

## Comprehensive Progress Report

**Mission:**

Talented Scholars + Dedicated Staff + Engaged Families = Our Dynamic & Diverse Community

**Vision:** Shamrock Gardens will provide a family-oriented, community-based intimate learning environment that promotes equity & diversity by focusing on the social, emotional, and academic needs personal to each child.

**Goals:**

For the 2021-2022 school year, Shamrock Gardens' educators and staff will increase student achievement from 35% CCR in reading to 50%, from 25% CCR in math to 55% and science from 44% CCR to 75%, with increased rigor of lessons, strengthened core, and equitable practices implemented for all students. This goal will promote great teaching while aligning with the following indicators: A2.04: Instructional teams develop standard-aligned units of instruction for each subject and grade level. 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 B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

For the 2021-2022 Academic Year, school faculty and staff will utilize a data-driven instructional framework to support scholars and drive teaching and learning strategies. Shamrock Gardens will work to increase the school's composite CCR score from 52.8 in 2018-2019 to 55% in 2021-2022 Indicator: A2.04 - Instructional teams develop standards-aligned units of instruction for each subject and grade level. Indicator: 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.

To provide a duty-free lunch period for every teacher on a daily basis. Indicator: A4.06 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. Indicator: A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Indicator: A4.06 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

For the 2021-2022 school year, Shamrock Gardens will increase overall proficiency from 65.4% to 70% on EOG scores with math, reading, and science in 3rd-5th. K-2 students (below grade level) will demonstrate 1.5 years of growth and students on grade level will demonstrate 1 year of growth as measured through mCLASS data.

For the 2021-2022 school year, Shamrock Gardens will monitor and address social and emotional wellness and learning of all students and staff with a direct impact on students' self-perceptions to achieve the following: 100% of our scholars believe that someone at Shamrock cares for them, staff retention (no more than 5% of staff leave Shamrock, other than leaving for a promotion or moving out of state), and family satisfaction (100% believe that someone at Shamrock cares for their child). Reduce total number of disciplinary infractions that result in OSS/ISS by 5% as compared to SY 2018-2019.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Our school is implementing the EL curriculum for language arts for grades K-5. Teachers will continue to attend professional development provided by the district. Teachers will follow pacing set by the district and utilize assessments designed to measure growth with each unit of study.</p> <p>Our school is implementing the Envision math curriculum which was adopted by the district. Teachers will utilize the pacing guide, assessments, and instructional plans provided by the district.</p> <p>Staff is reading the book, "The New Smart" and will attend 2 professional development sessions provided by the author of the book to increase their skill set when working with gifted and talented students.</p>	Limited Development 09/29/2020		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>This indicator will be demonstrate success when the following actions are measured:</p> <ul style="list-style-type: none"> <li>• High engagement of all scholars from K-5 with literacy. Scholars will read fluently and their writing will reflect their learning. Scholars will reference the text to support their answers. Scholars will demonstrate growth in reading proficiency.</li> <li>• Scholars will implement problem solving skills when solving math problems. Scholars will be fluent mathematicians which will increase their proficiency.</li> </ul> <p>Growth will be demonstrated through the following measures:</p> <ul style="list-style-type: none"> <li>• MAP testing for reading will show growth with an increase of 1.5 years of growth with students who are at least one year below grade level. Scholars will increase at least 1 year of growth who are on grade level in reading.</li> <li>• Scholars will score 80% or more on unit assessments in math and reading</li> <li>• End of grade scores for 3-5 will increase from 35% CCR in reading to 50%, 25% CCR in math to 55% and 44% in science to 75%.</li> </ul>		<b>Objective Met 06/10/22</b>	<b>Trina Potter DOE 8/26/2020</b>	<b>05/25/2022</b>
<b>Actions</b>					
1/15/21	Talent Development teachers will provide advanced content in ELA and Mathematics aligned to the EL and Envisions curriculum and pacing. TD teachers will collaborate with classroom teachers to provide strategies for enrichment. Our teachers will also differentiate instruction to meet the needs of our gifted and high achieving scholars.		Complete 05/11/2022	Evelyn Schlick	05/25/2022
	<i>Notes:</i> Talent Development staff met weekly with PLCs to provide advanced strategies and curriculum that are aligned with the EL and Envisions curricula. TD met with 3-5 for vertical planning with literacy and math bi-weekly.				
1/15/21	Exceptional Children's Teachers will collaborate with general classroom teachers during PLC meetings at least once a quarter to ensure strategies are aligned to students' with IEPs and accommodations.		Complete 05/11/2022	Kharma Edwards	05/25/2022
	<i>Notes:</i> Due to requirements with Letrs training, this objective was not met.				
1/25/21	Based upon problem of practice, teachers will visit teachers' classrooms to observe rigorous strategies that will support their growth.		Complete 05/11/2022	Denise Gerst DOE 8/26/2020	05/25/2022

