

## Comprehensive Progress Report

**Mission:**

MILA provides for the education of our diverse community by cultivating a nurturing environment focused on active learning and character development.

**Vision:**

Mountain Island Lake Academy's vision is to provide an optimal learning environment to best prepare students to become productive participants in an increasingly diverse global community.

**Goals:**

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Goal 2: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 3.8% in SY2021-22 to 15.9% in SY2022-23 and 28% in SY2023-24.

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 22.4% in SY2021-22 to 29.8% in SY2022-23 and 50% in SY2023-24.

Goal 3: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Goal 4: The percent of students reporting a positive self-perception of their self-efficacy, will increase from 54% (grades 3-5) and 44% (grades 6-8) for self-efficacy on the Fall 2021 Panorama Screener to 61% (grades 3-5) and 49% (grades 6-8) for self-efficacy in SY2022-23 and 68% (grades 3-5), 54% (grades 6-8) for self-efficacy in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Goal 5: If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 25.6% in SY2021-22 to 12.2% in SY2022-23 and 7.2% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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>		Currently at Mountain Island Lake Academy teachers have classroom expectations posted as well as school-wide expectations, the MILA's WAY (Make Wise Choices, Institute safety, Lift others up, and Aspire to achieve). Teachers are teaching SEL lesson on character traits, such as, respect, kindness, and anti-bullying. In grades K-2 a clip system is being used to reinforce behavior expectations. (Goal 4)	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		When this objective is fully met it will be evident upon entering a classroom that there are expectations and produres for students to follow during the duration of class. Teachers will refer to posted expectations as needed to redirect students. Students have knowledge of the student code of conduct and MILA's Way. Students will continue to receive SEL lessons that stress the importance of good character traits. During classroom walk-throughs the administration team will look for and note evidence of clear classroom expectations and procedures. Restorative circles will be held for students that choose to not follow the classroom or school-wide expectations. School-wide expectations and a behavior flow chart will be posted throughout the school and reinforced by all staff members. Students will be celebrated or praised for following classroom and school-wide expectations.		Tonya Reed (9/2022)	02/01/2023
<i>Actions</i>			0 of 2 (0%)		
9/15/22	Teachers will receive professional development on Social emotional learning.			Harmon, McDuffie, Reed, and Palma-Corbett	04/15/2023
<i>Notes:</i> Teachers will discuss best SEL practices during PLC meetings.					
9/15/22	A school-wide reward system will occur regularly.			Reed and McDuffie	10/21/2023
<i>Notes:</i> Behavior celebrations will occur quarterly for all grade levels.					

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>		Grade level and content teams meet twice weekly during planning to unpack standards and review student work and data. Using this information, teachers are determining gaps and deficiencies in the lessons. Teachers design remediation and enrichment for students using Mastery Connect, trackers, and student work review protocols.	Limited Development 09/12/2022		
<i>How it will look when fully met:</i>		At Mountain Island Lake Academy, grades K-5 has a 45 mins. instructional planning period each week. Grades 6-8 has 55 mins. of instructional planning. Prior to PLC planning sessions, each grade team leads are responsible for sending out an agenda and minutes are recorded during the actual meeting in a Google doc and shared with all team members and administrators. Teachers are required to bring the necessary materials with them to planning to assist with unpacking and discussing the standards. These materials include the Common Core State Standards, lesson plans, math instructional calendars, common assessments from task with rubrics, technology, data, and any other additional curriculum resources that would assist in the delivery of the standards. All members of the administrative team and teacher leaders meet weekly with PLCs and provide coaching and feedback sessions for each teacher on their caseload. Teachers use district and school data to guide instruction and use formative assessments to measure mastery using grade-level specific interventions and curriculum. Evidence that this objective is fully met would include student data from formal and informal assessments through the use of Mastery Connect, lesson plans, copies of weekly agendas and minutes, teachers' individual data, student work samples, walk-through data and observations.		<b>Tonya Reed (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/13/22	The administrative team will use the Get Better Faster framework to provide coaching and feedback with ongoing training to ensure internalization and alignment of the school goals (Goals 1, 2, and 3).		Smart, Harmon, Mills, Reed, Ridge, Thompson, Press	02/01/2023
<i>Notes:</i>					
	9/14/22	Teachers will utilize a variety of rigorous and standards-aligned resources to provide high engagement, high-quality, grade-level aligned instruction for every student. (Goal 3)		Mills, Ridge, Harmon, and Reed	02/01/2023

