

Comprehensive Progress Report

Mission: As Bruns Bears, we are relentless in our commitment to empowering all students and maximizing their academic success through character development, rigorous instruction, and accountable relationships.

Vision: Bruns Avenue Elementary School will be a desired neighborhood school of choice, providing a rigorous educational environment that works to meet the needs of all children no matter the circumstance.

Goals:

Increase proficiency in math and reading as determined by the EOG in our EC scholars from 0% to 10%. (A 2.04, A 2.05, B 2.03, A 4.01, C 2.01)

Decrease number of students who are chronically absent by 10% by June 2020. (B 3.05, E 1.06)

Increase the total school composite of proficiency as determined by the EOG from 23.8% to 33.8% and meets high growth status. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03, C 3.04)

Increase proficiency in math as determined by the EOG from 24.4% to 34.4% and meets high growth status in math. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03)

Increase proficiency in reading as determined by the EOG from 14.5% to 24.5% and meets high growth status in reading. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03)

Provide a duty-free lunch period for every teacher on a daily basis. (A 4.06)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A 2.01)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A 4.06)



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Structures and expectations have been put in place so no scholar is unsupervised by an adult at all times. Throughout the school day, some elementary scholars are involved in class meetings with teacher-led discussions about building good character. Lesson plans to teach rules and procedures at the beginning of the year were developed and placed in a shared Google Drive. A school-wide behavior matrix is posted in all classes and common areas to ensure scholars know and understand expectations. Teachers have classroom incentives to develop and encourage academic and behavior success. Some scholars exhibiting Tier 3 behaviors receive behavior support in addition to the classroom teacher.</p> <p>2018-2019: The school will utilize a school-wide online behavior tracking system to track student behavior and align incentives for all students. Grades will compete to accrue the most points for a certain amount of time. The use of the system will be monitored by administration to determine the usage of teachers, patterns and trends in common misbehaviors, and to align interventions for students who may need behavioral interventions. Common positive behaviors will be rewarded in the system, and all teachers will utilize a common consequence ladder to ensure continuity in the expectations of students throughout the building.</p>	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		Student absences will decrease. Student engagement will increase. Classrooms will be highly-engaging learning environments for all students.		Rebecca McAvoy DOE 7/18/18	12/20/2019
<i>Actions</i>			13 of 15 (87%)		
	1/8/18	Provide clear expectations for late arrivals to school (ie. parents must bring their children into the building). Tardies will be tracked using an electronic system that is accessible to school secretaries, administrators, and support staff.	Complete 01/08/2018	Marc Angerer	01/08/2018
<i>Notes:</i>					
	1/8/18	Celebrate classes with the highest level of attendance weekly in grade bands: K-2, 3-5, 6-8. Classes will receive a trophy, snack bags, and a picture of the class will be displayed in a centralized location in the school.	Complete 12/15/2017	Rebecca McAvoy	01/18/2018

<i>Notes:</i>				
10/12/17	Incentivize perfect attendance with a monthly celebration	Complete 02/07/2018	Kasaundra Moody	03/01/2018
<i>Notes:</i>				
1/31/18	Teachers will visit each other's classrooms as a grade level to observe effective classroom management. The teachers will provide feedback to the teachers as well as reflect on what was observed.	Complete 03/15/2018	Rebecca McAvoy	03/16/2018
<i>Notes:</i>				
3/1/18	Provide professional development for teachers on creating welcoming environments and utilizing strategies to decrease bullying in the classroom and increase positive actions and words.	Complete 03/15/2018	Tychonna Urquhart	03/16/2018
<i>Notes:</i>				
3/1/18	Create schoolwide incentives aligned to MAP growth.	Complete 05/17/2018	Alycia Nikolaus	05/17/2018
<i>Notes:</i>				
1/31/18	Mentors will be assigned to all chronically absent students with the potential to recover. This mentor will check-in with the child daily, log their attendance, and provide rewards after multiple days of perfect attendance and when the child is removed from the chronically absent list.	Complete 05/18/2018	Rebecca McAvoy	05/18/2018
<i>Notes:</i>				
8/23/18	The school will use SIG funds to purchase LiveSchool, a whole school positive behavior support program, to incentivize positive behavior throughout the whole school.	Complete 07/18/2018	Rebecca McAvoy	07/01/2018
<i>Notes:</i>				
1/31/18	Morning Meetings will be implemented in all K-5 classrooms to positively teach behaviors and to build community.	Complete 08/22/2018	Danielle Bellar	08/23/2018
<i>Notes:</i>				
8/23/18	A school store will be created for students to cash out their LiveSchool points to reinforce and reward their positive behavior.	Complete 05/22/2019	Danielle Bellar	05/22/2019
<i>Notes:</i> Updated 1/22: Students will visit the school store monthly.				
11/27/18	Students will utilize LiveSchool points to cash in for whole school celebrations.	Complete 05/22/2019	Danielle Bellar	05/22/2019
<i>Notes:</i>				
5/30/19	Staff will participate in a summer book study for a new school-wide discipline plan.	Complete 08/12/2019	Rebecca McAvoy	08/27/2019
<i>Notes:</i>				

