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Manchester Elementary

9/4/2018

Comprehensive Progress Report

Mission: At Manchester Elementary, we are committed to establishing a safe learning environment while promoting self-discipline and ownership for learning in order to achieve academic growth and our goals.

Vision: In partnership with our families and community, Manchester Elementary students will have the knowledge and the experiences necessary to collaborate, compete, and succeed both locally and globally.

Goals: Alter the text and click the update link on the left

! = Past Due Objectives KEY = Key Indicator

Table with 6 columns: Core Function, Effective Practice, KEY, A1.07, Implementation Status, Assigned To, Target Date. Content includes 'Dimension A - Instructional Excellence and Alignment' and 'High expectations for all staff and students'.

Initial Assessment:		Manchester Elementary School is a model PBIS. New teachers receive on-site training for PBIS. Teachers teach students about the school-wide expectations and practice appropriate behaviors during the first two weeks of schools. The video morning announcements (VMA) include reciting our PBIS expectations. Each month, VMAs include a short segment on the character word of the month. Starting in Spring 2017, the VMAs included scenarios where students had the opportunity to discuss making the right choice. In 2016-2017, the staff began using Alternate Behavior Educator (ABE) for tracking discipline in the classroom and making office discipline referrals. This online referral system allows staff to assign interventions to students. In recent years, there has been a steady increase in discipline referrals sent to the office which has led to an increase in administrative action known as office discipline referrals (ODRs): SY 14-16: 68 ODRs, SY 15-16: 116 ODRs, and SY 16-17: 156 ODRs. In SY 16-17, 40% ODRs were for students who transferred into the school. Of those transfer students who came in SY 16-17, 21% were recidivists. Fifty-eight percent of the ODRs were for students who transferred into the school in between SY 15-16 and SY 16-17. Twenty-four percent of those students who transferred to Manchester between SY 15-16 and SY 16-17 and who accounted for 58% of ODRs from SY 16-17 were recidivists. Thirty-six percent of our students withdrew over the course of the 2015-2016 school year and were replaced with newly enrolled students. In 2016-2017, again one-third of the student body withdrew over the course of the school year and were replaced with transferring students. Fifty-six percent of our teaching staff, excluding itinerant teachers, providing special services had less than two years experience as a part of Manchester's staff. In 2016-2017, teacher turn-over dropped to 20% excluding itinerant teachers. For 2017-2018, teacher turnover stands at 35% excluding itinerant teachers.	Limited Development 08/01/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Students, parents, and staff exhibit behavior that is safe, goal-oriented, positive, and respectful while being accountable for one's actions. Staff will model the appropriate behaviors when interacting with students and adults. Students will be encouraged toward positive and appropriate behaviors through the school-wide implementation of PBIS. Staff effectively de-escalate irate/disruptive students and students will use appropriate coping skills to deal with stressful situations. Teachers have practical and easy to use interventions to implement prior to fully completing an office discipline referral. The administration verifies that all applicable strategies are being utilized. Parents are familiar with PBIS to create continuity between environments. There is a 20% reduction in office referrals and suspensions from the prior school year.		Heather DeSorbo 06/01/2020	
Action(s)	Created Date		5 of 9 (56%)		
1	8/1/17	Provide differentiated instruction on PBIS to veteran and new staff. A. Integration of SOAR bucks and Class Dojo B. PBIS expectations matrix (SOAR: Safe, goal-Oriented, positive Attitude, Accountability, Respect) C. SOAR Pledge D. Share training notes from the Behavior Doctor. The emphasis is on modeling and celebrating appropriate positive behaviors.	Complete 09/18/2017	PBIS Chairperson 09/29/2017	
	<i>Notes:</i>				
2	8/1/17	Provide differentiated instruction on Class Dojo. A. Inviting parents B. Connecting to school c. Sharing students D. Class Story, Student Story, School Story E. Point System. The emphasis is on celebrating positive behaviors and events.	Complete 09/18/2017	Norma Dupe 09/29/2017	
	<i>Notes:</i>				
3	8/1/17	Train staff on Alternative Behavior Educator (ABE) behavior management system. Every teacher will access ABE and document student misbehavior, analyze data, and implement interventions. The emphasis is on implementing interventions to include initiating and monitoring the intervention.		Heather DeSorbo 10/31/2018	
	<i>Notes:</i>	July 2018: As a staff we need more support initiating and monitoring interventions.			

4	8/1/17	Create a welcome video for newly enrolled students and their families which explains the Manchester vision, mission, and PBIS expectations. The video for students will include demonstrations of appropriate behaviors and inappropriate behaviors. The welcome video for families will be linked to the school website.		PBIS Chairperson	01/31/2019
<i>Notes:</i>		The initial video was created in April 2018; a revised video is needed to satisfy this action.			
5	8/1/17	The PBIS team will review Class Dojo, ABE, and PowerSchool discipline data to identify trends in inappropriate behavior based on teacher, location, and grade level. PBIS team will coordinate the appropriate celebration for areas of success, training for personnel, and recommendations for areas which still need improvement.	Complete 05/21/2018	PBIS Chairperson	06/08/2018
<i>Notes:</i>					
6	8/1/17	Each staff member will review their Class Dojo and ABE discipline data to identify trends concerning inappropriate behavior based on the subject taught, time of day, and location. Then each staff member will determine, sustain, or modify classroom management based on the data analysis. Staff can request behavior support for situations which do not show improvement from the PBIS team or Student Services Team.	Complete 06/08/2018	PBIS Chairperson	06/08/2018
<i>Notes:</i>					
7	8/1/17	The first five minutes of the school day is reserved for Morning Meeting. The purpose of the Morning Meeting is to "set the tone for respectful learning and establishes a climate of trust." The Morning Meeting also "motivates children by addressing two human needs: the need to feel a sense of significance and belonging and the need to have fun" (Kriete, 2002).		Climate Chairperson	06/01/2019
<i>Notes:</i>		July 2018: To establish positive relationships between teachers and their students as well as students to students we will continue this action. Due to the change in proposed scheduled from Elementary Education, this time has been reduced to the first 5 minutes a day.			
8	8/1/17	Staff will use the TUMS method for interactions with students particularly the first time they see the student for the day. TUMS stands for: Touch, Use name, Make eye contact, and Smile. Classroom teachers are required to use TUMS between 7:15-7:45 during morning duty.	Complete 02/20/2018	Principal	06/08/2018
<i>Notes:</i>					
9	7/31/18	Train staff on Adverse Childhood Experiences (ACEs), the impact of ACEs on student learning and behavior, and effective strategies to mitigate the negative impact of ACEs on student learning and behavior.		Norma Dupe	10/31/2019
<i>Notes:</i>					
Implementation:			06/27/2018		
<i>Evidence</i>		6/12/2018			
<i>Experience</i>		6/12/2018			
<i>Sustainability</i>		6/12/2018			

