

Comprehensive Progress Report

Mission:

The mission of Williston Middle School, in collaboration with our parents and community, is to provide children an excellent education in a healthy and safe learning environment where they are prepared with the critical skills to reach their full potential in a twenty-first century global society.

Vision:

Our mission is to be intentional in building a school community in which all stakeholders, including students, staff, families, and community members, collaborate to provide a safe, nurturing, and equitable learning environment where all members are empowered to reach their highest academic, social, emotional and personal potential.

Goals:

Using EVAAS Data, all students will demonstrate one year's worth of growth in Reading and Math.



! = 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:			Currently Williston is using PBIS in order to accomplish this task. We are employing some incentives to encourage staff members to utilize the the program.	Limited Development 10/19/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			PBIS should be employed by all teachers in order to positively reinforce good behavior at Williston. Evidence is attached below. PBIS Matrix: https://drive.google.com/open?id=1qu0omTyK8f8y-yjyXtrXrhEtzm1WF3qi Roar Auditorium: https://drive.google.com/file/d/0Bzs4IG9_bYYPME5wQk83VWJmWk0/view?usp=sharing Hallways Roar: https://drive.google.com/file/d/0Bzs4IG9_bYYPVUYzMDRIeE40Vk0/view?usp=sharing	Objective Met 05/21/18	David Pena	05/10/2018
Actions						
	10/19/17	Mr. Braun will report ABE use stats to the staff at regular staff meetings (and in newsletter) and will recognize members based on those stats.	Complete 05/21/2018	Mr. Braun	05/25/2018	
Notes:						
	10/19/17	A ticket system similar to the tiger tickets that we curently use for positively reinforcing student behaviors will be modeled during the staff meetings to award staff members.	Complete 04/16/2018	Mr. Braun	05/25/2018	
Notes:						
Implementation:				05/21/2018		

Evidence			5/21/2018 Hallway ROAR: https://drive.google.com/file/d/0Bzs4lG9_bYYPVUYzMDRIeE40Vk0/view?usp=sharing Auditorium ROAR: https://drive.google.com/file/d/0Bzs4lG9_bYYPME5wQk83VWJmWk0/view?usp=sharing Matrix: https://drive.google.com/file/d/0B6tWEmP1JWoQWVd6aFI2aWp3YkE/view?usp=sharing			
Experience			5/21/2018 We have been working toward this goal for a few years now. Teachers are becoming more accustomed to the process.			
Sustainability			5/21/2018 Each year will require a review of the PBIS process with each group of students.			
		A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Select 6th grade teachers have a Mastery Notebook in place that they use with students.	Limited Development 05/21/2018		
How it will look when fully met:			Each 6th grade CORE teacher will keep a mastery notebook for student consultation.		Erin McNaughton	05/24/2021
Actions				1 of 3 (33%)		
	5/21/18	Sixth grade teachers will complete the mastery notebook on a quarterly basis.		Complete 05/06/2019	Erin McNaughton	05/30/2019
Notes:						
	5/3/19	Select 6th grade teachers will train other grade levels to use mastery notebooks.			Erin McNaughton	01/30/2020
Notes:						
	5/3/19	All teachers will enforce use of the mastery notebook for students.			Erin McNaughton	05/30/2021
Notes:						

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>			Standards-based units have been created.	Limited Development 05/21/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			The units need to be shared with staff members. Teachers will use planning time to meet with teams and/or grade levels to keep abreast of progress made and make adjustments as needed.	Objective Met 05/21/18	William Freeman	05/21/2018
<i>Actions</i>						
	5/21/18		Share the location of the files with teachers. Meet regularly to report progress toward goals.	Complete 05/21/2018	William Freeman	09/01/2018
<i>Notes:</i> Curriculum resources: https://sites.google.com/a/nhcs.net/nhcs-mathematics-k-12/middle-school/curriculum-resources						
<i>Implementation:</i>			05/21/2018			
<i>Evidence</i>	5/21/2018		Teachers meet weekly to update progress toward goals: https://sites.google.com/a/nhcs.net/nhcs-mathematics-k-12/middle-school/curriculum-resources			
<i>Experience</i>	5/21/2018		Teachers meet weekly to address concerns and keep pace aligned.			
<i>Sustainability</i>	5/21/2018		Teachers will need to continue to meet weekly.			