9/18/19	Staff who did not participate in summer book study will participate in a fall book study on Setting Limits in the Classroom.	Complete 09/26/2019	Rebecca McAvoy	10/25/2019
<i>Notes:</i>				
8/23/18	All teachers will effectively use LiveSchool to track positive and negative behaviors for their students.		Rebecca McAvoy	12/20/2019
<i>Notes:</i>				
9/18/19	Student services PLC will analyze student behavior data to determine areas of need for core behavior structures.		Rebecca McAvoy	05/29/2020
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>Our school has implemented a new literacy curriculum and a new math curriculum for the 2018-2019 school year. Teachers received professional development in July on both. Each grade level teaching team meets 3 times a week to plan units and lessons using the new curriculum. MCLs develop a planning agenda that expects teachers to contribute ideas before planning meetings. This allows the planning meetings to be focused on the development of standard and unit aligned lesson plans. However, due to the master schedule and the demands of new curriculum, our teaching teams are not sufficiently planning units using the curriculum and data. Half day plannings once per quarter will be implemented to better provide our teaching teams the time to complete the work.</p> <p>2019-2020: The school is working toward a continued implementation of the literacy curriculum as well as internalizing the updated math curriculum. Teacher teams are working to internalize learning at the unit level in all subjects. Teacher teams are also working toward developing problem based learning units in science. Teachers understand the units as a whole, but there is a disconnect in backward planning assessments and tasks in literacy to inform instruction.</p>	Limited Development 05/02/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		This objective will be fully met when all teachers are capable of transferring their knowledge of content into rigors plans that result in increased student achievement. Teachers will effectively integrate their knowledge of the content with adopted curriculum to effectively teach and assess standards. Learn Check data, Common Assessment results, and TNTP insight data will serve as evidence of meeting this objective.		Marc Angerer	05/29/2020
<i>Actions</i>			5 of 7 (71%)		
	1/8/18	A data wall will be created to post major assessment data: MAP data, TRC data, and CFA data. This data board will show both the growth of students as well as percentage of students on grade level.	Complete 01/30/2018	Rebecca McAvoy	03/14/2018
<i>Notes:</i>					

12/17/18	Teachers will come to planning sessions with having lessons internalized and will share their ideas into a collaborative planning document. The collaborative planning document will act as the agenda for grade level plannings for the week.	Complete 12/13/2018	Jennifer Harrison	12/13/2018
<i>Notes:</i>				
10/7/16	100% of Multi-Classroom leaders will meet weekly with reading and math to plan instruction, identify needed resources, practice delivery of instruction, and review student data.	Complete 12/14/2018	Marc Angerer	12/13/2018
<i>Notes:</i>				
11/27/18	Teachers will participate in 1/2 day planning sessions once per quarter to analyze student data and create unit/lesson plans based on student data.	Complete 05/22/2019	Alycia Nikolaus	05/24/2019
<i>Notes:</i>				
5/30/19	Instructional leadership team will utilize SIG funds for extended employment to develop units of study in all content areas across all grade levels.	Complete 08/12/2019	Jennifer Harrison	08/30/2019
<i>Notes:</i>				
9/18/19	Teachers will develop rubrics to analyze conferring notes as unit assessments.		Jennifer Harrison	12/20/2019
<i>Notes:</i>				
9/12/19	Grade levels will utilize unit planning guides for curriculum to backward plan units in literacy.		Jennifer Harrison	05/20/2020
<i>Notes:</i>				
Implementation:		08/21/2017		
Evidence	5/18/2017 Evidence has been gathered and put into the document upload folder corresponding to this indicator/objective (trackers, walkthrough forms).			
Experience	5/18/2017 Developed walkthroughs, have good practices in place for supporting teachers and giving feedback.			
Sustainability	5/18/2017 Enrich process for calibrating lesson plan review with ILT.			

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level teams meet 3 times per week to develop weekly plans. They meet once for math, once for literacy and once to analyze student data. 5th grade teachers meet for science. In literacy, math and science plannings, teacher teams utilize a common planning document to analyze the standard and to interpret the flow of the lesson. Then, teachers are expected to modify the lessons based on the needs of their students or based on student assessment data. Teachers internalize small group instruction to develop learning targets for their small groups that are often based on assessment data. In K-2, teacher teams collaboratively plan the whole group portion of reading skills lessons then individually plan their small groups using Being a Reader. Despite developing strong planning sessions, walk-through and observation data shows a gap in lesson internalization and differentiation based on student need and assessment data.	Limited Development 08/23/2017		
<i>How it will look when fully met:</i>		This objective will be fully met when all grade levels are capable of transferring their knowledge of content into rigorous lesson plans that are developed and submitted weekly. To ensure the effectiveness of the lesson plan, administration and MCLs will complete walk-throughs and track coaching to discuss at ILT meetings. The ILT will also meet monthly and discuss a sampling of lesson plans to identify patterns and trends amongst the school to align professional development to the needs of teachers. MCLs will provide feedback on lesson plans, and teachers will share the responsibility of creating lesson plans through common planning time and the common lesson planning template.		Rebecca McAvoy DOE 7/18/18	12/20/2019
<i>Actions</i>			6 of 8 (75%)		
	1/8/18	An electronic tracker will be used by MCLs to collect data from walk-throughs, RTTC coaching sessions, and planning sessions.	Complete 01/08/2018	Danielle Bellar	01/08/2018
	<i>Notes:</i>				
	8/30/17	An electronic tracker will be used by administration to collect data from walk-throughs.	Complete 01/08/2018	Alycia Nikolaus	01/08/2018
	<i>Notes:</i>				
	1/8/18	Teachers will electronically submit lesson plans to MCLs by Monday morning of each week. Additionally, teachers will post paper copies of their weekly lesson plans in a folder by the door. Administrators will check lesson plans folders each week and document the staff that do not have lesson plans posted.	Complete 03/15/2018	Alycia Nikolaus	03/15/2018
	<i>Notes:</i>				