Notes:

9/14/22 Teachers will have internalized standards and create learning environments for students to work independently with support. Goals 1 and 3)

Mills, Ridge, Harmon, Thompson and Reed

02/01/2023

Notes:

**Core Function: Dimension A - Instructional Excellence and Alignment**

**Effective Practice: Student support services**

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

Currently, the master schedule has incorporated WIN time to ensure all students receive targeted time for interventions based on mastery of grade-level objectives in grades K-5. In grades 6-8 Academic Enrichment time is incorporated for tiered instruction. Instruction is monitored through the MTSS process and discussed during weekly PLC planning, Student Services meetings, Administrative Team Meetings, and MTSS meetings. Instruction occurs bell to bell using grade-level and standards-aligned resources to facilitate small groups supported by ML, EC, and MTSS. Through the utilization of ECATS, Ellevation, and Branching Minds, students receive appropriately leveled interventions to create, develop, and monitor academic and behavior plans to ensure student success in all domains.

Limited Development  
09/12/2022

**How it will look when fully met:**

When this objective is fully met, teachers will implement small group instruction based on classroom assessments' data, MAP data, and Dibels as well as formal and informal assessments to identify the appropriate tier level for each student. Classroom teachers will use researched based interventions and enrichment strategies. Stakeholders in the school and community will continue to support each other to ensure every student has the opportunity to progress towards mastery academically.

Tonya Reed  
(9/2022)

06/14/2024

**Actions 0 of 3 (0%)**

9/14/22 MTSS Interventionist will meet with grade level teachers to identify students that qualify for supplemental instruction and do fidelity checks on progress monitoring. (Goals 1, 2, 3, 4 and 5)

Tonya Reed  
(9/2022)

04/30/2023

Notes:

10/7/22	The administrative team, Reading Interventionist, Master Math Teacher, and Student Services PLC will meet once per week to monitor and ensure all students requiring behavior and academic interventions will have behavior plans and personalized learning plans.		Tonya Reed (9/2022)	06/15/2024	
<i>Notes:</i>					
10/7/22	The literacy facilitator will push in and pull out students based on data driven research and provide interventions and support for students scoring in the lowest percentiles for proficiency based on the BOG.		Natasha Ridge	06/15/2024	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		At Mountain Island Lake Academy, teachers implement the Caring Schools curriculum during Social Emotional Learning (SEL) time daily. The school has adopted the MILA's Way: Make wise choices, Institute safety, Lift others up, and Aspire to achieve. Mountain Island Lake Academy have two fulltime counselors, a part-time school-base therapists, a part-time school psychologist and a fulltime social worker that help assist in meeting the needs of the students. Middle School Counselor mentor groups for males only, females only, and co-ed meet weekly. Students receive healthy activity time daily for 30 minutes.	Limited Development 09/14/2022		
<b>How it will look when fully met:</b>		When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase on the Panorama survey in the domain of focus (self efficacy). Scholars will have an adult advocate on campus in which he/she is able to reach out as needed. Through the Caring Schools curriculum, teachers provide guided lessons on the topic/focus for the week. Counselors will consistently provide guidance lessons to all grade levels and incorporate the health, social, and emotional well being of our scholars. There will be a consistency with morning meetings (K-5) and advisory time (6-8) with the intent to meet the SEL needs of students. Restorative practices will be implemented to support students' SEL needs. Grade level celebrations of students that make good choices by following the school-wide MILA Way expectations. Middle school students will partner with elementary students to support school-wide academic and social growth efforts.		Erica Gipson (9/2022)	02/01/2023
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/14/22	Quarterly behavior celebrations for students that have evidence of following the MILA's Way expectations. (Goals 4 and 5)		Mills, Ridge, Harmon, Thompson and Reed	11/30/2022	

*Notes:* Swiss reports and teacher detention forms will be used as evidence of students that did not comply with the school-wide expectations.

