

Comprehensive Progress Report

Mission:

Mission (District)

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Core Beliefs (District)

Every student deserves to be challenged in meaningful learning each day.

#1 - Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

#2 - Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

#3 - Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.

#4 - The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.

#5 - The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

#6- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Vision:

Lufkin Road Middle School is committed to celebrating our diverse learning community while continuing to foster acceptance and understanding of all stakeholders. Students will be equipped with the skills necessary to grow socially, emotionally, and academically in preparation for their future.

Goals:

By June 2022, Lufkin Road Middle School will have an overall proficiency of 85% on NC EOG/EOC; will exceed expected growth according to EVAAS data and all subgroups will increase proficiency in Reading and Math.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>(2020-2021) All students participated in orientation modules at the start of the school year to acclimate them to classroom expectations in the remote learning environment. Teachers will utilize Talking Points as a platform to communicate behavior concerns with parents.</p> <p>(2018-2020) All teachers and students are participating in Positivity Project to build positive relationships with students, along with a school-wide behavior plan implementation that is consistent to every grade and track.</p> <p>Students participate in P2 lessons daily and school-wide behavior plan includes teacher- monitored BOLT tracker.</p>	Limited Development 08/02/2018		
<i>How it will look when fully met:</i>		<p>(2020-2021) All students will participate in a safe learning environment where classroom rules and procedures are clearly defined and teachers communicate expectations with students and families via the Talking Points platform.</p> <p>(2018-2020) All teachers employ effective classroom management and reinforce classroom rules and procedures in accordance to school-wide behavior plan by positively teaching them while building relationships with students through the the Positivity Project.</p>		Courtney West	06/30/2021
Actions			5 of 9 (56%)		
	8/2/18	The whole school community will establish school-wide procedures that contain clear and consistent behavior expectations (Bolt Tracker, Bolt Bucks, Recharge).	Complete 10/01/2018	Tiffany Cooper	10/01/2018
<i>Notes:</i>					
	8/2/18	Staff will analyze student behavior data quarterly to monitor implementation of school-wide procedures and behavior expectations.	Complete 06/28/2019	Tiffany Cooper	06/28/2019

Notes: Analysis of behavior data will first be analyzed by the behavior team, and then will also occur in SIP meetings. SIP team members will make connections when applicable to academic progress. Findings through the SIP and behavior team analysis will be brought to staff, in an effort to address concerns on academic and behavioral progress.

8/24/18	All staff members will teach and reinforce school-wide procedures for behavioral expectations aligned with Positivity Project (P2).	Complete 06/28/2019	Tiffany Cooper	06/30/2019
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1/7/20	All staff members will teach and reinforce school-wide procedures for behavioral expectations aligned with Positivity Project (P2).	Complete 06/30/2020	Emily Hostetter	06/30/2020
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10/6/20	Students will engage in a 2 week orientation at the beginning of the year to help them learn to navigate components to be used in remote learning (google drive, meet, classroom, class schedules, powerschools, meet the staff, various digital platform introductions, etc).	Complete 08/28/2020	Stephanie Eidson	08/17/2020
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Notes:

10/6/20	Districtwide PL course will be utilized to improve teacher communication with parents to positively reinforce classroom learning environment. Districtwide tool such as TalkingPoints will be used to communicate regularly with parents on student progress, behaviors, etc. to reinforce classroom expectations.		Jesse Gore	06/20/2021
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Notes:

1/7/20	Teachers will use the LRMS Mission and Core Values to create and reinforce classroom expectations that support a inclusive and positive environment.		Jessie Maglio	06/30/2021
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Notes:

10/26/20	Staff members will receive professional development on equity in the classroom/school community.		Emily Hostetter	06/30/2021
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1/7/20	Staff will analyze student behavior data quarterly to monitor implementation of school-wide procedures and behavior expectations.		Bud Land	06/30/2021
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Notes: Analysis of behavior data will first be analyzed by the behavior team, and then will also occur in SIP meetings. SIP team members will make connections when applicable to academic progress. Findings through the SIP and behavior team analysis will be brought to staff, in an effort to address concerns on academic and behavioral progress.

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>		<p>(2020-2021) All teachers will participate in PLC+ professional development training to increase collaboration and provide equitable unit/lesson plans aligned with standards across grade levels.</p> <p>(2018-2020) Instructional teams currently utilize a common PLT template however unit/lesson plans are not discussed and documented across all PLTs. Differentiated lessons are left to the discretion of the individual teacher and not equitable across grade levels.</p> <p>The PLT template has been revised to encourage greater collaboration and data reflection utilizing subgroup data to guide interventions, enrichment, and scaffolding.</p>	Limited Development 05/08/2018			

<p>How it will look when fully met:</p>	<p>(2020-2021) All units of instruction are aligned to the NC Standards through the lens of equity, high expectations, individual and collective efficacy, and activation.</p> <p>(2018-2020) Instructional teams will develop standard aligned units of instruction for each subject and grade level to include common assessments, pre and post assessments, and adherence to district/PLT pacing.</p> <p>PLTs will utilize a template that incorporates evidences and artifacts with specialized discussions on curriculum, assessments, data analysis, and interventions. PLT's will meet weekly to discuss curriculum, assessments, conduct data analysis, and establish and monitor enrichment and intervention. Support staff members (intervention and AIG) will be present for weekly meetings to aid in expediting decisions to meet the needs of those students.</p>		<p>Courtney West</p>	<p>06/30/2021</p>
<p>Actions</p>		<p>4 of 9 (44%)</p>		
<p>5/18/18</p>	<p>PLT's will develop understanding of the ELA/Literacy shifts (ie. accessing complex text). Teachers will utilize the strategies within the shifts as discussed in weekly PLT's to enhance lessons in the classroom.</p>	<p>Complete 08/17/2018</p>	<p>Courtney West</p>	<p>08/01/2018</p>
<p><i>Notes:</i> Professional development on the use of the IPG Coaching Tool will be integrated throughout the August 17 Early Release.</p>				
<p>5/18/18</p>	<p>PLT's/Schools will determine and use a digital method (google drive) for publishing and archiving unit plans to allow for collaboration amongst school staff. All PLT's will utilize a monthly PLT document that details out conversations and resources discussed. The document will house hyperlinks to materials as well as data analysis tools to further guide instructional decisions.</p>	<p>Complete 06/28/2019</p>	<p>Courtney West</p>	<p>06/28/2019</p>
<p><i>Notes:</i> * PLT documents and resources will be uploaded into a team google drive through PLT groups.</p>				

5/18/18	PLT's will analyze common assessment data to determine students in need of intervention/enrichment at the end of each unit. Monthly PLT focus on identified students will drive supports provided through core instruction as well as specific Lightning Time pull out.	Complete 06/28/2019	Courtney West	06/28/2019
<i>Notes:</i> Once a month teachers will utilize PLT's to discuss students data on common assessments to drive instruction, remediation, and enrichment.				
5/18/18	Teachers will plan for scaffolded learning experiences to ensure access for all learners throughout the unit, as part of all teachers professional development plans. As a PLT teachers will create and use lesson plans that incorporate scaffolded tasks/activities for students.	Complete 09/07/2018	Courtney West	06/30/2019
<i>Notes:</i> Professional Development by Jaymee Gaskins will be brought to staff members to provide scaffolding strategies to meet the needs of all levels of learners.				
5/18/18	PLTs will collaborate to understand the vertical alignment of the standards in order to teach to the depth and complexity of grade level standards. Within weekly PLT's, teachers will be analyzing previously taught standards to see where they fit into the current grade level standards. Discussion on gaps will drive remedial instruction within the core classes.		Courtney West	06/28/2021
<i>Notes:</i> Teachers will utilize monthly Department Meetings to collaborate on vertical skills throughout all core content areas.				
9/3/20	Professional Learning - Teachers will participate in PLC+ professional development training to encourage alignment of standards with units of instruction through the lens of equity, high expectations, individual and collective efficacy, and activation.		Emily Hostetter	06/30/2021
<i>Notes:</i>				
10/6/20	PLT's will use a digital method (google drive) for publishing and archiving unit plans to allow for collaboration amongst school staff. All PLT's will utilize a unit based PLT document that details out conversations and resources discussed. The focus begins with standards analysis, and moves to assessment components emphasizing the UBD format. The discussion continues through analyzing data for areas of growth from the student and teacher perspective. The document will house hyperlinks to materials as well as data analysis tools to further guide instructional decisions.		Courtney West	06/30/2021
<i>Notes:</i>				
10/6/20	Districtwide PL courses on blended learning environments, instructional design, and feedback and assessment will be integrated into the Lufkin PLT dialogue to monitor the standard aligned units of instruction.		Courtney West	06/30/2021

Notes:

10/26/20

Professional Learning - Teachers will engage in professional development around the PLC+ framework to increase collaboration and teacher capacity.

Courtney West

06/30/2021

Notes:

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>(2020-2021) Due to the remote learning environment, staff are working to identify students for intervention services.</p> <p>(2018-2020) Teachers are skilled at implementing tier 1 instruction, but additional supports are needed to meet the needs of tier 2 and 3 students.</p> <p>The I-Ready Diagnostic Tool has been administered to begin the identification process of tier 2 and 3 students. The Intervention Team will review results and utilize the Intervention Matrix to address student achievement.</p>	Limited Development 08/02/2018		
<i>How it will look when fully met:</i>			<p>(2020-2021) Students will be identified and interventions supports put in place to meet the individual needs of students in various content areas.</p> <p>(2018-2020) All teachers will use a tiered instructional system that uses evidence based instruction aligned with individual needs as assessed through PLT data analysis.</p> <p>PLT's will meet weekly to determine adjustments that need to be made in curriculum/assessments/instruction to meet the needs on all tiers. Common assessment data will drive decision making as to where weaknesses are that need to be addressed.</p> <p>Teachers will utilize an Intervention Team Created checklist for intervention referrals, based off data and classroom observations.</p>		Courtney West	06/30/2021
Actions				9 of 12 (75%)		
		11/9/18	Staff will be trained on how to use the intervention menu. The intervention menu contains strategies for behavioral and academic interventions based on observations and prior data collection. Time for staff to collaborate will occur along with elective teachers. Teams will use a "kid talk" reference sheet to document progress for each individual student that is identified.	Complete 10/16/2018	Amber Becker	10/16/2018

<i>Notes:</i>				
11/9/18	An Intervention Checklist will be created and utilized by all teachers that would like to identify a student for the intervention/SPED referral process. Teachers will use data and classroom observations along with progress monitoring to make decisions on the progression of the checklist.	Complete 11/20/2018	Susan Moore	11/20/2018
<i>Notes:</i> Teachers will be trained on how to use the checklist and the processes within it.				
8/2/18	All teachers will deliver instruction that is tightly aligned to the grade-level standards and instructional shifts.	Complete 06/28/2019	Courtney West	06/28/2019
<i>Notes:</i>				
8/2/18	All teachers will plan for scaffolded learning experiences to ensure access for all learners on grade-level standards. Teachers will plan and turn in lessons as a PLT that meet the needs of multiple levels and types of learners. The strategies used will be research based, and/or delivered through the professional development conducted by Jamie Gaskins in August.	Complete 06/28/2019	Courtney West	06/28/2019
<i>Notes:</i> Teachers will use scaffolding strategies throughout the year to allow for access to grade level material.				
8/2/18	All teachers will utilize assessment data to identify students who need additional support beyond core instruction. Supports such as reading intervention, math intervention, and AIG support will be identified along with SPED and LEP supports. Data will drive the decisions on students who need extra supports as well as areas in the curriculum to which need to be revisited.	Complete 06/28/2019	Courtney West	06/28/2019
<i>Notes:</i> iReady Data, common assessments, EOG scores, EOC scores, NCFE scores				
8/24/18	Teachers will utilize Lightning Time to provide opportunities for remediation and enrichment as evident by progress monitoring. Students will be identified as remedial students based off iReady, EOG/EOC scores, and classroom data. Identified students will be provided reading intervention, math intervention, and AIG support. Progress monitoring for all students will occur.	Complete 06/30/2019	Courtney West	06/30/2019
<i>Notes:</i> Specific attention to subgroup data as monitored on a monthly basis in PLT's.				

8/2/18	PLT's and other academic/behavioral support staff will collaborate at least monthly to ensure instructional approaches are aligned across tiers. Teams will meet weekly with support staff (administrator, counselor, interventionist) to better identify and support students that are in need.	Complete 06/30/2020	Durkin	06/28/2020
<i>Notes:</i> Collaboration between PLT's/Intervention Team/Administrative team/Student Services will occur to ensure instructional approaches are appropriate to all tiers.				
1/7/20	All teachers utilize assessment data to identify students who need additional support beyond core instruction.	Complete 06/30/2020	Sheri Durkin	06/30/2020
<i>Notes:</i>				
11/9/18	Staff will address students on the intervention radar monthly. Teachers will document interventions in place, progress monitor as students progress, and have discussion on where students are in the process. All staff will be provided lists of potential strategies for behavioral and academic management.	Complete 06/30/2019	Amber Becker	06/30/2020
<i>Notes:</i>				
4/27/21	Staff will receive professional development on ESL scaffold supports.		Amber Becker	06/21/2021
<i>Notes:</i>				
9/3/20	An intervention matrix for remote learning will be created and utilized by all teachers to identify students for the intervention process.		Joan Tolomeo	06/30/2021
<i>Notes:</i>				
10/26/20	Professional Learning - Staff will participate in professional development on the Pear Deck platform to increase student engagement and meet the needs of students on an individual level.		Toni Segool	06/30/2021
<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:			<p>(2020-2021) Counselors will be conducting guidance lessons to support the social emotional well being of students. Teachers will utilize grade level counselors as needed throughout the year. Teachers are participating in equity professional development monthly (1 hour sessions) focusing on bringing tools, strategies and spaces for having critical conversations with each other and students.</p> <p>(2018-2020) Teachers are aware of the link between social emotional status and academic learning, however additional supports are needed for full implementation.</p>	Limited Development 08/02/2018		
How it will look when fully met:			<p>(2020-2021) Supports will be in place to meet the needs of all students.</p> <p>(2018-2020) All teachers will attend to student's current emotional states, arrange for interventions, and guide student in managing their emotions through self regulation while building capacity through the Positivity Project.</p> <p>All stakeholders will collaborate to meet the needs of all students through building relationships, social emotional learning professional development, and addressing student needs through weekly PLT's.</p>		Courtney West	06/30/2021
Actions				7 of 9 (78%)		
	8/2/18	Teachers will collaborate with school stakeholders (counselors, social worker, psychologist, etc) to create plans for supportings students as needed. All stakeholders will communicate to provide supports needed, and teams will decide on further steps after initial meetings are held.		Complete 06/28/2019	Lisa Adcock	06/28/2019
<i>Notes:</i>						
	8/2/18	PLT's will review curriculum/activities and analyze if they are appropriate for the age of the academic level of the majority of students. This discussion will occur twice monthly in grade level subject area PLT's. The WCPSS instructional blueprint will guide the questions and discussion that will occur. Decisions will take place that will address instructional modifications along with intervention and enrichment needs.		Complete 06/28/2019	Lisa Adcock	06/28/2019
<i>Notes:</i>						

8/2/18	The Intervention Team will develop an intervention matrix and progress monitor quarterly. Teams will identify students based off of the Intervention Referral Form that details strategies and actions from the intervention menu that have been used consistently. The intervention team will make the determination of next steps for students whose needs are not being met with Tier 1 instruction.	Complete 06/28/2019	Amber Becker	06/28/2019
<i>Notes:</i> The intervention matrix will include academic and behavioral data.				
Intervention Team delivered Tier 1/2/3 foundation to staff on September 18. Teams looked at identifying students with potential intervention needs based off attendance, behavior, and performance data.				
8/24/18	Teachers will provide an opportunity for students to give feedback about their academic performance at student-led conferences.	Complete 06/30/2019	Lisa Adcock	06/30/2019
<i>Notes:</i> Student led conferences, student survey.				
8/27/18	Teachers will receive professional development on strategies to manage student behaviors with a focus on verbal de-escalation.	Complete 06/30/2019	Tiffany Cooper	06/30/2019
<i>Notes:</i> Social Emotional Learning Professional Development 11/20/2018				
10/24/19	Students will participate in a weekly club/activity day to build relationships with students from other grade levels. Teachers will engage in activities that foster community on a quarterly rotational basis.	Complete 06/30/2020	Cooper, Land	06/30/2020
<i>Notes:</i>				
8/17/18	Teachers will receive training on strategies to help students learn to manage their emotions. Training will focus on social emotional learning. A priority will be placed on building relationships with all students and staff to foster a more collaborative and positive school culture.	Complete 06/30/2020	Courtney West	06/30/2020
<i>Notes:</i> Ongoing Social Emotional Professional Development will be provided to staff throughout the year.				
9/3/20	Counselors will conduct a guidance lesson per grade level (when students are back in the building).		Laura Nickels	06/30/2021
<i>Notes:</i>				
10/26/20	Professional Learning - Staff members will receive professional development on equity in the classroom/school community.		Emily Hostetter	06/30/2021
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
Effective Practice:	Family Engagement

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>(2020-2021) Staff are maintaining contact with students and families through email and google classroom.</p> <p>(2018-2020) Staff members have made positive contact home within the first 2 weeks of the school year to help begin fostering positive relationships with families.</p> <p>Staff members have weekly newsletters comprised of important information and dates to encourage support from home.</p>	<p>Limited Development 08/02/2018</p>		

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

(2020-2021) Staff will be in regular communication via Talking Points and email with families. Introduction to teachers and school processes will occur through orientation weeks and virtual open house. Quarterly Surveys provide data that continued improvement is being made in communication with all stakeholders.

(2018-2020) All staff will regularly communicate with parents/guardians about student progress and continue to stress the importance of support of their child's learning at home.

The school will provide the following to the school community/parents:

1. Two opportunities for student led conferences (after Q1 and Q3).
2. In the fall, an open house will be hosted to invite all students and families to come see what Lufkin is like. There will be opportunities for students/parents to speak with teachers, explore the facility, and see what kinds of elective and club offerings Lufkin has.
3. In the winter, Lufkin will host an open house for prospective Lufkin students. Students/parents are welcome to come experience what Lufkin has to offer with extracurriculars as well as meeting teachers.
4. Core teams will send home weekly newsletters describing the "happenings" at Lufkin for the upcoming week. This communication tool will also house test/quiz/major dates and information pertinent to the team.
5. A parents survey will be conducted in the spring to gather information about how parents/students feel about their experiences at Lufkin. This data will further drive decisions in community outreach.
6. A student survey will be administered to every student at Lufkin to collect data on their daily experiences in our school. This data will drive instructional and non-instructional decisions about scheduling, clubs, extracurricular, and teacher outreach.

Lisa Adcock

06/30/2021

Actions		18 of 19 (95%)		
11/9/18	Lufkin Staff will host an open house within the first four weeks of the school year. This is to engage students/parents with opportunities at Lufkin (such as extracurriculars, clubs, etc) as well as to provide families the opportunity to speak to teachers and hear a presentation on internet/social media safety.	Complete 08/09/2018	Stacie McGuirt	08/24/2018
<i>Notes:</i>				
8/2/18	Staff will engage in BOY communication with all parents/guardians to establish positive home communications.	Complete 09/04/2018	Lisa Adcock	09/02/2018
<i>Notes:</i> All core teams made a phone call/email home to all families at the beginning of the school year.				
11/9/18	Core teams will conduct student led conferences at the conclusion of Quarter 1. Teams will pull samples of student work and provide frameworks for students to have conversations with their parents/guardians on how the first quarter of the school year went. The event will be publicized on the school website, through school messenger, and through team newsletters.	Complete 11/01/2018	Courtney West	10/31/2018
<i>Notes:</i> Teams will collect data on the number of participants.				
8/17/18	Students will take a survey to gather feedback on school experiences (P2, BOLT Behavior, academics, non-academic activities, clubs, policies, procedures, social emotional learning, etc).	Complete 12/20/2018	Courtney West	02/01/2019
<i>Notes:</i> Survey to include feedback on P2, BOLT Tracker, Bolt Bucks, Recharge, academics, non-academic activities, clubs, policies, procedures, etc.				
11/9/18	Core teams will conduct student led conferences at the conclusion of Quarter 3. Teams will pull samples of student work and provide frameworks for students to have conversations with their parents/guardians on how the first three quarters of the school year went. The event will be publicized on the school website, through school messenger, and through team newsletters.	Complete 04/22/2019	Courtney West	04/22/2019
<i>Notes:</i>				
8/2/18	Teachers will establish regular and timely communication structures, including communicating clear academic expectations for students and links to learning through weekly team newsletters.	Complete 06/28/2019	Lisa Adcock	06/28/2019
<i>Notes:</i>				
8/24/18	Teachers will provide feedback on student's progress academically and behaviorally through student/parent/teacher conferences.	Complete 06/30/2019	Courtney West	06/30/2019
<i>Notes:</i> Student Led Conferences, SER Conferences, Parent/Teacher/Student Conferences				

8/17/18	Parents will take a survey to assess their feelings on school-wide policies, procedures, activities, etc.	Complete 06/30/2019	Lisa Adcock	06/30/2019
<i>Notes:</i> Parent survey to include feedback on P2, BOLT Behavior system, academics, non-academic activities, policies, procedures, etc.				
10/24/19	Staff will engage in BOY communication with all parents/guardians to establish positive home communications.	Complete 08/30/2019	Lisa Adcock	09/01/2019
<i>Notes:</i>				
10/4/18	Staff will establish and host a curriculum night, welcoming students and their parents to Lufkin Road Middle School for a night that outlays how parents can access grades, information on curriculum, and increase community involvement.	Complete 09/27/2019	Courtney West	10/01/2019
<i>Notes:</i>				
10/24/19	Core teams will conduct student led conferences at the conclusion of Quarter 1. Teams will pull samples of student work and provide frameworks for students to have conversations with their parents/guardians on how the first quarter of the school year went. The event will be publicized on the school website, through school messenger, and through team newsletters.	Complete 11/14/2019	Lisa Adcock	11/01/2019
<i>Notes:</i>				
1/8/20	Teachers will provide parents additional resources (ie. links, websites, tutorials) that support instruction through their team websites and weekly newsletters.	Complete 06/30/2020	Font, Brooks, Turner	06/30/2020
<i>Notes:</i>				
10/6/20	Principal will hold 2 FAQ sessions to support parent understanding of the beginning of the school year.	Complete 08/31/2020	Karen Sindere	08/31/2020
<i>Notes:</i>				
10/24/19	Staff will conduct a virtual open house for parents to attend. Information on school opportunities and resources will be provided, curriculum guide, and ways to contact the teacher will be given.	Complete 09/15/2020	Jesse Gore	09/15/2020
<i>Notes:</i>				
9/3/20	Elective teachers will contact all families to make a positive welcome contact by the end of Quarter 1.	Complete 10/16/2020	Shane Westhafer	10/15/2020
<i>Notes:</i>				
10/6/20	Principal will bring students and parents into the school building to orient on safety protocols and procedures prior to the beginning of Plan B Transitions coming back into the school building.	Complete 10/28/2020	Karen Sindere	11/27/2020
<i>Notes:</i>				

4/27/21	Student/Parent/Teacher Conferences will be conducted for at risk students. Supports provided by subject area teachers.	Complete 02/24/2021	Courtney West	02/24/2021
<i>Notes:</i>				
4/27/21	Family Academy offered to students/families to come speak with counselor/AP to provide an update in grades, discuss supports for students, etc.	Complete 02/24/2021	Jesse Gore	02/24/2021
<i>Notes:</i>				
10/6/20	Students and Parents will be given a quarterly survey to gather input on effectiveness of communication, student engagement, etc. with both Plan B Transition and Virtual Academy.		Courtney West	06/28/2021
<i>Notes:</i>				