1/31/18	MCLs will create lesson plan templates that are common in grade levels, and all teachers will write and submit their lesson plans in the common lesson plan template.	Complete 01/31/2018	Lauren Kanner	03/16/2018
<i>Notes:</i>				
5/10/18	Lesson plans will be differentiated based on formative student data to address each student's level of mastery.	Complete 12/14/2018	Alycia Nikolaus	12/14/2018
<i>Notes:</i>				
2/5/19	Literacy planning sessions will include unit planning to determine unit goals, analysis of weekly student learning goals, and daily goals. The planning sessions will include an opportunity for teachers to dissect the student discussion and teacher questioning.	Complete 03/29/2019	Jennifer Harrison	03/29/2019
<i>Notes:</i> This will be documented in the CPDs				
8/30/17	Data from walkthroughs, coaching, and planning sessions will be analyzed by ILT to determine the effectiveness of lesson planning and implementation.		Rebecca McAvoy	12/20/2019
<i>Notes:</i>				
1/8/18	Data from administrative walk-throughs will be analyzed by ILT to determine the effectiveness of lesson planning and implementation.		Marc Angerer	12/20/2019
<i>Notes:</i>				

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>		<p>For the 2019-2020 school year, the school utilized SIG funds to employ a full-time school psychologist to establish MTSS processes and procedures. Currently, the school is working toward group problem solving at the supplemental level using screener data in both academics and in behavior. The school has a common set of supplemental interventions that are being prescribed for students requiring supplemental intervention. An area of need is determining how to move forward with students who require intensive support.</p> <p>We have a master schedule that supports differentiating instruction as well as providing intervention in all grade levels.</p>	Limited Development 05/02/2016		
<i>How it will look when fully met:</i>		All students will be receiving differentiated, quality instruction. Grade level teams, ILT and student support services frequently analyze data to identify student in need. Students receiving supplemental intervention are referred to intensive intervention as needed and tracked. Interventions are evidence-based and include both behavior and academics.		Rebecca McAvoy DOE 7/18/18	05/22/2020
<i>Actions</i>			8 of 9 (89%)		
1/8/18		A schoolwide student services referral portal will be created for teachers to refer students who may need additional support. The portal will consist of academic, behavioral, and emotional referrals as well as any additional concerns a teacher may have. This portal will be monitored by the SIG Mental Health Specialist and school counselors.	Complete 11/01/2017	Tychonna Urquhart	11/01/2017
<i>Notes:</i>					
1/8/18		Grade levels meet twice a month to discuss students of concern.	Complete 12/15/2017	Alycia Nikolaus	12/15/2017
<i>Notes:</i>					
1/8/18		The CSST (Collaborative Student Services Team) will meet twice a month to discuss students of concern based on the referral process and specific caseloads. Those students of concern will be staffed out to other members.	Complete 05/24/2018	Rebecca McAvoy	05/30/2018
<i>Notes:</i>					

	11/27/18	Teachers will create a "living" data wall that informs students across a variety of tiers as determined by MAP and TRC. The data wall will be in the planning room for teacher teams to reference during planning sessions.	Complete 12/14/2018	Rebecca McAvoy	12/19/2018	
	<i>Notes:</i>					
	1/23/19	The school will utilize school and Title 1 funds to provide a part-time tutor to provide Tier 2 and Tier 2 interventions for students in reading and math.	Complete 05/22/2019	Marc Angerer	05/22/2019	
	<i>Notes:</i> Ms. Filliben has been employed using Title 1 funds since August. She provides students with reading interventions in grades 3-5 daily. Another part-time tutor is currently being hired to begin in February. This person will provide Tier 2 interventions in math.					
	1/8/18	Teachers will receive professional development on the balanced literacy model to infuse differentiated reading instruction.	Complete 05/22/2019	Jennifer Harrison	05/22/2019	
	<i>Notes:</i>					
	5/30/19	School Psychologist and administrative team will develop systems to identify students who need supplemental behavior support based on universal screener.	Complete 10/04/2019	Fran Holoman DOE 8/22/19	11/01/2019	
	<i>Notes:</i>					
	9/18/19	A universal behavior screener will be completed to identify students requiring supplemental support.	Complete 10/04/2019	Fran Holoman DOE 8/22/19	11/01/2019	
	<i>Notes:</i>					
	1/8/18	Teachers will receive professional development on how to effectively conduct math small groups and a math workshop class structure.		Nicole Barrow	05/22/2020	
	<i>Notes:</i>					
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As a school, we have implemented Caring School Community, a SEL curriculum. It is a whole school approach that explicitly addresses the social and emotional health of our students through morning meetings and relationships throughout the school building. Additionally, our CSST meets weekly to discuss student needs around attendance, behavior, and emotional needs. We also have a School Based Mental Health Specialist who has a caseload of students that go through a referral process through the school counselors. Finally, our grade levels participate in Kid Talk meetings facilitated by the school counselors to meet the needs of our students. However, more professional development is needed to address the wide array of needs that our students have due to the challenges our students bring due school. We are also in need of more clear systems to refer students and to track their progress.	Limited Development 05/02/2016		
How it will look when fully met:	When this objective is fully met, all teachers whose students exhibit emotional dysregulation or demonstrate a need for layered support will effectively utilize the student support services referral portal to seek additional interventions. As evidenced by a decrease in disciplinary referrals when this objective is fully met, teachers will also be able to consistently and appropriately engage in one-to-one interactions with children and consistently hold developmentally appropriate expectations for behaviors. Likewise, when this objective is fully met, all teachers will feel comfortable teaching students about: identifying emotions, healthy expression of emotions, connect experiences with emotions and encourage students to have a positive mindset. In addition, when this goal is met, students will be able to more independently problem solve and regulate their own emotions, while teachers are able to gradually withdraw support. To help teachers meet this goal, they are provided with ongoing education from student support services staff (Mental Health Specialist, Counselors, etc.) about how to respond to children in a trauma-informed way. Similarly, there is an ongoing collaboration with teachers to help identify students with needs that have previously gone unidentified and unresolved. Teachers are able to arrange for supports by using the portal and responding to various inquiries regarding services available to the students. Ideally, when this goal is 100% met, there will be more referrals for student support services than referrals for disciplinary actions.		Marc Angerer	12/20/2019
Actions		4 of 5 (80%)		
	1/8/18 A schoolwide student services referral portal will be created so teachers can refer students who may need mental health services. This portal will be monitored by the SIG Mental Health Specialist and school counselors.	Complete 11/01/2017	Tychonna Urquhart	11/01/2017

