

Comprehensive Progress Report

Mission:

Ronald E. McNair Elementary is a diverse community dedicated to providing a safe, supportive, learning environment to develop 21st Century, life-long learners through curiosity, inquiry, and a passion for learning that leads to success for all.

Mini Mission Statement - "Success For All"

Vision:

Transforming learning and life outcomes for all students.

Goals:

Reading - By the end of 2024-25, McNair Elementary increase 2023-24 Reading Proficiency of 38.1% by at least 3 percentage points.

Math - By the end of 2024-25, McNair Elementary will increase 2023-24 Math Proficiency of 40.3% by at least 3 percentage points.

Science - By the end of 2024-25, McNair Elementary will increase 2023-24 Science Proficiency 56.6% by at least 3 percentage points.

Chronic Absences - By the end of 2024-25, McNair Elementary will decrease the 2023-24 percentage (31) of students who were chronically absent by 5 percentage points.

Lost Instructional Days - By the end of 2024-25, McNair Elementary will decrease the 2023-24 number of lost instructional days (13.97) due to In-School Suspensions and Out-of-School-Suspensions by 10%.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>			<p>Level of Development - Limited. We continue to build on previous foundational training provided and team capacity.</p> <p>Priority Score - Lowest.</p> <p>Opportunity Score - Easy to Address.</p>	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Younesa Ortado	06/14/2025
Actions				1 of 2 (50%)		
	9/8/22	The School Leadership team will meet twice a month.		Complete 06/14/2024	Younesa Ortado	06/14/2024
	<i>Notes:</i>					
	9/24/24	The School Leadership Team will meet twice a month.			Younesa Ortado	06/14/2025
	<i>Notes:</i>					

	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:			<u>Current Implementation</u> - Duties have been assigned. <u>Level of Development</u> - Limited. We continue to build on previous training. <u>Priority Score</u> - Lowest. <u>Opportunity Score</u> - Easy to address. Systems are currently in place to align resources and time.	Limited Development 12/02/2020		
How it will look when fully met:			<u>Key Indicator B2.03</u> The school has established a team structure among teachers with specific duties and time for instructional planning. (5143) <u>Vision Casting for Success</u> Planning and decision making within the district and school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. <u>Success Evidences</u> <ul style="list-style-type: none">Weekly communication from the principal regarding instructional and other duties		Brian McCain	06/16/2025
Actions				2 of 3 (67%)		
	9/21/22	Teachers will attend LETRS trainings as required by the state and district.		Complete 06/07/2024	Erica Weaver	06/09/2024
<i>Notes:</i>						
	9/23/22	LETRS ambassadors will provide teachers with support centered around training questions and implementation.		Complete 06/14/2024	Erica Weaver	06/16/2024

Notes: In alignment with FAM-S goal 22, the leadership team will assist teachers in integrating a data-based problem-solving teams across all areas, all grade levels and all tiers.

9/19/21 The principal will provide regular communication to staff about events and expectations.

Brian McCain

06/16/2025

Notes:

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
<i>Initial Assessment:</i>			<p>Current implementation - Increased feedback opportunities to teachers is required.</p> <p>Medium priority.</p> <p>Opportunity Score - Accomplished. A system is in place.</p>	Limited Development 12/02/2020		
<i>How it will look when fully met:</i>			<p>Key Indicator B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)</p> <p><u>Vision Casting for Success</u></p> <p>The principal focuses on instruction by establishing expectations and processes for team planning and for instructional delivery. The principal also monitors the work, meeting with teams, visiting classrooms, reinforcing good practice. The building principal, assistant principal (s), and school leadership team are critical to implementing a Multi-Tiered System of Support (MTSS) and improving outcomes for students. To do this successfully leaders engage staff in ongoing professional development, plan strategically, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving to guide instruction.</p> <p><u>Success Indicator</u></p> <p>Identification of trend data with progress monitoring</p>		Brian McCain	06/16/2025
Actions				0 of 2 (0%)		
	10/6/22	The principal and assistant principal will conduct teacher observations and evaluations throughout the year as required by the state of North Carolina.			Brian McCain	06/14/2025

Notes:

9/19/21

The principal will provide feedback to each teacher on a regular cycle.