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>		Cumberland County Schools Department of Curriculum and Instruction provides unit plans for ELA, Math, Science, and Social Studies. Lesson plans are provided for Health and Science. Each week each grade level has collaborative planning sessions for 40 minutes. At these planning meetings, teachers plan lessons together for the following week to include common assessments. Teachers discuss student progress and anticipate instructional challenges. Data Days are scheduled at the end of the first three grading periods to review assessment data and monitor student instructions. Teachers used this information to create student-centered goals and modification to instruction. Grade levels were also able to collaborate with one grade level above or below them.	Limited Development 06/28/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:		Every grade level Professional Learning Community (PLC) will complete a collaborative planning agenda each week for the grade level collaborative planning session. All teachers contribute to the collaborative plan utilizing the unit plans, pacing guides, and instructional support resources provided by and/or approved by Cumberland County Schools (CCS) Curriculum & Instruction Department (C & I). Teachers engage meaningful relevant discussions about curriculum and student learning that facilitate effective instruction and academic growth. Each teacher's lesson plans will utilize activities and strategies provided in the collaborative plan. All lesson plans are posted online and in the red lesson planning folder by each teacher. Actual activities in the classroom will follow lesson plans while allowing for modification of plans based on data from recent student formative assessments.		Kailey Hill	06/01/2020
Action(s)	Created Date		2 of 7 (29%)		
1	6/28/16	All teachers will enhance lessons and/or activities to the collaborative planning document prior to grade level planning each week.	Complete 06/08/2018	Each Grade Level Chairperson	06/08/2018
	<i>Notes:</i>	Teachers are expected to use C&I required resources with fidelity and recommended resources frequently.			
2	6/28/16	During grade level PLCs, informal walk-throughs, and formal observations, the Instructional Leadership Team will provide guidance/reminders/clarification/suggestions to assist with a better understanding of the standards within the unit and ensure the appropriate level of rigor for student learning activities.		Instructional Coach(es), Principal, and AP	06/01/2020
	<i>Notes:</i>	The instructional team have a procedure in place to discuss unit plans and more specifically lesson plans in grade level professional learning communities, data days, and staff meetings. August 2018: Due to the changes in the NC Standard Course of Study for ELA and math combined with the adoption of a new textbook resource for ELA, it will be important for the Instructional Leadership Team to continue to provide the support necessary to ensure teachers fully understand the standards.			
3	8/4/16	The Instructional Leadership Team will provide professional development on Meaningful Aligned Instruction for teachers using the Cumberland County Schools 4 Professional Development Strands resources.		Assistant Principal	06/01/2020
	<i>Notes:</i>	During the 2016-2017, teachers have the option to choose Meaningful Aligned Instruction as one of four options for their professional development plan (PDP). The focus will be on designing classroom activities that are accurately matched to clear learning goals and ensuring that lessons establish a mental link between the intended learning and past learning experiences. Training will also encompass embedding the intended curriculum into issues and contexts that are linked to students' interests and well being. The Instructional Leadership Team will monitor implementation via lesson plans, grade level planning agenda/minutes, observations, learning walks, discipline data, and student assessment data. 9/4/2018 - This goal has been modified and the deadline extended because of new curriculum resources and new staff. Aligned instruction will continue to be one of the focal points for all teachers.			
4	8/4/16	A teacher leader will provide a total of 10 hours of professional development on Rigor for teachers as a part of the Cumberland County Schools Professional Development Strands.	Complete 06/08/2017	Aelieth Hoilett	06/30/2017
	<i>Notes:</i>	During the 2016-2017 school year, teachers have the option to choose Rigor as one of four options for their professional development plan (PDP). The Instructional Leadership Team will monitor implementation via lesson plans, grade level planning agenda/minutes, observations, learning walks, discipline data, and student assessment data.			
5	8/1/17	Based on teacher feedback and student assessment data, the Instructional Leadership Team will utilize DPI and CCS curriculum resources to provide differentiated professional development on the standard course of study and applicable instructional strategies.		Instructional Coach(es), Assistant Principal,	06/01/2020
	<i>Notes:</i>	August 2018: This action has been modified and the target date extended to take into account the changes in the standard course of study.			