		A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Data driven goals or all of our subgroups. Students are scheduled with like abilities. We offer High School course credits (compacted Math, Math I, American History, Earth and Environmental Science). We have a STAR period for every student during the day to address the needs of all students whether it is remediation or enrichment.	Limited Development 08/21/2019		
How it will look when fully met:			<p>-By the end of the year we expect for our school to have a clear process on how we identify and asses our students. We also hope to clearly define how we will implement reaching these specific areas school wide and all teachers will be aware of the process.</p> <p>-Determine a process on how we plan to continue to monitor these targeted groups and how we can continue to increase the instruction</p> <p>-Ensuring our teachers are clear on the students they are teaching and that our teachers feel comfortable to meet the unique needs of all students (IEP Meetings, PLC Agenda's, MTSS meetings, ELL meetings, AIG meetings). This may also include mini sessions in the building to help work through specific cases to ensure ALL teachers truly understand the needs of ALL students.</p> <p>-We plan to survey our staff to asses if we have the knowledge in the building to support addressing our needs for training's.</p>		Brandus Townsend	06/12/2020
Actions				0 of 3 (0%)		
	9/9/19	Survey staff to determine areas of need for training's occurring 4 times a year (ELL, AIG, IEP)			Leyna Varnum	09/30/2019
Notes: Mr. Kirby will make special announcement in staff meeting about the survey they should be receiving the end of the month						
	9/9/19	Teachers will meet weekly and a weekly agenda will be turned into administration that includes how they are collaborating to meet the unique needs of all students.			Askia Kirby	06/12/2020
Notes:						
	9/9/19	Provide PD throughout the year to help teachers better understand accommodating the needs of our AIG students, ELL students and students with IEP's.			Sarah Veit, Brandy Townsend, Leslie Posey	06/12/2020
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			During the 2017-2018 School Year, the SIT will use CFA Data and Benchmark Assessment Data to determine the students needing additional instructional support, or support to enhance what is being taught in Core Classes.	Limited Development 11/06/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			Students will receive additional support to Core Instruction during STAR time periods. Evidence will be provided by the Lesson Plans created for the STAR Period.	Objective Met 05/06/19	Leyna Varnum	05/24/2019
<i>Actions</i>						
	4/16/18		Data will be collected to determine which students need placement in specific STAR classes. Those classes will then be formed using the data.	Complete 05/06/2019	Cheryl Williams	05/06/2019
<i>Notes:</i> STAR classes will change accordingly as needed after each grading period or benchmark.						
<i>Implementation:</i>			05/06/2019			
<i>Evidence</i>			5/6/2019 (See google file for 3.01 evidence).			
<i>Experience</i>			5/6/2019 District-wide meeting for NC Check-ins were completed this year to look at where students stood with each objective. The first benchmark meeting focused mainly on the scores. The second benchmark meeting was more of an EdCamp style. There was an ELA Vertical Alignment Retreat that also assisted with these efforts. For math, the benchmarks were also accompanied by district meetings.			
<i>Sustainability</i>			5/6/2019 District and local meetings are needed.			

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:			The school consistently has MTSS meetings and uses data to label students and group them accordingly.	Full Implementation 05/03/2019		
		A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our EC and RegEd teachers have a common planning period. Administration has created a schedule where EC teachers will have one specific area to focus on throughout the building. However, due to IEP meetings and our large EC population this is sometimes a difficult time to collaborate. We are restructuring our planning time to allow for better planning with IEP meetings as well as collaboration.	Limited Development 08/21/2019		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			1. Teachers document interaction with students and parents in ABE. 2. Teachers, support staff and administration are in contact with parents regularly for positive reinforcement as well as negative behavior. 3. Teachers are in direct contact with support staff via email, phone call, text, etc. as needed for immediate intervention. 4. Teacher connect students with programs though CIS and community-based resources to be sure that mentoring and tutoring are available to every student in need. 5. Teachers maintain communication within and among teams to share concerns about students' emotional health, attendance, and social concerns.	Limited Development 03/03/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Staff will continue to use ABE to log points for students, etc. Staff will also receive Professional Development from a local school counselor on approach methods regarding students who have/are currently experiencing Trauma/Crisis. The evidence that will be provided will include part of the Trauma presentation presented to the staff.	Objective Met 02/05/18	Erin McNaughton	03/13/2018
Actions						
		2/5/18	Staff will receive Professional Development from a local school counselor on approach methods regarding students who have/are currently experiencing Trauma/Crisis.	Complete 03/07/2018	Erin McNaughton	03/13/2018
Notes:						
Implementation:			02/05/2018			
Evidence		2/5/2018 Will upload presentation via Guthrie.				
Experience		2/5/2018 Mr. Villines scheduled Professional Development with a local school counselor to present information on this topic.				
Sustainability		2/5/2018 New staff members will need to be trained.				