9/14/22 Teachers will have evidence of the SEL activities in their lesson plans. (Goal 4)

Mills, Ridge, Harmon, and Reed

02/01/2023

*Notes:*

9/14/22 Testimonials of students that have had success with academic and social growth through participations in the mentor groups that meet weekly. (Goals 4 and 5)

McDuffie

05/31/2023

*Notes:*

9/14/22 Students will take Panorama surveys quarterly to provide evidence of progress towards an increase in students self efficacy. (Goal 4)

McDuffie and Parker

06/10/2023

*Notes:* Surveys may be given more frequently as needed.

**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**

**Initial Assessment:**

Mountain Island Lake Academy is a Pre-K-8 Cambridge International School. We focus on students being globally aware, self-directed through the use of the five Cambridge attributes, and learning through standard driven instruction. PLC's meet weekly to unpack standards to ensure that teachers understand how the implementation of lessons will support students with mastering the grade level standards. Master Math Lead Teacher meets with upper elementary and middle school math teachers to unpack standards and provide support with lesson implementation.

Limited Development  
09/15/2022

**How it will look when fully met:**

This goal will be fully met when 50% percent of all students in grades 3-8 show an increase of grade level standards. This will be determined based on classroom assessment data and MAP data from the fall to the Spring of a school year. Teachers will use research based interventions to support students with making progress towards grade level mastery. Teachers will understand the correlation of standards from grade level to grade level.

**Brittany Smart  
(9/2022)**

**02/01/2023**

**Actions**

**0 of 4 (0%)**

10/7/22 Develop a standard planning template to be used across all grades that includes pacing review, unpacking of the standards and objectives, implementation of caring schools curriculum, engagement and differentiation strategies, and questions for the lesson.

Mia Harmon

01/01/2023

*Notes:*

9/15/22	A district level MAP expertise will provide professional development to all teachers on how to analyze MAP data and provide methods to use to support students with meeting their goals.		Mills	02/01/2023
<i>Notes:</i>				
10/24/22	By spring 2023, schoolwide chronic absenteeism will be reduced by 7% from 25% in 2021-2022 to 18%.		Student Services Team	06/14/2023
<i>Notes:</i>				
10/7/22	Grade-level PLC will meet twice per week for planning and data review to drive instruction. Special area teachers and MS elective teachers will also meet twice per week to collaborate across disciplines and provide enrichment and extension to the grade level objectives taught in core.		Erica Gipson (9/2022)	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		<p>This goal will be fully implemented when the administrative team structures are in place for overseeing the work of the school improvement plan. District level personnel will work the Mountain Island Lake Academy's staff to support the transformation of being a low performing school. All stakeholders will be provided with an opportunity to have a voice in the changes that are needed to move our school from a low performing status. The School Improvement Team will meet monthly to monitor our school action plan.</p>		<b>Tonya Reed (9/2022)</b>	<b>06/10/2023</b>
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/15/22	The Mountain Island Lake Academy administrative team will meet regularly with the Northwest Learning Community staff to identify progress and areas of support based on student data. (Goals 1, 2, 3 and 4)		Mills, Ridge, Harmon Thompson, and Reed	06/10/2023



Notes:

