

Comprehensive Progress Report

- Mission:** The mission of Joyner Elementary School is to provide an environment where all children can become self-directed learners and can acquire the academic tools needed to become successful and contributing citizens, thereby instilling respect for themselves and others.
- Vision:** Joyner students will be critical thinkers, problem solvers and show good character to be successful in college and career, and to be good citizens.
- Goals:**
- Reading - By the end of 2024-25, Joyner Elementary School will increase the 2023-24 Reading proficiency by at least 3 percentage points from 35.1% to 38.1%.
 - Math - By the end of 2024-25, Joyner Elementary School will increase the 2023-24 Math proficiency by at least 3 percentage points from 45.3% to 48.3%.
 - Science - By the end of 2024-25, Joyner Elementary School will increase the 2023-24 Science proficiency by at least 3 percentage points from 54.2% to 57.2%
 - Lost Instructional Days - By the end of 2024-25, Joyner Elementary School will decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 33 days to 29 days.
 - Chronic Absences - By the end of 2024-25, Joyner Elementary School will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 27.9% to 22.9%.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal and curriculum facilitator receive monthly district provided professional development to support the effective functions of a school. The School Improvement team is responsible for assisting the principal with the work set forth in any of the LEA indicators. This team meets monthly to oversee this work. The School Improvement Plan is developed to guide the work throughout the year.	Limited Development 09/19/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			The principal and curriculum facilitator receive monthly district provided professional development to support the effective functions of a school. The School Improvement team is responsible for meeting monthly to assist the principal with the work set forth in any of the LEA indicators. SIT meeting minutes will serve as evidence. The School Improvement Plan is developed to guide the work throughout the year.	Objective Met 08/02/23	Tiffani Ingram	06/07/2024
Actions						
	9/11/18	An Instructional Leadership Team will be established and report findings to the School Improvement Team monthly.		Complete 06/03/2021	Cindy Adams-Daniel	06/20/2021
Notes:						
	9/22/19	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2021		Complete 06/03/2021	Denise Ebbs	06/20/2021
Notes:						
	9/21/21	The principal will participate in New Leaders training throughout the 2021-2022 school year.		Complete 06/03/2022	Tiffani Ingram	06/03/2022
Notes:						

7/25/17	The principal and curriculum facilitator will receive monthly district provided professional development to support the effective functions of a school.	Complete 06/09/2023	Tiffani Ingram	10/01/2023
<i>Notes:</i>				
9/21/21	An MTSS Team will be established and report findings to the school and School Improvement Team monthly.	Complete 06/09/2023	Dewauna McLean	06/07/2024
<i>Notes:</i>				
Implementation:		08/02/2023		
Evidence	8/2/2023 The principal and CF have received on going training to build leadership capacity. The MTSS Team and ILT Team have been established and consistently implemented yearly.			
Experience	8/2/2023 Shared and distributive leadership			
Sustainability	8/2/2023 Consistent and on going leadership training for the principal and CF. Continued implementation of sub. teams who support the School Improvement Goals/Plans (ILT and MTSS).			

	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
Initial Assessment:			The MTSS team was newly established during the 2022-2023 school year and it continues to operate each year. This team meets monthly. The team is comprised of the principal, curriculum facilitator, counselor, social worker, EC teacher, classroom teachers, and school psychologist. The team is created to support the implementation of the MTSS framework schoolwide and the sub team work of the attendance, SEL/Behavior, IPS, and Instructional Leadership Teams. The School Improvement Team meets monthly to review the implementation of effective school practices.	Limited Development 09/19/2016		
How it will look when fully met:			The MTSS team will meet monthly to analyze academic, behavior, and attendance school data to assess where students are towards proficiency in Literacy and Math and with their Social Emotional needs. Data will be collected from grade levels weekly during PLC's and Data Days and used to find trends and areas of opportunities over time. Attendance data will be captured from PowerSchool and behavior data from Educator's Handbook. Evidence that this is being met will be found in MTSS team minutes, Attendance, SEL/Behavior, IPS, and ILT sub team minutes, and with the data sets outlined. MTSS team minutes will reflect the discussion of data, professional development, and instruction outlined on these sub teams. The School Improvement Team will meet monthly to assess indicators and action steps created for the school year to ensure effective school practices are being implemented. Evidence that this is being met will be found in SIT minutes.		Yolanda Foster	06/11/2027
Actions				2 of 8 (25%)		
	11/18/19	The Instructional Leadership Team will meet bi-monthly to build teacher leadership. The team will meet with New Leaders for additional training.		Complete 06/03/2021	Denise Ebbs	06/20/2021
Notes: This action will resume as the District provides updated directives during remote learning.						
	9/26/16	Grade levels will be given a data collection sheet to use that will give us uniform data across grade levels for Literacy and Math assessments. Grade levels will bring data to PLC meetings weekly.		Complete 06/03/2021	Classroom Teachers	06/20/2021
Notes:						

11/18/19	The School Improvement and Instructional Leadership Teams will update and make adjustments in the School Improvement Plan based on the school attendance, behavior, and academic data.		Dewauna McLean	06/11/2025
<i>Notes:</i>				
9/26/16	School data will be shared at PLC meetings, at School Improvement Team meetings, and at staff meetings.		Tiffani Ingram	06/11/2026
<i>Notes:</i>				
9/29/16	Standardized assessments, NWEA, Dibels, CFA's, EVAAS, and school report card data will be analyzed 5 times throughout the year during benchmark periods on 90 minute data days for evidence of successful instructional implementation and student mastery of core standards.		Theresa O'Connell	06/11/2026
<i>Notes:</i>				
11/18/19	The School Improvement and Instructional Leadership Teams will analyze school data looking for trends and areas of growth opportunities during monthly School Improvement Team meetings.		Cheri Lineberry	06/11/2026
<i>Notes:</i>				
9/26/22	The Instructional Leadership Team will meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.		Yolanda Foster	06/11/2027
<i>Notes:</i>				
9/22/23	The IPS and MTSS team leads the school in the use of data and instruction. The team will meet Bi-weekly for IPS and at least monthly for MTSS to assess the progress of students and staff. The MTSS Coordinator oversees both the IPS and MTSS Team.		Dewauna McLean	06/11/2027
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established using these funds. A teacher trade is listed for this position and non-professional development substitute funds are allotted.				

