

Comprehensive Progress Report

Mission:

At Falkener Elementary, We, The Global Learners...Engage. Lead. Inspire. Grow.

Adopted on 10-8-2020, In an effort to embrace the changes taking place in education due to Covid-19 we have added descriptors to support our mission statement. (Please see below)

Engage in healthy habits that promote fun and safety for all dolphins.

Lead our POD to strive for excellence.

Inspire and embrace a new way of teaching and learning

and GROW in the process

Vision:

Falkener Elementary will provide an educational environment where all students receive rigorous instruction that will enable them to contribute to a global society.

Goals:

Social Emotional Learning Goal: By June 2021, All Falkener Elementary School Staff will be 100% trained in SEL interventions to help promote a safe and supportive environment for staff and students.

Achievement Gap Goal: By June of 2021, Falkener Elementary will reduce the achievement gap in math between Black and Hispanic subgroups by at least 10%.

School Performance Composite Goal: By June 2021, Falkener Elementary will increase the school performance composite from 36.1% to a minimum of 39.7%.

Culture and Climate Goal: Falkener Elementary School will improve culture and climate by increasing monthly positive parent communication from 75% to 90% using Bloomz Parent Communication app.



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:			<p>Falkener conducts PBIS meeting at the beginning of the year for PD for all teachers. Training will continue through the year.</p> <p>Teachers will implement restorative practices in their classrooms.</p> <p>Students will have an opportunity to earn coins for good behavior from some of our common areas: buses, cafeteria and specials. Students will earn coins from their bus driver, cafeteria supervisor and specials teachers when they are following expectations. Students will turn the coin into their teacher for bonus Bloomz points.</p> <p>Birthday pencils/buttons are given out to celebrate student's birthdays monthly.</p> <p>Students, who demonstrate leadership skills, are able to serve on the safety patrol.</p>	Limited Development 08/31/2017		
How it will look when fully met:			<p>Teachers will utilize Bloomz to document PBIS positive and negative behaviors.</p> <p>All teachers will attend Restorative Practices and racial equity professional development provided by GCS.</p> <p>Teachers will receive trainings on effective classroom management and common area procedures.</p>		Crystal Rucker-Raspberry	06/04/2021
Actions				3 of 5 (60%)		
	9/26/19		All teachers will establish classroom norms for personal responsibility, cooperation, and concern for others. (A2.17)	Complete 10/23/2019	Keaira Price	10/31/2019
Notes: Currently 71 staff members are signed up for Class DOJO - This includes all classroom teachers. All teachers have established classroom norms, but some have more norms than others.						

10/23/19	Schoolwide incentives will be offered through the Bloomz app. Points will be earned through a tiered system created by the EPIC team that supports engagement for staff and students. PBIS committee will use review Bloomz behavior data to monitor objectives and goals.	Complete 09/30/2020	Angela Draper	01/30/2020
<p><i>Notes:</i> A school wide incentive was completed for the first quarter. There are more school wide incentive to be offered throughout the school year for students. Incentives for the staff will be reviewed and decided at a later date. 11.13.19</p> <p>01.07.2020 - Currently schoolwide quarterly incentives have been implemented. The top three students who earned the most class Dojo points are able to participate in the schoolwide incentive. The first quarter incentive was a movie and popcorn day. The second quarter incentive was face painting, games, and just dance rotation. More incentives will be offered. We will revisit this action by June 5, 2020.</p> <p>4.30.2020 - Due to COVID-19 closing school buildings, we will review schoolwide incentives prior to September 30, 2020.</p> <p>8-20-2020 Mrs. Price will speak with Mr. Greene about the EPIC kickoff that informs students about the engagement process.</p> <p>11-2-2020 Extend Target date</p>				
8/31/17	ALL teachers will promote a growth mindset by attributing to learning successes with demonstrating self-regulation and effort using a school wide Leader board that exhibits students that continuously log on to virtual learning and promote a growth mindset during class.	Complete 09/30/2020	Keaira Price	09/30/2020
<p><i>Notes:</i> Teachers allow students to participate in UNICEF brain breaks (self-regulation). Students in grades K-2 and 3-5 have data folders that are updated and reviewed. Mathlete and Reader-leader awards are given to students who have performed proficient on math or reading assessments. Both counselors have delivered lessons on growth mindset to all students (K-5). 2.26.2020. Teachers who have Reader-leader and Mathlete awards outside of their doors will be acknowledged for celebrating student success. 03.11.2020</p> <p>4.30.2020 - Due to COVID-19 closing school buildings, we will review this action prior to September 30, 2020.</p> <p>8.26.20 A leader board was designed via-Google slides to monitor student participation and self effort while completing online learning.</p>				