	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:			Once a nine weeks, grade level content areas plan to align instructional activities.	Limited Development 10/19/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Vertically-aligned lessons that focus on particular grade-level standards will be in place. Mr. Villines will provide substitutes for teachers once per semester so that teachers can create, examine, and evaluate a vertical alignment plan. Mrs. Varnum will lead the meetings. Evidence: https://docs.google.com/document/d/1aWsl9JFru79Ea0lqlZpQ_DP-6nwM1bA50600D1D4PIo/edit?usp=sharing	Objective Met 04/27/18	Leyna Varnum	05/25/2018
Actions						
10/19/17		Protected planning time will be made available each semester to enable teachers to vertically align curriculum goals and ensure no overlap.		Complete 04/27/2018	Leyna Varnum	05/25/2018
Notes: The second meeting will occur at the end of the school year. Discussion is taking place about possibly expanding this to 4 meetings per year for next school year.						
Implementation:			04/27/2018			
Evidence		4/27/2018 Evidence: https://docs.google.com/document/d/1aWsl9JFru79Ea0lqlZpQ_DP-6nwM1bA50600D1D4PIo/edit?usp=sharing				
Experience		4/27/2018 Mr. Villines found the funding to provide the substitutes in order for this to occur on a school day. Unfortunately, he couldn't provide funding for the first semester this year but plans to do so next school year. Mrs. Varnum will continue to develop the plans for each meeting.				
Sustainability		4/27/2018 Funds will be made available to cover substitutes so that this process will continue to occur.				

		A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
Initial Assessment:			EYES program Climate/ Leadership team Facing history Community ties Resiliency trained teacher.	Limited Development 08/21/2019		
How it will look when fully met:			-We are hopeful that our entire school has a plan on how to meet the cultural needs of our population. We have many teachers who implement lessons, but are hopeful the entire school will be more responsive to our population of students. -We also plan to continue our work with EYES and Facing History		Kim Clark	06/12/2020
Actions				0 of 2 (0%)		
	9/9/19		purchase and establish a book study using a Culturally Responsive book for our teachers to read and discuss		Bobby Garcia	06/12/2021
<i>Notes:</i> -Teachers will read a chapter monthly and discuss in a collaborative platform (PLC)						
	9/9/19		-Provide an opportunity for discussion in grade level meetings to discuss the chapter in the book -The teams of teachers will create action steps from the chapter -Highlight staff members in staff meeting to showcase successful implementation		Alisha Sheesley	06/20/2021
<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
Initial Assessment:			District has provided evidence of LEA support and Improvement Team.	Full Implementation 03/26/2019		

	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
<i>Initial Assessment:</i>			We have a School Improvement Team that meets once per month and a leadership team that meets weekly. The SIT meetings/minutes can be accessed already. The Leadership minutes are kept on a running document, which I have provided a link to as evidence.	Full Implementation 05/03/2019		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers/school personnel do not receive encouragement/support for physical/mental health.	Limited Development 04/16/2018		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			A committee will be formed to assess current status of staff. Committee will use data to form program for teachers, which may include organized healthy events, healthy food initiative, healthy reward options for students/teachers, and/or other methods of encouraging healthy attitudes and bodies at Williston Middle School.	Objective Met 06/17/19	Kim Loye	05/30/2021
Actions						
	3/26/19		Create committee of volunteers that will meet consistently to work on the initiative of promoting and supporting the physical and emotional health of all school personnel.	Complete 08/30/2017	Beth Whittington	08/30/2017
<i>Notes:</i>						
	3/26/19		Committee will conduct a survey to send out to staff regarding health interests to guide the planning of the committee.	Complete 09/07/2017	Beth Whittington	10/31/2017
<i>Notes:</i>						
	3/26/19		Committee will send updates/opportunities/successes in the form of emails and/or newsletters.	Complete 06/17/2019	Beth Whittington	06/30/2019