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Grade level teams meet at least once a week for a minimum of 45 minutes to plan instruction and discuss student work aligned with the school master schedule. Evidence are agendas and the school master schedule.</p> <p>Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule and Teacher Assistants attend PLC's with teachers once a month.</p> <p>The Instructional Leadership Team meets monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.</p>	Limited Development 09/19/2016		
How it will look when fully met:			<p>Grade level teams will consistently meet at least once a week for a minimum of 45 minutes to plan instruction and discuss student work. Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule and Teacher Assistants attend PLC's with teachers once a month. The Instructional Leadership Team will consistently meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only. Evidence will be agendas and the school master schedule.</p>		Theresa O'Connell	06/11/2026
Actions				4 of 7 (57%)		
	7/25/17	The School Improvement Team will create teams to focus on student learning and school culture. A protocol will be created to focus the teams. The protocol format and meeting minutes will be evidence of completion.		Complete 06/15/2018	Denise Ebbs	06/15/2019
Notes:						
	9/12/18	Each grade level will have four 40-minute planning times weekly. This time will be used to create long-range plans and assess student work.		Complete 08/30/2019	Denise Ebbs	06/20/2021
Notes: Planning will occur virtually until face to face instruction resumes.						
	9/17/18	An Instructional Leadership Team will receive professional development to peer coach and analyze school data to make recommendations to the staff to improve student proficiency.		Complete 06/03/2021	Cindy Adams-Daniel	06/20/2021

<i>Notes:</i> ILT professional development will occur when directive from the District are available.				
9/21/21	The principal will provide time for grade level teams to meet at least once a week for a minimum of 45 minutes.	Complete 06/07/2024	Tiffani Ingram	06/07/2024
<i>Notes:</i>				
9/22/23	Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule. ESL, EC, and AG will be required to attend at least one day a week.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				
9/22/23	The Instructional Leadership Team will meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.		Dewauna McLean	06/11/2026
<i>Notes:</i>				
9/30/24	Teacher Assistants attend PLC's with teachers once a month to engage in collaborative PLC work.		Sonya Jenkins	06/11/2026
<i>Notes:</i>				

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1B: Monitor short-and long-term goals

	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
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Initial Assessment:	The principal attends weekly PLC meetings. The Principal, Curriculum facilitator, and MTSS Coordinator have developed a school wide walkthrough document. The Principal, Curriculum Facilitator, and MTSS Coordinator conduct informal walkthroughs on a weekly basis and feedback is given to teachers. The feedback is discussed during weekly Admin./CF meetings, PLC meetings, and staff meetings. Research based instructional strategies are modeled in PLC and staff meetings. Teachers are evaluated formally using the NCEES evaluation system.	Limited Development 09/19/2016		
How it will look when fully met:	<p>Weekly Content PLC meetings and Data Days will be held with Principal, Curriculum Facilitator, and MTSS Coordinator in attendance to discuss data and instruction. Weekly Content PLC and Data Day agendas will be created and provided for teachers to guide PLC work.</p> <p>Walkthrough data will be gathered and analyzed with the Admin. Leadership Team and the Instructional Leadership Team to drive professional development implemented that support findings. The principals feedback will include coaching directions that teachers will use to improve their instruction. Evidence that this objective is fully met will be measured based on teacher rating development on the North Carolina Educator Evaluation System and an increase in student achievement.</p> <p>Professional development will meet the needs of the teachers based on data from observations and student data.</p> <p>Post conferences will be conducted with teacher and principal after formal NCEES observations.</p> <p>Job embedded coaching for math-Eureka and literacy-CKLA will continue throughout the year. The Principal, Curriculum facilitator, MTSS Coordinator, and coaches will work together to set the agendas for visits based on observed classroom data and student achievement data using a variety of sources. The principal and curriculum facilitator collaborate in individual sessions with the coaches to increase their coaching skills and knowledge.</p>		Cheri Lineberry	06/11/2025
Actions		2 of 5 (40%)		
10/4/16	The lesson plan framework will be submitted weekly on Fridays to the principal and/or CF.	Complete 06/03/2022	Theresa O'Connell	06/03/2022

<i>Notes:</i>				
9/29/21	The principal and curriculum facilitator will develop school wide walk-through documents to monitor instruction and provide timely feedback to teachers.	Complete 06/09/2023	Dewauna McLean	06/09/2023
<i>Notes:</i>				
9/22/23	The principal and curriculum facilitator will implement Beginning Teacher observation and feedback cycles: at least 2-3 weekly observations with 1 feedback and coaching session with admin. each week.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
10/4/16	A walk through and observation calendar will be created in weekly admin. meetings with the principal and CFs to ensure that consistent/regular feedback is given to teachers on classroom instruction.		Dewauna McLean	06/11/2025
<i>Notes:</i>				
9/12/18	Walk throughs/observations will occur on a weekly basis and written feedback on instruction will be provided to teachers by the close of the day of the observation.		Cynthia Williams	06/11/2025
<i>Notes:</i>				