Brian McCain

06/16/2025

Notes:

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:

This goal will be at full implementation when all teachers know the meaning and language of CSI and TSI-AT. It will also be at full implementation when school allocations are strategically utilized to ensure that every teacher receives yearlong professional development on CSI and TSI-AT. The end result will be that teachers will utilize resources that will ensure that all students are receiving equitable learning opportunities.

Limited Development
10/12/2023

How it will look when fully met:

This goal will be at full implementation when all teachers know the meaning and language of CSI and TSI-AT. It will also be at full implementation when school allocations are strategically utilized to ensure that every teacher receives yearlong professional development on CSI and TSI-AT. The end result will be that teachers will utilize resources that will ensure that all students are receiving equitable learning opportunities. We will utilize NWEA data, Dibels, Interim Assessments, and End-of-Grade data to monitor student and teacher progress.

Brian McCain

06/21/2025

Actions

0 of 3 (0%)

10/11/24

Ms. Wall will be utilized work with Tier 2 students and support teachers with math instruction using Title I funds.

Younesa Ortado

06/14/2025

Notes:

10/11/24

Substitute pay will be used to provide a substitute for any teacher paid from Title I funding.

Lauren Graves

06/14/2025

Notes:

10/12/23

Within the 2024-25 school year, our school identified the following resource inequity (Dimension #3: High-Quality Teaching and Learning in CSI and ATSI schools). As a result, our school plans to mitigate this inequity by ensuring the Blended Learning Department provides professional development on technology practices that will improve the overall quality of instruction in our school.

Erica Weaver

06/21/2025

Notes: The Blended Learning Department will provide professional development to grade level teachers twice a year during PLC meetings to show teachers how to embed technology to improve the quality of instruction in our school.

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>			<p>Current Implementation - Partnerships with colleges ensure succession with teacher placements.</p> <p>Priority Score - Medium.</p> <p>Opportunity Score - Resources of time and staff are in place.</p>	Limited Development 12/02/2020		
<i>How it will look when fully met:</i>			<p>Key Indicator C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)</p> <p><u>Vision Casting for Success</u></p> <p>Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or whatever other methods are employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting the evaluation should provide immediate formative feedback. At the very minimum, all teachers should be evaluated annually, but more frequent evaluations should take place in cases where teachers are found to be under-performing (Mathers, Oliva, & Laine, 2008).</p> <p>Mathers, C., Oliva, M., & Laine, S. (2008). Improving instruction through effective teacher evaluation: Options for states and districts. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/February2008Brief.pdf</p> <p><u>Success Evidences</u> - Teacher turnover rate and teacher capacity with school improvement</p>		Brian McCain	06/16/2025
Actions				0 of 1 (0%)		
	9/19/21	Administration will provide professional development to teachers in alignment with observed performance data.			Brian McCain	06/16/2025

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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
Initial Assessment:			Plans for providing training on varied data reports are in development. Level of Development - Limited. We continue to build on previous trainings on data and its use. Priority Score - Highest	Limited Development 09/08/2022		
How it will look when fully met:			Students will receive target instruction of supplemental support in the areas of Behavior, social emotional, attendance, math, and reading based on their level of need (academic levels of support, remediation, intervention, maintenance, enrichment). For students that are determined to be "at-risk" through an early warning system, they will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Brian McCain	06/16/2025
Actions				0 of 3 (0%)		
	9/8/22	Grade levels will have data days to look at school performance data and use that data to make instructional decisions. This action step is supported through Title One funding.			Younesa Ortado	06/16/2025
		Notes: In alignment with FAM-S goals 22 (Integrated data-based problem-solving), 24 (Problem Analysis), and 37 (Decision-making rules are established for assessments/data) the school leadership will monitor student performance outcomes through using the MTSS problem solving process across all areas, all grade levels and all tiers.				
	9/8/22	Teachers will participate in professional learning community meetings focused on classroom data and its responsive use.			Mrs. Wall	06/16/2025
		Notes:				
	9/28/24	The staff will participate in MTSS trainings throughout the school year.			Younesa Ortado	06/16/2025

Notes:

