

Comprehensive Progress Report

Mission: We will move the people of our school community to serve and lead in a diverse, changing world.

Vision: Weaver Academy will develop and prepare independent learners and responsible citizens through strong academics and the passionate pursuit of the arts and career education.

Goals:

INCREASING PERFORMANCE COMPOSITE: By June 30, 2024, Weaver Academy will increase its overall Performance Composite by at least 3 percentage points, from 87.8% in 2022-23 to 90.8% in 2023-24. (A1.03, A2.02, A2.04, A3.05, A4.01, A4.16 B1.01, B1.02, B1.03, B2.03, B3.01, B3.03, C2.01, C3.04, E1.06)

REDUCING NUMBER OF LOST INSTRUCTIONAL DAYS: By June 30, 2024, Weaver Academy will reduce or decrease loss of instructional days by reducing the number of tardies in 1st block by 5% from 2544 to 2416 (84.8 days to 80.5 days). (A1.07, B1.01, B1.02, E1.06)

REDUCING PERCENT OF CHRONICALLY ABSENT STUDENTS: By June 30, 2024, Weaver Academy will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 8.9% in 2022-23 to 3.9% in 2023-24. (A1.07, A4.06, B1.01, B1.02, E1.06)

FAM-S PRIORITY AREA: By June 2024, Weaver Academy staff will actively engage students, families, and community stakeholders at all tiers of MTSS, as evidence by a "2" rating on the FAM-S document. (A2.02, A.204, A3.05, A4.01, B1.01, B1.02, B3.01, E1.06)

INCREASE THE MATH I GLP: By June 30, 2024, Weaver Academy will increase overall high school Math 1 proficiency by at least 3 percentage points, from 61.5% in 2022-23 to 64.5% in 2023-24.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, teachers in similar content areas collaborate on a multitude of projects. CTE teachers continue to collaborate in the creation of the "Tiny House" project. PVA teachers work together for performances of Piano Cafe, The Mix, and the spring musical. Academic teachers collaborate in interdisciplinary lessons and activities. Teachers collaborate in vertical and departmental planning.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>			Teachers in similar content areas will have collaborated on a multitude of projects and activities such as the "Tiny House" project, Piano Cafe, The Mix, and the spring musical, interdisciplinary lessons and tasks, and vertical and departmental planning. ALL teachers will have multiple opportunities to observe numerous teachers, across disciplines, in order to offer incite to the teaching and learning program (Weaver Instructional Rounds)		Cassandra Flemming	06/07/2024
Actions				3 of 4 (75%)		
	9/22/22	Teachers will receive a Weaver Instructional Rounds schedule.		Complete 09/30/2022	Carol Schuck-Dillon	09/30/2022
<i>Notes:</i>						
	9/22/22	Administration will develop an electronic walk-through tool with MTSS practices embedded.		Complete 09/30/2022	Whitney Sluder	09/30/2022
<i>Notes:</i>						
	9/22/22	Teachers will observe a colleague (from the appropriate department) at least once per month for at least 10 minutes in accordance with the Weaver Instructional Rounds schedule.		Complete 06/09/2023	Whitney Sluder	06/09/2023
<i>Notes:</i>						
	10/6/22	Teachers will collaborate on projects and activities such as the "Tiny House" project, Piano Cafe, The Mix, and the spring musical, interdisciplinary lessons and tasks, and vertical and departmental planning during their PLC time, instructional day, and after school.			Cassandra Flemming	06/07/2024
<i>Notes:</i>						