	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	Target Date
Initial Assessment:			<p>Teachers have used the services of our MTSS coordinator, daytime tutors and extended afterschool tutoring. Time is allotted within the daily schedule for JAG time for supplemental and intensive interventions. Specialists and tutors provide support during this block. The Get Your Teach On conference held in January 2024, SEL supports, and weekly PLCs were the main focus for Professional Development for the 2023-2024 school year. SEL and weekly PLCs will continue to happen during the upcoming school years.</p> <p>Teachers use instructional resources such as Quizziz, Scholastic News, Harmony, IXL, and Lexia to supplement core instruction and SEL needs. The MTSS coordinator oversees the development of tier 1-3 intervention protocol, problem-solving, and data-based decision making. This position establishes and implements a tiered framework that uses data to meet the needs of each and every student through academics, behavior, and SEL interventions. The afterschool tutoring helps bridge the gap for students identified. Professional development, such as Get Your Teach On, provided teachers with high impact, research based, best instructional practices, shown in action with a high level of student engagement to see true results with students.</p>	Limited Development 04/23/2024		
How it will look when fully met:			Quizziz, Scholastic News, Harmony, IXL , and Lexia will be used consistently as outlined in daily lesson plans to supplement core instruction and SEL needs. Tier 1-3 intervention protocol, problem-solving, and data-based decision making will take place in a cycle of review and revisions throughout the school year for all areas academics, behavior/SEL, and attendance. All actions steps will increase the overall school proficiency by at least 3% percentage points each year.		Dewauna McLean	06/11/2026
Actions				1 of 5 (20%)		
	9/30/24	3-5 classroom teachers, the Curriculum Facilitators, and the Principal will attend the Get Your Teacher on Conference in January 2024.		Complete 01/31/2024	Nataley Henriquez	01/31/2024
	<i>Notes:</i> The GYTO conference was paid for with Title 1 funds from the 2023-2024 school year.					
	6/18/24	Quizziz, Scholastic News, Harmony, IXL, and Lexia will be used consistently as outlined in daily lesson plans to supplement core instruction and SEL needs.			Meagan Smoot	06/11/2025

<i>Notes:</i> Quizzez was purchased with Title 1 funds from the 2023-2024 school year.				
6/18/24	Tier 1-3 intervention protocols, problem-solving, and data-based decision making will take place in a cycle of review and revisions throughout the school year for all areas academics, behavior/SEL, and attendance as outlined by the FAM-S.		Dewauna McLean	06/11/2026
<i>Notes:</i>				
6/18/24	The MTSS teams (lead by MTSS Coordinator) and co-teams (ILT, Behavior/SEL, Attendance, and IPS) will meet monthly to review school wide data. Data will be disseminated school wide in weekly updates and during staff meetings.		Dewauna McLean	06/11/2026
<i>Notes:</i> The MTSS Coordinator is purchased with Title 1 funds.				
10/11/24	The school library media coordinator develops an appropriate and high-quality library media collection that facilitates 21st Century teaching and learning. The school library media coordinator ensures that the library collection is aligned with and supports the NC Standard Course of Study.		Stephanie Queen	06/11/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Library funds are given yearly to ensure the school library media coordinator develop an appropriate and high-quality library media collection that facilitates 21st Century teaching and learning and that the school library media coordinator ensures that the library collection is aligned with and supports the NC Standard Course of Study.				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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
<i>Initial Assessment:</i>			Staff members are hired using a team interview format when applicable. Staff with performance concerns are given differentiated support and feedback to improve their performance. Staff accomplishments are acknowledged regularly in the weekly Friday Updates and instructional practices highlighted in weekly Curriculum Updates. A staff member is chosen each month by a colleague to represent as Staff of the Month and one is identified as the "Hard Hat" recipient.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			Joyner will be staffed with highly qualified staff. The evidence will be NCEES evaluation data and EVAAS data. A positive school morale/climate will be reflected in the Teacher Working Conditions Survey. All teachers will engage in non-instructional work through their participation on school committees.		Katarina Kohari	06/11/2025
Actions				2 of 5 (40%)		
	9/21/21	Three school wide committees will be implemented for the 2022-2023 school year: (1) PBIS/SEL, (2) Social/Climate (3) Special Events. All teachers with the exception of beginning teachers will be required to serve on at least one committee. Committees will meet monthly on the first Tuesday of each month. A committee chair and secretary will be selected for each committee. Committee minutes will be recorded and provided to the principal.		Complete 06/09/2023	Cindy Adams-Daniel	06/09/2023
<i>Notes:</i>						
	9/11/18	Teachers will receive CKLA and Eureka professional development to enhance job performance.		Complete 06/07/2024	Heather Krantz	06/07/2024
<i>Notes:</i>						
	7/25/17	Teachers will receive coaching and regular feedback to increase their effectiveness in the classroom in PLCs and through PD opportunities that are outlined using observational data of classroom instruction.			Stephanie Queen	06/11/2025
<i>Notes:</i>						
	9/22/23	Bi-weekly BT coaching sessions (one 1:1 session during PLC's and one whole group session after school will be used to build new teacher capacity. The focus will be 45minutes-1 hour to discuss progress, analyze data, express concerns, and celebrate wins.			Cheri Lineberry	06/11/2025
<i>Notes:</i>						

9/22/23	The principal and CFs will work with the New Teacher Support Coach to identify PD and coaching for targeted support for new teacher needs.		Cheri Lineberry	06/11/2025
Notes:				