	<i>Notes:</i> We were not able to fully meet this goal. We would like to add this to our goals for the School Improvement Plan next school year (2022-2023).			
1/25/21	Teachers will participate in data analysis sessions two times a month with their PLC. They will analyze student misconceptions in reading and math and design reteaching strategies based upon the data.	Complete 05/11/2022	ILT Members	05/25/2022
	<i>Notes:</i> Teachers were provided half day planning time twice per month to review data and address students needs. After data analyzation, students were placed in small groups for instruction based on need.			
1/25/21	Grade Level PLC's will meet weekly for 90-120 minutes of planning for instruction as a team. They will address engagement strategies, differentiation ideas, ways to reteach (if needed) and analyze data. This will be done as a team effort so that all teammates are able to contribute to and impact the entire grade level. They will plan for assessments and practice how they will teach the concept.	Complete 05/11/2022	Kharma Edwards, Jacqueline Miller, Emily Hill	05/25/2022
	<i>Notes:</i> PLCs met weekly for 50 mins. Monday-Wednesday. PLCs met bi-weekly for 120 mins. to discuss data, engagement strategies and differentiation and reteaching ideas.			
2/4/21	Grade level PLCs will meet weekly to plan lessons that are aligned to the North Carolina Standard Course of Study as well as the provision curriculum provided by CMS to include EL for literacy and Envision for math. Teachers will utilize unpacking documents and end of unit assessments to drive lesson pacing and measure mastery. PLCs will incorporate district created slides and videos in their lessons. They will adjust, differentiate, and scaffold lessons as needed to meet their students learning needs. These actions will be measured to ensure the core instruction is being taught with rigor and fidelity.	Complete 05/11/2022	Gradel Level PLC's	05/25/2022
	<i>Notes:</i> PLCs met weekly to plan lessons aligned to the North Carolina Standard Course of Study and provisional curricula. PLCs incorporated district created slides and videos into their lessons.			
<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	6/11/2021 Example of daily lesson plans: <a href="https://drive.google.com/drive/folders/1YYv9g4Z26nYI0MvDy5pSSIWw9Vlo_XYD?usp=sharing">https://drive.google.com/drive/folders/1YYv9g4Z26nYI0MvDy5pSSIWw9Vlo_XYD?usp=sharing</a> Camp Shamrock: <a href="https://forms.gle/faj4NX4hBb8DqCs59">https://forms.gle/faj4NX4hBb8DqCs59</a> Agenda Example for planning: <a href="https://drive.google.com/drive/folders/1RUCsZx2LZ5dnPileJq2BeIOUh9VDJIHP?usp=sharing">https://drive.google.com/drive/folders/1RUCsZx2LZ5dnPileJq2BeIOUh9VDJIHP?usp=sharing</a>			