11/4/20	Administration will present an Educators Handbook training informing staff on the 4:1 negative to positive discipline ratio.		Olivia Brice	11/30/2020
<i>Notes:</i>				
12/5/18	All of Falkener Elementary instructional staff will continue with on going racial equity professional development to include restorative practices, social emotional awareness and racial equity.		Crystal Rucker-Raspberry	06/04/2021
<i>Notes:</i> Racial equity professional development will be included as one of the professional development items on the back to school agenda for staff. 2.26.2020				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers align instruction to curriculum and standards. Teachers are developing aligned units of instruction, with differentiated lessons and formative assessments. Teachers work with MCLs to produce units of instruction.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>			Teachers, MCLs and support staff will collaborate to develop effective strategies for implementing current units of instruction. Teachers will create lessons and assessments that are tailored to students diverse needs. Teachers will create a classroom environment that hold students at a high expectations while providing them with the resources needed to be successful.		Wanda Austin	06/10/2022
Actions				7 of 17 (41%)		
10/10/17			3rd - 5th grade will be attending ARC coaching days thought out the school year.	Complete 04/20/2018	Wanda Austin	06/08/2018
<i>Notes:</i>			All Eureka, ARC, CKLA Coaches will meet throughout the year.			
10/10/17			Teachers will receive training for use of a SmartBoard.	Complete 02/02/2018	Siobhan Cooke	06/08/2018
<i>Notes:</i>						
10/20/16			Teachers will communicate and meet with MCL's for PLC Meetings.	Complete 09/02/2019	Mary Brechka	06/09/2019
<i>Notes:</i>			These designated people have been testing and will return to this action late October. Agendas will document teacher participation.			
10/10/17			K-2 will attend Core Knowledge literacy training provided by the district.	Complete 09/26/2019	Leslie Allred	11/02/2019
<i>Notes:</i>			Teachers on the grade levels were able to choose the dates to attend.			

10/23/19	Instructional teams meet for blocks of time (e.g., 4 to 6 hours, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student data. (A2.02) PLC Agendas will reflect the development and/or refinement of instruction.	Complete 11/13/2019	Mary Brechka	11/26/2019
<i>Notes:</i> Currently the Instructional Leadership Team meets weekly for 2 - 3 hours and grade levels are meeting with MCL's as well as meeting as a team weekly.				
10/23/19	Media Center books will be purchased to add to the resources needed for teachers to effectively teach all standards.	Complete 01/07/2020	Valerie Baartz	01/24/2020
<i>Notes:</i> Media Center books were purchased using Title 1 funding. 01.07.2020 - Multiple orders of books have been purchased by the media specialists this school year that not only supports the PYP curriculum but also adds to the resources needed by teachers to effectively teach all standards. We will mark this action as complete as of 01.07.2020				
9/27/19	K - 3 teachers, reading MCLs and reading specialists will complete LETRS training offered by GCS.	Complete 10/08/2020	Keaira Price	08/30/2020
<i>Notes:</i> 03.11.2020 - Currently K-3 reading MCLs, EC Teachers and K-2 reading specialist are taking the LETRS course. Unit 3 has just wrapped up and Unit 4 will begin soon. As of 03.11.2020 K-3 teachers will begin the course during the beginning of the next school year. 5.21.2020 - Due to COVID-19 - Reading MCLs and K2 reading specialist will be completing Units 3 and 4 face to face training virtually. Per CF meeting on 5.20.2020, the next audience to begin the LETRS training is still being determined. 8-20-2020 All members have completed the LETRS training. 9-23-20 Date was moved to 10/30/2020 due to restrictions being made by Co-Vid 19. New Staff members have been added therefore, training is required. 10/8/2020 All training was complete in the 2019-2020 school year.				
10/27/20	MCL's will collaborate with ARC/CKLA/Eureka coaches/consultants to create lesson plans that targets supplemental work for small group instruction. ARC coaching dates are November 18th, CKLA November 11th and Eureka November 18th.		Tanya Scott	11/30/2020
<i>Notes:</i> 11-1-2020 Target Date adjusted				

11/5/20	Teachers will utilize the multimedia room to create and enhance engaging lessons for the purpose of increasing of students participation on Canvas for remote students. MCL's will track data of student login and hold weekly meetings with team teachers to provide feedback and improve lessons.		Phamalae cummings	01/30/2021
<i>Notes:</i>				
10/27/20	MCL's will conduct observations with ARC/CKLA and Eureka coaches for classroom teachers to create a target feedback plan to improve teacher instruction.		Wanda Austin	02/01/2021
<i>Notes:</i>				
11/5/20	K-2 MCL's will conduct weekly PLC's to review students I-Station data and create proactive planning strategies to provide support students in the 30% or lower reading range.		Mary Brechka	02/20/2021
<i>Notes:</i> 11/1/2020 Target date extension				
11/5/20	The 4th & 5th grade teachers and MCL's will use ARC steps to desegregate data to improve learning for all students. The teachers will chart students weekly progression to serve as data to be used to track reading goals for students to master.		Shawntel Tulpan	02/20/2021
<i>Notes:</i>				
11/5/20	MCL's will collaborate with ARC/EUREKA/CKLA coaches to conduct observations of classroom teachers. Coaches will provide feedback and create interactive videos for teachers to use as models. This feedback method will help teachers improve teacher delivery and instruction.		Olivia Brice	02/20/2021
<i>Notes:</i>				
10/20/16	In an effort to effectively provide support to teachers MCL's will lead full day planning sessions to reflect and desegregate assessment data. MCL's will use the data to guide teachers on how to effectively teach and engage students in learning through an remote learning model.		Olivia Brice	02/20/2021
<i>Notes:</i> Due to the loss of a specialist, administration will review the calendar to schedule full day planning for upcoming quarter. Due to COVID-19, the possibility of having a full day planning will be reviewed during the 2020- 2021 school year. 5.21.2020 8.26.20 Date was adjusted due to Co-Vid adjustments where staff has planning every Friday. 11-1 Target date was adjusted				