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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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
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Initial Assessment:	Data from summative assessments, district and state assessments, CFA's, and walkthroughs/formal observations is used to discuss school improvement. The Instructional Leadership Team meets monthly to discuss and create plans to address instructional data and trends. Professional development decisions are driven by findings to close the achievement gap.			Limited Development 09/19/2016		
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How it will look when fully met:	<p>The MTSS and Instructional Leadership Team will focus on school data as a whole and disaggregated by sub-groups to make all instructional, curriculum, and professional development decisions. Evidence will be in meeting minutes and student progress.</p> <p>School data will be shared, discussed, and aggregated in PLC's weekly and with the School Improvement Team during SIT meetings, in Instructional Leadership Team meetings, and with all staff during monthly staff meetings.</p>				Nataley Henriquez	06/11/2026
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Actions	3 of 6 (50%)		
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9/12/18	The team will receive training on using data effectively to guide school curriculum and instruction from outside coaches and the district data team. Data days will be held at beginning, middle and spring of the year.	Complete 05/13/2019	Denise Ebbs	06/20/2019
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Notes:	Substitutes for data days will be funded through Title I.			
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5/13/19	The ILT members will continue to attend training to better analyze data. They will then share the information with all other staff members.	Complete 06/03/2021	Cindy Adams-Daniel	06/20/2021
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Notes:	Attendance of ILT meetings will resume as schools receive directives from the District.			
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9/22/23	The principal and CFs will outline PD/PLC opportunities where the district Data Coordinator will train staff on the effective use of data forms, analysis tools and protocols, and ways to enhance students' growth and achievement.	Complete 06/07/2024	Dewauna McLean	06/07/2024
<i>Notes:</i>				
7/25/17	The MTSS team will provide training on using data effectively to guide school curriculum and instruction.		Dewauna McLean	12/31/2024
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established/maintained using these funds.				
9/12/18	All teachers will use grade level standards for teaching all students during core instruction. Acceleration based on objective data will take place during small-group core or small group intervention scheduled times.		Yolanda Foster	06/11/2025
<i>Notes:</i> Title 1 funding sources are used to support this action step. The media coordinator has been given funds to purchase culturally relevant books to support core curriculum implementation.				
4/29/18	Use formative and summative assessments (exit tickets, unit assessments, topic quizzes, interims, progress monitoring-supplemental and intensive, exit passes) with intention and purpose to identify and address the needs of students. Data analysis will take place during PLC's, staff meetings, grade level planning, and problem solving teams.		Laurie Preslan	06/11/2026
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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>			All staff receives an MTSS fresher training at the beginning of each school year and additional professional development is completed throughout this year as we continue to operate in full implementation. The MTSS team will implement the framework protocols to support all tiers of learning. All teachers have been trained on Fastbridge which is used as a resource for progress monitoring of Tier 2 and Tier 3 interventions. They will be given a refresher course each year as a whole staff by the school psychologist and MTSS Coordinator.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			Teachers will provide evidence-based instruction to meet the needs of all students across all tiers of support. Classroom instruction and the core programs Eureka, CKLA, UFLI, Sound Walls, and Morpheme Magic will provide the support for 80% or more of students in the classroom to be successful. Common formative assessments and district assessments that are given in addition to classroom instruction will be used to move students to proficient or will show the need for more intensive support. All teachers use the MTSS framework, the Standard Treatment Protocol for Math and Reading, and Fastbridge for Tier 2 and Tier 3 support and progress. Supplemental and Intensive interventions are being implemented consistently with fidelity.		Dewauna McLean	06/11/2027
Actions				5 of 13 (38%)		
	8/28/17	Kinder through 5th grade teachers will participate in district provided focused instructional strategies for remote learning in the areas of reading, math, and science, over the course of this school year.		Complete 06/03/2021	Classroom Teachers	06/20/2021
<i>Notes:</i>						

5/16/19	All core teachers will participate in coaching sessions and data analysis with school administration and/or outside coaches. Substitutes will be provided with Title I funds for teachers to attend this professional development. Coaching sessions will be remote until at least January 2021. Substitutes will not be needed until students return to school.	Complete 06/03/2021	Tracey Janetta	06/20/2021
<i>Notes:</i>				
9/12/18	All students, kindergarten through fifth-grade will participate with the AG teacher in STEM activities in the Makerspace lab throughout the school year. Funding for this position is through Title I.	Complete 06/03/2022	Stephanie Queen	06/03/2022
<i>Notes:</i> Two additional days of AG will be funded through Title I.				
9/14/17	African-American students will receive priority placement with tutoring resources including evening tutoring with our faith based partner.	Complete 06/03/2022	Juliann Stillwell	06/03/2022
<i>Notes:</i>				
9/29/21	All classroom teachers will use Education Galaxy during small group instructional times.	Complete 06/09/2023	Stephanie Queen	06/09/2023
<i>Notes:</i> Education Galaxy is purchased with Title 1 funds.				
7/26/17	Common Formative Assessment will be used for all grade levels for ELA and Math. Data from CFAs and district and state assessments will be used to evaluate the effectiveness of instruction and will drive next steps for instruction during weekly PLCs, Grade Level meetings, and Data Days.		Laurie Preslan	06/11/2025
<i>Notes:</i>				
6/24/19	Content and support teachers will create lesson plans for targeted instruction based on the MTSS framework (supplemental and intensive). A one-hour intervention block is outlined in the Master Schedule for supplemental and intensive groups.		Nataley Henriquez	06/11/2025
<i>Notes:</i>				
9/19/18	The principal and curriculum facilitator will work with CKLA and Reading and Eureka and Math coaches to more effectively support teachers for planning and implementing classroom instruction.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
9/11/18	Teachers will receive job embedded coaching for CKLA for literacy and Eureka for math implementation to increase core instruction effectiveness to 80%.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				

