

Comprehensive Progress Report

Mission: The mission of P.W. Moore Elementary School is to partner with parents and families to provide a safe learning environment in which every student, every day is provided with an education that prepares them to be successful citizens for life in the 21st century.

Vision: The team at P.W. Moore Elementary School believes that all students can learn and achieve. We dedicate ourselves to providing an environment conducive to the development of each student's full potential.

Goals:

By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points and the student growth index will show an "exceeds growth" status.

As a team, we will improve school culture through consistency, positivity, and collaboration to ensure student success and teacher retention.

To reduce lost instructional hours, the team will implement alternatives to suspension and provide on going staff development.



! = Past Due Objectives

KEY = Key Indicator

DRAFT

Dimension A - Instructional Excellence and Alignment

Core Function: High expectations for all staff and students
Effective Practice: A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Initial Assessment: Limited Development
 02/23/2018
 Teachers teach PBIS lessons as well as have the guidance counselor meet with students, small group and individual counseling, Positivity Project, Educator's Handbook, Class Dojo, Second Step (Tier I), Kelso's Choice (Tier I), Behavior Contracts (Tier III), Mentoring Programs, Check-in/Check-out (Tier II). MTSS meetings, Grade level PLCs, and Staff Meetings are used to share additional information about trends that are being seen and what resources we have to address those. Expectations have not been shared with staff in regards to Check-in/Check-out and what to do if it doesn't work or if a students' behavior has improved enough for them to be removed from the program. The team would like to evaluate the Check-in/Check-out Process monthly. A suggestion was made for those students who graduate from Check-in/Check-out those students receive a congratulatory gift at their home so that they receive that praise in the same manner that they would have received the criticism.

How it will look when fully met: When this indicator is fully met the loss of instructional days will decrease from 210 in 2017-18 to 125 for 2018-19 and have a subsequent decrease annually.

Actions	Assigned To	Implementation Status	Target Date
10/9/18 Positivity Project PD All Staff	Lisa Giarmono	2 of 10 (20%) Complete 08/23/2018	06/07/2019
Notes: 10/10/18 All teachers will teach PBIS Lessons at the beginning of each nine weeks.	Lisa Giarmono		06/07/2019
Notes: 10/10/18 All teachers will implement Class Dojo daily to monitor behavior as a means to communicate to parents.	Lisa Giarmono		06/07/2019
Notes: 10/10/18 School Counselor will provide whole group Kelso Lessons to grades K-5.	Lisa Giarmono		06/07/2019
Notes: 10/10/18 Check-in Check-out process will be implemented with Tier II and III students.	Lisa Giarmono	Complete 12/14/2018	12/14/2018

Notes:
 10/10/18 Individual/ small group sessions with the School Counselor will be provided to students based on data and teacher input.

Notes:
 10/10/18 All staff will participate in Educators Handbook training.

Notes:
 10/10/18 Behavior contracts will be implemented based on discipline data.

Notes:
 10/10/18 Professional Development for beginning and new teachers will be provided.

Notes:
 10/10/18 A mentoring program will be implemented to address subgroup identified needs.

Notes:

Lisa Giarmono 06/07/2019

Dexter Jackson-Heard 10/31/2018

Lisa Giarmono 06/07/2019

Cheryl Bogue 12/01/2018

Michael Barclift, Cheryl Bogue 12/01/2018

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice:	Curriculum and instructional alignment	Implementation Status	Assigned To	Target Date
KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)			

Initial Assessment: PW Moore staff is currently working to develop standards-aligned units of instruction for each subject and grade level. However, to reach full implementation, additional time and supports for planning are necessary.

How it will look when fully met: By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points overall, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. Funding sources will be Title I and/or state funding for professional development.

Dena' Banks 06/07/2019

Actions 0 of 3 (0%)

9/27/16 Weekly PLCs and grade level collaborative planning teams will meet to develop standards aligned lesson plans to inform their structured grade level collaborative planning.

Dena' Banks, Dexter Jackson-Heard 06/07/2020

Notes: PLC meeting agenda, minutes, and collaborative lesson plans submitted weekly

9/27/16 Teachers will be provided with job embedded professional development, both at school and through district meetings, regarding developing standards aligned instructional lessons that incorporate higher order thinking.

Notes: Clear standards aligned learning goals and collaborative lesson instructional units

3/26/18 Teachers will have unpacking documents and Standard Course of Study readily available and use them to plan instruction.