	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:			For the 2022-2023 school year, teachers will model clear expectations and reinforce classroom/school rules in a positive manner.	Limited Development 09/05/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			All teachers will have reviewed the student code of conduct and the Weaver Academy Student Handbook and modeled the behavior expected in classrooms each day.		Amanda Bergsma	06/30/2024
Actions				4 of 5 (80%)		
	12/3/17	Administrative team will conduct an equity audit to review classroom practices.		Complete 05/25/2018	Christopher Burnette	03/30/2018
Notes:						
	1/28/21	Teachers will create classroom rules and procedures that follow the Weaver Behavior Matrix for all instructional locations.		Complete 01/22/2021	Johncarlos Miller	02/01/2021
Notes:						
	10/6/22	Teachers will review the student code of conduct and the Weaver Academy Student Handbook during the first two weeks of each semester.		Complete 02/10/2023	Whitney Sluder	02/03/2022
Notes:						
	9/14/17	Expectations for high levels of performance are posted and explained to all students on course syllabi, on Canvas, during class meetings, and during individual student meetings.		Complete 06/30/2022	Weaver Faculty	06/30/2022

Notes: Teachers continuously provide students with feedback regarding their progress, success, and areas for improvement.

2/9/2021- Revisiting classroom expectations was done at the beginning of the semester for all students.

3/9/2021- Teachers and guidance will continue meeting with students to update them on their academic progress and to check on their SEL growth/progress as needed.

4/13/2021- Administration and other faculty members will continue to monitor our seniors who may need additional support to ensure academic success for graduation. PVA and CTE teachers will also provide additional support as needed.

5/11/2021- Our student handbook will be modified and updated to reflect the current practices here at Weaver during our beginning of the year leadership retreat. At that time we will determine how this information will be disseminated to the Weaver community.

06/04/2021- Teachers have submitted modifications, concerns, and/or suggestions for the Leadership team to address during summer retreat.

8/8/23 Teachers will review the student code of conduct and the Weaver Academy Student Handbook during the first two weeks of each semester.

Amanda Bergsma

06/07/2024

Notes:

Implementation:

03/07/2023

Evidence

12/3/2017
Written expectations on course syllabi were required as one piece of evidence to support implementation of this objective.

Experience

12/3/2017
This goal is on-going. Expectations were established for classroom climate and culture during the first few weeks of school.
6/30/2022
This objective has been fully met

Sustainability

12/3/2017
Ongoing review of classroom expectations and practices are required to sustain efforts to meet this objective.

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, instructional teams meet two times per month to analyze data, discuss instructional strategies, and plan lessons for tier one core instruction.	Limited Development 09/02/2022		
<i>How it will look when fully met:</i>			Across all tiers, integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes across areas and grade levels. Instructional teams will have met twice per month to address the above areas, to continue to plan for tier one core instruction, and to plan for tier two and three interventions.		Whitney Sluder	06/07/2024
<i>Actions</i>				0 of 1 (0%)		
	9/2/22		All academic teachers will meet twice per month, once all together and once by content area, to discuss data-based problem solving solutions using interim assessments, MAP growth, and content specific assessments to refine instructional delivery and facilitation. Teachers will also meet to plan for tier one core instruction and tier two and three interventions.		Carol Schuck-Dillon	05/31/2024
<i>Notes:</i>						

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2020-2021- Our English department will now utilize Savvas Realize and MyPerspectives for their curriculum, instruction, and assessment needs for all students.</p> <p>For the 2021-2022 school year, teachers will collaborate within their content-specific PLCs to vertically plan standards-aligned instruction.</p> <p>For the 2022-2023 school year, Math I, II, III teachers will continue to use the Open Up math curriculum to continue to develop standards-aligned units of instruction. English I, II, III teachers will use My Perspectives. Biology and science teachers will use Stemscores. CTE teachers will develop their lessons based on their curriculum and Blueprints. PVA teachers will develop their lessons based on their Essential Standards.</p> <p>For the 2022-2023 school year,</p>	Limited Development 08/04/2016		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			<p>2020-2021- Feedback from our Savvas coach will be utilized, along with student data to drive instruction in all English classes.</p> <p>For the 2021-2022 school year, feedback from the National Training Network, SAVVAS, and other coaches will be used to drive instruction in all content areas.</p> <p>For the 2022-2023 school year, all teachers will have standard based aligned lesson plans and will review student data regularly.</p> <p>For the 2023-2024 school year,</p>		Whitney Sluder	06/30/2024
Actions				10 of 11 (91%)		
	10/17/16	Individually conference with students to determine their power goals and assess their progress through the balanced literacy initiative.		Complete 05/25/2019	English 9 teachers	10/03/2016