<i>Notes:</i>				
1/8/18	Professional development will be provided for staff on how to implement the school-wide morning meeting curriculum, which is a social-emotional based curriculum that explicitly teaches positive behavior and builds a community within a classroom.	Complete 07/13/2018	Rebecca McAvoy	08/22/2018
<i>Notes:</i>				
12/6/18	The school will identify a character trait each month that is actively discussed in morning meetings, during school assemblies, and students will be recognized for exhibiting the character trait on Bruns Pride cards.	Complete 05/22/2019	Marc Angerer	05/22/2019
<i>Notes:</i>				
1/8/18	School counselor and school psychologist will utilize universal screener data to determine social-emotional needs of students to create supplemental behavior intervention and counseling support.	Complete 10/02/2019	Fran Holoman DOE 8/22/19	11/01/2019
<i>Notes:</i>				
10/21/19	School counselor will cycle through classes on a biweekly schedule to reinforce monthly character traits and other guidance lessons in all classrooms.		Marc Angerer	12/20/2019
<i>Notes:</i>				

	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>			<p>June 2017: · Placement Cards for the 18-19 school year · Home Visits (Frequently Suspended Scholars) July 2017 · Open House (Block Party) · Staggered Entry for Kindergarten · Home Visits (Frequently Absent) August 2018 · Support Staff introduction to Scholars · Curriculum Night January 2018 · Magnet School Tours February - March 2018 · Middle School scholars visit to Ranson Middle School (5th, 6th, 7th) and start the registration process · Rising 9th Grade scholars will visit West Charlotte High School to begin registration process April 2018 · New Comers Day for Kindergarten students · Possible retention meetings and notification to parents May 2018 · Exceptional Children’s transition meetings for Ranson Middle School and West Charlotte High School</p>	Limited Development 08/30/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>This objective will be fully implemented when we have implemented a solid transition plan for our students in grades 5-7 who will be transitioning to a different middle school next year due to our school becoming a PreK-5. Additionally, we have hold meetings for all EC students to transition to those schools so their services truly meet their individual needs based on what the schools provide. Finally, placement cards for our returning students will be created and utilized to transition students to the next grade by placing those students into classes that best meet their needs.</p>	Objective Met 09/12/19	Marc Angerer	08/26/2019
Actions						
	1/8/18	Ranson Middle School will visit our school so our students can meet staff members and learn about opportunities at the school they will be attending next year.	Complete 12/20/2017	Kasaundra Moody	12/20/2017	
<i>Notes:</i>						
	4/23/18	The school will hold a rising Kindergarten day to provide families an opportunity to tour the school, ask questions, and visit classrooms.	Complete 04/27/2018	Jennifer Harrison	05/30/2018	
<i>Notes:</i>						
	5/18/18	Rising 6th, 7th, and 8th graders at Bruns Academy will visit Ranson Middle School to prepare for the program change.	Complete 06/11/2018	Alycia Nikolaus	06/11/2018	

<i>Notes:</i>				
1/8/18	Placement cards for returning students in grades K-4 will be provided to teachers and used to schedule students into classes for the upcoming school year.	Complete 07/19/2018	Alycia Nikolaus	07/27/2018
<i>Notes:</i>				
10/24/18	Planning to conduct school visits with middle school feeders, as well as work with schools to allow representatives to share academic and social offerings with students and families.	Complete 03/19/2019	Marc Angerer	03/27/2019
<i>Notes:</i>				
11/27/18	The school will create Cross-Age Buddies using the Caring School Community Curriculum that allows for students to build relationships across grade levels.	Complete 05/22/2019	Alycia Nikolaus	05/24/2019
<i>Notes:</i>				
1/8/18	Open Houses will be held for families who will be attending our school through the magnet program.	Complete 08/26/2019	Marc Angerer	08/26/2019
<i>Notes:</i>				
Implementation:		09/12/2019		
Evidence	9/12/2019 Documentation evidence is updated and shared in Indistar.			
Experience	9/12/2019 The school has worked to establish multiple systems to support students in their transitions from grade to grade, level to level and to the school.			
Sustainability	9/12/2019 Ensuring that systems established continue as the year progresses and as there are transitions from school year to school year.			