9/12/18	First and second grade students will receive AG early intervention lessons given by the AG teacher. The AG teacher will work with teachers to develop critical thinking and problem solving activities for students that show an aptitude for AG to use in the regular classroom as enrichment.		Katarina Kohari	06/11/2025
<i>Notes:</i>				
7/13/23	Teacher and Student Data Notebooks will be used for goal setting and performance tracking tools.		Nataley Henriquez	06/11/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Printing and binding outlined in funds is used for this initiative.				
9/29/21	The IPS and MTSS team leads the school in the use of data and instruction. The team will meet Bi-weekly for IPS and at least monthly for MTSS to assess the progress of students and staff. The MTSS Coordinator oversees both the IPS and MTSS Team.		Dewauna McLean	06/11/2027
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established using these funds.				
7/25/17	Staff will create and assess student tasks to implement classroom instruction that will produce at least 80% student proficiency. District, State, and classroom assessments will be evidence of completion.		Meagan Smoot	06/11/2027
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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>			Teachers use Educator's Handbook to record, track, and analyze student behaviors. Teachers received professional development in social-emotional learning beginning in August 2019 and will continue to receive and implement SEL/restorative practice professional development, strategies, and resources during each school year. Joyner Elementary was selected as a district SEL cohort for the 2022-2023 school year and will continue to engage in SEL professional development trainings over the upcoming school years.	Limited Development 07/26/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			<p>Teachers will use restorative practices within their classroom to help students manage emotions and behavior and will engage in daily morning meeting circles.</p> <p>The school counselor/social worker will provide professional development and guidance lessons with students using the Zones of Regulation.</p> <p>The school counselor/social worker will hold a training for all teachers in using the Zones of Regulation. The counselor will conduct classroom sessions with all students in the use of Zones of Regulation. All classes will continue to use restorative practices daily to address classroom issues and build community.</p> <p>General SEL training will be given to all staff during the 2022-2023 and 2023-2024 school year through SEL cohort work.</p> <p>SEL activities for class instruction will be provided to teachers in the monthly SEL newsletters created and distributed by Counselor and Social Worker and through a SEL resource hub created by the Counselor.</p> <p>2023-2024 MTSS will be implemented fully.</p>		Katarina Kohari	06/11/2026
Actions				12 of 18 (67%)		
	7/26/17	Staff members will attend training for Restorative Practices in August, 2017.		Complete 08/03/2017	Denise Ebbs	08/03/2017

<i>Notes:</i>				
7/26/17	Fourth and Fifth grade teachers will work with professors from UNC-Chapel Hill to implement classroom modules for social-emotional education.	Complete 12/15/2017	Cindy Adams-Daniel	06/15/2018
<i>Notes:</i>				
8/28/17	Classroom teachers will implement circles within their classrooms daily. Circles will be used to build community, resolve conflict, and as an instructional practice.	Complete 11/30/2017	Theresa O'Connell	07/02/2018
<i>Notes:</i>				
8/28/17	All staff will use the Restorative Questions I to respond to challenging behavior with students. Restorative Questions II will be used to help those that were harmed by others actions.	Complete 06/15/2018	Theresa O'Connell	07/02/2018
<i>Notes:</i> Restorative Questions I: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? Restorative Questions II: What did you think when you realized what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?				
11/5/20	During remote learning , teachers will address remote classroom procedures and rules utilizing digital cues.	Complete 06/11/2021	Diana Johnson	06/11/2021
<i>Notes:</i>				
11/5/20	The attendance team will monitor Canvas attendance during remote instruction and implement supports for students that are not attending.	Complete 06/11/2021	Diana Johnson	06/14/2021
<i>Notes:</i> The team will meet weekly to look at student attendance.				
10/4/19	Lesson activites will be incorporated into the Friday Notes staff newsletter weekly to address social-emotional learning.	Complete 06/11/2021	Denise Ebbs	06/20/2021
<i>Notes:</i>				
10/22/19	Provide staff training on Educator's Handbook platform.	Complete 10/15/2021	Tiffani Ingram	10/01/2021
<i>Notes:</i> Full use of Educator's Handbook by all classroom teachers and specialists will begin 10/1/2021.				

9/11/18	All staff will receive professional development on implementing the Zones of Regulations to support students with managing their emotions/behaviors..	Complete 06/14/2019	Diana Johnson	06/03/2022
<i>Notes:</i> Resources will be provided by our counselor for all staff throughout the school year.				
10/31/22	The SEL/Behavior team will meet at the beginning of the year to define and outline core school wide expectations.	Complete 10/18/2022	JaunKerra Leigh	10/31/2022
<i>Notes:</i>				
10/18/19	All teachers will establish classroom norms for personal responsibility, cooperation and concern for others by creating classroom procedures and rules which will be posted and taught to students.	Complete 10/18/2022	Yolanda Foster	10/31/2022
<i>Notes:</i>				
7/13/23	3rd-5th grade teachers will attend the Get Your Teach On Conference in January 2024 to gain strategies and insight on ways to boost student engagement in the classroom.	Complete 01/31/2024	Tiffani Ingram	01/31/2024
<i>Notes:</i> Title 1 funding sources are used to support this action step. The full conference-conference registration, hotel, and airfare is covered for 3rd-5th grade teachers.				
10/31/22	The SEL/Behavior and MTSS team will hold regular meetings monthly throughout the year to look at data to identify trends for support and further development.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
10/22/19	Monitor incidents recorded into Educator Handbook and devise next steps of support for whole school and individual students with the SEL/Behavior and MTSS team.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
10/4/19	Staff will receive professional development for Multi-tiered Systems and Supports over the 2023-2024 school years and regularly each school year thereafter to support with behavior interventions.		Dewauna McLean	06/11/2025
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established using these funds.				
9/23/21	All staff will receive professional development on SEL/restorative practices-circles to support students with managing their emotions/behaviors.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				