	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
<b>Initial Assessment:</b>			Currently at Mountain Island Lake Academy there is an administrative team that consist of the Prinicpal, Dean of Students, MTSS Interventionist, Literacy Facilitator, Master Math Teacher, and Student Services. During our meetings we discuss teacher support or effectiveness, school operations, and identified students' priorities for success.	Limited Development 09/15/2022		
<b>How it will look when fully met:</b>			This objective will be fully meet when the administrative team is operating on a schedule that allows them to complete classroom walkthroughs, provide teachers with feedback, and attend PLC's regularly. Instructional practices, student data, and progress toward school improvement goals are evident. There is a noticeable change in teacher practice and student achievement.		Erica Gipson (9/2022)	06/10/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		9/15/22	Establish clear roles and responsibilities for the administrative team to support teachers and students. (Goals 1, 2, 3 and 4)		Mills, Ridge, Harmon, Thompson and Reed	02/01/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is a an established time for PLC's for each grade level to meet with facilitators, master math teacher and MTSS interventionist. Team leads are in place for all grade levels. Team leads provide guidance for their team with meeting deadlines and with instructional support. Grade levels K-5 have 45 min. planning time and grade levels 6-8 have 55 min. planning time. Long-range planning occurs quarterly.	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		At full implementation, grade level teams will meet twice a week, one day for instructional planning and the second day for data/MTSS analysis/planning. Team leads will submit the grade level weekly agendas and the administrative team will address any concerns of the grade level team. The support staff (EC, ML, counselors) have an established schedule to support students with small group instruction to meet their needs.		Erica Gipson (9/2022)	02/01/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/16/22	Content area teams will meet during required teacher workdays.		Harmon, Mills, Ridge, and Thompson	06/10/2023
<i>Notes:</i> Content Teams may meet more frequently if needed.					
	9/16/22	The leadership team will collect meeting agendas electronically and review weekly for feedback.		Gipson, Mills, Ridge, Harmon, Thompson and Reed	10/21/2023
<i>Notes:</i> Instructional teams will be provided with the supports that they need for classroom instruction.					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal as well as the leadership team consistently provide feedback using both formal and informal observations. The principal and administrative team visits classrooms regularly. The Master Math teacher coaches math teachers in grades 3-8. The Literacy facilitator supports ELA teachers in grades 4-8 with unpacking standards and with implementation of lessons. The reading specialist supports K-3 teachers with ELA skill instruction.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		For this objective to be fully met, the leadership team will continue to meet on a weekly basis to discuss teacher performance. Teachers' data will be collected through both formal and informal walkthroughs as well as formal and informal assessments. The leadership team will continue to use the, "Get Better Faster" as a resource to effectively coach teachers depending on their needs. The leadership team will provide feedback. We will utilize our high performing teachers as a way to support teachers by using them to model lessons and give feedback to their colleagues. Administration will provide time for teachers to meet and discuss different teaching strategies, reflect, as well as share resources.		Erica Gipson (9/2022)	06/10/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/14/22	The administration team will utilize a form aligned to the district walk through protocol to provide teachers with feedback. (Goal 3)			Gipson, Mills, Ridge, Harmon, Thompson and Reed	02/01/2023
<i>Notes:</i>					
10/7/22	The principal has a schedule of bi-weekly walks with each instructional coach and collects data aligned with the CT3 rubric, reviews action steps, and shares feedback with the teachers.			Erica Gipson (9/2022)	06/15/2024
<i>Notes:</i>					
10/7/22	The principal will make instructional moves to support the highest priority grade levels and use additional resources (Title 1 funding, position allocations) to provide professional development for teachers and teacher leaders as well as promote retention.			Erica Gipson (9/2022)	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have staff meetings scheduled the first Wednesday of the month for general business, the second Wednesday of the month for professional development, the third Wednesday of the month for vertical planning, and the last Wednesday of the month for BEST/beginning teachers meeting.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		At full implementation, data will be used to identify instructional needs for improvement, determine teachers weaknesses and strengths with instruction, and to plan small group instruction. All professional development will be provided for staff based on the needs of teachers to successfully implement standard based instruction. The data collected and standards will drive instructional planning.		Erica Gipson (9/2022)	06/10/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/16/22	School Leadership Team will meet regularly to analyze school universal data and teachers' walkthrough forms to make decisions about school improvement and professional development needs. (Goals 1, 2, 3, and 4)		Gipson, Mills, Ridge, Harmon, Thompson and Reed	02/01/2023
<i>Notes:</i> Teachers' feedback from surveys will be used to support decision making for professional development.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Veteran teachers are supporting new and guest teachers with unpacking standards and making lesson plans. There are formal and informal observations scheduled for administrators to observe staff members. Staff members are recognized in the weekly <u>Bear Pause</u> newsletter. The MILA cares committee does random acts of kindness and celebrate staff members.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		The objective will be fully met when there is an effective recruitment and onboarding system in place to provide staff members with clear expectations and realistic goals of their role. Have fair and meaningful evaluations practices on a regular basis. Celebrate staff for their hardwork and dedication towards their efforts of progress with student achievement.		Erica Gipson (9/2022)	06/10/2023
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/16/22	Have a clear, concise, and widely communicated systems for observing and providing high leverage feedback to staff. (Goals 1, 2, 3, and 4)		Erica Gipson	06/10/2023
		<i>Notes:</i> Monthly staff walkthroughs will be conducted using the school action walkthrough document.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Open House was held in August to welcome families back to school. Curriculum Night is in September. Grade Level Teams are required to send out weekly updates once a week to all parents/guardians. Parent Square is a communication tool used by the administrative team, classroom teachers and support staff to effectively communicate with parents and guardians. Teachers are required to meet with all parents at least once a year for Parent/Teacher conferences. However, teachers reach out to parents as needed throughout the school year to provide updates concerning their child's academic and social progress. Mountain Island Lake Academy's social media is used as a communication tool to inform all stakeholders about events that are taking place at the school.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		For this objective to be fully implemented, both teachers and administration will continue to utilize Parent Square as well as other forms of communication to ensure all staff, parents, and community members are being successfully communicated. Mountain Island Lake Academy's social media platforms will be used to post school related information to keep the community informed. The leadership team will plan school events that promotes parents/guardians involvement to ensure that they are included in the growth process of students. Weekly school updates will be provided via Parent Square and Connect Ed from the administrative team. Administration will continue to promote Parent Square to all parents and community members for easy communication. The Leadership team will utilize Parent Square to send quick parent/teacher surveys to gather data on ways to improve school in areas of need.		Erica Gipson (9/2022)	02/01/2023
<i>Actions</i>			0 of 8 (0%)		
	9/14/22	Team Leads will send out updates to keep families informed about events at Mountain Island Lake Academy. (Goals 2 and 4)		Mia Harmon (9/2022)	02/01/2023
<i>Notes:</i> Assessment dates, parent involvement events, and opportunities for families to collaborate with the school.					