Notes: Teachers will utilize SCOS and Unpacking documents weekly as they plan instruction.

Dexter Jackson-
Heard

06/07/2019

Dena' Banks

10/31/2018

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: There are some tiered strategies in place in some classrooms. However, school-wide, tiered instructional system is not fully implemented. Limited Development 09/19/2016

Dawn Price

06/07/2019

How it will look when fully met: By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points overall, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. MTSS data will be used to flexibly group with research based interventions during scheduled intervention block, K-5. Funding sources will include state, federal, and school level funds.

1 of 6 (17%)

Actions

9/27/16 Student performance data will be analyzed to determine which students need Tier II and III interventions.

Lisa Giarmomo

06/07/2019

Notes: Student data from mClass, Star, benchmark assessments, and common classroom assignments.

9/27/16 All teachers will utilize the school approved instructional framework to plan and implement evidence based lessons that incorporate higher-order thinking.

Dexter Jackson-
Heard

06/07/2019

Notes:

9/27/16 All English Language Arts teachers will implement guided reading within their instructional blocks.

Dexter Jackson-
Heard, Dena' Banks

06/07/2019

Notes: Guided reading plans and student data

9/27/16 Math teachers will utilize and implement evidence-based instruction for all students across all tiers.

Dena' Banks, Dexter Jackson-Heard 06/07/2019

Notes: Student data, structured lesson plans demonstrate scaffolding/differentiated strategies, small group math instruction, structured intervention time, at least twice per week with math focus.

10/9/17 AVID program will begin full implementation at the fifth grade level, with grades second - fifth incorporating small portions of the AVID program including professional development for teachers at the fourth grade level.

Bethany Riddick, Christie Pauley (District AVID Co

Complete 06/08/2018

06/08/2019

Notes: AVID professional development provided to five members of school staff in summer of 2017, AVID workshops offered through out the school year to fourth grade teachers, principal and school counselor, AVID classroom visits for data collection, student agendas provided by school to each second - fifth grade student.

10/16/17 Teachers of students on the extended content standards (ECC) course of study will conduct monthly pre-and post-assessments of students' skills and mastery through the Unique program

Dawn Price 06/07/2019

Notes:

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: Many teachers and staff are attentive to students' emotional states, guiding students in managing emotions and arranging for supports and interventions when necessary. We are currently, as a staff, engaging in professional development opportunities to help learn more strategies and supports for addressing student emotional states.

Limited Development 09/19/2016

How it will look when fully met:

By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points overall, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. Student suspension data will decrease to less than 125 days lost due to out-of-school suspension, student attendance will increase, and tardies will decrease.

Lisa Giarmono 06/07/2019

Actions

1 of 4 (25%)

9/27/16 Staff will participate in school wide PBIS systems of support including explicit teaching of behavioral expectations, classroom reward systems, and individual student recognition through Class Dojo.

Lisa Giarmono 06/07/2019

Notes: Student recognition, Class Dojo data, behavior lesson plans

9/27/16 Staff will participate in one book study to understand how poverty impacts the social and emotional needs of students.

Complete 06/01/2018

06/01/2018

Sara English,
Stephanie Ambrose,
LaShekia Brothers

Notes: Discussion questions, activities and assignments posted to staff Canvas course for online participation.

9/27/16 Staff will support students who need Tier II behavior interventions by referring for check in and check out system, developing behavior contracts, and referring student behavior concerns to the PBIS team.

06/07/2019

Lisa Giarmono

Notes: Check in and check out records, office referrals, student suspension data, and behavior contracts.

10/11/18 Staff will incorporate Positivity Project with students during morning meeting.

06/07/2019

Bethany Riddick

Notes:

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:

Limited Development
02/23/2018

Pre-K students visit Kindergarten classes and 5th grade students do a tour of the middle schools. We have not focused on things past the tour. Guidance is reviewing individual EOG data with each 5th graders and is looking at setting goals with them as well as the programs that are available on the middle school level during their Advisement Meeting. We would like to do more with the other grade levels as students transition within the building. We would also like for our 5th grade students to begin to look at 6th grade materials at the end of the year in preparation for the next year. We do engage in cross-grade level planning in some grade levels. We do not have a written transition plan for all students. Our parent shared that she would like to see some enthusiasm with the summer packets and their return.

How it will look when fully met:

Actions

Notes:

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)**Initial Assessment:**

The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.