11/5/20	MCL's will conduct weekly one on one coaching sessions to monitor teaching goals and provide feedback. Teachers will be assessed by conducting weekly formative assessments that MCL's will chart and monitor for teacher effectiveness.		Wanda Austin	06/01/2021
<i>Notes:</i>				
11/5/20	Teachers will have weekly team meetings facilitated by team leaders for lesson planning. Teachers will reflect on the commonalities of among students weaknesses and strengths within the current curriculum goals and objectives. The teachers will collaborate to improve learning for all students by finding strengths in colleagues that can be reciprocated to help all students succeed.		Ideana glenn	06/10/2021
<i>Notes:</i>				
10/27/20	Teachers will meet weekly with MCL's to create lesson plans that are aligned to units of instruction, with differentiation. Upon completion of the meeting MCL's will provide coaching goals for teacher to achieve during teaching.		Mary Brechka	06/10/2021
<i>Notes:</i> 11-2 Extension target date				

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:			Teachers,support team(Counselor, Social Worker, Psychologist and EC Dept.) and administration meet weekly to discuss evidence based strategies and student progress toward target goals. Implementation of Opportunity Culture at all grade levels. All students will have access to great teachers through the placement of Multi Classroom leaders. MCLs will be grade level based.	Limited Development 07/28/2016		
How it will look when fully met:			Case managers and teachers will work together and meet regularly to improve student success. Dr. Draper will ensure that the fiscal sustainability of MCLs. Dr. Draper will also ensure the quality and qualification of the teachers in the described roles.		Wanda Austin	06/04/2021
Actions				3 of 11 (27%)		
	12/4/18	Opportunity Culture Plan Restructured to obtain 100% Reach • (6) Multi-Classroom Leaders: Level 3		Complete 07/31/2019	Angela Draper	07/31/2019
Notes: The school has MCL's or each grade level funded by Title 1, CSI and restart.						
	9/26/19	All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (A1.06)		Complete 11/13/2019	Wanda Austin	11/22/2019

Notes: Teachers are being directed to provide sound instruction. Teacher are also given resources to provide sound instruction in teacher directed, small group and independent group lessons for both Eureka math and ELA. Teachers are monitored and re-evaluated daily. We will revisit this action on November 22, 2019.

Teachers are currently providing sound instructions in a variety of modes. The team will monitor these efforts by the MCL's reviewing lesson plans and continuing to complete classroom observations, modeling and co-teaching.

10/23/19 Lesson plans will be reviewed weekly by MCL's to drive 1 on 1 conferencing.

Complete 11/13/2019

Wanda Austin

11/22/2019

Notes: MCL's are paid out of Title 1 funds.

Currently all 6 MCL's review lessons plans for both reading and math for their grade level weekly.

10/23/19 Teachers will reflect about the feedback from the 1 on 1 observation - This reflection will be shown in the weekly lesson plans.

Wanda Austin

10/30/2020

Notes: Teachers are currently reflecting during 1 on 1 conferencing with MCL's on observations completed in person and with the Swivl. Teachers are given feedback to modify future lessons using feedback forms that gives glows, grows and a teacher self reflection question. 11.13.19

01.21.2020 - Teachers are still required to reflect about the feedback from the 1 on 1 observations completed by MCLs. The reflections are submitted on weekly lesson plans that are reviewed by MCL weekly. We will review this action by June 5, 2020.

5.21.2020 - Teachers are still required to reflect about the feedback from the 1 on 1 virtual observations completed by MCLs. The reflections are submitted on online learning weekly lesson plans that are reviewed by MCLs.

9/27/19 Teachers will meet weekly with reading and math MCL's to create lesson plans that are aligned to units of instruction, with differentiation and review data from formative assessments to drive instruction.

Wanda Austin

10/30/2020

Notes: 01.21.2020 - Teachers continue to meet with MCLs weekly to discuss data, formative assessments, lesson planning, units of instruction and differentiation. Documentation of these meetings can be found in PLC agendas, 1 on 1 conferencing and feedback forms We will review this action by June 5, 2020.

5.21.2020 - Teachers are meeting with MCLs weekly for PLCs and 1 on 1 conferencing virtually. The structure of PLCs and 1 on 1 conferencing will be determined once the instructional plan for 2020 - 2021 is released.

11/18/19 MCL's will model lessons based off of reflections from 1 on 1 coaching and feedback.

Wanda Austin

10/30/2020

Notes: 01.21.2020 - Model lessons are currently being done by MCLs based off of the weekly 1 on 1 coaching and feedback. The model lessons and feedback are being documented on coaching and feedback forms. We will review this action by June 5, 2020.

5.21.2020 - MCLs created virtual lessons to be used for online learning.