6	8/6/18	Teachers will work together in grade level PLCs to complete unit-mapping for each math cluster within CCS Elementary Education guidelines.		grade level chairperson	06/01/2019
		<i>Notes:</i> August 2018: Added action to SIP.			
7	8/6/18	The Instructional Leadership Team will provide training and guidance for the implementation of Wit & Wisdom (ELA resource). This will include opportunities to explore the variety of materials included with the primary text.		Instructional Coach(es), Assistant Principal	06/01/2020
		<i>Notes:</i> August 2018: Action added to plan.			
Implementation:			04/23/2018		
<i>Evidence</i>		4/23/2018			
<i>Experience</i>		4/23/2018			
<i>Sustainability</i>		4/23/2018			
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
<i>Initial Assessment:</i>		Manchester Elementary has a Student Services Team (SST) which addresses behavioral and academic concerns. Evidence and progress monitoring for tiered support are uploaded into MyTrack. Manchester also uses Positive Behavior Intervention Support (PBIS) for behavior management. The turnover of staff and students in recent years has reduced the level of understanding of SST & PBIS. Therefore more extensive training is needed. Beginning with the 2018-2019 school year, the Manchester staff will begin the transition to MTSS. The MTSS team will monitor academic, behavior, and discipline data and provide tiered levels of support to meet the needs of the whole child.	Limited Development 06/28/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		MTSS is completely integrated into the school's culture. A diverse team of educators monitors academic, attendance, and discipline data to determine and utilizes evidence-based strategies to meet the needs of the whole child to include but not limited to professional development for staff, family involvement activities, and small group activities. This data is frequently reviewed to ensure the strategies are executed with fidelity and are effective. Tier 1 interventions will be addressed in the classroom. Tier 2 interventions are discussed in collaborative planning with grade level teachers, instructional coach, and administration. Discussions are documented in grade level planning. Students are referred to the Student Services Team (SST) for Tier 3 interventions. Students who were in SST the previous school year are carried over into the new school year and begin with the level of intervention the student ended the year. Interventions and SST meetings are documented for the affected students in MyTrack/ECATS.		Kailey Hill	06/01/2020
Action(s)	Created Date		0 of 5 (0%)		
1	6/28/16	The teachers will actively monitor student academic, attendance, and behavior data. The teachers present their assessment data during grade level planning. In the presentation, the teacher will identify students who are struggling in one or more of the three areas. The teacher will show evidence of strategies implemented to support student growth. The team will decide on strategies that are best suited to help those students who are not making progress as a Tier 2 intervention. The team will decide if Tier 2 students are meeting their goals or if the students need additional services provided through Tier 3 SST Support. This information will be shared with the MTSS team.		Assistant Principal	06/01/2019

		<p><i>Notes:</i> Ensure that teachers have been trained on the SST process. Data review occurs during Data Day sessions and monthly at grade level PLCs.</p> <p>9/4/2018 - Due to the transition to MTSS and the number of new teachers on staff, this will continue to be a focus in the 2018-2019 school year.</p>			
2	9/15/16	Administrators and peer observers will specifically request Personal Education Plans (PEPs), Individualized Education Plans (IEPs), i-Ready progress monitoring and any other tiered interventions during post conferences for the NC Educators' Effectiveness System (NCEES) for standards II Element D (Adapts teaching for the benefit of students with special needs) and Standard IV Element A (Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students).		Assistant Principal, Principal	04/01/2019
		<p><i>Notes:</i> August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS.</p>			
3	8/1/17	The MTSS Team will meet once a month to discuss trends in SST data and instruction in order to streamline services and provide support needed to improve student success rates. Data reviewed should include but is not limited to academics, attendance, discipline, English Learner data, and EC data.		Principal	06/01/2019
		<p><i>Notes:</i> There were ongoing collaboration and communication regarding SST process. For the 2018/19 SY, monthly meetings will be scheduled.</p> <p>August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS.</p>			
4	8/6/18	Teachers will review the cumulative files and MyTrack data of their new students to identify students who are in need of academic and/or behavior support and to continue any interventions already put in place.		Principal	11/01/2019
		<p><i>Notes:</i> August 2018: Action added as a part of the transition to MTSS.</p>			
5	9/4/18	The school staff will receive training on MTSS as they prepare and during the transition to MTSS.		Principal	06/01/2020
		<p><i>Notes:</i></p>			
Implementation:			06/28/2018		
	Evidence	6/28/2018 Please refer to the school improvement plan evidence spreadsheet uploaded as supporting documentation.			
	Experience	6/28/2018 Our staff focused on looking closely at our data to determine the needs of our students and measures we should take to support them.			
	Sustainability	6/28/2018 Manchester Elementary will begin the transition to MTSS in the 2018-2019 school year. In order to satisfy the requirements for full MTSS implementation, we must continue to analyze data from all sources and apply a tiered system of instruction and interventions to meet the needs of the individual student and the school as a whole.			
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:			Limited Development 08/05/2016		
			Priority Score: 3	Opportunity Score: 1	Index Score: 3

