

Comprehensive Progress Report

Mission:

Edward Best will provide students with a data driven, rigorous curriculum and empower children with tools necessary to become well rounded, college and career ready individuals.

Vision:

To develop future ready citizens through the cooperative efforts of students, staff, families and the community.

Goals:

By June 2023, as measured by our performance composite score, Edward Best Elementary School will produce a Reading End Of Grade performance score of 60% or higher. (60 overall) 2022 goal and actual Grade 3- 55%-55.1 Grade 4- 55%-57.8 Grade 5- 55%-43.0 Goal for 2023 Grade 3- 60% Grade 4- 60% Grade 5- 60% 60% overall

By June 2023, as measured by our performance composite score, Edward Best Elementary School will produce a Math End of Grade score of 78% or higher. Grade 3- 80% Grade 4- 80% Grade 5- 75% 2022 goals and actual Grade 3- 78%-78 Grade 4- 79%-71 Grade 5- 72%-49 76 overall

By June 2023, as measured by our performance composite score, Edward Best Elementary school will produce a Science End of Grade score of 70% or higher. Grade 5- 70%



! = 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	

Initial Assessment:

All students and staff are divided up into 5 different habitats: swamp, rain forest, woodlands, desert, mountains. Students are placed into habitats when they enroll at Edward Best and remain in that same habitat throughout their time at Edward Best. Students may earn points for their habitat by exhibiting positive behavior in all areas of the school. Any staff member can give any student habitat points based on school expectations that the PBIS team has created. Every month the points are tallied and the winning habitat receives a small prize and recognition.

We hold school wide Habitat Meetings each quarter. Students wear their habitat colors to show community and habitat pride. At these meetings we recognize the Habitat All-Stars who are students nominated by teachers that show exemplary positive behavior.

Classroom expectations posted in all classrooms, all teachers model the appropriate behaviors (PBIS videos)

PBIS expectations and consequences are posted in classrooms and around the school building.

PBIS team meets monthly to ensure PBIS expectations are consistent among all staff. Make sure everyone understands the rules and expectations- PBIS videos

All grade levels have a classroom management system

All staff follow the discipline matrix provided by FC Schools

Students can earn Bus Bucks by following the PBIS rules and expectations on the school bus.

PBIS Spirit Days occur monthly where students can promote positive behavior by participating.

Habitat Leaders are students chosen by teachers that show exceptional behavior and responsibility. These students are able to do special jobs throughout the school.

Limited Development
09/16/2019

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	<p>Maintain low office referral numbers by continuing strong positive classroom management. (57 office referrals in school and 30 office referrals on the school bus/bus stop. 28 minor incidents in school and 4 minor incidents on the school bus/bus stop; 2021-2022)</p> <p>100% grade level participation of entering habitat points into the system.</p> <p>PBIS charts (consequences and expectations) placed in all classrooms and around the school building.</p> <p>All grade levels submit at least 1 positive referral each 9 weeks, forms will be in our rooms, add to grade level minutes.</p> <p>Habitat All-Stars are acknowledged at each habitat meeting.</p> <p>Each student and staff member is entered into a habitat upon arrival at the school.</p> <p>Habitat Leaders to help with morning student flow, kindergarten graduation.</p>			Katelyn Dwyer	06/01/2023
Actions			9 of 15 (60%)		
9/30/19	PBIS teams maintains equal participation in each habitat by assigning every student and staff member a habitat upon enrollment.		Complete 09/30/2019	Rhonda Bell	05/25/2019
<i>Notes:</i>					
9/30/19	Rules, Consequences, and Expectations are posted throughout the school and in classrooms.		Complete 09/30/2019	Stephanie Brooks	09/30/2019
<i>Notes:</i>					
9/30/19	Teachers can nominate Habitat All-Stars quarterly based on students positive behavior within the classroom.		Complete 09/30/2019	Katelyn Dwyer	09/30/2019
<i>Notes:</i>					
10/28/19	Habitat Leaders- 4th and 5th grade students provide support throughout the school		Complete 05/30/2020	Stephanie Brooks	05/30/2020
<i>Notes:</i>					
10/26/20	Virtual announcing of Habitat Winners. Having a Virtual Habitat Meeting each month for the winner with a prize/reward.		Complete 04/28/2021	Katelyn Dwyer	06/01/2021