10/27/20 MCL'S will support classroom teachers in creating MTSS behavior plans that will be implemented remotely and in person.

Olivia Brice

12/20/2020

Notes:

8/31/17 Documented implementation of strategies recommended by the IST team.

Lauren Watermen

12/30/2020

Notes: With the implementation of MTSS, a new model will be implemented to add tiered instructional needs.

5.21.2020 - Prior to COVID-19, weekly IST meetings were happening. When face to face school resumes, weekly IST meetings will continue. 10-7-2020 MTSS training is scheduled for Oct.16th, at this point staff will receive strategies from IST.

10/23/19 IEP accommodations will be implemented within the IE groups and reflected on the weekly lesson plans

Wanda Austin

12/30/2020

Notes: K-5 teachers have reviewed IEP's and small skills groups have been modified according to individual IEP's. Lesson plans are reviewed by MCL's with feedback to ensure it is being done. 11.13.19

01.21.2020 - In K-1 IE time has been extended to make sure they are implementing IEP accommodations. In all grades, weekly lesson plans are turned in to show modifications/accommodations. These plans are reviewed weekly by MCLs. We will review this action by June 5, 2020.

5.21.2020 - Resource teachers are creating support lessons for EC students, Teachers are differentiating lessons for students academically as well as accommodating home technology situations. Assignments are put out for students that differentiate how and when they are turned in.
10-7-2020- Due to Covid-19 we are currently experiencing a delay with updating IEP accommodations. Therefore , teachers will continue to hold small groups based on supplemental support needed.
Accommodations are scheduled to be updated by 10.30 and will be communicated with staff.

10/27/20 Instructional Leadership will conduct quarterly MTSS training on MTSS implementation.

Olivia Brice

02/15/2021

Notes:

5/28/20 Training will be developed to further develop the staffs understanding of their roles and responsibilities related to MTSS. A tiered instructional approach will be used to accommodate different levels of understanding.

Lauren Waterman

04/30/2021

Notes: This action was created from the 2019-2020 FAM-S Score sheet.
5.21.2020

	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:			Students with Increasing Motivation (S.W.I.M.) reports, behavior logs and our school's Positive Behavior Interventions and Supports (PBIS) programs and awards are indicators that an intervention and support plan is fully and effectively implemented.	Limited Development 09/01/2016		
How it will look when fully met:			Student behavior will be monitored through PowerSchool and Educators Handbook. Students with elevated amounts of discipline referrals will be targeted to participate in the SWIM program. Students' progress will be monitored daily by designated personnel. After achieving a daily goal of 80%, students receive incentives. If nine week goals are met, students participate in a school wide incentive. Staff members will participate in on going professional development to address school culture and climate and will implement strategies learned. Staff development sessions may include but are not limited to: CHAMPS training, PBIS training, book study and other activities		Crystal Rucker-Raspberry	06/04/2021
Actions				2 of 13 (15%)		
	10/23/19	A Youth Development Coordinator was hired to assist teachers with dealing with emotional needs of students.		Complete 11/13/2019	Angela Draper	12/10/2019
Notes:		The Youth Development Coordinator was purchased using CSI money. With the continuation of CSI funds, the youth development coordinator position will continue to be a full time position.				
	10/23/19	A Social Emotional Learning (SEL) Team will be developed to assit staff with dealing with the emotional needs of students.		Complete 01/07/2020	Nicolas Dixon	01/31/2020
Notes:		.5 of the salary for a counselor for the SEL team was purchased out of Title 1 funds. A 7 person SEL team was developed to assist staff with dealing with the emotional needs of students. 01/07/2020 - A SEL team has been developed and continues to assist staff with dealing with the emotional needs of students. The creation of the team and their meetings can be documented by their meeting notes. We have decided to mark this action as complete as of 01.07.2020.				
	11/5/20	The SEL team will use parent engagement activities as platforms to inform parents and students on social emotional learning. Each event the SEL team will set up an information session that focuses on a key element of social emotional learning.			Lauren Waterman	12/18/2020
Notes:						

11/5/20	SEL Coaching staff will hold monthly SEL professional development to staff members during staff meetings. The training allows for teachers to practice and reflect on SEL techniques to teach and model for students.		Lauren Waterman	12/30/2020
<i>Notes:</i>				
9/26/19	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention. (A4.17)		Olivia Brice	01/30/2021
<p><i>Notes:</i> K-2 students are administered Istation testing as well as core phonics monthly to determine if students are in need of targeted intervention. 3 - 5 students are administered Benchmark testing from the District as well as common assessments provided in both reading and math to determine students in need of targeted intervention. 11.13.19</p> <p>01.07.2020 - A reliable and valid system-wide screening process for academics and behavior is currently being used by the schools IST process. Quarterly (monthly) assessments continue to be administered to all students. These assessments are viewed first by the teacher or MCL and if needed to the IST team. We will continue to monitor this action step and revisit it by March 31, 2020. This action is currently being implemented through IST as well as SWIM reports. This action is being monitored weekly and we will review this action again in June 2020. 03.11.2020</p> <p>5.21.2020 - Prior to COVID-19, a reliable and valid system-wide screen process for academics and behavior was implemented. When students return to school, this action will be reviewed to reflect any updates to the system-wide screening process for academics and behavior.</p> <p>10-7-2020- The PBIS/MTSS team is working extremely hard to construct a screening process for academics and behavior. The team is receiving training and meeting frequently to craft a plan.</p>				
11/5/20	The staff will participate in a book study called Balanced with Blended learning. Blended learning allows a partnership that gives teachers more time and energy to innovate and personalize learning while providing students the opportunity to be active agents driving their own growth.		Phamalae cummings	01/30/2021
<i>Notes:</i>				