9/9/22	School houses will continue to be implemented to allow students the opportunity to partner with other grade levels/peers to learn school wide expectations and to build social skills. Houses are comprised of a heterogenous mixture of students and staff on each team working together to build collaborative and social skills and engage in service learning work.		Cheri Lineberry	06/11/2026
<i>Notes:</i>				
10/22/19	Students of concern will be monitored and teachers will be provided with strategies by the IPS and SEL/Behavior Support Team. Students of concern who do not respond to core interventions will be referred to the IPS team and provided with tier 2 and 3 intervention support.		Cheri Lineberry	06/11/2026
<i>Notes:</i> SEL/Behavior Support Team members: Principal, Counselor, 2 EC Teachers, 2 Classroom Teachers, Curriculum Facilitator, and Social Worker.				
Implementation:		09/22/2019		
Evidence	9/22/2019 Each year the number of office referrals and time out of school for suspensions remains low. Over the last three years there have been 35 office referrals or less. Our students know what are core values are and can tell you and explain what each value would look like in action.			
Experience	9/22/2019 Joyner created our school expectations of respect, kindness, integrity, and presereverance nine years ago. We have ingrained these expections into our staff and students with repeated teaching, repeated modeling, and holding students accountable to follow these traits.			
Sustainability	9/22/2019 Continued teaching and reteaching of the goal values will be need to sustain our efforts with students. New staff receives a training on our PBIS program, our character education, and our core values that help everyone be good citizens.			

	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:			Teachers have grade level planning three days a week. Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule. Lesson plans are created by individual teachers and with their grade level. Lesson plan/pacing overview is uploaded for review by Monday mornings. Submission dates for lesson plans may change whole school or for individuals based on observations/performance. The ILT Team meets monthly to review walk-through data trends and devise plans for next steps (PLC support/PD Needs).	Limited Development 09/19/2016		
How it will look when fully met:			<p>Teachers will create literacy, math , social studies and science tasks that are aligned with the NCSCOS goals and rigorous for daily work. Common formative assessments, district/state assessments, and EOGs will show student growth towards proficiency.</p> <p>Teachers will unpack standards to get to the rigor needed for college and career readiness. Common formative assessments are used to measure student mastery of standards.</p> <p>All EC students will have IEP goals aligned to the NCSCOS.</p> <p>Small groups for intervention and core will be implemented daily.</p> <p>The MTSS framework and Standard Treatment Protocols for Math and Reading will be implemented for identified students who need supplemental and intensive support.</p>		Laurie Preslan	06/11/2025
Actions				12 of 24 (50%)		
	6/1/17		Teachers will participate in professional development to address motivation of students by planning lessons that are engaging and tasks that are rigorous and aligned to NCSCOS for AA student and SWD. Title I funds will be used to pay for workshops fees and substitutes.	Complete 06/03/2021	Denise Ebbs	06/20/2021
Notes: Teachers report that student motivation is lacking especially for AA and SWD students.						

6/1/17	Classroom teachers, EC, ESL, and AG teachers will participate in data days three times this year to disaggregated literacy, math, and science data and plan instruction based on that data. Substitutes will be funded through Title I. If remote instruction continues until June, 2021 outside coaches will work with teachers remotely and substitutes will not be needed.	Complete 06/03/2021	Tracey Janetta	06/20/2021
<i>Notes:</i> Data days will be held after BOY, MOY, and in April.				
8/15/17	Foundational Tool Kits from American Reading Company will be available through SchoolPace Connect for small group instruction.	Complete 06/03/2021	Denise Ebbs	06/20/2021
<i>Notes:</i>				
9/12/18	Staff will participate in professional development to create and assess student task to implement grade level instruction that will produce at least 80% student proficiency. District, State and classroom assessments will be evidence of completion. (Addresses A1.06)	Complete 06/03/2021	Dewauna McLean	06/20/2021
<i>Notes:</i>				
5/16/19	Overhead interactive projectors will be purchased with Title I funds to increase student engagement for eleven core classrooms. Four rooms were completed in 2018-19. Voice amplifiers also be purchased for core teachers. The rest of the rooms will have projectors installed during the 2020-21 school year.	Complete 06/03/2021	Dewauna McLean	06/20/2021
<i>Notes:</i> Title I funds will be used to purchase additional projectors to provide for all classrooms during the 2020-2021 school year.				
5/16/19	Teachers will receive one extra coaching day from CKLA over the district allotted days. Title I funds will pay for the additional day.	Complete 06/03/2022	Jessica Rhodes	06/03/2022
<i>Notes:</i> Title I funds will be used to pay for the additional day.				
9/12/18	Teachers will create instructional posters for use with students as anchor charts and teaching aids.	Complete 06/03/2022	Dewauna McLean	06/03/2022
<i>Notes:</i> A poster maker was purchased with Title I funds.				
5/13/19	Each teacher will create a formal remediation/enrichment plan after each summative assessment for ELA and Math. The plan will identify individual students that have not mastered the goal, how they will be instructed differently from core, and when this instruction will take place.	Complete 06/03/2021	Dewauna McLean	06/03/2022
<i>Notes:</i>				
10/23/17	Eureka Math is implemented school wide as a math curriculum to increase students' math proficiency.	Complete 09/01/2022	Dewauna McLean	09/01/2022