<i>Notes:</i>				
9/30/19	Teachers will enter habitat points into the habitat spreadsheet on a weekly basis.	Complete 04/28/2021	Katelyn Dwyer	06/01/2021
<i>Notes:</i>				
10/28/19	Quarterly Habitat Meetings- agendas for meetings	Complete 09/27/2021	Katelyn Dwyer	06/01/2021
<i>Notes:</i>				
9/30/19	The PBIS team create videos to share annually with students and staff that outline PBIS expectations and positive behaviors throughout the entire school.	Complete 09/30/2019	Katelyn Dwyer	05/25/2022
<i>Notes:</i>				
8/23/22	Habitat Leaders will be elected by previous grades teacher. Four students per Habitat.	Complete 10/27/2022	Kathy Taylor	10/30/2022
<i>Notes:</i> Make form for teachers to elect students for third and fourth grade teachers to nominate. Based on attendance, behavior, responsibility, willingness to help others, caught being good vs. See me being good.				
8/23/22	Paper Positive referrals will be created for students to take home and show parents.		Kay Crickmore	12/15/2022
<i>Notes:</i>				
8/23/22	Habitat All-Stars will be acknowledged during Quarterly PBIS Habitat Celebrations with a certificate and medal.		Katelyn Dwyer	04/05/2023
<i>Notes:</i>				
8/23/22	Every classroom and hallway has visible PBIS posters displayed.		Adriane Shimfessel	05/01/2023
<i>Notes:</i>				
8/23/22	PBIS teams maintains equal participation in each habitat by assigning every student and staff member a habitat upon enrollment.		Katelyn Dwyer	05/25/2023
<i>Notes:</i>				
8/23/22	Maintaining low office referrals using strong classroom management systems.		Michele Hunt	06/01/2023
<i>Notes:</i>				
8/23/22	Positive referrals will be chosen during grade level meetings and added to meeting minutes.		Katie Beer	06/01/2023
<i>Notes:</i>				
Implementation:		11/08/2021		
Evidence	10/29/2021 The evidence can be found in the folder provided.			

Experience	10/29/2021 There is a PBIS team that meets monthly to make sure the goals and objectives of the team and school are being met. There is a chairperson that leads the team and a teacher from each grade level represented on the team.			
Sustainability	10/29/2021 The team will continue with its montly meetings making sure the objectives are being met.			

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

Effective Practice:	Curriculum and instructional alignment			
----------------------------	---	--	--	--

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Lesson plans that include standards and modifications Teacher using resources from the Curriculum Units developed by FCA Team- ELA, Math, Science Walkthroughs and observations	Limited Development 09/16/2019		
How it will look when fully met:					
Actions					
<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

Initial Assessment:

Teachers use research based strategies and resources (i-Ready, FCRR, MClass, Fountas and Pinell) during daily MTSS intervention time.

Implementation of Easy CBM, i-Ready, and MClass to monitor student progress

PLC/Data meetings are held weekly to discuss student data and student needs.

MTSS team meets bi-monthly

Tier plans are created, if determined students need additional support beyond Tier 1 instruction and plans are communicated with parents

Title 1 funds for Education Galaxy during Tech Lab Specials to address student learning gaps in reading and math.

Title 1 funds used for tutoring during the school day and after the school day to bridge learning gaps.

Title 1 funds used for a full time interventionist at EBES, who serves approximately 30 students in intensive reading instruction.

Title 1 funding used for Reflex subscription to address students individual needs in Math in the classroom.

Title 1 funding used for Whooo's Reading to supplement leveled reading materials in 4th and 5th grade classrooms.