11/5/20	The technology team will use the multi-media room to create "The Dolphin Vibe" morning show to teach students about the importance of social emotional learning. Each episode will offer the "Dolphin Scoop" which teaches provides explicit strategies on handling emotions/positive communication/ reflection and making good choices.		Valerie Baartz	02/20/2021
<i>Notes:</i>				
5/29/20	Quarterly comprehensive data meetings will be held that include behavior, academics, attendance, and data regarding MTSS implementation and student outcomes.		Crystal Rucker-Raspberry	02/20/2021
<i>Notes:</i> 11-1 Extension target date				
11/5/20	The SEL Team will create peer (skill) groups based off of quantitative and qualitative data. The SEL Team will create activities and support groups based on the needs of each skill group. The team will create goals for improvement for individual skills groups and use incentives to celebrate student success. MTSS meetings will be used to review skill group data and create new goals.		Crystal Rucker-Raspberry	02/20/2021
<i>Notes:</i>				
9/2/16	Student behavior will be targeted by participating in SWIM and achieving a daily goal of 80% of positive behavior and will be monitored through PowerSchool and Educators Handbook.		Lauren Waterman	06/04/2021
<i>Notes:</i> 5.21.2020 - Due to COVID-19 - Student behavior/SWIM reports are not being used. The use of SWIM reports and monitoring daily goals will be reviewed during the 2020 - 2021 school year. 11-1-2020 Swim will continue to be monitored through Bloomz				
10/2/16	Staff members will participate in on going professional development to address school culture and climate and will implement strategies learned. Staff development sessions may include but are not limited to: PBIS training and other activities		Nicolas Dixon	06/04/2021
<i>Notes:</i> Quarterly training for updates for CHAMPS and PBIS training as identified by PBIS team members' observations. 5.21.2020 - PBIS training and MTSS implementation training are being created to be presented to the staff during the professional development days at the beginning of the school year.				
11/18/19	The SEL Team will give "We see you awards" to staff for going above and beyond for the emotional well being of the students in the school.		Crystal Rucker-Raspberry	06/05/2021

Notes: Currently the "We see you awards" are going great. The teachers enjoy receiving the awards and are surprised when they receive the award. This is a year long initiative and we will review this action by June 5, 2020.

5.21.2020 - "We see you awards" are still happening virtually. This action will be reviewed during the 2020 - 2021 school year.
11-1-2020 We will continue to use "WE See you" awards to motivate SEL environments within the school building. Extended target date

11/5/20 The IB/Magnet coordinator will utilize the multi-media room to create engaging videos to inform students of the different IB attitudes and IB profiles for each month. The teachers will use morning meetings as follow up sessions to revisit profiles and attributes during a small group to model specific behaviors and definitions for students.

Keaira Price

06/05/2021

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:

Falkener provides Kindergarten screening during the summer for students entering the school. Fifth grade teachers escort students to the neighboring middle school to prepare students for their transition to sixth grade.

Limited Development
08/31/2017

How it will look when fully met:

Students will successfully transition from one grade to the next and onto the next level, I.E. fifth grade to sixth and pre-school to kindergarten.

Angela Draper

06/04/2021

Actions

0 of 3 (0%)

10/24/19 The LEA/School monitors progress of extended learning time programs and strategies being implemented, and uses data to inform modifications. (B3.01) After school tutorial will be implemented to allow for extra instruction.

Angela Draper

03/16/2021

Notes: Currently there are discussions about having extended learning opportunities for students in 3rd - 5th grades in Mid February - March focusing on targeted skills. Data will be used from the second quarter benchmark to determine who will benefit from the extended learning opportunity. We will review this action by April 30, 2020.

4.30.2020 - Afterschool tutorial was ready to roll out and begin the week of March 16, 2020. Due to COVID-19, our last day of school in the building was March 13, 2020. We will review this action prior to October 16, 2020.

10/7/2020 Due to Covid-19 restrictions we are unable to schedule after school tutoring. Funding has been included in the title one budget for tutoring. We will revisit plan in the spring.

8/31/17 The school will provide all students extended learning opportunities and field experiences via offsite field trips, virtual field trips and on-site field trips.

Ivy Murphy

06/04/2021

Notes: 5.21.2020 - Due to COVID-19 virtual field trips are being offered to students.

8/31/17 All pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.

Torkwase Mitchell

06/04/2021

Notes: 5.21.2020 - The Pre-K teacher follows the Pre-K curriculum which is designed to stimulate development in social-emotional, physical, approaches to learning, language, and cognitive development. Activities are to promote the mentioned development is currently being offered virtually to Pre- students.