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

Initial Assessment:

From the LEA/District: The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus and Priority schools in this planning year. The meetings included specific requirements identified under the current federal regulations and NC Waiver, utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Department facilitates meetings, if requested, and provides stakeholders additional information to help in decision making. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Going forward in the 2016-2017 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team. Title I Office will also provide training in NCStar to principals and process managers in August and January in alignment with NCDPI training and will provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan. At this time, the NCStar Coach position is posted and will be on staff by August 2016.

Limited Development
05/24/2016

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The Title I team includes a Title I Director, Specialist and NCStar Coach. The team works to ensure budget alignment and federal compliance via documentation and ongoing support. The Title I Office will attend one SLT meeting monthly as a member of the school's SLT team. Title I Office will also provide training for Federal documents that are required throughout the year, as well as training for NCStar to principals and process managers throughout the school year that aligns with NCDPI training. The Title I Office will also provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan. The District and Title I office will support the school's efforts around federal and state guidelines, by helping gather supporting evidence, providing ongoing training and development and feedback.</p>		Objective Met 01/22/19	Rebecca McAvoy DOE 7/18/18	01/22/2019
Actions					
	4/12/18	NCStar Process Manager will attend all district provided NCStar trainings.	Complete 05/10/2018	Rebecca McAvoy	05/10/2018
	<i>Notes:</i>				
	4/12/18	LEA will provide support and feedback as needed on the allocation and use of SIG funds.	Complete 05/10/2018	Rebecca McAvoy	05/10/2018
	<i>Notes:</i>				
	4/12/18	District representative will attend all monthly SLT meetings and provide feedback on the process and the meeting.	Complete 06/08/2018	Jossalyn Wilson	06/09/2018

<i>Notes:</i>				
10/24/18	Project Lift will conduct walk-throughs and give feedback to principal on climate, culture, and instructional strategies	Complete 01/22/2019	Central City 1 (CC1)	01/22/2019
<i>Notes:</i>				
Implementation:		01/22/2019		
Evidence	8/23/2018 SLT agendas and sign ins are linked in the Google Drive to provide evidence that we had district presence.			
Experience	8/23/2018 The support that Bruns has received since approval of the School Improvement Grant has been effective and consistent. Both Allison Whitaker and Jossalyn Wilson have provided ample support with the SIG, NCStar, and our SLT meetings.			
Sustainability	8/23/2018 We will continue to have open lines of communication with our LEA to ensure that we are not only complying to district and federal expectations but also leaning on their expertise to continue to make change within our building.			

	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:		Currently at Bruns Academy, we have monthly SLT and monthly ILT meetings. The SLT consists of elected teacher representatives on each grade level, MCLs and administrators. We do have a parent representative, but the parent comes inconsistently. ILT consists of MCLs and administrators. The SLT meetings review Wise Ways and indicators in Indistar, assess our current status, and create action steps based on our current needs. ILT discusses teacher/staff needs based on walk-through and coaching sessions, creates necessary PD, and discusses other school initiatives. Furthermore, Bruns has positions that are paid for out of SIG funds that have begun to meet monthly. This team consists of the SIG Project Manager, and SIG Family and Community Engagement Coordinator, and the SIG Mental Health Specialist. This team reviews student data and utilizes member's strengths to create parent events, PD, and other action steps to benefit the school.		Limited Development 05/02/2016		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2		
How it will look when fully met:		This objective will be fully met when all members on the SLT, ILT, and SIG team are fully engaged in the change process to benefit the school. Members follow through with action steps, and there is clear and visible distributive leadership within each of the teams. The teams will have shared members to streamline communication.		Objective Met 10/21/19	Marc Angerer	09/30/2019
Actions						
	3/1/18	SLT members will serve as committee leads to streamline communication and rollout of schoolwide initiatives.		Complete 09/14/2018	Rebecca McAvoy	09/14/2018
<i>Notes:</i>						
	3/1/18	ILT will consist of MCLs and administrators and meet monthly to discuss instructional needs and to create necessary PD based off teachers' needs		Complete 12/14/2018	Marc Angerer	12/14/2018
<i>Notes:</i>						
	3/1/18	SLT will include at least one parent who attends monthly.		Complete 12/14/2018	Marc Angerer	09/30/2019
<i>Notes:</i>						
Implementation:				10/21/2019		