10/7/22	Weekly updates will be sent out to parents regarding instructional and behavioral expectations through ParentSquare. Other media will be updated when appropriate to disseminate the necessary and required information.		Mia Harmon, Tonya Reed	02/02/2023
<i>Notes:</i>				
10/7/22	The registrar, student services, and front office will regularly update Powerschool and ParentSquare for parents as well as provide information on how to sign up for parent access on Powerschool.		Cleaton, Anderson	02/15/2023
<i>Notes:</i>				
10/7/22	All written communications will be translated into Spanish and a translator/interpreter will be at all parent events.		Brittney Smart (9/2022)	02/15/2023
<i>Notes:</i>				
10/7/22	Use Title 1 Funds to hire an interpreter/translator for the front office to facilitate conversations with parents and students and provide a welcoming, inclusive environment as a first impression.		Erica Gipson (9/2022)	06/15/2023
<i>Notes:</i>				
10/24/22	By spring 2023, schoolwide chronic absenteeism will be reduced by 7% from 25% in 2021-2022 to 18%.		Student Services Team	06/15/2023
<i>Notes:</i>				
10/7/22	PTSA and SIT meetings will be held monthly to provide information and notify parents of events, to encourage volunteerism, and report on school and academic progress.		Gipson, Reed, Harmon, Mills, Smart	06/15/2023
<i>Notes:</i>				
9/14/22	Parents, students, and teachers will complete learning compacts that identify the goals of each stakeholder. (Goals 1 and 2)		Mills	10/21/2023
<i>Notes:</i> Refer to learning compacts as needed to hold all parties responsible.				