Notes:

Implementation:		06/17/2019		
Evidence	6/17/2019			
Experience	6/17/2019			
Sustainability	6/17/2019			
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
Initial Assessment:		We do have teams with specific duties and time for planning.	Full Implementation 05/03/2019	Target Date

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
Initial Assessment:		Principals regularly complete formal evaluations and give comments and feedback. Mentors give regular feedback to beginning teachers. Peers observe one another and provide feedback quarterly. A priority for this year includes more informal feedback from admin and all instructional support staff.	Limited Development 05/02/2016	Target Date
How it will look when fully met:		Teachers are asking for more feedback. Mentors should be provided with the opportunity to observe teachers in order to give regular feedback. More peer observation opportunities are needed. Encourage feedback from administration walk-throughs. Feedback on weekly lesson plans would be more helpful than daily.	Objective Met 04/16/18	Askia Kirby 05/31/2019
Actions				
1/31/17		Mentors will give feedback to prospective teachers on a regular basis.	Complete 04/04/2017	Mentors 05/31/2017
Notes:				

1/31/17	Provide mentors with the opportunity to observe.	Complete 02/27/2017	Ron Villines	05/31/2017
<i>Notes:</i>				
1/31/17	Mentors will look over daily lesson plans or allow weekly plans instead of daily.	Complete 04/17/2017	Ron Villines	05/31/2017
<i>Notes:</i>				
1/31/17	Administration will do walk-throughs on regular basis and provide feedback.	Complete 04/17/2017	Administration	05/31/2017
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Teacher quality and experience			
		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Mentor advisor and mentors meet regularly.	Limited Development 01/31/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Mentors will meet with new teachers on a regular basis. Mentor advisor will provide support as needed.	Objective Met 06/17/19	Wendy Mateos	05/24/2019
Actions						
6/17/19			1. Assign mentors for new teachers. Set up meeting schedule for the school year. 2. Meet periodically with all new teachers and mentors.	Complete 06/17/2019	Kim Loye	06/20/2019
Notes:						
Implementation:			06/17/2019			
Evidence			6/17/2019			
Experience			6/17/2019			
Sustainability			6/17/2019			

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:			SIT team looks at EOG math and reading scores, but some school-wide PD decisions are made for us at the district level. Instructional leadership has some autonomy to develop implementation plan for school-wide PD. SIT looked at school wide behavior data to determine school wide classroom management PD (poverty sim.) and decided to implement in the fall. Teachers pursue individual PD based on content interests.	Limited Development 05/02/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Our leadership team will consider both disaggregated student outcome data and data on patterns of professional practice (through walkthroughs) to determine professional development needs and to plan appropriate PD opportunities. During faculty meetings, teachers will be invited to share innovative approaches to learning, and Professional Development opportunities will be offered based on faculty interest and student success. SIOP and ELMS training will be provided for leaders in the ESL and general education departments based on needs of students as evidenced by documented success and areas of opportunity.	Objective Met 05/21/18	Leyna Varnum	05/31/2017
Actions						
	3/6/17	Instructional coaches (ELA and Math) and ESL staff will attend SIOP training.		Complete 02/20/2017	Angie McKinney	05/31/2017
Notes:						
	3/6/17	A digital PD on PBIS will be developed and required of all staff.		Complete 04/04/2017	Angie McKinney	05/31/2017
Notes:						
	3/6/17	PBIS will meet regularly to evaluate and implement positive behavior incentives and support.		Complete 03/01/2017	Angie McKinney	05/31/2017
Notes: Sample newsletter attached for evidence. https://drive.google.com/file/d/1reGtyLVh71wQ3bUfBxBczORCaBL2OiCK/view?usp=sharing						
	1/31/17	Take inventory of the best practices in school and use these to create a google doc for walk-through visits.		Complete 05/21/2018	Administration	05/31/2017