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>			The school utilizes a tiered support system in which teachers incorporate tiered tasks to address the academic developmental needs of students.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>			At full implementation, all teachers implement effective teaching practices and align them to the same standards and skills as their peers teaching other tiers of intervention. They will be a focus on student response to instructional practices, as opposed to student deficits or failures. The school will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.		Erica Weaver	06/16/2025
Actions				0 of 11 (0%)		
	10/19/22	Title I funds will be used to support MTSS implementation in the classroom to strengthen core instruction and support Tier 2 and Tier 3 instruction as well.			Brian McCain	06/12/2025
<i>Notes:</i>						
	9/8/22	The school will implement a multi-tiered support system to support all student learning.			Erica Weaver	06/14/2025
<i>Notes:</i>			Math and Reading Impact teachers will be utilized to support this process. These positions were funded using Title-I funds.			
			In alignment with FAM-S goals 22 (Integrated data-based problem-solving), 24 (Problem Analysis), and 37 (Decision-making rules are established for assessments/data)) the school leadership will monitor student performance outcomes through using the MTSS problem solving process across all areas, all grade levels and all tiers.			
	9/8/22	Teachers will participate in MTSS district level professional development.			Erica Weaver	06/14/2025
<i>Notes:</i>			Ms. Casper will train the staff on MTSS implementation.			

9/8/22	Teachers will discuss student performance during PLC meetings to determine the tiered level of support needed.		Erica Weaver	06/14/2025
<i>Notes:</i> In alignment with FAM-S goals 22 (Integrated data-based problem-solving), 24 (Problem Analysis), and 37 (Decision-making rules are established for assessments/data)) the school leadership will monitor student performance outcomes through using the MTSS problem solving process across all areas, all grade levels and all tiers.				
9/29/22	Minutes will be recorded from data-based problem solving meetings (i.e. MTSS, SIT, leadership team, PLC/grade level meetings, individual student problem-solving team meeting, etc.) to indicate agreed upon problem-solving decisions.		Brian McCain	06/14/2025
<i>Notes:</i> In alignment with FAM-S goals 22 (Integrated data-based problem-solving), 24 (Problem Analysis), and 37 (Decision-making rules are established for assessments/data)) the school leadership will monitor student performance outcomes through using the MTSS problem solving process across all areas, all grade levels and all tiers.				
10/25/23	The school will purchase Lexia Learning as a resource to improve the overall academic performance for all students at McNair Elementary. The aim of Lexia is to build foundational reading skills through personalized learning. Lexia Learning will be purchased using Title I funds.		William Jarrett	06/14/2025
<i>Notes:</i> Lexia programs are research-proven to improve learning outcomes required by federal mandates under Every Student Succeeds Act (ESSA) are are designed to scaffold students from tier to tier as needed.				
10/11/24	Mrs. Wall will be utilized work with Tier 2 students and support teachers with math instruction using Title I funds.		Younesa Ortado	06/14/2025
<i>Notes:</i>				
10/11/24	Within the 2024-2025 school year, McNair Elementary school will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year."		Brian McCain	06/14/2025
<i>Notes:</i>				
10/11/24	The school will purchase Fly Leaf reading program as a resource to improve the overall academic performance for all students at McNair Elementary. The aim of Fly Leaf is to build foundational reading skills through small group instruction. Fly Leaf will be purchased using Title I funds.		Younesa Ortado	06/14/2025
<i>Notes:</i>				

10/19/22	Culturally relevant and Social Emotional books will be purchased using funds from the book fair to enhance both the library and the classroom in an effort to support tiered instruction. NCStar Key Indicator A4.01.		Madeline Moore	06/12/2026
<i>Notes:</i>				
10/19/22	EC, EL and SLP will meet monthly to desegregate data to best support the instructional needs of our EC/EL/SLP students. This will help increase their academic performance which will eliminate our school as being identified as a TSI school.		Younesa Ortado	06/12/2026
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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:			Current practices include weekly plans or each standards-aligned unit of instruction. As a result, there is limited development of implementation. There is a system in place being utilized. As such, the opportunity score is easy is to address.	Limited Development 09/13/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			<u>Key Indicator A2.04</u> Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094) <u>Vision Casting for Success</u> Plans for each standards-aligned unit of instruction, which typically involve three to six weeks of academic work within a given subject area or grade level, are developed by instructional teams and shared with all teachers that teach the corresponding unit. Aligning unit plans with standards serves as a check on guide/text/test congruence, and also provides teachers with an organizational structure for their own planning (Glatthorn, 1995). Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), International encyclopedia of teaching and teacher education (2nd ed.). Pergamon Press <u>Data Collection Evidences</u> ~Development of unit plans of study		Erica Weaver	06/14/2026
Actions				0 of 1 (0%)		
9/6/18		Development of unit plans which embrace tiered instruction.			Erica Weaver	06/14/2026
Notes:						
Implementation:				05/11/2018		

Evidence	<p>6/2/2017 Grade levels developed standards-aligned units of instruction for ELA, math, and 5th grade science instruction. Adjustments were made to pacing for math based on the layout of Eureka math for grades 2-5. Science instruction was supported with Inquiry Based Kits for 5th grade. Lesson plans were reviewed on a consistent basis. Feedback was given when appropriate. Lesson plans were posted on Sharepoint and placed in folders within the classroom on a weekly basis. Moving forward for next year, the team would like to develop a rotation plan for monitoring lesson plans. This would enable the administrative team to gain a better understanding of classroom instruction.</p> <p>Grade levels participated in grade level planning at least once a week on a designated day. Minutes were recorded for each meeting and submitted to the CF once a month. Common planning started out strong at the beginning of the year with teachers planning together and sharing ideas, especially with the ARC reading program. Common assessments were developed. PLC meetings were held several times a month to support classroom instruction and analyze data.</p> <p>5/8/2018 Each task has consistently been updated and modified if necessary. Our instruction has become more refined. Our understanding of how data drives instruction has increased. Our ongoing assessments indicate that growth with our sub-groups is occurring.</p>			
Experience	<p>6/2/2017 This objective was on-going throughout the school year. It was not hard to fully meet, but it took constant monitoring.</p> <p>5/8/2018 This objective was on-going throughout the school year. It was not hard to fully meet, but it took constant monitoring. There are areas that we would still like to continue and modify for next year.</p>			
Sustainability	<p>6/2/2017 Grade level planning and PLC meetings will need to continue next year.</p> <p>5/8/2018 We will need to continue with PLC meetings and modify our data days to best meet our needs.</p>			

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
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Initial Assessment:	<p>Current Implementation - Transitions plans for 5th and incoming Kindergarten are in place. A plan for incoming students is not in place.</p> <p>Level of Development - Limited. We continue to build on previous foundational training provided and staff capacity.</p> <p>Priority Score - Lowest.</p> <p>Opportunity Score - Easy to Address.</p>	Limited Development 08/24/2017		
How it will look when fully met:	<p>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)</p> <p>Vision Casting for Success</p> <p>Schools must develop, implement, and evaluate explicit and ongoing plans to support student transitions across grades and levels of schooling. Elementary schools should access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to elementary school settings.</p> <p><u>Success Evidences</u></p> <p>Identification of Students with Exceptionalities</p>		William Jarrett	06/16/2025
Actions		0 of 1 (0%)		
9/19/21	The development of a system to ensure incoming students who are have existing IEPs are identified within two weeks of enrollment.		Mysore	06/16/2025

Notes:

Core Function:			Domain 4: Culture Shift			
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>			<p>Current Implementation - As a result of the pandemic, the high emotional needs many students bring to school in remote and in person settings require attention and intervention before the focus can shift to academics. The opportunity score is rated as accomplished as training has already been confirmed for this year.</p> <p>Level of Development - Limited. We continue to build on previous training.</p> <p>Priority Score - Highest.</p> <p>Opportunity Score - Accomplished. Systems are currently in place to align resources and time.</p>	Limited Development 09/08/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			<p>Personal competencies are enhanced through the teacher's instruction (especially when personalized) and the classroom culture. The teacher's relational suasion with students facilitates their learning and their building of personal competencies. Like the school culture, the culture of a teacher's classroom reflects values and is seen in its rituals, routines, expected behaviors, and relationships among teachers and students. How the teacher organizes the classroom and establishes and reinforces its rules and procedures constitute classroom management, and classroom management operationalizes much of what is more broadly called classroom culture. (Redding, 2014a, p. 13)</p> <p>Redding, S. (2014a). Personal competencies in personalized learning. Philadelphia, PA: Center on Innovations in Learning at Temple University. Retrieved from http://www.adi.org/about/downloads/PC_forPL_%20 rev03.05.15.pdf</p>		Mia Martin	06/16/2025
<i>Actions</i>				0 of 2 (0%)		
	9/8/22	To support student wellness, teachers and administration will make referrals for support to the counselor and social worker as needed.			Brian McCain	06/16/2025