Evidence	5/17/2019 ILT, SLT and admin meeting agendas.			
Experience	5/17/2019 Ensuring that clear roles for staff members and clear structures for meetings have been established.			
Sustainability	5/17/2019 Clearly communicating roles and structures for instructional teams and revisiting as things need to be tweaked.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		Bruns Avenue Elementary School has created a committee focused on staff health and wellness. The school has also utilized SIG funds to create team building opportunities for the staff. Furthermore, the school has hired a lunch assistant to support monitoring the cafeteria. However, at this time to ensure safety, all classroom teachers are asked to eat lunch in the cafeteria with their students.	Limited Development 08/28/2018		
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How it will look when fully met:		When this objective is fully met, the school provides opportunities and transparency to support the wellness of all staff members. The school will also provide a duty-free lunch for teachers when it does not deter from ensuring the safety of students.		Marc Angerer	05/22/2020
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Actions			3 of 6 (50%)		
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	8/28/18	Hire lunch monitors to supervise students in the cafeteria.	Complete 09/28/2018	Marc Angerer	09/28/2018
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	<i>Notes:</i>				
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	8/28/18	Provide training for lunch monitors in utilizing positive disciplinary strategies and relationship building.	Complete 12/14/2018	Stephanie Spivey	12/18/2018
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	<i>Notes:</i>				
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	8/28/18	The school will provide monthly health and wellness activities for all staff members.	Complete 05/22/2019	Nicole Milford	05/22/2019
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	<i>Notes:</i>				
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	8/28/18	Adults and students will provide models for appropriate cafeteria behaviors.		Alycia Nikolaus	12/20/2019
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	<i>Notes:</i>				
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10/21/19	Staff social committee will establish Bear of the Week to celebrate staff members.		Amanda Lane	05/22/2020	
<i>Notes:</i>					
10/21/19	Staff will utilize RULER curriculum during staff meetings to develop social-emotional support for staff.		Marc Angerer	05/22/2020	
<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
<i>Initial Assessment:</i>		Instructional planning is built in the master schedule which includes grade level, departmental and data meetings. These meetings are led by MCL's or other school leaders. Data is not utilized as effective as it could be to plan and deliver differentiated instruction .	Limited Development 05/02/2016		
<i>How it will look when fully met:</i>		A variety of team structures will be utilized to maximize instructional time and leverage leadership within the building. Teachers will operate within Professional Learning Communities (PLCs) led by multi-classroom leaders (MCLs) to plan together. The weekly planning calendar is evidence that teachers work together to plan for all content areas as well as to analyze student data to inform instruction.		Jennifer Harrison DOE 7/18/18	05/22/2020
Actions			2 of 4 (50%)		
8/28/18	Provide weekly, duty-free instructional planning time for every teacher.	Complete 05/22/2019	Marc Angerer	05/22/2019	
<i>Notes:</i>					
5/30/19	School administration will develop clear guidelines for instructional planning that define roles of MCL and Expanded Impact Teachers	Complete 08/26/2019	Marc Angerer	09/27/2019	
<i>Notes:</i>					
5/30/19	A system to analyze student data to inform instructional planning will be developed.		Rebecca McAvoy	11/27/2019	
<i>Notes:</i>					
10/21/19	School administration will develop a schedule to allow for half-day plannings once per quarter for each grade level.		Marc Angerer	05/22/2020	
<i>Notes:</i>					

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>		At Bruns curriculum and classroom instruction are monitored regularly and feedback is provided within a respectable time frame for math and literacy by both administration and instructional coaches. Administration follows a two-week rotation for classroom walk-throughs in addition to the formal evaluation cycle. Instructional coaches conduct classroom walk-throughs based on the need of teachers.	Limited Development 05/24/2016		
<i>How it will look when fully met:</i>		The school will utilize the opportunity culture model to create MCL and Expanded Impact teacher positions who will oversee the grade level and content Professional Learning Community. The MCL and EIT positions will support planning, model instruction and coach management and instruction. The administration will meet with the MCL teachers every two weeks and once a month as an ILT to provide support. The administration will follow the state and district guidelines to provide formal feedback. The team will provide information walk-throughs every two weeks to provide feedback.		Marc Angerer	12/20/2019
Actions			3 of 4 (75%)		
8/28/18		The principal, assistant principal, and SIG Project Manager will complete bi-weekly administrative walk-throughs using a Google form that is shared immediately with teachers. Each teacher will therefore receive an administrative walk-through once every two weeks.	Complete 12/17/2018	Marc Angerer	12/18/2018
<i>Notes:</i>					
8/28/18		MCLs will complete bi-weekly walk-throughs of teachers for coaching purposes. These walk-throughs will be done on a Google form and immediately shared with teachers.	Complete 05/24/2019	Danielle Bellar	05/24/2019
<i>Notes:</i>					
5/30/19		A master schedule to allow for Expanded Impact teachers to coach colleagues will be developed.	Complete 08/26/2019	Rebecca McAvoy	09/27/2019
<i>Notes:</i>					
10/21/19		Administration will utilize a scoreboard to track completed walk-throughs to increase transparency and accountability.		Rebecca McAvoy	11/20/2019
<i>Notes:</i>					