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
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. The team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Angela Draper	06/04/2021
Actions				0 of 1 (0%)		
	10/24/19		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. Dr. Draper will report findings to the ILT to create and implement plan to support staff and families at Falkener Elementary school.		Angela Draper	06/05/2021
<i>Notes:</i>						

	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:			<p>The instructional leadership team hold weekly meetings on each Monday to discuss the implementation of effective practices. Each grade level team participates in PLCs twice a week with professional staff.</p> <p>The Instructional Leadership Team will meet monthly to do collaborative data dives in preparations for creating common assessments and PLC sessions with grade level teams.</p>	Limited Development 09/02/2016		
How it will look when fully met:			Teachers have a clear understanding of the expectations and everything is aligned to the mission and vision of the school.		Angela Draper	06/04/2021
Actions				1 of 4 (25%)		
	9/22/17		The principal will facilitate monthly professional development on the guide Transformational Teaching and Learning around the GCS 6 core beliefs.	Complete 02/13/2018	Angela Draper	06/09/2019
<i>Notes:</i> ICT Meeting Tuesday 9:10 am with MCL's, Coaches and CF's						
	12/5/18		Additional coaching days for MCLs and CF/Coaches only with Eureka, ARC and CKLA Consultants will be added to the calendar. These days are allotted to provide support and guidance for classroom teachers. In conclusion of the trainings a Glow and Grow format will be used to guide teacher effectiveness.		Wanda Austin	01/30/2021
<i>Notes:</i> Additional coaching days for Eureka, ARC and CKLA are paid for out of Title 1 funds. 5.28.2020 - During the May 21, 2020 meeting, the school improvement team voted to pay for additional coaching days for Eureka, ARC and CKLA out of Title 1 funds.						
	8/31/17		The principal effectively and clearly communicates schoolwide updates through the an online platform called Friday focus.		Angela Draper	06/04/2021

Notes: Friday Focus Newsletters and Faculty Meetings

5.28.2020 - Dr. Draper sends out Friday Focus Newsletters and communicates with staff on a staff GroupMe thread. Staff meetings are held virtually on Microsoft Teams.
11-1-2020 Added the Friday Focus

12/5/18 Instructional Leadership Team will meet to conduct Data Dives monthly and plan for PLCs (6 hours)

Beverly Figueroa

06/04/2021

Notes: 5.28.2020 - Prior to COVID-19 Instructional Leadership Team met every Friday to conduct data dives and plan for PLCs. Instructional Leadership Team continues to meet virtually during online learning.

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:			Teachers have protected planning times and established planning times with PLCs and other meetings with administration. There are established norms and governing for attending these meetings.	Limited Development 09/02/2016		
How it will look when fully met:			Teachers will consistently meet as teams with their ILT, MCL, and Coaches on a weekly basis during PLC or one-on-one coaching sessions.		Angela Draper	06/04/2021
Actions				3 of 5 (60%)		
	10/10/17		Administration will add schedule dates and times on the master schedule on Canvas. This will be accessible school wide.	Complete 12/08/2017	Shelton Morgan	06/08/2018
Notes:			Principal sends out weekly memos to staff for any urgent upcoming events or information needed.			
	8/31/17		The principal makes sure everyone understands their role continuously elevating professional practice.	Complete 04/13/2018	Angela Draper	06/09/2018
Notes:						
	8/31/17		The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.	Complete 04/13/2018	Angela Draper	06/09/2018
Notes:						
	8/31/17		The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.		Wanda Austin	06/04/2021

Notes: 5.28.2020 - Prior to COVID-19, the principal and other administrators duties were distributed to allow time for administrative attention to instruction and student support. Dr. Draper and Mr. Dixon spend as much time that was allowed in classrooms to complete walk-through and observations.

10/27/20 Teachers will hold weekly PLC's for a total of 2 hours per week

Wanda Austin

06/12/2021

Notes:

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>			The principal will complete teacher evaluations by district assigned dead lines to gather information on teacher effectiveness. The principal will use evaluation data to design support sessions and professional development to support teachers.	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>			Administrators will conduct walkthroughs, formal and informal observations. In addition, administrators will provide feedback during one-on-one conferences, PLCs, and staff meetings.		Kellee Watkins	06/04/2021
<i>Actions</i>				1 of 2 (50%)		
	12/5/18		Request a Modified Evaluation System consisting of the following two standards: Standard III: Teachers know the content they teach. Standard IV: Teachers facilitate learning of their students	Complete 08/13/2019	Angela Draper	06/19/2019
<i>Notes:</i>			Due to the Restart categorization, it allowed the flexibility to modify the evaluation system.			
	8/31/17		The principal will use various forms of data such as I-Station, Attendance reports, Parent Communication, EOG assessments and benchmarks to monitor staff effectiveness and school support. Plans will created and implemented for the school.		Angela Draper	06/04/2021
<i>Notes:</i>			5.28.2020 -Dr. Draper collects data from a variety of sources. Due to COVID-19, the current data being collected include student canvas log-ins and teacher/parent communication logs. 11-2-2020 Dr. Draper will continue to monitor the updates using the same data formats.			