How it will look when fully met:		Students, parents, and staff exhibit behavior that is safe, goal-oriented, positive, and respectful while being accountable for one's actions. Staff will model the appropriate behaviors when interacting with students and adults. Students will be encouraged toward positive and appropriate behaviors through the school-wide implementation of PBIS. Staff effectively de-escalate irate/disruptive students and students will use appropriate coping skills to deal with stressful situations. Teachers have practical and easy to use interventions to implement prior to fully completing an office discipline referral. The administration verifies that all applicable strategies are being utilized. Parents are familiar with and PBIS to create continuity between environments. There is a 20% reduction in office referrals and suspensions from the prior school year.		Norma Dupe	06/01/2020
Action(s)	Created Date		5 of 10 (50%)		
1	8/5/16	Provide differentiated instruction on PBIS to veteran and new staff. A. Integration of SOAR bucks and Class Dojo B. PBIS expectations matrix (SOAR: Safe, goal-Oriented, positive Attitude, Accountability, Respect) C. SOAR Pledge	Complete 08/28/2017	PBIS Chairperson	11/01/2019
<i>Notes:</i>		August 2018:			
2	8/5/16	Provide differentiated instruction on Class Dojo. A. Inviting parents B. Connecting to school c. Sharing students D. Class Story, Student Story, School Story E. Point System	Complete 09/18/2017	Class Dojo Mentor	10/31/2017
<i>Notes:</i>					
3	8/5/16	Train staff on Alternative Behavior Educator (ABE) behavior management system. Every teacher will access ABE and document student misbehavior, analyze data, and implement interventions.	Complete 10/16/2017	Heather DeSorbo	10/31/2017
<i>Notes:</i>					
4	8/5/16	During the 2016-2017 school year, two teacher leaders will provide a total of 10 hours of professional development on Conscious Discipline and Engagement for teachers as a part of the Cumberland County Schools Professional Development Strands.	Complete 05/31/2017	Kayla Schlick and Sherrell Davis	06/15/2017
<i>Notes:</i>					
5	8/1/17	Each staff member will review their Class Dojo and ABE discipline data to identify trends particularly the increase or decrease in inappropriate behavior based on subject taught, time of day, and location. Then each staff member will determine to sustain or modify classroom management based on the data analysis. Staff can request behavior support for situations which do not show improvement from the PBIS team, Student Services Team, and MTSS team.		PBIS Chairperson	06/01/2020
<i>Notes:</i>		August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS.			
6	8/1/17	The first five minutes of the school day is reserved for Morning Meeting. The purpose of the Morning Meeting is to "set the tone for respectful learning and establishes a climate of trust." The Morning Meeting also "motivates children by addressing two human needs: the need to feel a sense of significance and belonging and the need to have fun" (Kriete, 2002). Teachers will use the activity provided during the morning announcement as the discussion topic for the Morning Meeting.	Complete 06/08/2018	Principal	11/01/2019
<i>Notes:</i>		August 2018: This action has been modified and the target date extended as we look to build on our successful interventions.			
7	8/6/18	Staff will receive training on Adverse Childhood Experiences (ACE) and their impact in the school environment.		Guidance Counselor	11/01/2019
<i>Notes:</i>					
8	8/6/18	Staff will implement strategies and interventions from the ACE study for students to mitigate the negative impact of ACEs through the teaching and modelling of positive coping techniques.		Guidance Counselor	06/01/2020
<i>Notes:</i>					

9	8/6/18	All staff will focus on providing positive appropriate relationships with students and afford opportunities for student practice developing positive appropriate relationships with one another through meaningful and curriculum aligned learning activities.		Instructional Coach(es), AP, Principal	11/01/2019
		<i>Notes:</i>			
10	9/4/18	The Climate PLC will monitor the implementation of the Morning Meeting to improve student-student relations and school climate. Using discipline data, student perception data, and teacher perception data to determine its efficacy. The Climate PLC will provide strategies to increase efficacy and share results with the school improvement team, MTSS, and the staff in general.		Climate Chairperson	06/01/2019
		<i>Notes:</i>			
		Implementation:	06/28/2018		
		Evidence	6/28/2018 Please refer to the school improvement plan evidence spreadsheet uploaded as supporting documentation.		
		Experience	6/28/2018 Our students, especially the most transient students, demonstrate great needs in the area of emotional and social development. Since we are highly transient, it has been an area that required continual focus.		
		Sustainability	6/28/2018 Manchester Elementary will begin the transition to MTSS in the 2018-2019 school year. In order to satisfy the requirements for full MTSS implementation, we must continue to analyze data from all sources and apply a tiered system of instruction and interventions to meet the needs of the individual student and the school as a whole. We will provide ongoing training in behavior support to our staff.		
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:		Teachers have the opportunity to meet with a student's former teacher to get a better understanding of that student. Teachers review cumulative records, assessments, and MyTrack to determine student needs and how best to meet those needs. Quarterly Data Days allow for vertical planning.	Limited Development 08/01/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		MyTrack has detailed notes and progress monitoring. The Instructional Leadership Team plans regularly scheduled opportunities for teachers to experience lower/upper-grade level instruction and understand the connection between grade levels of each anchor standard. Students understand and take seriously the task of reaching the next grade and the next level of education. Students can articulate their goals and track their own progress. Students can see themselves reaching the next grade level and eventually college, the military, or the workforce.		Simone Dennison	06/01/2020
Action(s)	Created Date		0 of 4 (0%)		
1	8/1/17	Instructional Leadership Team will create opportunities for K-2 teachers to collaborate vertically (to include vertical collaboration with third grade teachers with the goal of students successfully transitioning to third grade.		Instructional Coach(es), AP, Principal	06/01/2020
		<i>Notes:</i> August 2018: This action has been modified and the target date extended.			
2	8/1/17	Students in grades 2 - 5 participate in Vision Field Trips no later than November. Second-grade tours Spring Lake Middle. Third-grade tours Pine Forest High School. Fourth-grade tours Fayetteville Technical Community College. Fifth grade tours a local university. The purpose of these field trips is to expose students to the next level of education in order to help them connect that the work that they do in the classroom now prepares them for what is coming ahead.		Academic PLC Chairperson	01/01/2020
		<i>Notes:</i> August 2018: This action has been modified and the target date extended.			

3	8/6/18	With the goal of students successfully transitioning to sixth grade, the Instructional Leadership Team will create opportunities for 3-5 teachers to collaborate vertically (to include vertical collaboration with sixth-grade teachers) during data days, staff development, CCS professional development through the Elementary Education Department, and collaboration activities with the middle school.		Instructional Coach(es), AP, Principal	06/01/2020
Notes:					
4	8/6/18	Instructional Leadership Team will create opportunities for the pre-kindergarten teacher to collaborate vertically with the kindergarten team with the goal of students successfully transitioning to kindergarten.		Instructional Coach(es), AP, Principal	06/01/2020
Notes:					
Implementation:			06/28/2018		
Evidence	6/28/2018	Please refer to the school improvement plan evidence spreadsheet uploaded as supporting documentation.			
Experience	6/28/2018	We organized vision field trips and conducted vertical planning. We also organized additional activities to support this objective.			
Sustainability	6/28/2018	Manchester Elementary will begin the transition to MTSS in the 2018-2019 school year. In order to satisfy the requirements for full MTSS implementation, we must continue to analyze data from all sources and apply a tiered system of instruction and interventions to meet the needs of the individual student and the school as a whole. We will also need to continue to organize these field trips which help students get a better understanding of what the next level of education is like.			

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:		Our district is in the process of allowing any school to choose to use NCSTAR for the 16-17 school year unless they are low performing. As a result we are assigning and training our LEA support and improvement team. For the 17-18 school year we have shifted all schools to the NCStar platform.	Limited Development 08/04/2016		
How it will look when fully met:		The LEA will assign a Central Services coach to each school using NCSTAR. That coach will review the initial plan, provide feedback on the initial plan, and provide coaching each month to assist the school through their school improvement process		Mindy Vickers	06/30/2020
Action(s)	Created Date		6 of 11 (55%)		
1	8/4/16	Central Services staff members will be assigned to coach schools using NCSTAR and updated yearly as appropriate.		Melinda Vickers and Alana Hix	06/30/2020
Notes:					
2	8/4/16	Task 2: Central office reviewers/coaches will review initial SIP and meet with their schools to provide feedback and suggestions to their schools on their SIP. Schools will resend their SIP to reviewers/coaches to make sure changes were made as directed. Reviewers/coaches will follow through on updates being made to plans as needed.	Complete 06/28/2018	Central Office coaches as assigned	06/30/2020
Notes:					
3	8/4/16	Central Office coaches will be trained on the NCSTAR coaching process by staff members from DPI. If additional training is required it will be done by those who have a strong understanding of the program processes.		Melinda Vickers, Alana Hix, Kandy Cox	06/30/2020
Notes:		The district has trained and assigned Central Office coaches. Dr. Mellotta Hill is Manchester Elementary School's Central Office coach.			
4	8/4/16	Central office reviewers/coaches will provide coaching feedback once a month for the schools they are assigned by reviewing action monitoring information provided by schools and making suggestions and giving feedback on the completion of actions at the school. The reviewer will also review documentation provided by schools as evidence of task completion.		Mellotta Hill	06/30/2020
Notes:					

5	9/23/16	Central office reviewers/coaches of low performing schools will visit assigned schools in person no less than once a month. During this visit the Central office reviewer/coach and the principal will discuss appropriate data (Reading 3D, Standards Mastery Assessment results, EVAAS, discipline, attendance, etc.), observation processes and teacher support needs, various team meeting minutes and processes, and any additional support opportunities.		Mellotta Hill	06/30/2020
		Notes:			
6	9/23/16	Elementary core area teachers in low performing schools will be required to attend curriculum sessions with elementary curriculum specialists via VIDYO or view the recording at a frequency that allows those teachers to enhance their understanding of content standards and/or collaborate with other teachers as it relates to a specific content		Central Office Curriculum Specialists, Principals	06/30/2020
		Notes:			
7	9/23/16	In accordance with State Board Education Policies we will complete a minimum of one formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.	Complete 06/28/2018	Human Resources Personnel, Kailey Hill	06/29/2018
		Notes:			
8	9/23/16	Low performing schools will receive monthly visits from curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback in writing regarding areas of improvement and success.	Complete 06/28/2018	Central Office curriculum specialists	06/29/2018
		Notes:			
9	9/23/16	Student Support Services will visit low performing schools monthly to ensure the SST and counseling processes are implemented effectively.	Complete 06/28/2018	Student Support Services personnel	06/29/2018
		Notes:			
10	9/23/16	Principals of low performing schools will participate in the BB&T Leadership Development program and employ strategies and research while leading faculty to transform teaching practices. Other principal growth opportunities will be provided throughout the school year as needed.	Complete 06/30/2017	Kailey Hill	06/30/2017
		Notes:			
11	9/23/16	Central office reviewers/coaches and/or School Support Director will attend SIT meetings when requested or a minimum of twice a semester to monitor decision making processes, to provide guidance, and to support effective practices.	Complete 06/28/2018	Central Office Coaches and/or School Support Direc	06/29/2018
		Notes: 11/2016 - Dr. Hill			
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
<i>Initial Assessment:</i>		The school improvement team meets once a month to discuss the needs of the school and plan events/activities. Grade level PLCs meet once a week during the school day.	Limited Development 08/04/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		To increase the efficacy of the School Improvement Team (SIT), SIT will meet once a month after school to monitor progress toward the completion of school improvement goals using quantifiable evidence. At meetings, SIT will A. Receive status reports from professional learning communities(PLCs) on their areas of responsibilities using quantifiable evidence. B. Celebrate accomplishments. C. Acknowledge setbacks and determine improvements. D. Determine tasks for activities/events in progress or coming up in the next 30, 60, or 90 days. Quantifiable evidence includes but is not limited to discipline data, parent participation rates, assessment data, stakeholder perception data, safety, health, and custodial inspections, staff evaluations to include NCEES, attendance rates, student participation rates. Stakeholders will have access to the school's progress through NCStar.		Kailey Hill	06/01/2019

Action(s)	Created Date		1 of 5 (20%)		
1	8/4/16	The Instructional Leadership Team meetings will serve as the second SIT meeting.	Complete 06/08/2018	Kailey Hill	06/08/2018
		<i>Notes:</i> The Instructional Leadership Team reviews assessment data, conducts observations, plans for training, reviews lesson plans, and monitors any other pertinent data as in relates to student learning.			
2	8/4/16	Utilize the agenda and minutes feature in NCStar for SIT meetings and incorporate the Plan Do Study Act (PDSA) model to monitor progress School Improvement Plan goals.		SIT Chairperson	06/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS.			
3	8/4/16	Each PLC will utilize the PDSA model during their meetings and upload meeting minutes to the appropriate Google folder.		PLC Chairpersons	06/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS.			
4	9/15/16	Using the Plan Do Study Act (PDSA) model, PLCs are tasked to review data from multiple sources to determine the effectiveness of policies, procedures, and activities which fall under this heading as they relate to the school improvement plan and ultimately attainment of the school vision. PLCs then report findings to include successes and suggestions for improvement to the school improvement team.		PLC Chairperson	06/01/2019
		<i>Notes:</i> Information and decisions made should be based on quantifiable evidence which includes but is not limited to discipline data, parent participation rates, assessment data, stakeholder perception data, safety, health, and custodial inspections, staff evaluations to include NCEES, attendance rates, student participation rates. Data will be disaggregated to identify trends for the different groups of students which includes but is not limited to race, ethnicity, gender, income, special education, grade level, and English Language Learners. Stakeholders will have access to the school's progress through NCStar. August 2018: This action has been modified and the target date extended as we initiate our transition to MTSS. PLCs include grade level teams (K-5), PBIS, Academic Success, Climate, Family & Community Involvement, Parent Advisory Board, and the Instructional Leadership Team.			
5	8/6/18	MTSS monthly meetings will serve as the second leadership meeting as required for NCStar.		Principal	06/01/2019
		<i>Notes:</i>			
Implementation:			06/28/2018		
	Evidence	6/28/2018 Please refer to the school improvement plan evidence spreadsheet uploaded as supporting documentation.			
	Experience	6/28/2018 The school improvement team met once a month and the instructional leadership team met once a month.			
	Sustainability	6/28/2018 These meetings will continue on a monthly basis. Manchester Elementary will begin the transition to MTSS in the 2018-2019 school year.			

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
Initial Assessment:		In June 2016, the school improvement team completed the Comprehensive Needs Assessment and determined that the school would continue with the following committees as Professional Learning Communities (PLCs): PBIS, Academic Success, School Climate, and Family & Community Engagement. These PLCs meet once a month. The staff handbook outlines the PLCs areas of responsibility.	Limited Development 09/13/2016		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	

How it will look when fully met:		Each Professional Learning Community will review data from multiple sources to determine the effectiveness of policies, procedures, and activities which fall under each PLC's area of responsibility as they relate to the school improvement plan and ultimately the attainment of the school vision. A representative from every PLC will report findings to include successes and suggestions for improvement to the school improvement team. Activities should be planned in advance. Progress should be monitored at 3 months, 4 weeks, and 2 weeks before the scheduled date of the event. Using the PDSA model, the PLC will hold an after action review to determine the success of the event and any options for improvement. Evidence that the objective has been fully met includes but is not limited to meeting minutes, sign-in rosters, surveys, assessments, event plans.		Kailey Hill	06/01/2019
Action(s)	Created Date		3 of 5 (60%)		
1	9/15/16	Schedule dates for PLCs to meet.	Complete 08/28/2017	Kailey Hill	09/29/2017
	<i>Notes:</i>				
2	9/15/16	PLC members elect a chairperson to facilitate meetings and disseminate information.	Complete 09/11/2017	Kailey Hill	09/29/2017
	<i>Notes:</i> (SIT representatives report progress to SIT.)				
3	9/15/16	Each PLC uploads meeting agenda and minutes to the Google Drive and share the documents with the staff.	Complete 04/23/2018	PLC chairperson	06/08/2018
	<i>Notes:</i>				
4	8/7/18	PLCs will use the Plan Do Study Act model (PDSA), applicable school improvement objectives and actions, and PLC area of responsibility description as a framework for meetings and activities.		PLC Chairperson	06/01/2019
	<i>Notes:</i>				
5	8/7/18	At least one member of each PLC should also be on the school improvement team.		SIT chairperson	10/01/2019
	<i>Notes:</i>				
Implementation:			06/28/2018		
Evidence	6/28/2018	Please refer to the school improvement plan evidence spreadsheet uploaded as supporting documentation.			
Experience	6/28/2018	Grade level PLCs met weekly.			
Sustainability	6/28/2018	We will continue to meet by grade levels on a weekly basis. Manchester Elementary will begin the transition to MTSS in the 2018-2019 school year. In order to satisfy the requirements for full MTSS implementation, we must continue to analyze data from all sources and apply a tiered system of instruction and interventions to meet the needs of the individual student and the school as a whole.			

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
Initial Assessment:		The administrative team has had a schedule for learning walks (quick 5-10 minute mini-observation), and more formal observations recorded in NC Educators' Effectiveness System (NCEES), and grade level collaborative planning. However, day to day emergencies frequently led to abbreviated or missed observations and delayed post-conferences. A review of the most frequent interruptions showed two consistent trends, unannounced parent meetings and student discipline.	Limited Development 08/04/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	

How it will look when fully met:		Teacher observations (formal, informal, and learning walks), observation feedback both informal and post-conferences, and instructional leadership team meetings will receive first priority. Quick feedback for observations will be provided to the teacher by the end of the school day. Instructional Leadership Team will meet weekly. A rotating schedule for administration allows the principal or assistant principal to attend all grade level planning meetings each week. Crucial conversations around data are the norm and a collaborative effort among the Instructional Leadership Team, Academic Success PLC, and teachers. Using PBIS and Alternative Behavior Educator, staff know how to triage and de-escalate discipline issues to prevent unnecessary interruptions for administration. Parents follow well-publicized procedures to meet with the administration at designated times that are prompt and conducive to both the parent's and principal's schedules.		Kailey Hill	11/01/2019
Action(s)	Created Date		5 of 7 (71%)		
1	8/4/16	Establish a schedule for Instructional Leadership Team meetings, grade level collaborative planning, learning walks, and observations for the school year which is uploaded to the Google calendar.	Complete 08/28/2017	Kailey Hill	09/01/2017
		<i>Notes:</i> Monitor weekly. Update as necessary. Successful implementation will be documented through timely completion of NCEES observation cycles, emailed quick feedback, agendas/minutes from grade level planning and the Instructional Leadership Team meetings.			
2	8/4/16	Provide differentiated training for veteran staff, new to the school staff, new to CCS staff, new to NC staff on NCEES and CCS learning walks with follow-up training as necessary.		Principal	11/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended.			
3	8/4/16	Two teacher leaders will provide a total of 10 hours of professional development on Conscious discipline and Student Engagement for teachers as a part of the Cumberland County Schools Professional Development Strands.	Complete 08/01/2017	Sherrell Davis and Kayla Schlick	06/15/2018
		<i>Notes:</i> During the 2016-2017 school year, teachers have the option to choose Conscious Discipline or Student Engagement as one of four options for their professional development plan (PDP). Based on teacher feedback and end of year assessments, we will use Meaningful Alignment and PBIS training to reduce disciplinary issues which might interrupt an administrator's evaluation of a teacher.			
4	9/15/16	Train staff on Alternative Behavior Educator (ABE) behavior management system. Every teacher will access ABE and document student misbehavior, analyze data, and implement interventions.	Complete 10/16/2017	Heather DeSorbo	10/31/2017
		<i>Notes:</i>			
5	8/1/17	Utilize school and district level resources to provide tiered support for teachers.	Complete 06/08/2018	Instructional Coaches	06/08/2018
		<i>Notes:</i>			
6	8/1/17	Use online informal observation form to provide instant feedback to teachers after a classroom visit.		Instructional Coach(es), AP, Principal	11/01/2018
		<i>Notes:</i> August 2018: This action has been modified and the target date extended			
7	8/1/17	Office staff utilizes standard procedures for notifying administration of parent concerns.	Complete 08/28/2017	Ramona Coles	10/31/2017
		<i>Notes:</i>			
Implementation:			04/23/2018		
	<i>Evidence</i>	4/23/2018			
	<i>Experience</i>	4/23/2018			
	<i>Sustainability</i>	4/23/2018			
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:		Grade level Professional Learning Communities (PLC) looked at assessment data primarily as a grade level, at the class level, and at the individual student. Professional development centers around teachers differentiating instruction.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The School Improvement Team, each Professional Learning Community for its respective area, and each teacher will specifically review disaggregated data which includes English Language Learners, Special Education, 504, McKinney Vento Act students as well as race/ethnicity and gender. PLCs will look for trends among these groups every quarter. The PLCs will determine areas of immediate need based on the data review. Staff will utilize available resources (district, state, book studies, workshops, etc.) to improve the efficacy of instruction for these groups. Title I and II funds will be used to acquire research-based professional development resources in these high need areas. PLCs will track progress among these groups and share reports with the school community at SIT and parent advisory meetings. Evidence that the objective has been fully met will include data sources, agenda and/or minutes from the data review, sign-in rosters for professional development, SIT and PLC minutes.		Kailey Hill	06/01/2019
Action(s)	Created Date		1 of 3 (33%)		
1	9/13/16	Using the PDSA model, PLCs are tasked to review data from multiple sources to determine the effectiveness of instruction, policies, procedures, and activities which fall under this heading as they relate to the school improvement plan and ultimately the attainment of the school vision. PLCs then report findings to include successes and suggestions for improvement to the school improvement team.		PLC Chairperson	06/01/2019
<i>Notes:</i>		Data will be scrutinized to identify trends for the different groups of students which includes but is not limited to race, ethnicity, gender, income, special education, grade level, and English Language Learners. PLCs represented include grade level teams (K-5), PBIS, Academic Success, School & Staff Climate, Family & Community Engagement, Parent Advisory Board, and the Instructional Leadership Team. August 2018: This action has been modified and the target date extended.			
2	9/15/16	Based on PLC reports and the recommendation of the Instructional Leadership Team, the School Improvement Team will determine professional development activities and allocate resources for these activities to support the attainment of the school vision and mission.		SIT Chairperson	06/01/2019
<i>Notes:</i>		August 2018: This action has been modified and the target date extended			
3	9/15/16	The Instructional Leadership Team will meet weekly to discuss most recent academic data from grade levels and each classroom to identify strengths and weaknesses in instruction. With the district support and input from of the PLCs, the Instructional Leadership Team will determine a course of action to improve student learning to present to SIT.	Complete 04/23/2018	Instructional Coaches	06/08/2018
<i>Notes:</i>					
Implementation:			04/23/2018		
<i>Evidence</i>		4/23/2018			
<i>Experience</i>		4/23/2018			
<i>Sustainability</i>		4/23/2018			
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
Initial Assessment:		Staff members have the option to participate in the hiring process for new staff. Certified staff are evaluated according to the North Carolina Educator Effectiveness System (NCEES) as required by state law. Classified staff are evaluated using district procedures and criteria.	Limited Development 08/30/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		