	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We have identified chronically absent students and have conducted home visits and are created individualized plans. We have created attendance incentives school wide. We have identified our high risk middle school students based on early indicators and will be administering a trauma screener to determine our mental health support. We are administrating a universal behavior screener to all K-8 students. Based on MAP data we will identify our scholars who are greatly below grade level to determine intervention.		Limited Development 08/30/2017		
<i>How it will look when fully met:</i>	All students are receiving services in academic, behavioral and emotional support as needed.			Rebecca McAvoy DOE 7/18/18	05/29/2020
<i>Actions</i>			3 of 5 (60%)		
8/30/17	An electronic tracker will be used to track student needs and services they are receiving in the school.		Complete 05/17/2018	Tychonna Urquhart	05/18/2018
	<i>Notes:</i>				
8/30/17	We will utilize Navigator Portal to identify and address chronically absent scholars and behavior concerns.		Complete 12/14/2018	Rebecca McAvoy	12/18/2018
	<i>Notes:</i> Mrs. Spivey, Ms. Nikolaus, and Mrs. McAvoy will monitor behaviors				
1/16/19	The CSST will meet weekly to discuss students who are chronically absent, students who are frequently tardy, and students who are submitted into the referral portal for behavior/academic support.		Complete 05/22/2019	Marc Angerer	05/22/2019
	<i>Notes:</i>				
1/16/19	Teachers will use planning times to discuss students of concern based on a variety of data points (behavior, academic, attendance, etc.) Counselors and school psychologist will support with action steps for intervention.			Rebecca McAvoy	12/20/2019
	<i>Notes:</i>				
10/31/19	School social worker will implement truancy court to support students who are chronically absent.			Marc Angerer	12/20/2019
	<i>Notes:</i>				
Core Function:	Dimension C - Professional Capacity				
Effective Practice:	Quality of professional development				

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>As a school the data is there and available to impact content area PD but is not currently utilized to create school wide professional data. LEA perspective: District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied.</p>	<p>Limited Development 05/02/2016</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	This indicator will be fully met when all SLT, ILT and SS PLC meetings are centered on current data. The data is shared first, and action steps are generated based on the student data (attendance, behavior, achievement, growth). Additionally, teachers own their student data, and students own their own data based on the direction of the teachers. The culture of being data-driven is visible to visitors because current student data is posted throughout the school, and evidence of utilizing data is seen in lesson plans and small groups. Teachers and teacher teams are utilizing their lead measures to support analysis of core instruction for instructional improvement. SS PLC members are working autonomously to identify and support students behaviorally and with attendance.			Alycia Nikolaus	05/29/2020
Actions			6 of 11 (55%)		
8/30/17	Grade level plannings will include time to discuss current student data and inform lesson plans.		Complete 12/13/2018	Rebecca McAvoy	12/13/2018
<i>Notes:</i>					
2/5/19	Teachers will visit conduct school visits to shadow effective teachers in the implementation of curriculum to learn effective ways to facilitate student learning.		Complete 02/18/2019	Rebecca McAvoy	02/18/2019
<i>Notes:</i>					
2/5/19	Teachers will participate in a 2.5 hour PD on facilitating student learning in the literacy curriculum.		Complete 02/18/2019	Rebecca McAvoy	02/18/2019
<i>Notes:</i>					
1/22/19	MCLs will provide quarterly data reports on math and literacy in grades 3-5 for the ILT to analyze and determine next steps.		Complete 05/22/2019	Alycia Nikolaus	05/22/2019
<i>Notes:</i>					
9/17/19	Teacher teams develop lead measures that are aligned to their grade level WIGs.		Complete 09/25/2019	Rebecca McAvoy	10/01/2019
<i>Notes:</i>					
9/17/19	Teachers develop a scoreboard to track weekly progress on lead measures that are aligned to WIGs.		Complete 10/16/2019	Rebecca McAvoy	11/01/2019
<i>Notes:</i>					
2/7/18	100% of math classrooms will create and implement frequent formative assessments to track student achievement data.			Nicole Barrow	11/20/2019

Notes: Learn Check data will be captured in data tracker and reviewed bi-weekly by MCL and analyzed monthly by ILT.

May 18, 2017 100% of teachers administer learn checks and MCLs help to gather data at least bi-weekly...many of them do weekly learn checks. School net is a source of evidence. Small groups in K-2 are created with that data. TRC, DIBELS, progress monitoring data in K-2. This is becoming an embedded practice...this process can continue to be enriched, but has been achieved as planned.

12/6/18 100% of K-3 classrooms will complete progress monitoring in mClass and discuss as grade level teams.

Jennifer Harrison

11/20/2019

Notes:

9/17/19 Grade level teams have weekly accountability conversations centered around progress students are making on lead measures. Data conversations are used to identify areas and student of need.

Rebecca McAvoy

05/01/2020

Notes:

9/17/19 Students services PLCs meet weekly to analyze LiveSchool data to identify students.

Rebecca McAvoy

05/30/2020

Notes:

9/17/19 Student services PLC meets weekly to identify students of concern based on attendance and tardies.

Rebecca McAvoy

05/30/2020

Notes:

Implementation:

Evidence

5/18/2017
Documents have been uploaded in document upload folder corresponding to this indicator.

Experience

5/18/2017
Structures are in place for teachers to analyze data during quarterly data retreats...bi-weekly learn checks or exit tickets occur across every grade level.

Sustainability

5/18/2017
Continue embedded practice that are working well...data retreats with structured focus/data dives/content area support/. Teachers find value in doing weekly learn checks/exit tickets and are using information to regroup students and reteach content. MCLs are helpful in giving content area support.