Limited Development
09/19/2016

How it will look when fully met:

To provide an interconnected system of leadership that will have a profound impact on student learning.

Actions

9/27/16 Provide leadership PLC for school level teams.

Notes:

9/27/16 Review school plans and provide coaching feedback

Notes:

9/27/16 Meet with Low Performing School Improvement Teams and provide coaching feedback

Notes:**Assigned To**

Tracy Davenport

District Team
MemberDistrict Team
MemberDistrict Team
Member**Implementation Status****0 of 3 (0%)****Target Date**

06/06/2019

06/15/2019

02/28/2019

04/12/2019

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
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Initial Assessment: The team is currently in place and is meeting regularly. However, due to the timeline we have not yet begun reviewing implementation of effective practices. Currently the leadership team meets twice a month to review effective teaching practices including lesson plans, discipline data, and identify academic trends in our school.

Priority Score: 3 Opportunity Score: 3 Index Score: 9

How it will look when fully met: By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. By the end of the 2018-2019 school year, parental involvement at PW Moore will be at least 50%, as measured by attendance at Title I events, participation in parent surveys and PTO membership.

Actions 9/27/16 Bi-monthly school improvement meetings will occur after-school to review progress of the implementation of the indicators. **1 of 3 (33%)** Complete 02/27/2017 Chandra Eley, Valerica Mentor 06/08/2018

Notes: Meeting agendas, meeting minutes, data to demonstrate progress towards full implementation. These meetings will continue to take place bimonthly as the school calendar will allow.

10/11/18 Leadership Team (principal, assistant principal, guidance counselor) will meet at least bi-monthly to review effective practices.

Notes: 10/11/18 Leadership team consisting of the principal, teachers who lead instructional teams and other professional staff will meet regularly to review implementation of effective practices.

Implementation: **Evidence** 2/27/2017 Meeting Agenda Meeting Minutes Professional Development Session Surveys Dena' Banks 06/07/2019 Dexter Jackson-Heard 02/27/2020

Experience

2/27/2017

We have met as a school improvement team to analyze best teaching practices. We have discussed office referrals, and the school counselor provided professional development using PBIS strategies. We are implementing MTSS framework. We have also discussed EOG data as a team. We have shared ideas about increasing our parental involvement

Sustainability

2/27/2017

We will continue to share best practices in the classroom, in PLCs, Faculty meetings, and professional development. We will continue to evaluate data.

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)

Initial Assessment:

Grade-level and specials teachers are provided with time for instructional planning, individually and grade-level. Structured vertical planning will take place once per quarter. The teachers of our exceptional children's classes do not have a common instructional planning period and have less designated time for instructional planning than the remainder of other teachers. Grade-level and specials teams meet once per week in Professional Learning Communities and one planning period a week is designated for collaborative instructional planning.

How it will look when fully met:

By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. When fully met in our school, all grade levels and departments will meet regularly, including the teachers of exceptional children. The work of these structured team meetings (PLCs) will include analyzing student data, developing common assignments, collaboratively planning standards-aligned instructional units, and participating in needs-based professional development. Evidence will include meeting agendas and minutes, instructional plans (including weekly collaborative plans and adjusted intervention plans), student work samples, lesson plan feedback and assigned work products. Funding sources not needed for this indicator at this moment.

Actions

9/27/16 Weekly PLC meetings for all grade level teams. Evidence will be gathered through meeting agendas, minutes and designated work products.

Notes: PLC meeting minutes and agendas will continue to be uploaded to a shared Google Drive folder.
PW Moore is working toward establishing and implementing an Exceptional Children's PLC.

Implementation Status

Limited Development
09/26/2016

Assigned To

Dena' Banks

Target Date

06/07/2019

0 of 4 (0%)

Dena' Banks

06/07/2019

9/27/16 Bi-monthly PLC meetings for connect (specials) and exceptional children's teachers. Evidence will be gathered through meeting agendas, minutes and designated work products.

Dena' Banks

06/07/2019

Notes: PLC minutes and agendas will continue to be uploaded to a shared Google Drive folder.

Currently, Connect(specials) have their PLCs on early release dates as well as at least twice a month.

Once developed and implemented the EC department will have the same meeting schedule as Connect.

9/27/16 Grade level teams will meet weekly to collaboratively plan standards-aligned lessons across content, including data-based adjustments to instruction for scheduled intervention for tiered instruction.

Dena' Banks

06/07/2019

Notes: Teachers come together to share best instructional practices and data.

