Dojo, Mentors, and all staff.</p> <ul style="list-style-type: none"> <li>• PBIS Data</li> <li>• Decrease in office and bus referrals by 20%</li> <li>• Class Meeting Logs</li> <li>• Guidance Classes</li> </ul>		Aretha Ruffin	01/06/2021
Actions		1 of 4 (25%)		
	9/16/19 Each teacher will conduct classroom meetings at least once a week to discuss rules, procedures, positive behavior, PBIS Behavior Matrix, etc.		Staley-marie Pierce	01/06/2021

Notes:

9/16/19 Our principal and guidance counselor will conduct mini assemblies for each grade level as needed throughout the school year.

Staley-marie Pierce

01/06/2021

Notes:

9/16/19 The students in our school will participate in character education activities such as the Pyramid Model (PreK), Character Trait of the Month, and Student of the Month.

Aretha Ruffin

01/06/2021

Notes:

9/16/19 All students who ride the bus and their parents will be given bus compacts outlining appropriate behavior and expectations during bus rides.

Complete 10/01/2019

Staley-marie Pierce

01/06/2021

Notes: Teachers will discuss proper bus behavior during class meetings.

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		<ul style="list-style-type: none"> <li>District-wide pacing guides</li> <li>Weekly lesson plans</li> <li>Monthly grade level/subject area PLC meetings</li> </ul>	Limited Development 10/30/2019			
How it will look when fully met:		<ul style="list-style-type: none"> <li>Each subject and grade level will have standards aligned units of instruction. Evidences include walkthrough observations, formal evaluations, lesson plan checks, and pacing guide submissions.</li> </ul>	Objective Met 07/29/20	Dr. Shawn Wilson	01/06/2021	
Actions						
10/30/19 Teachers will have weekly lesson plans visible in their classroom.			Complete 09/09/2019	Dr. Shawn Wilson	01/06/2021	
Notes:						
10/30/19 Teachers will submit pacing guides for each subject area/grade level they teach.			Complete 09/23/2019	Lori Lories	01/06/2021	
Notes:						
10/30/19 Walkthrough observations			Complete 09/27/2019	Lori Lories	01/06/2021	
Notes:						
10/30/19 Formal teacher evaluations			Complete 12/06/2019	Dr. Shawn Wilson	01/06/2021	

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>• Child Study Team</li> <li>• MTSS</li> <li>• Whole and Small Group Instruction</li> </ul>	Limited Development 11/25/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>• Students are receiving quality whole group instruction.</li> <li>• Interventions are being implemented for at-risk students.</li> <li>• Additional support is provided by tutors during or after school.</li> </ul>		Kendal Owens	01/06/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
11/25/19 Creation of evidence-based instructional resources				Kendal Owens	01/06/2021
Notes:					



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
<b>Initial Assessment:</b>		The PBIS Team plans PBIS Celebrations for students recognizing positive behavior. The PBIS Team presented strategies to increase positive behavior. Teachers rely on the school counselor, Exceptional Children's teachers, and the principal for support and interventions. Currently, we have support from behavior specialists to help manage extreme student behaviors. The administrators sat in on a presentation by a representative from the Sanford Harmony Company. An outside counseling agency comes in once a week to have sessions with specific students. She has given additional strategies to try in the classroom. We have selected a group of students to participate in the Genesis (Mentoring) Program. Our at-risk students have been assigned to staff mentors to help increase positive behavior and to help foster positive relationships.	Limited Development 11/18/2019		
<b>How it will look when fully met:</b>		All teachers will use a portion of the program outlined by the Sanford Harmony Company. We will use this in hopes to increase positive behavior. We want to decrease negative behavior in two specific areas: aggressive behavior and disrespect. We will use office and bus referral data to assess if the program is working. Additionally, our school counselor will use the lessons in her guidance teaching sessions. We will continue to use other effective strategies to help students manage their emotions and find ways to resolve conflicts peacefully. The PE teacher will attempt to implement mindfulness during some of the PE sessions (at the beginning and/or ending of the period).		Dillard Amanda	01/06/2021
<b>Actions</b>			<b>2 of 4 (50%)</b>		
11/18/19 Use Sanford Harmony Program to help students manage emotions and increase positive behavior.				Dillard Amanda	01/06/2021
Notes: An order will be given to Mrs. Jordan (EC Director) by November 30th for Sanford Harmony materials.					
11/18/19 Have teacher mentors meet with student mentees daily , and turn in check-in/out logs each month.				Aretha Ruffin	01/06/2021
Notes:					
11/18/19 The PE teacher will incorporate mindfulness in some of the PE lessons for students. The target will be once or twice a month.			Complete 02/06/2020	Dillard Amanda	01/06/2021
Notes:					

11/18/19 Each homeroom teacher will use at least one of the strategies suggested by the PBIS Team at least once a week.

Complete 02/06/2020

Yolanda Dillard

01/06/2021

Notes: Resource: PBIS World

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
<b>Initial Assessment:</b>		Our fifth grade students visit the middle school toward the end of the year. Our Pre-K teachers have the kindergarten teachers to visit their classes to meet students.	Limited Development 11/18/2019		
<b>How it will look when fully met:</b>		Students and parents will know the academic expectations for the next grade level.		Helen Smith	01/06/2021
<b>Actions</b>			<b>0 of 2 (0%)</b>		
		11/18/19 Teachers will create brochures/document for each grade level that will be distributed to students and parents to indicate what students should know when they enter a particular grade level, what is expected of them in the current grade level, and what is expected in the next grade level.		Lori Lories	01/06/2021
		Notes: This will be distributed at the beginning of the school year (next year 2020-21).			
		11/18/19 We will set up a day for students to visit the classrooms of the teachers of the next grade level.		Heather Matthews	01/06/2021
		Notes:			

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
<b>Initial Assessment:</b>		<ul style="list-style-type: none"> <li>SIT agendas</li> <li>SIT minutes</li> <li>Record of SIT members</li> <li>Updates to the School Board</li> </ul>	Full Implementation 09/23/2019		

	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>			<ul style="list-style-type: none"> <li>Monthly Data PLC meetings</li> <li>Monthly SIT meetings</li> <li>Monthly school and district MTSS meetings</li> <li>Monthly school and district grade level PLC meetings</li> <li>Monthly staff meeting presentations</li> <li>Staff presentations on PD days</li> </ul>	Limited Development 09/23/2019		
<i>How it will look when fully met:</i>			Our school and district teams will work together to close the achievement gaps between grade levels and subgroups, increase student proficiency and growth, and review effective instructional strategies.		Lori Lories	01/06/2021
<b>Actions</b>				0 of 3 (0%)	Lori Lories	01/06/2021



Notes:

9/23/19 Monthly PLC meetings

Lori Lories

01/06/2021

Notes:

9/23/19 Mini-PD during staff meetings

Lori Lories

01/06/2021

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>Grade level teams have planning at the same time</li> <li>School Improvement Team, PBIS team, Child Study, MTSS, Hospitality, Safety Team</li> <li>PLC/Data monthly meetings</li> </ul>	Limited Development 11/25/2019		
<i>How it will look when fully met:</i>		All staff are involved in meetings that improve the overall needs of our school and students.		Dr. Shawn Wilson	01/06/2021
<i>Actions</i>			0 of 1 (0%)		
11/25/19 Vertical planning monthly to address gaps in curriculum				Dr. Shawn Wilson	01/06/2021
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>		The principal conducts walk throughs and formal observations. The Instructional Coach conducts Eleot observations and walk-throughs. Constructive feedback is given via e-mail or on a form.	Full Implementation 11/18/2019		



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>		<ul style="list-style-type: none"> <li>Teachers maintain data notebooks that include STAR data, Benchmark data, EOG data, Discipline/PBIS data, iReady data, iStation data, etc.</li> <li>Teachers meet with the Principal monthly to analyze this data and develop plans for addressing student needs.</li> <li>The Principal and Instructional Support Coach meet bi-weekly to analyze classroom walkthrough data and look at ELEOT observation results.</li> <li>Teachers meet with their grade level teams across the district to analyze student performance on assessments such as Benchmarks, NC Check-Ins, STAR Reading, STAR Math, iStation, iReady, etc.</li> </ul>	Limited Development 10/30/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Teachers will use formative assessment data to inform their instructional practices and increase the academic success of their students.</li> <li>Teachers will engage in professional development opportunities to learn more about how to analyze iStation data and iReady data.</li> <li>MOY (Middle of the Year) data will be used to develop interventions and strategies to meet the needs of students who are not proficient in reading and/or math.</li> <li>Monthly vertical planning meetings will be used to determine gaps in instruction based upon school data trends.</li> <li>Professional development will be provided during staff meetings and built-in PD days to help teachers analyze school performance data.</li> </ul>		Hannah Szymanik	01/06/2021
<b>Actions</b>			<b>2 of 3 (67%)</b>		
10/30/19 Professional development on iStation and iReady math to learn how analyze this new data.				Hannah Szymanik	01/06/2021
<i>Notes:</i> 10/30/19 Monthly Grade Level Data PLC Meetings			Complete 03/06/2020	Hannah Szymanik	01/06/2021
<i>Notes:</i>					

10/30/19 Professional development on Personalized Learning to target non-proficient subgroups.

Complete 03/20/2020

Hannah Szymanik

01/06/2021

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The district Human Resources Staff posts all vacant jobs on the website. This information is sent to district staff as well. Our district uses Teacher Match as the on-line application system for hiring. Some of the administrators and staff have attended Job Fairs to recruit and hire for the district. The Human Resources Director has reached out to nearby universities/colleges to secure applicants. When there is a vacancy, a requisition is filled out to replace staff. Teachers and administrators are evaluated in NCEES (Unified Talent). Staff members are rewarded at their respective schools. Our district recognizes a Teacher of the Year, Support Staff of the Year, and Principal of the Year. Exceptional Children's Staff members are highlighted by the Exceptional Children's Director.	Full Implementation 11/18/2019		

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>			<ul style="list-style-type: none"> <li>• Open House - Face-to-face meeting with parents/guardians at the beginning of the school year.</li> <li>• Ready Lesson Family Letters - Informs parents/guardians of the concepts and skills that students are learning in math</li> <li>• iReady Parent Reports - Gives current reading and math levels and ways in which families can support their students at home</li> <li>• Pre-K Progress Reports - Current student levels and upcoming curriculum plans</li> <li>• Parent-Teacher Conferences - Planned throughout the school year to discuss academic and behavioral performance</li> <li>• Read to Achieve Parent Night</li> <li>• Title I Family Night</li> </ul>	Limited Development 10/21/2019		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>• Parent-Teacher Conferences for students who are not on grade-level</li> <li>• Home &amp; School Connection publication</li> <li>• Family Letters</li> <li>• Grade Level Newsletters</li> <li>• Reading and Math Family Night</li> </ul>		Kendal Owens	01/06/2021
<b>Actions</b>				<b>0 of 5 (0%)</b>		
11/25/19 Home & School Connection Publication					Heather Matthews	01/06/2021
Notes:						
11/25/19 Parent and teacher conferences for students who are not on grade level					Lori Lolies	01/06/2021
Notes:						
11/25/19 Send Ready Family Letters at the beginning of each new math unit					Lori Lolies	01/06/2021
Notes:						
11/25/19 Kindergarten Newsletter					Mae Rose	01/06/2021
Notes:						
11/25/19 Reading and Math Family Night					Dr. Shawn Wilson	01/06/2021
Notes:						