<b>Experience</b>	6/11/2021 This was a part of our systems and structures with our collaboration process and meeting structures.			
<b>Sustainability</b>	6/11/2021 Time allotted for planning with all specialists, such as EC, TD, and ELL, to ensure all needs are being met in the classroom.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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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>		<ul style="list-style-type: none"> <li>• K-5 teachers are implementing EL lessons for literacy with fidelity</li> <li>• MTSS process is in place and interventions are being provided to scholars</li> <li>• Scholars who are demonstrating the lowest academically are being served by certified staff</li> <li>• Scholars who are demonstrating the highest academically are being served by our Talent Development staff</li> </ul>	Limited Development 10/28/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>When this indicator is fully implemented, it will be demonstrated through instruction with a strong core component. This will be measured through walk throughs and feedback given to teachers during their weekly check-ins with their coaches. Our core instruction will strengthen and success will be demonstrated with a decrease of Tier 2 and 3 students by 5%. Our students will demonstrate 1 year's growth according to MClass DIBELS composite scores in K-3 and in 3-5 student growth will be demonstrated according to the EOG scores.</p> <p>Our core instruction will be strengthened by promoting professional development for teachers aligning to their needs and classroom walkthroughs. Scholars who are identified as academically intellectually gifted will received enrichment opportunities to strengthen their independent thinking and promote growth.</p> <p>Unit assessments will be given at designated times to measure student growth. Data Meetings will occur to determine where reteach and enrichment are needed. Small groups will be implemented to meet individual needs based on data.</p> <p>Data will be reviewed in PLC's each quarter to determine adjustments with teachers, small groups, and/or coaching needs. Teachers will also review their classroom data with an administrator during their BOY, MOY, and EOY PDP meeting.</p>		<b>Objective Met 05/11/22</b>	<b>Trina Potter DOE 8/26/2020</b>	<b>05/25/2022</b>
<b>Actions</b>					
10/28/19	Coaches will conduct weekly walkthroughs with feedback aligned to the North Carolina Standard Course of Study, student engagement, and scholar's social and emotional needs. Coaches will provide specific feedback to follow-up from their walkthroughs during their weekly one-on-one teacher meetings.		<b>Complete 05/11/2022</b>	Grade Level Coaches	05/25/2022

	<i>Notes:</i> Our Instructional Leadership Team conducted walkthroughs and met routinely with teachers to provide coaching feedback to support growth with instructional strategies and student engagement.			
1/27/21	<p>Each week, PLCs will meet with our MTSS facilitator, grade level counselors, administration, and coaches to discuss students with chronic absenteeism. Data will be analyzed to determine whether the various efforts put in place, by our SSPLC, have been effective to decrease chronic absenteeism.</p> <p>Additionally, PLCs will meet weekly with our MTSS facilitator, administration, and coaches to discuss students who receive additional instructional support in MTSS small groups. Data will be analyzed to track student growth and adjust instructional needs for those scholars to ensure they are on the trajectory for meeting their goals.</p>	Complete 05/11/2022	Kharma Edwards	05/25/2022
	<i>Notes:</i> Professional Learning Communities met weekly to review intervention groups and monitor progress. Parent meetings were held consistently to communicate progress.			
1/27/21	Certified staff who provide instruction to the most critical MTSS groups, will be trained in Orton Gillingham Curriculum and will use this program with fidelity in their small groups.	Complete 05/11/2022	Kharma Edwards	05/25/2022
	<p><i>Notes:</i> Orton Gillingham strategies will be provided in MTSS groups where students demonstrate the greatest need.</p> <p>This was provided to scholars as an intervention. Several teachers attended training. More teachers are scheduled to attend training this summer.</p>			
2/4/21	Teachers who were trained in Orton-Gillingham will implement these strategies while teaching small groups to provide specific interventions to meet scholars' needs.	Complete 05/11/2022	Kharma Edwards	05/25/2022
	<i>Notes:</i> Teachers were able to implement Orton-Gillingham strategies for students who required interventions.			
<b>Implementation:</b>		05/11/2022		
<b>Evidence</b>	<p>5/22/2020</p> <p><a href="https://docs.google.com/spreadsheets/d/1fEGEI0OWA7rywAzYJOqeOqSPe852EcoqWx0e1U1UHsY/edit#gid=0">https://docs.google.com/spreadsheets/d/1fEGEI0OWA7rywAzYJOqeOqSPe852EcoqWx0e1U1UHsY/edit#gid=0</a></p>			

<i>Experience</i>		5/22/2020 The teams implemented interventions and differentiation for students. Teams or teachers met in January with parents to determine the effectiveness of the interventions and next steps based on the data. The Instructional Leadership Team analyzed the data to determine the effectiveness of our program.			
<i>Sustainability</i>		5/22/2020 Due to the continuous nature of the MTSS process, new interventions were put in place and were completed with fidelity until distance learning began. We will modify intervention upon returning to school. Data will be analyzed upon completion of the intervention cycle.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Our staff will effectively implement CARING Schools curriculum to promote social and emotional wellness for scholars and staff. The curriculum will focus on building relationships as well as the capacity of our scholars to regulate their behaviors. Teachers will implement CARING Schools lessons during their daily morning meetings to ensure scholars social and emotional needs are being met.</p> <p>Our Beginning Teachers' Program will meet monthly to collaborate, learn, and assess their learning based upon their needs.</p> <p>Staff will work intentionally to develop relationships with scholars to promote success and promote and nurture a culture of care.</p> <p>We will implement the Panorama Survey which will drive decisions for services provided to scholars to support their social and emotional well-being. Grades 3 - 5 will take the Panorama Survey online. Teachers for grade K-2 will complete the survey based upon the scholars' behaviors.</p>	<p>Limited Development 10/28/2019</p>		
	<p>Priority Score: 3                      Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p><b>How it will look when fully met:</b></p>	<p>Teachers will conduct morning meetings as a way to check in with students and support their SEL needs.</p> <p>As a school we will continue implementing CARING schools curriculum and utilize RULER as a resource as well as Panorama data.</p> <p>The school counselors will utilize Panorama data to drive counseling sessions and lunch bunch groups.</p>	<p><b>Objective Met 05/11/22</b></p>	<p><b>DeNise Gerst DOE 8/26/2020</b></p>	<p><b>05/25/2022</b></p>
<p><b>Actions</b></p>				
<p>10/31/19</p>	<p>Behavioral interventions will be reviewed weekly to ensure implementation with fidelity as documented in MTSS plans.</p>	<p>Complete 05/11/2022</p>	<p>Denise Gerst DOE 8/26/2020</p>	<p>05/25/2022</p>

	<i>Notes:</i> Behavioral interventions were implemented and documented into ECATS. Progress monitoring provided data to inform practices throughout the year.			
1/27/21	Social Worker will follow-up with needs of families which include food and housing. Social Worker will make home visits, when necessary. Social worker will work with families regarding attendance concerns.	Complete 05/11/2022	Jennifer Collins	05/25/2022
	<i>Notes:</i> Social worker consistently communicated with families to ensure their needs were met. She worked to secure community partners to support our families and their needs.			
1/27/21	Student Support Services Professional Learning Community will meet weekly to review individual referrals for student support. Teachers will submit their specific concerns (utilizing the Student Support Referrals) regarding communication with families or behaviors that need additional support from the Student Support Services PLC.	Complete 05/11/2022	Jennifer Collins	05/25/2022
	<i>Notes:</i> Student Support Services met weekly to review specific needs of our scholars. The team reviewed Panorama data, behavior referral data, and attendance to assess the needs of the school as a whole as well as individual needs.			
1/27/21	Counselors will conduct "lunch bunch" groups to provide support for scholars with specific social/emotional needs. These will be conducted to support scholars who have been recommended by their teachers and driven by data from different sources, such as Panorama, behavior referrals, and anecdotal notes.	Complete 05/11/2022	Jennifer Collins	05/25/2022
	<i>Notes:</i> Counselors conducted lunch bunch and met with individual scholars to support their needs. Counselors utilized Panorama data to assess the needs of specific grade levels and scholars to form their groups and determine appropriate services.			
1/27/21	Teachers will conduct morning meetings and end-of-day meetings each day. Teachers will follow the CARING Schools Curriculum to drive their morning meetings and end-of-day meetings with their scholars. Teachers will provide support for scholars who need emotional supports by meeting one-on-one with the scholars.	Complete 05/11/2022	Jennifer Collins	05/25/2022
	<i>Notes:</i> All teachers conducted morning meetings as they utilized the Caring Schools curriculum. Teachers implemented strategies for building community to meet the social and emotional needs of students.			
8/30/21	Scholars will reflect daily in their student agendas on how well they are following schoolwide expectations known as 'The Shamrock Way.' Scholars will be recognized quarterly through Shamrock Way celebrations.	Complete 05/11/2022	Jennifer Collins	05/25/2022

*Notes:* Scholars spent time at the end of the day reflecting about their learning and behavior. We did not conduct quarterly celebrations due to COVID restrictions.

<b>Implementation:</b>		05/11/2022		
<b>Evidence</b>	5/22/2020 Character Ed Lessons: <a href="https://drive.google.com/drive/folders/0B8W3FGhsEBtXM2hOYjjiYXhZQXc">https://drive.google.com/drive/folders/0B8W3FGhsEBtXM2hOYjjiYXhZQXc</a> Student Support Referral Form: <a href="https://docs.google.com/forms/d/e/1FAIpQLSfrIPBR925XqMHiAIPG7L55CAITRBYFbgnBIBwlr-pwyRHuNA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfrIPBR925XqMHiAIPG7L55CAITRBYFbgnBIBwlr-pwyRHuNA/viewform</a>			
<b>Experience</b>	5/22/2020 The school has taken great measures to have a culture of care for all students, parents, and staff. Once per month, the staff engages in professional development to learn about the social and emotional curriculum that we implement (RULER). Teachers connected their learning with students as they created Class Charters and Mood Meters (among other tools) with students. Morning Meetings and respectful interactions have been used as well as school-wide character-building assemblies. Students completed the Panorama survey in order to express their thoughts about their social and emotional status. Counselors created groups based on the results of this data to address the needs. This includes groups that were provided from on-site professional as well as those brought in from other organizations such as KinderMourn. Character Education lessons were taught weekly to instill these values in our scholars. Teachers were encouraged to submit Student Support Referral forms when a students was in need of a specific service regarding his or her well-being.			
<b>Sustainability</b>	5/22/2020 We will continue to provide all opportunities mentioned above as we move into the new school year. In addition, we will continue to adapt to meet the needs of our students in a virtual learning environment. Our Student Support PLC worked collaboratively with staff to ensure scholars' needs were met when we re-entered the building for in-person instruction.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, all coaches are committed to conducting routine walk throughs and meeting with teachers consistently for check-ins. During this time, coaches provide feedback regarding instruction that was observed during the walk through.</p> <p>Administration meets weekly with all coaches for a check-in. Check-ins follow a protocol and administrators follow-up regarding walk throughs and coaching feedback provided to teachers on their case load.</p> <p>Administration conducts classroom walkthroughs and aligns feedback with the focus for growth. Feedback provided, as a result of walkthroughs, is aligned with data collected from the classroom.</p> <p>Administration will attend professional learning community meetings each week to provide feedback for instructional decisions and to ensure PLC's are supported.</p>	Limited Development 10/28/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Success with this indicator will be demonstrated as the following:</p> <ul style="list-style-type: none"> <li>• Every teacher will receive regular walk throughs from a coach and/or administrator</li> <li>• Coach will provide feedback</li> <li>• Teacher will track their progress throughout the year</li> <li>• Administrator will track progress of coaches as well as teachers through weekly check-ins</li> <li>• Information will be evaluated through responses from walkthroughs. Data will be analyzed to ensure feedback aligns with the needs of coaches, teachers, and students.</li> </ul>	<b>Objective Met 05/11/22</b>	<b>Trina Potter DOE 8/26/2020</b>	<b>05/25/2022</b>
<i>Actions</i>					
	10/31/19	Administrators will review walkthrough feedback each week with coaches during 1-on-1 meetings from each grade level to determine next steps for coaching and effectiveness of teaching and learning for individual teachers.	Complete 05/11/2022	Administrators	05/25/2022

<i>Notes:</i> Administrators conducted weekly check-ins with coaches and facilitator to provide support and assess the needs of teachers to promote success with instructional strategies.				
10/31/19	Administrators will meet to calibrate their walkthrough feedback as well as evaluations to determine if the focus in classrooms is aligned with coaching is meeting the needs of our scholars.	Complete 05/11/2022	Administrators	05/25/2022
<i>Notes:</i> Administrators met routinely to collaborate about expectations for instruction to promote consistency for teaching learning.				
1/27/21	Administrators will attend Professional Learning Community meetings on a weekly basis. They will actively provide coaching steps for Multi-Classroom Leaders and facilitators through weekly one-on-one check-ins.	Complete 05/11/2022	Trina Potter DOE 8/26/2020	05/25/2022
<i>Notes:</i> Administrators attended weekly planning with Professional Learning Communities to provide feedback and support for instruction.				
<b>Implementation:</b>		05/11/2022		
<b>Evidence</b>	5/26/2020 See attachment - spreadsheet of walkthrough feedback			
<b>Experience</b>	5/26/2020 Instructional Leadership Team members and administration made commitments to ensure feedback to teachers was based upon frequent walk throughs to ensure their teaching had a great impact on scholars' success.			
<b>Sustainability</b>	5/26/2020 Adjustments will need to be made if we conduct remote learning during the school year next year.			

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
<i>Initial Assessment:</i>		Currently we are providing opportunities for families to collaborate with the school through different ways. We are providing time for meetings which include PTA, SIT, Coffee with the Principal, and Parent Information Sessions. Teachers utilize Talking Points to communicate on a daily basis with families for quick responses. Emails, phone calls, and conferences continue to be utilized to promote the development of relationships and success for all scholars. Our school is mindful that the environment is ever changing due to COVID, so we continually seek different forums to engage our families and solicit feedback.	Limited Development 10/31/2019		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>SIT will have an equitable representative of families that represent Shamrock Gardens' population</li> <li>Shamrock Gardens' functions will be attended by at least 80% of families</li> <li>Families will be more involved in their child's learning.</li> <li>Survey feedback will guide staff to continue to create and nurture an environment with a culture of care which will result in less behavioral referrals, and increased attendance rates.</li> <li>We will decrease our chronic absenteeism rate by 5%</li> </ul>	<b>Objective Met 06/10/22</b>	<b>Trina Potter DOE 8/26/2020</b>	<b>05/25/2022</b>
<b>Actions</b>					
	11/2/19	Principal will send weekly Connect Ed messages to recapture the previous week's learning and upcoming events	Complete 05/25/2022	Trina Potter DOE 8/1/2019	05/25/2022
<i>Notes:</i> Weekly messages were sent and more often as needed due to school activities and announcements.					
	11/2/19	Students will complete surveys with a 100% rate of completion	Complete 05/11/2022	Classroom Teachers	05/25/2022
<i>Notes:</i> We achieved 99% participation with Panorama surveys - beginning and end of year.					
	1/27/21	Families will complete online surveys to provide feedback regarding learning and engagement. Feedback will be reviewed with all teachers and leadership to improve teaching and learning.	Complete 05/11/2022	Emily Hill, Jacqueline Miller, Kharma Edwards	05/25/2022
<i>Notes:</i> We implemented the parent survey during the first semester. We had a 55% response rate.					

1/27/21	Principal will conduct "Chat with the Principal" online. This forum will allow the principal to share information about the school as well as answer questions from our families. This will be conducted monthly.	Complete 05/25/2022	Trina Potter	05/25/2022
<i>Notes:</i> Principal conducted monthly Chats with the Principal.				
2/2/21	Monthly PTA meetings will be held to solicit feedback from parents and to gain feedback regarding decisions that impact the community, families, scholars, and staff.	Complete 05/25/2022	Trina Potter	05/25/2022
<i>Notes:</i> PTA meetings were held on a regular basis.				
<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	5/26/2020 Weekly messages recorded each week for families. Scholars were given Panorama survey in the fall and spring.			
<b>Experience</b>	5/26/2020 Planning is required to ensure this objective can be met. Administration met weekly to review walkthrough data and observations as well.			
<b>Sustainability</b>	5/26/2020 Gathering feedback from stakeholders throughout the year. We implemented two on-line surveys to solicit feedback from families to ensure we were effectively communicating as well as providing the best instruction for every child.			