Notes: Evidence:

<https://drive.google.com/file/d/1WxRP2xWe03Jk7IUXXi9aN6935YBieJjQ/view?usp=sharing>

1/31/17	Administration will perform periodic walk-throughs and give feedback in a google document, in order to progress monitor and develop school-wide PD needs.	Complete 05/21/2018	All Staff	05/31/2017
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Notes:

Implementation:	05/21/2018			
Evidence	5/21/2018 The form can be accessed here: https://drive.google.com/file/d/1WxRP2xWe03Jk7IUXXi9aN6935YBieJjQ/view?usp=sharing			
Experience	5/21/2018 Staff members wanted consistency in walk-through observations in the form of a checklist so that the data could be used for future evaluations.			
Sustainability	5/21/2018 Admin will continue to update and use the adaptable form.			

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:			Williston currently offers few incentives to teachers seeking employment in a low performing, focus, priority school. The district does pay for teachers to seek National Board Certification, but that is not unique to our school. Next year, Williston will work with the district to pursue a possibility of "impact pay," an incentive pay for agreement to maintain a 3 year commitment to employment at Williston.	Limited Development 05/02/2016		
How it will look when fully met:			An additional supplement or cash incentive should be offered to employees working at Williston through NHCS since Williston is a low performing, focus, priority school. A retention policy should be in place to discourage faculty transfers within the county, hopefully resulting in lower turnover rates for Williston. Williston will solicit reward programs from existing committees within the school, as well as organizations outside of school. Any staff replacements that need to be made should involve current staff members during the interview process.	Objective Met	Kim Loye	05/31/2017
Actions				5 of 5 (100%)		
	1/31/17	District will offer an increased supplement for teachers in priority schools.		Complete 08/02/2016	NHCS	08/02/2016
Notes:						
	1/31/17	District will require 3 years of service before being eligible for a transfer.		Complete 01/09/2017	NHCS	01/31/2017
Notes:						
	1/31/17	Williston will increase teacher recognition utilizing various committees, such as PTA, Sunshine, PBIS, Rotary Club, etc.		Complete 11/14/2016	Committee Chair Person	01/31/2017
Notes:						
	1/31/17	Williston will increase involvement of relevant team members in the interviewing process.		Complete 01/09/2017	Ron Villines	01/31/2017
Notes:						
	1/31/17	Williston will utilize the Teacher Working Conditions Survey, Letter of Intent, and/or School Climate Survey to determine if the above tasks increase teacher retention and morale.		Complete 04/04/2017	Ron Villines	05/31/2017
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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>In August of 2019, we knew teachers communicated in assorted methods but did not provide documentation that this was happening across the board.</p> <p>Throughout the school year, information was shared with a team member to provide evidence that this is taking place. In April of 2019, a folder was shared with the SIT showing evidence that this goal had in fact been met.</p>	Limited Development 03/26/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Teachers will communicate with parents/guardians about our expectations and provide them with resources/strategies to assist their children at home. As evidence we will provide samples of newsletters, Remind, ConnectED memos, screenshots of teacher websites, samples of newsletters, screenshots of teacher social media pages.	Objective Met 05/03/19	Kelly Stewart	06/01/2020
Actions						
3/26/19			Teachers will choose a preferred method of contact for parents and use that method on a regular basis.	Complete 04/01/2019	Kelly Stewart	06/01/2020
Notes:						
Implementation:		05/03/2019				
Evidence		5/3/2019 https://drive.google.com/drive/folders/1seQUWZcaCftgXjfbRj5uBvBB9yPL1jBy?usp=sharing				
Experience		5/3/2019 Though we had hoped it was being implemented already, we weren't sure if it was being done across the board. Kelly Stewart reached out to teachers and found an abundance of evidence that this is taking place.				
Sustainability		5/3/2019 Teachers/Williston will continue to involve parents and reach out to them for attendance in events and in making decisions for students.				