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
<i>Initial Assessment:</i>			Falkner Elementary School is continually researching ways to improve the utilization of data to drive instruction. Currently we are utilizing professional development, PLC's and administrative data sessions during teacher work days. 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 through 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 09/01/2016		
<i>How it will look when fully met:</i>			Teachers will look and desegregate data during the quarterly planning sessions as well as during sessions with the Instructional Leadership Team. The data collected from the administration's classroom observation walkthrough plan will be used to inform professional development needs.		Angela Draper	06/04/2021
Actions				1 of 4 (25%)		
	10/23/19	Instructional leadership team will attend the Unbound Ed Conference.		Complete 02/25/2020	Angela Draper	02/25/2020
<i>Notes:</i> 6 members of the instructional leadership team, along with administration, attend the Unbound Ed Conference in CA during the summer of 2019. The final two members of the instructional leadership team, along with 3 teachers and administration will attend the conference in Orlando during the winter of 2020. (Title 1 funds will be used to pay for conference expenses.)						
	10/1/16	The ILT will meet to conduct Data Dives monthly and plan for PLCs (6 hours) • Additional coaching days for MCLs only with Eureka, ARC and CKLA Consultants			Wanda Austin	02/20/2021

Notes: 6.4.2020 - Prior to the closing of schools due to COVID-19, the ILT met every Friday to conduct data dives and plan for PLCs. Additional coaching days for the 2019-2020 school year were purchased with Title 1 funding. Additional coaching days for the 2020 -2021 school year was suggested to be purchased with Title 1 funding. We will review this action prior to December 15, 2020
11-2-2020 Extend Target Date

9/26/19 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (A3.04)

Mary Brechka

02/20/2021

Notes: Unit pre and post test results are being reviewed during one-on-one weekly conferencing as well as during weekly ILT meetings. We will continue to monitor this action. 02.25.2020

4.30.2020 - Prior to school closing due to COVID-19 this was used to determine teachers skills groups. As a result, we will review this action prior to September 30, 2020.
09-23-2020 Due to beginning of the year assessments, pre and post assessments will not be in use until October 1st.

10/24/19 Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (A4.03)

Lauren Waterman

06/05/2021

Notes: 4.30.2020 - Prior to the closing of schools due to COVID-19, IST was going strong. As of March 16, 2020 IST is currently on hold. We will review this action prior to September 30, 2020
8-20-2020 IST is currently on hold due to COVID 19

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. School: Staff members are a part of the interviewing team of candidates. Observations are conducted on a regular basis with feedback provided to the staff. Classroom walkthroughs, also involved providing feedback to staff either a note left, or a follow up email.	Limited Development 09/02/2016		
How it will look when fully met:			There will be a school wide interview team established and trained for interviewing future staff members.		Angela Draper	06/04/2021
Actions				1 of 2 (50%)		
	10/10/17	Recruit and train various staff members to be on an interview team.		Complete 06/07/2019	Angela Draper	06/08/2019
Notes: An interview team has been established and used.						
	9/26/19	Professional learning opportunities are hosted in connection with North Carolina Agricultural and Technical State University to create a pipeline of educators to Guilford County Schools and to support current staff.			Kellee Watkins	06/04/2021

Notes: 6.4.2020 - North Carolina Agricultural and Technical State Universities Department of Education along with Guilford County Schools created a recruitment plan to recruit teachers from the Department of Education. Part of the plan includes professional development with TeachingWorks from the University of Michigan. The professional development will continue into the 2020 - 2021 school 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>			Falkener's expectations and curriculum are communicated to the school community through parents Academic Nights and Lunch and Learn sessions. Twitter, Facebook, Bloomz, Canvas, Falkener Elementary school website and ConnectEd (Blackboard) messages are used to communicate events and curriculum objectives and goals. Parents are consistently invited to participate in Awards Day and PTA meetings. Parents also receive communication from teachers through the use of classroom newsletters, student agendas, emails, clubs, pods and the spirit committee. All communications are expressed in the languages representative of the school.	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>			Falkener will have a fully equipped Parent Resource area as well as a Teacher/Parent committee and a fully functional PTA.		Angela Draper	06/04/2021
<i>Actions</i>				6 of 14 (43%)		
	8/31/17	School wide communication plan will include a monthly newsletter, Twitter, Facebook, and weekly Connected phone calls.		Complete 01/03/2018	Siobahn Cooke	06/09/2018
<i>Notes:</i>						
	8/31/17	Falkener will use community support (translators) to ensure clear communications with parents.		Complete 12/20/2017	Shelton Morgan	06/09/2018
<i>Notes:</i>						
	10/23/19	Uniform parent teacher conference forms will be used to ensure all parents are receiving the same information about curriculum and student progress.		Complete 11/13/2019	Leslie Allred	11/07/2019
<i>Notes:</i> A uniform parent teacher conference form was created and given to teachers to use during parent teacher conferences.						
	10/23/19	A full time interpreter will be used to help communicate with families.		Complete 11/13/2019	Angela Draper	11/26/2019

Notes: .5 of the interpreter's salary will be paid out of Title 1 funds.