Effective Practice:		Talent recruitment and retention	Implementation Status	Assigned To	Target Date
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Limited Development 05/09/2016		
<i>Initial Assessment:</i>		<p>Bruns school uses Forced Ranking process to determine teachers who have been deemed irreplaceable. Retention of teachers are beginning to improve. LEA narrative: In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. For example, some principals receive incentives for leading high-needs schools on an as-needed basis, though the practice is not systematic, limiting impact. In the fall, Title I funds will begin to be used by some schools to recruit and retain staff with 3 or more years of experience in designated areas (ELA, math, science, EC, ELL), creating the potential to positively improve the quality of staff hired and increase the likelihood of retaining them. In addition, staff in Project LIFT schools receive signing bonuses as well as performance bonuses based on a rubric, offering incentives for staff to work in a high-needs feeder pattern. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled "Opportunity Culture" as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district's human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district's strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. CMS implemented retention/recruitment bonuses for the principal position in the three Beacon high schools in an effort to recruit and retain strong leadership. Other Beacon principals received a 10% bonus for taking on the challenge of a turnaround school.</p>			

How it will look when fully met:	The school will follow district and state timeline to provide staff with the appropriate formal and informal evaluations to provide feedback to support teachers in and out of the classroom. In March 2018, the school will utilize the School Improvement Grant as well as LIFT funds to provide retention and signing bonuses for staff. The administration will be going on recruiting trips to expand the footprint.		Marc Angerer	05/29/2020
Actions		2 of 3 (67%)		
8/28/18	The school will utilize Title 1 and SIG funds to create Opportunity Culture positions to attract and retain the most highly qualified staff.	Complete 05/17/2019	Marc Angerer	04/22/2019
	<i>Notes:</i> 10/24/2018: Conducting teach evaluations and feedback to ensure high-quality teachers are retained for the upcoming school year.			
8/28/18	The school will utilize common interview questions with a corresponding rubric to ensure continuity of the hiring process.	Complete 05/22/2019	Rebecca McAvoy	05/22/2019
	<i>Notes:</i>			
5/30/19	School administration will develop systems to share and celebrate student data during staff meetings.		Marc Angerer	05/29/2020
	<i>Notes:</i>			
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
Initial Assessment:		<p>Bruns offers multiple parent opportunities to participate and engage with their children in various curriculum focuses which can be duplicated at home. During the 2018-2019 school year, the school implemented a variety of parent events with varied times to meet the needs of all parents. Overall attendance is still lower than desired. Additionally, the Bruns implemented ParentSquare in the 18-19 school year to assist with two way communication between school and home. The PTA was reestablished in the spring of 2019 and has started to support the school with fundraisers and events at the beginning of the 2019-2020 school year. Bruns would like for more families to be involved and utilize the resources provided. Bruns would also like more parent engagement in the PTA.</p>		Limited Development 05/02/2016		
How it will look when fully met:		<p>Parents will have communication via ConnectEds that pertain messages with important information about curriculum and expectations twice a month. The school will also provide a variety of events in the evening to ensure parents are aware of their expectations at home. Teachers also maintain contact logs and must communicate student progress, both academically and behaviorally, weekly.</p> <p>2018-2019: The school will utilize ParentSquare to streamline communication with parents. The system allows teachers and administrative staff to post flyers online, communicate via two-way message, and to post alerts that go to text, email, and voicemail. Teachers will utilize the system to post monthly newsletters. Teachers will also communicate student behavior reports weekly. The school will host a parent event monthly that provides education on the curriculum and instruction at the school level as well as provide an opportunity to showcase our students to the families. The PTSA will meet consistently each month with a teacher representative, and the PTSA will find ways to support the improvements of the school financially and through volunteer opportunities. The school will provide opportunities to address the mental health needs of students and their families through the connections of outside agencies.</p>			Marc Angerer	06/07/2020
Actions				5 of 9 (56%)		
	1/8/18	ConnectEds will be sent to parents twice a month about important events happening at the school.		Complete 03/15/2018	Kasaundra Moody	03/16/2018

<i>Notes:</i>				
1/8/18	Teachers will maintain communication logs with families and send home communication weekly (individual communication, newsletters, etc.).	Complete 09/28/2018	Alycia Nikolaus	11/23/2018
<i>Notes:</i>				
9/17/19	The school will hold an annual Title 1 curriculum night to educate parents on the use of Title 1 funds and on curriculum in the classroom.	Complete 09/19/2019	Nicole Barrow	09/30/2019
<i>Notes:</i>				
9/17/19	The school will hold an annual event around Halloween to celebrate instruction and to develop relationships with family by providing community resources.	Complete 10/30/2019	Marc Angerer	10/30/2019
<i>Notes:</i>				
11/27/18	The school will create structured parent-teacher conference protocols that occur twice a year.		Marc Angerer	11/20/2019
<i>Notes:</i>				
5/10/18	SIG funds will be utilized for the purchase of ParentSquare, and all staff will communicate with families through the system to streamline communication efforts.	Complete 05/30/2019	Rebecca McAvoy	12/13/2019
<i>Notes:</i>				
5/10/18	The PTSA will meet monthly to engage families in the improvements of the school.		Marc Angerer	12/20/2019
<i>Notes:</i>				
1/8/18	The school will provide monthly parent involvement opportunities that provide parents will resources on how to best support their child's learning at home.		Marc Angerer	05/18/2020
<i>Notes:</i>				
9/17/19	Grade level teams will send home monthly newsletters with information on curriculum, parent events, PTA and school celebrations.		Marc Angerer	05/30/2020
<i>Notes:</i>				