Limited Development
09/16/2019

<p>How it will look when fully met:</p>	<p>Teachers are constantly updating MTSS folders on individual student progress.</p> <p>Attendance and intervention logs are kept for student participation and daily intervention.</p> <p>Master Spreadsheet of MTSS students is updated and shared with the teachers at the beginning of the school year as well as updated throughout the school year with new data.</p> <p>Teachers will conference with parents for initial student and reviewed every nine weeks.</p> <p>Weekly PLC data meetings are used to continuously monitor data and make changes as needed to the tier process.</p> <p>Progress Monitoring occurs every 5 to 10 days based on Tier 2 or Tier 3.</p>		<p>Alyssa Northburg</p>	<p>05/31/2023</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>9/26/22</p>	<p>MTSS folders on individual student progress will be updated.</p>		<p>Alyssa Northburg</p>	<p>02/09/2023</p>
<p>Notes:</p>				
<p>9/26/22</p>	<p>Attendance and intervention logs are kept for student participation and daily intervention.</p>		<p>Alyssa Northburg</p>	<p>03/05/2023</p>
<p>Notes:</p>				
<p>9/26/22</p>	<p>Weekly PLC data meetings are used to continuously monitor data and make changes as needed to the tier process.</p>		<p>Alyssa Northburg</p>	<p>04/29/2023</p>
<p>Notes:</p>				
<p>9/26/22</p>	<p>Master Spreadsheet of MTSS students is updated and shared with the teachers at the beginning of the school year as well as updated throughout the school year with new data.</p>		<p>Alyssa Northburg</p>	<p>05/12/2023</p>
<p>Notes:</p>				
<p>9/26/22</p>	<p>Teachers will conference with parents for initial student and reviewed every nine weeks.</p>		<p>Adriane Shimfessel</p>	<p>05/25/2023</p>
<p>Notes:</p>				
<p>9/26/22</p>	<p>Progress Monitoring occurs every 5 to 10 days based on Tier 2 or Tier 3.</p>		<p>Alyssa Northburg</p>	<p>05/31/2023</p>
<p>Notes:</p>				

	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>ACES training</p> <p>PBIS used as a tiered strategy to address individual students emotional needs</p> <p>Bell is the school counselor for all individuals in the school</p> <p>School based mental health services provided for students in need</p> <p>Guidance counselor does school based training with all students about social and emotional topics.</p>	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
			<i>Notes:</i>			

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Schoolwide expectations Vertical alignment meeting District provides grade level meetings MTSS plans, BIPS, and IEPs move with students from year to year RCD units are scaffolded from year to year to increase rigor	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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>			Will follow FCS guidelines for LEA and SIT	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

	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:

In 2018-2019 the School Improvement Team was voted on by staff and follows the NCDPI School Improvement Implementation Guide. All grade levels and teams are represented on the team. The team met once a month to discuss and review the School's Plan and Data.

In the 2018 NCWTC Survey, only 78% of teachers agreed with the statement that "teachers have an appropriate level of influence on decision-making in the school."

The 2019-2020 School Improvement Team was also voted on by staff and follows the NCDPI School Improvement Implementation Guide. All grade levels, teams, Instructional Assistant and a parent are represented on the team. The team will meet twice a month to discuss and review the School's Plan and Data.

We decided to keep the same team members for the 2020-2021 school year due to being on Plan C. Due to circumstances surrounding COVID-19, grade level teams decided who would represent their grade level if the current representative was not able to fulfill their obligations.

A new team was voted upon for the 2021-2022 school year. We will meet twice a month to discuss and review the School's Plan and Data. The Positive Behavioral Intervention and Support (PBIS) Team joins us for our second meeting to plan future PBIS events.

EBES will continue to the process of electing new members of the the School Improvement team on a yearly or two year basis.

Limited Development
06/12/2019

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The SIT at EBES follows the NCDPI School Improvement Planning Implementation Guide and carries out the steps required by the NC General Assembly in statute 115C-105.27. As part of our election process, all of our staff vote anonymously to elect teachers, support staff, and parental representation for our SIT. These members are vital to the decision-making process regarding the general operation and continuous improvement process at Edward Best Elementary School. The SIT meets at least twice per month for an hour or more. At these meetings, a culture of collaboration is established and maintained. The team works together and in conjunction with the school's Positive Behavior Support Team to create a strong mission and vision for the school. This team allows all staff members to openly and honestly bring concerns to the team, to hear these concerns, and to provide feedback, as well as analyzes school data, sets goals, plan actions to address any roadblocks to success, reports progress towards goals, and discusses important educational matters. To ensure that the team is successful, works towards our goals, and employs good time management, the SIT will create and follow the meeting agendas for all SIT meetings that are then stored within the NCSTAR tool. All evidence will be stores in the NCSTAR folders and labeled by each indicator to be easily referenced at any point in time. The full implementation of our SIT is reviewed annually.</p> <p>Evidence of success would include 80% or more of our teachers agreeing that "Members of the school improvement team are elected" on the NC Teacher Working Conditions Survey and that "teachers have an appropriate level of influence on decision-making in the school." Last, meeting agendas and minutes stored in NCSTAR document that this team's work is appropriate for the needs of the school and aligns to the NCDPI guiding document.</p>			Katelyn Dwyer	06/20/2023
Actions			1 of 4 (25%)		
	9/26/22	The members of SIT are elected using an online ballot that allow staff members to vote anonymously.	Complete 10/13/2022	Michele Hunt	10/14/2022
	<i>Notes:</i>				