<i>Notes:</i>				
10/18/19	All teachers will plan instruction with the NCSCOS that includes methods to enhance student motivation to learn. (A2.26)	Complete 09/01/2022	Dewauna McLean	09/01/2022
<i>Notes:</i>				
9/22/23	ESL, EC, and AG teachers will attend one PLC weekly with grade level teachers.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				
10/18/19	All teachers will use a variety of sound instructional modes: teacher-directed whole class, small group, and independent work to meet the needs of all students.		Katarina Kohari	06/11/2025
<i>Notes:</i>				
9/11/18	District Math coaches will work with Joyner's curriculum facilitator and principal to support teachers in implementing the Eureka framework with fidelity.		Dewauna McLean	06/11/2025
<i>Notes:</i>				
9/11/18	All teaching staff will participate in job-embedded coaching with the CKLA coach and district ELA lead throughout the year.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
9/11/18	Teachers will create module long-range plans for ELA and Math during PLC meetings.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				
9/12/18	African-American students will receive priority placement with tutoring resources.		Lutisha Pyles-Rone	06/11/2025
<i>Notes:</i>				
9/14/17	5th grade teachers will use Stemscores resources to plan science lessons.		Meagan Smoot	06/11/2025
<i>Notes:</i>				
9/25/16	EC teachers will receive support during their monthly EC meetings with their EC Elementary School Support Coordinator.		Alexis Casas	06/11/2025
<i>Notes:</i>				
9/25/16	EC teachers will meet with curriculum specialist from EC department for PD in writing goals that do not use the deficit model and are realistic for students.	Complete 08/05/2024	Alexis Terrell	06/11/2025

<i>Notes:</i>				
9/25/16	As IEP meetings are held this year goals will be written based on the EC department guidance from their monthly EC meetings with their EC Elementary School Support Coordinator.	Complete 08/05/2024	Tara Peeples	06/11/2025
<i>Notes:</i>				
7/27/17	The curriculum facilitator will coach teachers during PLC's with embedded professional development in order for teachers to create effective tasks that are aligned with the curriculum.		Cheri Lineberry	06/11/2025
<i>Notes:</i>				
7/27/17	Coaches from CKLA will work with the principal, curriculum facilitator and teachers in grades K-5 to implement literacy curriculum within the school.		Cheri Lineberry	06/11/2025
<i>Notes:</i> Title 1 funding sources are used to support this action step. The media coordinator has been given funds to purchase culturally relevant books to support core curriculum implementation.				
9/9/22	Each teacher will create a formal remediation/enrichment plan after each summative assessment for ELA and Math. The plan will identify individual students that have not mastered the goal, how they will be instructed differently from core, and when this instruction will take place.		Cheri Lineberry	06/11/2026
<i>Notes:</i>				
9/22/23	Teacher and Student Data Notebooks will be used for goal setting and performance tracking tools.		Nataley Henriquez	06/11/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Printing and binding outlined in funds is used for this initiative.				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Joyner has a yearly Kindergarten Parent orientation in the Spring of the year for new Kindergarten parents. At this meeting parents are given information to ease the transition to Kindergarten. 5th grade students attend Mendenhall middle school for a campus tour. The counselor also visits Joyner to discuss curriculum choices and to answer questions to ease the transition to middle school	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>			A comprehensive plan for Kindergarten and 5th graders for middle school transition is implemented each school year.		Meagan Smoot	06/11/2025
Actions				4 of 6 (67%)		
	9/12/17	SIT will investigate effective strategies to create a plan for kindergarten and middle school transitions.		Complete 06/03/2021	Yolanda Foster	06/20/2021
<i>Notes:</i> Each year the transition action steps will take place for the current year students.						
	9/8/18	A Kindergarten parent meeting will be held for rising Kindergartners in the spring.		Complete 06/07/2024	Yolanda Foster	06/09/2024
<i>Notes:</i>						
	9/21/21	5th graders will tour Mendenhall middle school before middle school registration in spring.		Complete 06/07/2024	Meagan Smoot	06/09/2024
<i>Notes:</i>						
	9/30/24	A Kindergarten parent breakfast will be hosted the first day of school to student transitions on the first day of school.		Complete 08/26/2024	Yolanda Foster	08/26/2024
<i>Notes:</i>						
	9/30/24	A Kindergarten orientation will be held for rising Kindergartners in the spring.			Yolanda Foster	06/11/2025
<i>Notes:</i>						
	9/30/24	5th graders will tour Mendenhall middle school before middle school registration in spring and the classroom teachers and Joyner school counselor will connect with middle school counselors to support transition.			Lutisha Pyles-Rone	06/11/2025
<i>Notes:</i>						

Core Function:			Domain 4: Culture Shift			
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Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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>			Teachers received professional development in social-emotional learning beginning in August 2019 and will continue to receive and implement SEL training, strategies, and resources for all upcoming school years as part of the district SEL cohort. Joyner Elementary was selected as a district SEL cohort for the 2022-2023 school year and will continue to engage in SEL professional development district trainings over the next years.	Limited Development 09/21/2021		

How it will look when fully met:			Alexis Casas	06/11/2026
<p>All staff will receive general SEL training during the 2022-2023 and 2023-2024 school years.</p> <p>Educator's Handbook will show a decrease in major office referrals.</p> <p>All classroom teachers will implement a morning meeting time with students daily as outlined in Master Schedule.</p> <p>Teachers will use restorative practices within their classroom to help students manage emotions and behavior and will engage in daily morning meeting circles.</p> <p>The school counselor/social worker will provide professional development and guidance lessons with students using the Zones of Regulation.</p> <p>The school counselor/social worker will hold a training for all teachers in using the Zones of Regulation. The counselor will conduct classroom sessions with all students in the use of Zones of Regulation. All classes will continue to use restorative practices daily to address classroom issues and build community.</p> <p>General SEL training will be given to all staff during the 2022-2023 and 2023-2024 school year through SEL cohort work.</p> <p>SEL activities for class instruction will be provided to teachers in the monthly SEL newsletters created and distributed by Counselor and Social Worker and through a SEL resource hub created by the Counselor.</p>				
Actions		5 of 10 (50%)		
9/21/21	A school wide mentorship program will be fully established and implemented in collaboration with a faith based community partner.	Complete 06/03/2022	Diana Johnson	06/03/2022
<i>Notes:</i>				
9/21/21	Students will be recognized daily during the morning announcements for following school wide expectations.	Complete 06/09/2023	Heather Krantz	06/09/2023
<i>Notes:</i>				
9/21/21	A student of the month will be identified each month for following school wide expectations.	Complete 06/09/2023	Heather Krantz	06/09/2023

<i>Notes:</i>				
9/21/21	All staff will receive SEL training during the 2022-2023 and 2023-2024 school years through the SEL cohort.	Complete 06/07/2024	JaunKerra Leigh	06/07/2024
<i>Notes:</i>				
9/21/21	All staff and students will engage in an SEL book study during the 2021-2022 school year. "The Energy Bus"	Complete 06/07/2024	Tiffani Ingram	06/07/2024
<i>Notes:</i>				
9/21/21	The principal will build relationships with students throughout the school year by visiting each class twice a year to have principal chats with students. Principal chats will include open forum discussions and SEL team building activities.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
9/26/22	The SEL/Behavior support team will meet monthly to discuss school wide core behavior trends and expectations for students. Class and individual student behavior plans/strategies will be created with classroom teachers for students/classes with high needs.		Nataley Henriquez	06/11/2026
<i>Notes:</i>				
9/22/23	All staff will receive professional development on SEL/restorative practices-circles to support students with managing their emotions/behaviors.		Nataley Henriquez	06/11/2026
<i>Notes:</i>				
9/22/23	School houses will continue to be implemented to allow students the opportunity to partner with other grade levels/peers to learn school wide expectations and to build social skills. Houses are comprised of a heterogenous mixture of students and staff on each team working together to build collaborative and social skills and engage in service learning work.		Meagan Smoot	06/11/2026
<i>Notes:</i>				
9/30/24	All classrooms will implement calming corners as a restorative measure to help regulate student behaviors. Calming Corners will include fidget toys and calming strategy cards.		Lutisha Pyles-Rone	06/11/2026
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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
Initial Assessment:			We have used parent meetings/family events as an opportunity to build community. This year we will have two curriculum nights for each grade level to discuss curriculum and share assessment data with parents and two family engagement nights. Parent, student, and teacher conferences are held twice a year for parents. Communication has been established between teachers and families using several different means of communication. Class Dojo, Canvas, Connect Ed, the school website, monthly newsletters, and social media are all platforms/publications used to connect with families.	Limited Development 09/19/2016		
How it will look when fully met:			Joyner will form a connection between the school and the home that is built upon regular consistent communication. Evidence will be measured through the use of parent surveys and attendance at school engagement events. Curriculum night/Title I meeting will be held in October for all grade levels. Class Dojo will consistently be implemented by Joyner staff and families as the main communication portal. Connect messages are recorded and sent out to families every Sunday of each week. A monthly school wide newsletter will be sent to families each month.		Stephanie Queen	06/12/2026
Actions				5 of 9 (56%)		
	9/12/18	Parents will receive opening school letters and school information at open house as another form of communication.		Complete 08/18/2021	Tiffani Ingram	08/18/2021
Notes:						
	9/12/18	The annual Title I meeting will be held along with parent curriculum night in October for each grade level via Teams Live.		Complete 10/28/2021	Stephanie Queen	10/28/2021
Notes: This meeting will be held virtually.						

9/12/18	Weekly communication folders and daily agendas will be used to facilitate two-way communication between home and school.	Complete 09/01/2022	Cynthia Williams	09/01/2022
<i>Notes:</i>				
5/13/19	The text app Remind will be purchased yearly with Title 1 funds to give parents electronic two-way communication between home and school.	Complete 09/01/2022	Cynthia Williams	09/01/2022
<i>Notes:</i> Title I parent involvement funds will be used to purchase the yearly web subscription.				
9/26/22	The annual Title I meeting will be held along with parent curriculum night in October for each grade level.	Complete 10/06/2022	Cynthia Williams	10/06/2022
<i>Notes:</i>				
10/31/22	Monthly school wide newsletters will be distributed to families to bridge the gap between home and school. These newsletters will include parent support tools, ways for families to connect, general school wide information, etc.		Tiffani Ingram	06/11/2025
<i>Notes:</i>				
9/22/23	At least two curriculum nights will be hosted by school committees (Reading and Math Curriculum Night and Science Curriculum Night).		Theresa O'Connell	06/11/2025
<i>Notes:</i> Title 1 funding sources are used to support this action step. Parents will receive dinner/snacks during the Science Curriculum Night and funds for parent contracted services will be used to purchase a Mad Science presentation.				
9/30/24	Sunday Connect Messages will be recorded and sent out weekly. Message content will also be posted on Class Dojo.		Stephanie Queen	06/11/2025
<i>Notes:</i>				
9/22/23	At least two family engagement nights will be hosted by school committees (SEL and Multicultural Night).		Nataley Henriquez	06/11/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Parents will receive dinner/snacks during one of these family engagement nights.				