Teachers discuss ways to implement content and grade level standards.

Teacher work collaboratively to develop standard-aligned lessons.

Teachers review various forms of assessment data to differentiate and drive instruction and tiered interventions.

10/16/17 District behavioral support and autism support specialist will facilitate a PLC meeting for EC teachers at the district level.

Renee Tamarelli

06/07/2019

Notes:

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)

Initial Assessment: This is the principal's first year at PW Moore. He is working with the assistant principal and campus instructional coach to conduct regular classroom visits with feedback and provide feedback on lesson plans, which are submitted weekly and two-weeks in advance.
 By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. The principal and other members of the administrative team will provide timely clear and constructive feedback on a weekly basis of grade level submitted lesson plans. Principal and other members of the administrative team will also engage in regular and ongoing classroom observations and visits. Feedback from classroom observations will be provided regularly and in a timely manner. Funding sources not needed for this indicator at this moment.

How it will look when fully met: Dexter Jackson- Heard 06/07/2019

Actions 4 of 5 (80%)

9/27/16 Principal and assistant principal will regularly observe and evaluate certified and non-certified staff according to state and district mandates.
 Notes: All certified staff members are currently in the process of having their super-evaluation at the beginning of the school year. Non-certified staff are required and will have an annual review by June 10th.

9/27/16 Members of the leadership team will regularly conduct classroom visits to monitor classroom instruction. Sara English, LaShekia Brothers, Stephanie Ambrose 06/08/2018

Notes: An electronic document is shared between observer (leadership team) and classroom teacher regarding observations highlighting positive instructional strategies as well as areas for improvement (Grows and Glows Chart). Teachers are prompted to review and respond to this document following the visit.

9/27/16 Members of the leadership team will provide weekly feedback on grade level lesson plans in a timely manner. Sara English, Stephanie Ambrose, LaShekia Brothers 06/08/2018

Notes: Weekly feedback is provided to teachers after the leadership team reviews the lesson plan. Feedback is provided via email, Google Docs, and face-to-face.

9/27/16 Starting October 31, 2016 the leadership team will work to support cohort groups of teachers by providing professional development and feedback to implement the Learning Focused lesson planning framework.

Complete 06/09/2017 Sara English, Jessica Prayer 05/31/2017

Notes: Three cohorts are planned with three phases. The three phases are: initial, quality, and ongoing. The first cohort is in phase two the quality phase. The second cohort is in the initial phase. The third cohort is scheduled to begin late Spring.

3/26/18 Monitor and follow-up for teachers who do not have standards and unpacking printed.

Complete 10/31/2018 Dena Banks, Dexter Jackson-Heard 10/31/2018

Notes: Principal and Assistant Principal will monitor and ensure that all teachers have standards and unpacking printed and are using it as a resource.

Effective Practice: Quality of professional development

KEY C2.01

The IEA/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)

Initial Assessment:

The school utilizes school performance data and student demographic data to set priorities and drive professional development needs. Aggregated classroom observation data is not yet available for the 2018-2019 school year. However, an informal survey was developed and distributed to staff to measure professional development needs. In addition, our school counselor also developed and distributed a needs assessment to help determine staff professional development needs as they relate to student social and emotional needs.

How it will look when fully met:

By the end of the 2018-2019 school year, overall grade level proficiency will increase by 25 percentage points, from a 38.2% (17-18) to 63.2% (18-19). Student growth index data will show an "exceeds growth" status by the end of the 2018-2019 school year. Overall funding sources will be Title I and state monies.

Actions

9/27/16 Leadership team will facilitate data analysis professional development days to evaluate and adjust instruction based on mClass data, district provided benchmarks, common assignments, and K-2 math assessments.

Notes: Data wall, adjusted instructional plans, and flexible grouping.

9/27/16 Weekly PLCs to analyze classroom data.

Notes: Meeting minutes, agendas, and classroom data.

9/27/16 Leadership team will study trends based on classroom observations and visits to make decisions about professional development needs of teachers and staff.

Notes: Observation data, class walk-through data, and behavioral data

9/27/16 Leadership team will schedule and design professional development based upon student performance data and staff needs.

Notes: Survey results, professional development agendas, and professional development work tasks.

Implementation Status Assigned To Target Date

Limited Development 09/26/2016 Tracy Davenport 06/07/2019

2 of 7 (29%)

Dexter Jackson- Heard, Dena' Banks 06/07/2019

Dexter Jackson- Heard, Dena' Banks, Jill Turner 06/07/2019

Dexter Jackson- Heard, Dena' Banks 05/31/2019

Dexter Jackson- Heard, Dena' Banks 06/07/2019

9/27/16 The LEA will provide grade/subject specific professional development based on need

District Team Member 06/06/2019

Notes:

3/26/18 Revisit bullet points from CNA Unpacking Report with staff.

Chandra Eley 03/19/2019

Notes: SIT Co-Chairs will share the findings of the CNA Unpacking Report with all staff to ensure full understanding of their findings.

3/26/18 Develop a presentation to present to staff on work from unpacking with DPI and the next steps that PWM will take as a school.

Chandra Eley 03/19/2019

Notes: SIT Co-Chairs will share with the school what DPI shared during the unpacking and what direction PWM will go in from here.

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 Limited Development
Assigned To Tracy Davenport
Target Date 06/07/2019

Initial Assessment: There is a clear and established system for evaluating staff. However, there are no established procedures for recruiting, rewarding or replacing staff at the school level. The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.

How it will look when fully met: To recruit and retain high quality staff for ECPPS.

Actions

2 of 3 (67%)

9/27/16 Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.

Tammy Sawyer 06/30/2019

Notes:

9/28/16 The principal and assistant principal will evaluate all teachers according to state and district guidelines.

Dexter Jackson-Heard 06/11/2019

Notes:

10/16/17 School and district will support beginning teachers through various support meetings, mentoring and professional development.

District Team, Dexter Jackson-Heard, Dena' Banks 06/30/2019

Notes:

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)

Initial Assessment:

The school has regular communication in place including a weekly phone call about upcoming events, an Open House Title I event, and individual classroom teacher communication with parents. The School Improvement Team has a schedule of Title I events already in place with each event being designed to help parents understand what they can do at home to support their children at home. The School Improvement Team will put parent workshops in place to support parents with the curriculum of the home. We have upcoming parent-teacher conferences, during which parents will receive a current update on their child's academic and behavioral progress. At these conferences, parents will also receive and have the opportunity to sign the Title I Parent-Teacher-Student Compact. Members of the school staff are also working to re-establish an active Parent-Teacher Organization.

How it will look when fully met:

By the end of the 2018-2019 school year, parental involvement at PW Moore will be at least 50%, as measured by attendance at Title I events, participation in parent surveys and PTO membership. Funding sources will be Title I parental involvement money and PTO membership dues.

Actions

	Implementation Status	Assigned To	Target Date
9/27/16 Plan and implement scheduled Title I events throughout the school year.	Complete 06/08/2018	Dexter Jackson- Heard	06/08/2018
<i>Notes:</i> Evidence will be Title I event flyers, sign in sheets, and survey results.			
9/27/16 School will work to reestablish an active Parent Teacher Organization.	Complete 06/09/2017	Cheryl Bogue	09/13/2016
<i>Notes:</i> Evidence will be meeting members, PTO membership roster, PTO calendar of events.			
9/27/16 All teachers will schedule and conduct parent teacher conferences.	Complete 02/08/2018	Dexter Jackson- Heard	02/16/2018
<i>Notes:</i> Evidence will be parent teacher conference invitations, sign in sheets, teacher conference schedules, student progress reports, and signed Title I compact form. In January, evidence will include retention candidate letters and parent-teacher contact logs.			

3 of 6 (50%)

Suzanne Jackson 06/07/2019

<p>9/27/16 All teachers will effectively and consistently use Class Dojo to communicate behavior performance which is aligned to our school PBIS plan.</p>	<p>James Lunt</p>	<p>06/07/2019</p>
<p><i>Notes: Class Dojo accounts,</i></p>		
<p>10/16/17 School will engage parent and community stakeholders through a variety of communication methods including: podcasts and support videos posted to school website and/or Class Dojo to provide parents help with math and ELA strategies used at school, a daily student agenda to be sent back and forth between home and school for second-fifth grade students, and a weekly home-school communicator folder to promote additional and structured two-way paper communication.</p>	<p>Dexter Jackson- Heard, Chandra Eley, Jill</p>	<p>06/07/2019</p>
<p><i>Notes:</i></p>		
<p>10/11/18 Teachers have been assigned Class Dojo accounts and classrooms have been populated by Class Dojo master.</p>	<p>James Lunt</p>	<p>01/14/2019</p>
<p><i>Notes:</i></p>		