How it will look when fully met:		Staff members will take an active role in the evaluation process. Administration will encourage that staff members participate in evaluation training that helps them better understand the expectations of the NC Department of Public Instruction, Cumberland County Schools, and the school administration. Professional Development Plans strongly correlate with employee self-assessments and assessment data such as EVAAS. Staff will also use perception data to help determine their impact on co-workers, students, parents, and the community. Staff will regularly take the opportunity to acknowledge setbacks and celebrate accomplishments.		Simone Dennison	04/01/2020
Action(s)	Created Date		3 of 7 (43%)		
1	9/15/16	All certified staff will watch the CCS NCEES orientation within the first 10 days of the school year.	Complete 09/11/2017	Principal	09/15/2017
Notes:					
2	9/15/16	The principal will conduct the first observation for all certified staff who are new to teaching or new to the school. The principal will use the pre-conference and post-conference to facilitate a deeper understanding of the teaching standards.	Complete 12/18/2017	Principal	12/21/2017
Notes:					
3	9/15/16	The first observation for all certified staff will be a formal observation with pre-conference and post-conference.	Complete 09/29/2017	Assistant Principal	09/29/2017
Notes:					
4	9/15/16	Instructional Leadership Team will develop a differentiated instructional support plan for each teacher based on his/her professional needs. Evidence will be documented in PDPs, professional development rosters, and correspondence.		Instructional Coach(es), AP, Principal	11/01/2019
Notes:		August 2018: This action has been modified and the target date extended.			
5	9/15/16	The climate PLC will celebrate staff members' successes regularly.		Climate Chairperson	06/01/2019
Notes:		August 2018: This action has been modified and the target date extended.			
6	8/7/18	The administration will conduct an informal evaluation using and post-conference with classified staff during the first nine weeks of school and before the end of third nine weeks of school to facilitate the professional development of our classified staff.		Assistant Principal, Principal	04/01/2020
Notes:					
7	8/7/18	New staff will receive additional support to acclimatize them to Manchester Elementary which includes but is not limited to new staff training at the beginning of the year, connecting them to a "buddy" on staff, and scheduled opportunities to meet with administration.		Assistant Principal, Principal	11/01/2019
Notes:					
Implementation:			04/23/2018		
Evidence		4/23/2018			
Experience		4/23/2018			
Sustainability		4/23/2018			
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:		Manchester Elementary utilizes student handbooks, Positive Behavior Interventions and Support (PBIS), Class Dojo, and our website to relay school expectations. In order to meet this expectation, we will provide families with opportunities to be trained on discipline strategies to help at home. All teachers will be using Class Dojo to communicate with families. Also, we will be using Alternative Behavior Educator (ABE).	Limited Development 08/30/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	

How it will look when fully met:		The communication between home and school is consistent, productive, and through a variety of mediums. ParentLink messages (prerecorded phone calls) reach over 80% of the intended recipients. Class Dojo texting feature is primary means of communication between teachers and parents. Class Dojo School Story, Class Story, and Student Story provide relevant information to parents about curriculum and parent involvement activities. When necessary paper-based communication is sent home in students' notebooks. Parent Education Nights feature curriculum workshops as well as personal development workshops and cater to parents interests based on their responses to parent surveys. Parents feel that the relationship between the school and community is productive. They also feel that they have an important and practical role in their children's education as indicated on parent surveys.		Kayla Schlick	06/01/2020
Action(s)	Created Date		4 of 8 (50%)		
1	9/15/16	Manchester Principal's Minute (weekly ParentLink message) goes out to parents every Sunday evening with updates about the next week's events in 90 seconds or less.	Complete 06/08/2018	Principal	06/08/2018
		<i>Notes:</i>			
2	9/15/16	Class Dojo School Story is published at least once a month highlighting a topic on curriculum and/or student learning and the story is published to the school website.		Academic Success PLC Chairperson	11/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended.			
3	9/15/16	The school website will be updated at least twice a month with relevant information for parents.		Webmaster	06/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended			
4	9/15/16	Revise the Parent Teacher Conference Form so that the parent will know the right questions to ask to get a better understanding of their children's academic progress.	Complete 09/20/2017	Principal	10/31/2017
		<i>Notes:</i>			
5	9/16/16	Parent Teacher Conferences and teacher Data Days will be scheduled to coincide with benchmark assessments instead of at the end of the grading period. Within two weeks of the conclusion of benchmark assessments, teachers will participate in a Data Day in order to have dedicated and uninterrupted time to analyze the assessment date. Within two weeks of the Data Day, teachers will invite parents to discuss the updated data at a parent teacher conference.	Complete 04/16/2018	Principal	06/08/2018
		<i>Notes:</i>			
6	9/16/16	Students will be able to access, monitor, and share academic progress in reading, writing, and math for grades K-4 and reading, writing, math, and science for 5th grade.		Academic Success PLC Chairperson	06/01/2019
		<i>Notes:</i> August 2018: This action has been modified and the target date extended. The task is to be shared with the Academic Success PLC. Portfolios should be a teacher-student collaboration and updated monthly.			
7	8/1/17	Parent Education Nights or curriculum nights occur five times during the evening over the course of the school year. Parent Education Nights will focus on educating parents about assessments, reading, math, science, and technology as well as how they can support academic growth in these areas.	Complete 05/17/2018	Academic Chairperson	06/08/2018
		<i>Notes:</i>			
8	8/7/18	Parent University will replace Parent Education Nights. Parent U. will offer a monthly event which combines where parents will be equipped to help their children be successful in school (i.e., academic and behavior support) and opportunities meet parents' needs (i.e., workshops on finance, job-seeking, healthy living, parenting, etc.) Parents who participate in 80% of the Parent U. events will be awarded a certificate at the June Awards Day ceremony.		FACE PLC Chairperson	06/01/2020
		<i>Notes:</i>			
Implementation:			06/28/2018		
Evidence		6/28/2018			

<i>Experience</i>	6/28/2018 We realized that keeping our families involved required finding ways to reach away from our campus. We experimented with events at the local recreation center and online using Facebook Live and the smartphone app Class Dojo.			
<i>Sustainability</i>	6/28/2018 We will need to continue current efforts and become more creative in our attempts to reach our families.			