9/26/22	All teachers will have access to the 2021-2022 NC Teacher Working Conditions Survey that allows them to provide feedback on the SIT.		Katie Beer	12/12/2022
<i>Notes:</i>				
9/26/22	The SIT will meet two times a month. The 1st meeting is with the School Improvement team only. The 2nd meeting will also include the PBIS team.		Kay Crickmore	03/12/2023
<i>Notes:</i>				
9/26/22	SIT members relay information discussed during the meetings and gain input from grade level members to bring back to the team, as reflected in grade level minutes.		Amanda Cash	05/20/2023
<i>Notes:</i>				
Implementation:		11/08/2021		
Evidence	9/30/2019 Refer to result of 2019-2020 and 2021-2022 School Improvement Team Ballot (Google Form) in artifacts.			
Experience	9/30/2019 Ms. Brooks created a Google Form that listed all staff members. It was shared with all staff to vote on members for the 2019-2020 and 2021-2022 SIT.			
Sustainability	9/30/2019 The ballot will be recreated and shared every year so that teachers can maintain a voice in the voting process.			

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>		Common planning time Weekly PLC meetings Half-day planning time provided twice a year Weekly grade level meetings	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		Administration walks through classrooms daily/weekly Feedback delivered through individual teachers' google documents Administration follows guidelines of NCDPI Appraisal Instrument	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
--	-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:	The school and district use data aggregated from state assessments and local benchmark assessments to create instructional goals for the students. Grade levels meet weekly with administration during PLC meetings to discuss instructional practices, on-going data collection and status towards achieving school-wide goals. There is visual representation (school data wall) to reflect current data for K-5 students in ELA and math along with 5th grade Science. Based on these goals and the needs of the teachers, professional development opportunities are offered or provided by the school, district, or region.	Limited Development 09/16/2019			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>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.</p> <p>*The School Improvement Team will meet twice a month to discuss school goals and objectives.</p> <p>*PLC meetings will take place weekly lead by Administration and the Instructional Coach.</p> <p>*Grade Level Teams will meet weekly to discuss/plan lessons based on standards.</p> <p>*Weekly Walkthroughs will take place offering instructional feedback to teachers.</p> <p>*The Administration and Instructional Coach will meet weekly to discuss classroom walkthroughs and determine needs.</p> <p>* Surveys will be used to determine PD needs and opportunities.</p> <p>*Interventionist pulls first, second, and third graders to focus on reading using the Hillrap program.</p> <p>*Tutor pulls third and fourth graders to focus on reading.</p>			Michele Hunt	06/09/2023
Actions		0 of 6 (0%)			
10/2/19	The Instructional Coach will provide school based PD based on needs identified from EOG Data.			Alyssa Northburg	04/01/2023
<i>Notes:</i>					

9/30/19	Administration and Instructional Coach provides instructional feedback to teachers as needed through Walk through Forms.		Katie Beer	04/11/2023
<i>Notes:</i>				
10/25/21	Teachers will create a chart to track student progress on weekly instructional goals (i-Ready, SmartyAnts, and Reflex)		Donna Jones	04/12/2023
<i>Notes:</i>				
10/2/19	3-5 Teachers will create grade level/student data targets based on district data. (EOG, EVAAS)		Amanda Cash	05/25/2023
<i>Notes:</i>				
9/30/19	Each K-5 Teacher will have a digital data notebook to collect/analyze student data.		Katie Beer	06/09/2023
<i>Notes:</i>				
9/30/19	Grade Level PLC Meetings will take place each week with Administration and Instructional Coach. Teachers will analyze student data (NC Check Ins, RCD Assessments, End of Grade Tests, iReady, EVAAS, BOG) to plan lessons and provide small group instruction.		Alyssa Northburg	06/13/2023
<i>Notes:</i>				
Implementation:		04/11/2022		
Evidence	4/11/2022			
Experience	4/11/2022			
Sustainability	4/11/2022			

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>		District and school administrators offers support for beginning teachers Hire highly qualified teachers Mentor teachers provided to beginning teachers Continuous constructive feedback through walk-throughs and observations School and District attend local and national job fairs for teacher recruitment Administration and PTA sporadically reward teachers for hard work throughout the school year	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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:

The school uses several methods to establish on-going communication with parents, including the Parent/Teacher/School Compact at the beginning of the year that is signed by a majority (90%) of parents , using School Messenger consistently to inform families of important upcoming events/activities, and planning PTA events or Family Nights in which important information is relayed to parents/guardians.

The SIT recognizes that continual successful communication must be established and more efforts need to be made to make sure all families are reached throughout the year.

Teachers use Class Dojo, Google Classroom, Weekly Folders, SeeSaw, email, phone calls, in person, and Newsletters to inform parents of their child's progress in the classroom.

Title 1 funds were used for our Family Math Night on October 20th, in which students and parents received math manipulatives to take home and practice math games as aligned with the standards.

Limited Development
09/16/2019

<p>How it will look when fully met:</p>	<p>Increased parent participation of at least 50 families will attend all PTA and after school events this school year.</p> <p>Teachers will send bi-monthly school messenger messages to parents.</p> <p>Using social media (Twitter, Facebook, YouTube) to reach parents and families.</p> <p>Assisting new teachers in using school messenger as a main communication method.</p> <p>Updated parent information</p> <p>Implement ways to help ESL parents (ESL Teacher, ESL Tutor, County Translator, Google Translate)</p> <p>Weekly folders and Newsletters sent home.</p> <p>Report Card Conferences as needed.</p> <p>Parents can view Google Classroom, Class Dojo, and School Website for updated information.</p> <p>K-2 has a daily behavior calendar.</p>	<p>Objective Met 08/23/22</p>	<p>Katie Beer</p>	<p>06/08/2022</p>
<p>Actions</p>				
<p>10/2/19</p>	<p>Teachers will provide weekly progress reports to parents that focus on academic progress and behavior.</p>	<p>Complete 10/28/2019</p>	<p>Sarah Browning</p>	<p>10/28/2019</p>
<p><i>Notes:</i></p>				
<p>9/30/19</p>	<p>PTA will meet monthly and include staff members for teacher input.</p>	<p>Complete 12/20/2019</p>	<p>Brittany Greene</p>	<p>12/20/2019</p>
<p><i>Notes:</i></p>				
<p>10/14/19</p>	<p>Newsletters and parent information letters are translated for ESL families.</p>	<p>Complete 03/09/2020</p>	<p>Kayla Benitez</p>	<p>03/31/2020</p>
<p><i>Notes:</i></p>				
<p>9/30/19</p>	<p>At least 50 EBES families will attend each after school event proven through sign-in sheets</p>	<p>Complete 05/31/2020</p>	<p>Katie Beer</p>	<p>05/31/2020</p>
<p><i>Notes:</i></p>				
<p>9/30/19</p>	<p>On report card pick-up nights 80% of families will attend meetings in person with their students' teacher(s)</p>	<p>Complete 08/30/2020</p>	<p>Katie Beer</p>	<p>08/30/2020</p>
<p><i>Notes:</i></p>				
<p>1/13/21</p>	<p>Classified and Certified Employee Climate Surveys</p>	<p>Complete 05/12/2021</p>	<p>Stephanie Brooks</p>	<p>05/01/2021</p>

<i>Notes:</i>				
10/26/20	Parent Surveys giving feedback about Virtual Learning.	Complete 04/28/2021	Stephanie Brooks	06/01/2021
<i>Notes:</i>				
9/30/19	Teachers will send monthly school messengers out to parents.	Complete 11/22/2021	Mary Murphy	11/25/2021
<i>Notes:</i>				
10/25/21	Teachers will continue communication to all parents through phone calls, emails, weekly folders, etc with evidence through a parent contact log.	Complete 02/14/2022	Katie Beer	01/31/2022
<i>Notes:</i>				
9/30/19	EBES will conduct an end of year survey to collect feedback from families regarding instruction, communication, and parental involvement.	Complete 06/01/2022	Katie Beer	06/01/2022
<i>Notes:</i>				
10/26/20	Held Virtual Title 1 Night and Virtual Back to School Meetings	Complete 07/01/2022	Nancy Stover	06/10/2022
<i>Notes:</i>				