A full time interpreter was hired. The interpreter speaks the following languages: French, Swahili, Kinyarwanda and Kirundi. The interpreter is used for communication with parents during parent - teacher conferences, nightly school functions, daily conversations in the front office, conversations with students to understand basic functions and she assist the middle school with communication needs.
The interpreter will continue to be paid as a full time position out of Title 1 funds.

5/29/20 A survey will be created to monitor the effectiveness and satisfaction of parents within the school building. The purpose of the survey is the monitor teacher effectiveness in communicating with parents for in school events such as Parent Conferences, IEP meetings etc. A quarterly data meeting will be held to assess parent feedback.

Keaira Price

11/30/2020

Notes:

10/10/17 Using Guilford Parent Academy to provide workshops for parents.
Open House: Homework Help: One Click Away
Fall: Advocacy 101: Effective Home/School Communication
Fall: How to Help Your Child Improve Reading Skills?
Spring: How to Help Help Your Child With Mathematics
May: Getting Your Baby or Preschooler Ready for School

Keaira Price

12/15/2020

Notes: 6.4.2020 - Prior to March 13, 2020 (last student day due to COVID-19) - Two parent workshops offered by Guilford Parent Academy were scheduled for March 17, 2020 and April 2020. Guilford Parent Academy will continue to be used during the 2020- 2021 school year (virtually or face-to-face)

8/31/17 To improve literacy support for students and families, Falkener's reading specialist will send home a quarterly newsletter informing families on reading strategies to use at home to improve literacy for students. A parent survey will be created to request feedback/ suggestions for parents on the effectiveness of the literacy activities.

Keaira Price

01/30/2021

Notes: Communication will be sent home through classroom newsletters and Class Dojo.

6.4.2020 - Prior to March 13, 2020 (last student day due to COVID-19) communication was sent home regarding strategies being used in the classroom that can be reinforced during homework time to improve literacy. Communication is currently being sent virtually to parents with homework/lesson help via canvas and/or class dojo. This action will be reviewed prior to 9.30.2020.

8.26.2020 Motion was moved to adjust the date by 30 days due to Covid guidelines.

11-2-2020 Update Target date

8/31/17

Professional Development will be held for staff members on the effectiveness of positively communicating with parents.
August- C.A.R.E Compassion, Action, Response, Enthusiasm
September-Attendance
October- Parent Communication Bloomz, Parent Calls
November- Positive Report to Action

Complete 01/30/2021

Crystal Rucker-
Raspberry

01/30/2021

Notes: Watch D.O.G.S. (Dad's of Great Students) was implemented at Falkener. The male engagement group of father figures, not only encourages the engagement of fathers, but to have them present in the school building.

6.4.2020 - Beginning of the year professional development for teachers are currently being developed and scheduled. Due to the uncertainty of how the beginning of the school year will look, professional development on working effectively with families may include how to virtually work with families.

11-1-2020 Target date extended

8.26.20 Dr.Draper held a meeting via Teams explaining to staff the importance of effective parent communication. Dr.Draper presented the acronym CARE (Compassion, Action, Response, Enthusiasm) to guide parents on how to appropriately solve parent questions.

8/31/17

Teachers will provide evidence of a positive phone call and/or text for each student every month utilizing Bloomz. This positive phone call chart will be used to monitor our 4:1 positive to negative initiative for positive communication for students.

Complete 02/20/2021

Keaira Price

02/20/2021

Notes: 02.25.2020 - A calendar will be created to provide evidence of a positive phone call and/or text for each student. We will review the effectiveness of the calendar by 04/30/2020

4.30.2020 - Prior to school closing due to COVID-19 teachers were given a monthly social media calendar that would assist in highlighting each student at least once per month. We will review this action prior to September 30, 2020.

8-26-2020- Update name as Leslie Allred has moved jobs. Bloomz is no longer used, the school has adopted Bloomz as a new tool for parent communication.

11-1-2020 Extended Target date to extend reaching our school wide ratio goal of 4:1 positive to negative comments

11/5/20 Falkener will hold parent orientation sessions for remote learning quarterly to provide guidance and support for students and families.

Olivia Brice

02/20/2021

Notes:

11/5/20 Uniformed virtual conference forms will be used to ensure all parents are receiving the same information about curriculum an student progress. These forms will be used to partner staff members and parents on common goals for student success.

Ideana glenn

03/30/2021

Notes:

11/5/20 Falkener elementary will host monthly events to inform parents about curriculum goals and objective for the quarter. The events include Trunk or Treat Title One Compact, Open House, The Global Experience, Reading with Care, Falkener Fitness Night.

Vanessa Palmer-Shepard

04/30/2021

Notes:

11/5/20 Falkener will hold a monthly "Parent Cafe" where teachers, MCL's and instructional staff will support parents through a 30 minute information session. Each grade level will present student expectations, goals and objectives.

Vanessa Palmer-Shepard

05/30/2021

Notes:

11/5/20 Teachers utilize Bloomz to communicate with parents about classroom expectations, learning objectives and goals. The teachers will use the Bloomz feature "parent views" to collect data on the effectiveness of parent communication within the classroom.

Olivia Brice

06/05/2021

Notes: