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| |  | | --- | | **McLeansville Elementary** | | | |  |  |  |  |
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| |  | | --- | | **Comprehensive Progress Report** | | | | | | |  |  |
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| |  |  | | --- | --- | |  | | | **Mission:** | **The mission of McLeansville Elementary School is to be a community of learners who receive individualized instruction and support that challenges students through consistent and diverse teaching methods while building relationships with the belief that all students can therefore grow and achieve.** | | **Vision:** | Transforming learning and life outcomes for all students! | | |  | | --- | | **Goals:** | | | |  | By June 2023, McLeansville Elementary School will increase the school composite from 38.9% to 43.8% or higher as measured by the NC End of Grade Test in reading, math and science. By June 2023, McLeansville will increase 3rd grade reading from 33.3% to 35.8%. (A 2.04, A 4.01, A 4.16,B 1.01, B 1.03, B 2.03, B 3.03, C 2.01, E 1.06) | |  | By June 2023, McLeansville will reduce the number of chronic absences from 30.6% to 20%. (A4.01) | |  | By June 2023, McLeansville will reduce the amount of lost instructional hours by 10% through the development of a tiered behavior support plan. (A4.01 & A4.06) | |  | By June 2023, McLeansville will increase teacher capacity in literacy instruction by ensuring at least 80% completion of LETRS professional development. (C3.04) | |  | By June 2023 we will increase parental engagement at school wide events to 70% or higher. (E 1.06) | | | | | | | |  |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | |  | | --- | | ! = Past Due Objectives | |  | |  | | --- | | KEY = Key Indicator | |  | | | | | | |  |  |
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| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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:*** | | | | | | | | | | During the opening of the 2022-2023 school year professional development was provided on Whole Brain Teaching and how to use these strategies to improve classroom management.  Schoolwide rules were established and put in place in every classroom across the school.   The behavior team put in place a updated school matrix with expectations for all areas of the school.  Currently teachers and support staff are teaching the new class/schoolwide rules with the motions that go along with each rule.  These are reinforced each day during morning announcements and weekly pep rally. | | | | | | Limited Development 09/06/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | Staff and students will use the school wide PAWS matrix and schoolwide rules using the motions for each rule.  Student successes are celebrated weekly through PAWS awards and Bobcat of the Week. They will also be recognized each Friday through the morning announcements or pep rally to receive a pin for their lanyards.  Students will work collaboratively in a safe manner to achieve academic success. All students will know, understand and be able to follow classroom, school and all safety rules daily.  Students and staff will understand their emotional needs and have strategies to get needed supports when the need arises. They will treat each other with respect and support one another at all times. |  | | | | |  | **Shayne Sevilla** | **06/10/2023** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 2 (0%)** |  |  | | 9/6/22 |  |  |  | | | | | | | Book study using Fast Track by Chris Biffle and 122 Amazing Games by Chris Biffle. Both books focus on the use of the Whole Brian Teaching strategies to improve classroom management and student engagement. |  | | | | |  | Madison Powers | 12/01/2022 | | *Notes:* |  |  |  | | | | | | | Title I funds used to support book study and professional development |  | | | | |  |  |  | | 9/6/22 |  |  |  | | | | | | | Monthly professional development during staff meetings to continue to increase Wole Brain Teaching strategies. |  | | | | |  | Jennifer Butner | 06/10/2023 | | *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** | | ***Initial Assessment:*** |  |  |  | | | | | | | While pacing guides and units are provided not all teachers are fully following current guides or collaborating at a high level. Increased collaboration is taking place during weekly PLCs teachers bringing draft plans to weekly instructional PLCs.. During the PLC plans are discussed and adjustments made if necessary. Teachers are digging deeper into the "why" they are doing something during instruction. |  | | | | | Limited Development 09/06/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | When fully implemented 100% of classroom teachers and support staff will follow developed pacing guides, unit plans, formal and informal assessments to inform and drive instruction for all students. Eureka Math (K-5), Core Knowledge ELA will be fully implemented with fidelity. All students will have individualized learning plans that meet their academic needs with consistent progress monitoring through informal and formal assessments. Professional learning communities will move to being teacher lead as discussions are about students data, instructional strategies to meet the individual needs, collaboration around how to support struggling or advanced students to ensure the adequate growth of all students. McLeansville Elementary will as a result achieve the growth status of "Exceeds Expected Growth" and all students will experience positive growth in academic areas. |  | | | | |  | **Cherlyn Kelley** | **06/08/2023** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 1 (0%)** |  |  | | 9/6/22 |  |  |  | | | | | | | Teachers will participate in task analysis weekly during professional learning communities to ensure that planned tasks for the upcoming week match the standard being addressed and that students will meet mastery of desired standard through the task assigned. |  | | | | |  | Cherlyn Kelley | 11/10/2022 | | *Notes:* |  |  |  | | | | | | | Tasks analysis will become a regular occurrence when all planning is taking place with support staff collaborating to help integrate content in all areas. |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | Data is being used by teachers  to place students into Tier 2 interventions.  Progress monitoring is happening regularly with Tier 2 intervention happening 90% of the time in 2021-2022.   District supplemental protocols are being used consistently across all grade levels. |  | | | | | Limited Development 09/07/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | When fully implemented we will have 30 mins built into everyone's daily schedule for MTSS interventions each day instead of incorporated into other small group instruction times. Tier 2 and tier 3 interventions in place and set by the district under a standard treatment protocol in all instructional and behavior areas.   Tier 2 and Tier 3 interventions will happen consistently with fidelity and progress monitoring data.  A set plan for who will be in charge of tier 3 interventions at all grade levels to ensure the consistency of tiered interventions instead of the classroom teachers being in charge of all 3 tiers of intervention.  Core small group happening consistently across all grade levels. BOY and EOY grade level meetings to review paperwork and support. Paperwork meetings will be conducted with staff every 10 weeks.  Attendance rates up to 95 % or higher.  At full implementation our school would see 70% or more of our student needing only tier 1 (core). |  | | | | |  | **Ali Navarre** | **06/08/2024** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 3 (0%)** |  |  | | 9/7/22 |  |  |  | | | | | | | Teachers will meet with MTSS lead teacher once every 10 weeks to review data and MTSS paperwork. |  | | | | |  | Ali Navarre | 06/08/2023 | | *Notes:* |  |  |  | | | | | | | Title I funded for purchase of EEAs for other Assignment PLC work for MTSS lead teacher. |  | | | | |  |  |  | | 10/18/22 |  |  |  | | | | | | | MTSS lead teacher will provide additional PLC work and professional development sessions for teachers supporting the work needed for strong implementation of MTSS Tiers. |  | | | | |  | Ali Navarre | 06/30/2023 | | *Notes:* |  |  |  | | | | | | | Title I funded for purchase of EEAs for other Assignment PLC work and professional development provided to teachers by MTSS lead. |  | | | | |  |  |  | | 9/7/22 |  |  |  | | | | | | | Teachers will meet at the Beginning of the Year and End of the Year to complete the paperwork process and review data for students needing more than Tier 1 (CORE) small group supports. |  | | | | |  | Ali Navarre | 06/10/2024 | | *Notes:* |  |  |  | | | | | | | Title I fund will be used to support grade level meetings twice a year. |  | | | | |  |  |  | |  | | | | | |  | **A4.04** |  | | **The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)** |  | | | | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** |  |  |  | | | | | | | The school is currently utilizing K-5 morning announcements over the intercom each day.   All classrooms listen to morning announcements and participate in trivia, word of the week, vocabulary, and motivational quote or topic.    Student recognition takes place every Friday with "Student of the Week" to reward positive behavior choices and work effort from the week. |  | | | | | Limited Development 09/30/2019 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | Teachers will have consistent and clear routines /procedures for arrival, transitions, instructional time and dismissal consistent with McLeansville Elementary's school wide expectations.  Students will be provided focused instruction on routines with follow-up throughout the school year to ensure consistency.  School routines/rituals will be in place with:  \*Monday: Morning Pep Rally for all K-5 students  -School Pledge and Pledge of Allegiance  -Review of schoolwide expectations (Whole Brain Teaching-PBIS Matrix/Model)  - Mindfulness Lesson (focus for the week)  \*Tuesday-Thursday (classrooms)  - School Pledge & Pledge of Allegiance  -Morning Announcement Broadcast  \* Friday (Morning Pep Rally K-5)  - School Pledge & Pledge of Allegiance  -Review of Expectations  - Recognition of "Bobcat of the Week" from each class  -Teambuilding Activity (SEL)   \*\* Bobcat Clubs happen weekly for students in 3rd-5th grade (every Wednesday)  \*\* Student Council, Safety Patrol and Bobcat Broadcast Team in place to provide student voice across all school settings  \*\* check-in/check-out for students who are struggling with social/emotional learning and academics to provide a daily mentoring opportunity  \*\* Small groups support from school counselor, social worker, school psychologist and principal |  | | | | |  | **Macy McFatter** | **06/10/2023** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **2 of 5 (40%)** |  |  | | 9/20/21 |  |  |  | | | | | | | Mindfulness Mondays- Teachers will provide instructional lessons to all students around mindfulness in the classroom and school. Students will know what Mindfulness means and how to be aware of it in their everyday life. |  | | | | | Complete 09/06/2022 | Macy McFatter | 09/12/2022 | | *Notes:* |  |  |  | | | | | | | Teachers will work weekly with various levels of mindfulness. Throughout the school year students will take part in lessons on: working on introducing the concept of mindfulness to students, what it means and how to be aware of it - being aware of person emotions and being able to acknowledge them  - being able to track your emotions and seek out help when you need it  - introducing the anatomy of the brain and specific parts of the brain that involve our actions and feelings  - being able to acknowledge our triggers and our reaction to them (fight flight freeze)  - being able to apply a coping strategy when our powerful emotions or BEAST, or trigger activities come up  - introduction to the zones of regulation - identifying their zone and what to do to get in the green ready to learn zone  - using all these skills to understand the difference between growth and fixed mindset -using the strategies, they have learned to understand empathy and how to relate and interact with their peers appropriately |  | | | | |  |  |  | | 10/27/21 |  |  |  | | | | | | | Morning announcements will take place beginning at 7:20am each day. There will be a guided focus for each day's announcements that provides talking or discussion points for the classroom teacher to conduct as soon as announcements end. The end of announcements signals the start of schoolwide acceleration time. |  | | | | | Complete 09/30/2022 | Cherlyn Kelley | 10/01/2022 | | *Notes:* |  |  |  | | | | | | | Monday- Positive quote or action of the day  \*\* Birthdays for the week will be announced  Tuesday- Trivia Tuesday Wednesday- World News Wednesday Thursday- Thesaurus Thursday (students learn a new word and write a sentence using the word. the top 4 sentences in the school are selected and read on the announcements. These students receive a prize) Friday- Shout-Out Fridays (students receive a shout out for kindness each week. All teachers select and turn in 1 student with a statement about why they were selected) |  | | | | |  |  |  | | 7/25/22 |  |  |  | | | | | | | Bobcat Clubs for 3rd-5th grade will take place every Wednesday to expand students' interest and build student/teacher relationships and community spirit |  | | | | |  | Tiffany Cockman | 01/30/2023 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | | 7/25/22 |  |  |  | | | | | | | Every Monday & Friday students will participate in Morning Pep Rally in the gym. This will begin with 3rd-5th grade students, beginning week one and each quarter we will add additional grade levels. |  | | | | |  | Gary Martin | 04/03/2023 | | *Notes:* |  |  |  | | | | | | | 3rd-5th grade-1st quarter 2nd-5th grade- 2nd quarter 1st-5th grade- 3rd quarter K-5th grade- 4th quarter |  | | | | |  |  |  | | 9/30/19 |  |  |  | | | | | | | Check-In/Check-Out for students who are experiencing difficulty with social/emotional learning and academics |  | | | | |  | Keotia Casterlow | 06/10/2023 | | *Notes:* |  |  |  | | | | | | | \* student check-in/check-out to express emotions and concerns \* meeting to greet on another and share thoughts \* classroom teachers can also conduct group activities, morning messages and afternoon debriefs |  | | | | |  |  |  | |  | | | | | | **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:*** |  |  |  | | | | | | | The counselor and school social worker is teaching monthly character trait lessons and providing small group counseling for students that targets specific student needs. |  | | | | | Limited Development 09/07/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | Teachers will help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions. These strategies will create a positive classroom environment/culture. Teachers will have the resources to be able to help address students' emotions and know when they need extra support. Teachers will refer and seek other resources for support with a noticeable reduction in classroom disruptions and increase in student achievement.   McLeansville will see a decrease in lost instructional time due to students being able to better manage their emotions and seek help when needed. |  | | | | |  | **Keotia Casterlow** | **06/08/2024** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 2 (0%)** |  |  | | 10/18/22 |  |  |  | | | | | | | Professional development and additional PLC work conducted by school counselor to increase staff knowledge of trauma based emotional needs and signs in the classroom. |  | | | | |  | Keotia Casterlow | 06/30/2023 | | *Notes:* |  |  |  | | | | | | | Title I funded for purchase of EEAs for other Assignment PLC work and professional development for trauma sensitivity in the classroom. |  | | | | |  |  |  | | 9/7/22 |  |  |  | | | | | | | Teachers will provide Mindfulness lessons every Monday to support students understanding of their emotions and how to regulate them. |  | | | | |  | Macy McFatter | 06/08/2024 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | |  | | | | | | **KEY** | **A4.16** |  | | **The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)** |  | | | | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** |  |  |  | | | | | | | Currently students in 5th grade visit the middle school each year to prepare for 6th grade. Visits are scheduled for middle school staff to come to McLeansville to provide an in depth description of all classes they can register for during open registration. |  | | | | | Limited Development 09/07/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | When fully implemented transitional plans will be established and carried out for students leaving pre-k and entering kindergarten, as well as, 5th grade to 6th grade.   Students entering Kindergarten along with their parents will have supports and materials in place to better prepare for the first days of Kindergarten each year. |  | | | | |  | **Keotia Casterlow** | **06/08/2025** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 1 (0%)** |  |  | | 9/7/22 |  |  |  | | | | | | | Opportunities for Pre-K students to transition to visiting kindergarten classrooms for small portions of time to participate in activities with current kindergarten students. |  | | | | |  | Jennifer Butner | 06/10/2024 | | *Notes:* |  |  |  | | | | | | | This will occur weekly during the last nine weeks of school. |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | July 2022 supports are provided by the district for School Improvement Planning.  Dr. Melissa Nixon- Title I & School Improvement  Dr. Angela Draper- School Support Officer  Olivia Joliff- MTSS  Wendy Willard & Ashley Hewitt- Literacy Support |  | | | | | Full Implementation 06/29/2022 |  |  | |  | | | | | | **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** | | ***Initial Assessment:*** |  |  |  | | | | | | | Currently the team meets 2 times per week to discuss indicators, instructional plans and ways to best support parent involvement.   While the team meets regularly the teams needs to increase the use of data to improvement instruction and attendance. |  | | | | | Limited Development 09/07/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | The team will be meeting every other week to discuss instruction, data, student support and implementation of our plan. All parties will provide feedback in order for necessary adjustments to be made for continual growth. Meeting notes, agendas and dates will be provided to ensure that this goal is being met with fidelity. When fully implemented student proficiency will increase in reading, math and science. |  | | | | |  | **Cherlyn Kelley** | **12/30/2022** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 2 (0%)** |  |  | | 9/7/22 |  |  |  | | | | | | | The Leadership Team will present at staff meetings about our school-wide data and trends. |  | | | | |  | Cherlyn Kelley | 01/30/2023 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | | 9/7/22 |  |  |  | | | | | | | The leadership team will meet at least 2 times per month and provide minutes immediately following the meetings. |  | | | | |  | Macy McFatter | 01/30/2023 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | A master schedule is in place with collaborative planning times and professional learning communities. Meeting schedules for the entire year have been developed and shared with all staff members.   Regular professional learning communities will meet weekly for 45 minutes for collaboration on research based instructional strategies and data analyses. During PLCs lesson plan feedback will be discussed as a group and adjustments will be made as needed. All teachers will be planned a week in advance to teaching the lessons so that thru collaboration can take place and all decisions are made Data will be shared with parents regularly thru student led conferences and individual conferences with teachers. |  | | | | | Full Implementation 09/07/2022 |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | Currently the principal and curriculum facilitator completes classroom visits daily to provide feedback to teachers about instruction and student engagement. |  | | | | | Limited Development 09/07/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | When fully implemented with constructive feedback and collaboration between teachers, principal and curriculum facilitator student achievement will increase.  Teachers will communicate needs and concerns regarding instruction and data analysis to meet the needs of their students. |  | | | | |  | **Cherlyn Kelley** | **05/30/2023** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 1 (0%)** |  |  | | 9/7/22 |  |  |  | | | | | | | Principal and curriculum facilitator will conduct daily classroom visits providing teachers with constructive feedback to continually improve instructional practice. The ILT team will conduct classroom visits and provide constructive feedback at least 1 time per week. These visits will consist of virtual and face to face visits depending on the instructional model of each teacher. |  | | | | |  | Macy McFatter | 05/23/2023 | | *Notes:* |  |  |  | | | | | | | Daily visits from CF and Principal with weekly visits from ILT team members. |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. |  | | | | | Limited Development 09/08/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | By June 2024 teachers, administration and the curriculum facilitator will look at school wide data for reading, math and science on a quarterly basis. Staff will look for trends across the school. Grade level teams will look at data bi-monthly during PLCs. They will look for trends in growth and identify gaps in reading, math and science. After reviewing data, leadership will decide what professional development or school improvement plans may be needed to support growth for students and teachers. All teachers and support staff will be able to speak about the data of the school and individual students. Every staff member will understand their role in supporting all students and their individual growth. |  | | | | |  | **Jennifer Dorsey** | **06/08/2024** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 2 (0%)** |  |  | | 9/8/22 |  |  |  | | | | | | | MTSS Coordinator will meet with all teachers to review Tier 2 paperwork and intervention plans to ensure that interventions meet the standard treatment protocol for GCS. |  | | | | |  | Ali Navarre | 11/30/2022 | | *Notes:* |  |  |  | | | | | | | Title I funds used to support as needed |  | | | | |  |  |  | | 9/8/22 |  |  |  | | | | | | | Leadership Team reviews data quarterly and discusses ideas for professional development and school improvement plans that will support and benefit teachers and students. Monthly staff meetings will include differentiated PD as needed to support MTSS Tiers. |  | | | | |  | Tiffany Cockman | 05/30/2023 | | *Notes:* |  |  |  | | | | | | | Title I fund used to support professional development based on teacher needs |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | **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:*** |  |  |  | | | | | | | It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Currently the principal and curriculum facilitator evaluates daily instruction in the classrooms leaving feedback. We would like to move to teachers also spending time in classrooms each month to provide feedback and learn from each other. A team in in place to support all interviewing when a position becomes available. This team is vital in the selection process. We have established a buddy system at McLeansville in which all staff are connected with other staff members to provide encouragement and support throughout the school year. We celebrate at every staff meeting accomplishments from the previous month. We conduct classroom visits to provide feedback and support to all teachers. All new teachers are connected with a mentor who meets with them weekly to provide ongoing support. In order to continue the growth of these efforts we must remain focused on feedback, critical conversations and supporting each other throughout the whole school. Celebrations must continue in order for morale and passion to remain high. |  | | | | | Limited Development 11/04/2021 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | A team is in place to support all interviewing when a position becomes available. This team is vital in the selection process.  We celebrate at every staff meeting accomplishments from the previous month. We conduct classroom visits to provide feedback and support to all teachers. All new teachers are connected with a mentor who meets with them weekly to provide ongoing support.  Teacher morale will be high and teachers will feel supported, valued and show up for work daily.   Staff attendance will be 95% or higher every day.  Individualized PD for staff based on needs of the individual, grade level needs or school wide focus. |  | | | | |  | **Laura Summers** | **05/30/2023** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **0 of 3 (0%)** |  |  | | 11/4/21 |  |  |  | | | | | | | Weekly Shout Outs will added as part of the weekly staff newsletter. All staff are able to send a "Shout Out" for any member on the staff. |  | | | | |  | Shervawn Sockwell | 11/02/2022 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | | 11/4/21 |  |  |  | | | | | | | The sunshine team will schedule Friday Feast every other week providing the opportunity for staff to order lunch from outside of the school. Lunches will be delivered to those who ordered to enjoy. |  | | | | |  | Laura Summers | 12/18/2022 | | *Notes:* |  |  |  | | | | | | | Schedule will be sent out to staff monthly |  | | | | |  |  |  | | 11/4/21 |  |  |  | | | | | | | Instructional Leadership Team will provide focused professional development based on the needs from classroom observations. |  | | | | |  | Ali Navarre | 05/10/2023 | | *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:*** |  |  |  | | | | | | | We send home monthly newsletters and connect ed phone calls to keep parents informed. We have parent book clubs for families to learn and grow. This year we have established a parent resource center in which parents and families can come and continue their growth along with other parents in an inviting environment while their children are at school. |  | | | | | Limited Development 09/27/2022 |  |  | | ***How it will look***  ***when fully met:*** |  |  |  | | | | | | | Parents will have an open source of communication between school and home. The school culture will be inviting to all parents with them feeling welcomed in our school creating a strong atmosphere of parent involvement in all activities. As a result of more parent involvement we will see improve students’ academic growth by providing educational options to parents. The increased communication and welcoming environment will provide the following to community and families: \* added unity to community \* parents are well informed \* Create a sense of a safe place environment for our immigrant and refugee families. Sign-in sheets, flyers, and , agendas will be provided to ensure that this goal is being met with fidelity |  | | | | |  | **Michelle Davis** | **06/10/2024** | | ***Actions*** |  |  |  |  |  | | | | | | | | | | | **1 of 7 (14%)** |  |  | | 9/27/22 |  |  |  | | | | | | | Curriculum Night Three twenty-minute sessions with 10 minute in-between for travel time, so families can visit multiple grade level if needed.   5:30-6:00 Session 1  6:00-6:30 Session 2  6:30-7:00 Session 3 |  | | | | | Complete 09/21/2022 | Ali Navarre | 09/30/2022 | | *Notes:* |  |  |  | | | | | | | Parent Night will be supported by Title I funds |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Fall Festival - Food trucks - Bouncy houses - Carnival games - Face painting etc. - Curriculum Update Information |  | | | | |  | Laura Summers | 11/30/2022 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Student led conferences with Data binders |  | | | | |  | Ali Navarre | 06/10/2023 | | *Notes:* |  |  |  | | | | | | | Supported with Title I funds |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Coffee and Chat with Principal, counselor, and social worker |  | | | | |  | Keotia Casterlow | 06/30/2023 | | *Notes:* |  |  |  | | | | | | | Supported with Title I funds |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Work with parents to re-establish a fully functional PTO with support from school and families that is able to provide support to students and classrooms throughout the school |  | | | | |  | Maritza Melara | 12/20/2023 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Book Clubs based on needs from Parents and Parent request (English and Spanish) |  | | | | |  | Maritza Melara | 06/10/2024 | | *Notes:* |  |  |  | | | | | | | Supported with Title I funds |  | | | | |  |  |  | | 9/27/22 |  |  |  | | | | | | | Teachers and support staff will communicate daily/weekly through the use of DOJO to ensure students and families are aware of expectations for homework, behavior and attendance. Families will receive daily information about the progress and needs of students. |  | | | | |  | Tiffany Cockman | 06/10/2024 | | *Notes:* |  |  |  | | | | | | |  |  | | | | |  |  |  | |  | | | | | |  |  | |  |  | | | | |  |  |  |  | | | | | | |  |  |