		Notes: In alignment with FAM-S goals 22 (Integrated data-based problem-solving), 24 (Problem Analysis), and 27 (Data-based problem solving) the school leadership will monitor student performance outcomes through using the MTSS problem solving process across all areas, all grade levels and all tiers.			
9/23/22	Staff will participate in school and district level Social Emotional Learning professional development.			Brian McCain	06/16/2025
		Notes:			
Implementation:			06/14/2023		
Evidence	6/14/2023 - Evidence are the SEL artifacts, special commemorations/celebrations, lesson plans that were developed by the school counselor in collaboration with classroom staff, based on data and feedback received from teachers.				
Experience	6/14/2023 - Teachers taught 5 Harmony SEL lessons this year that were tied to feedback/data received regarding behavior and/or classroom dynamics. The lesson content was determined by the Harmony SEL committee and the collaborative efforts between district SEL leads (Mr. Armstrong) and the school counselor. In addition, staff and scholars participated in 3 major SEL "celebrations", Start with Hello Week, New Year New You, and International SEL Day by creating artifacts and engaging in activities to promote SEL.				
Sustainability	6/14/2023 - The SEL committee will need to be "rebuilt" as a few members of the committee have since left the school, and the frequency of an SEL meeting will be revisited as we went from monthly to bi-monthly by the end of the year.				

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

<i>Initial Assessment:</i>	<p>Current Implementation - A vehicle for parent engagement has been established.</p> <p>Priority Score - Medium</p> <p>Opportunity Score- Easy to Address</p>	Limited Development 10/08/2020		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p><u>Key Indicator E1.06:</u></p> <p>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)</p> <p><u>Vision Casting for Success</u></p> <p>First, school leaders and teachers can enhance the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes. This guidance is particularly important because many parents do not realize how powerful and effective these factors are in promoting positive student outcomes. Second, the school can take an active role in encouraging parental engagement in areas such as checking homework and shared reading activities, given that school-based guidance appears to increase the efficacy of those particular behaviors. (Jeynes, 2013, para. 9)</p> <p>Jeynes, W. H. (2013, February). Research digest: A meta-analysis of the efficacy of different types of parental involvement programs for urban students. FINE Newsletter, 5(1). http://www.hfrp.org/publications-resources/browse-our-publications/a-meta-analysis-of-the-efficacy-of-different-types-of-parental-involvement-programs-for-urban-students#4</p> <p><u>Success Indicator</u></p> <ul style="list-style-type: none"> Class Dojo Posts 			Mia Martin	06/16/2025
Actions			1 of 3 (33%)		
10/8/20	The school regularly communicates with parents about academics. Title One funds are allocated for parent engagement.		Complete 06/07/2024	Younesa Ortado	06/16/2024
Notes:					
10/11/24	Title I funds will be used to purchase supplies and materials (ex. take home reading and math activities) for parent and student engagement events.			Younesa Ortado	06/14/2025
Notes:					

9/23/22	The school will engage in required Title-I nights for parents. Food for these events will be purchased, for students and parents, using Title I funds .		Younesa Ortado	06/16/2025
<i>Notes:</i>				
Implementation:		06/14/2023		
Evidence	6/14/2023 6/14/2023- Title 1 event night invites/promotion, Class Dojo video newsletter posts, Parent meeting recording regarding Title 1, and summary of ConnectEd messages are listed as evidences.			
Experience	6/14/2023 McNair Elementary conducted parent virtual meetings, which were recorded with weekly calls to parents with upcoming announcements. These announcements were also posted on weekly ConnectEd messages from the principal. In addition, a video newsletter of SEL updates and character traits were posted each month on Class Dojo to the parents by the school counselor. Finally, the school hosted parents on 2 Title 1 nights (Fall/Spring).			
Sustainability	6/14/2023 - McNair Elementary will continue to host virtual meetings and conduct parent outreach.			