Notes: All 9th grade English I students taking English I during the Fall 2016 school year were leveled by the end of September by Ms. Shires and Mr. Callicutt. Through individual conferencing, students were explained their initial level, assigned a beginning power goal, and were provided skills cards to aid them as they read/work on their power goals.

Regular conferencing with students (every 10-14 days) began early October. Students bring most recent skills cards when meeting with Mr. Callicutt. As they meet students answers questions about what they are currently reading in order to allow Mr. Callicutt to assess whether or not they have met their power goal and are ready to move on to a new one.

All students have been assigned a power goal, skills card, and are currently working to meet their goal/objective. Mr. Callicutt and Ms. Shires will continue to use the IRLA as a resource in determining when students are ready to move up to the next level.

Ms. Talbott will begin leveling her English I students at the beginning of the Spring semester.

Mr. Callicutt, Ms. Talbott, and Ms. Shires will attend ARC/Balanced Literacy PD throughout the 2016/2017 school year.

9/5/17 Initial student data was to be entered by Oct. 2, 2016 (leveling) and will be an ongoing occurrence throughout the 2016-2017 school year.

Complete 02/24/2017

Whitney Sluder

02/24/2017

Notes: As of early October, all students are on a conferencing schedule, meeting with Mr. Callicutt every 10-14 days. The calendar is posted in the room and is flexible, visible, and understandable to students. When conferencing with students, Mr. Callicutt has been updating powergoals and inputting evidence to detail student progress and learning and then has begun using data from School Pace to help influence classroom instruction. Mr. Callicutt is currently using the data to group students for small group instruction/reading based on similar power goals and objectives.

Throughout the remainder of the year, data will be entered into School Pace as teachers continue observations and conferencing with students. Data in School Pace will influence instruction, and guide teachers in individualizing instruction for their students.

Dr. Miller and Ms. Shires will monitor School Pace throughout the year to ensure that student conferencing continues to take place every 10-14 days. Ms. Shires will also meet with Mr. Callicutt every other week to debrief, and discuss how School Pace data drives/influences instruction.

9/13/17	Initial student data is to be entered by September 18, 2017 (leveling) and will be an ongoing occurrence throughout the 2017-2018 school year.	Complete 10/13/2017	Whitney Sluder	09/18/2017
---------	--	---------------------	----------------	------------

Notes:

9/13/17	Individually conference with students to determine their power goals and assess their progress through the balanced literacy initiative.	Complete 01/19/2018	English 9 Teachers	01/19/2018
---------	--	---------------------	--------------------	------------

Notes:

9/27/18	To address areas of instructional concerns with ILT members and to develop resolutions to alleviate the concerns.	Complete 06/07/2019	Cassandra Flemming	06/07/2019
---------	---	---------------------	--------------------	------------

Notes: The ILT team will meet at least two times per month to discuss instructional concerns and how to provide teachers with timely feedback that can be used to strengthen the instructional core and provide to provide teachers with highly effective instructional strategies.

The ILT team has progressed to focus on effective instructional strategies and best practices with all teachers. The members of the team regularly complete instructional walk-thoughts and collect instructional data. The team also discusses IA data and corrective instruction plans for EOC classes.

9/27/18	Create and identify members of an instructional leadership team.	Complete 09/10/2019	Johncarlos Miller	09/17/2019
	<p><i>Notes:</i> Initial full meeting of ILT was held at Bennett College on 9/26/2018. The purpose of the team was shared and meeting schedule was developed.</p> <p>The team will consist of 4 members this school year. Administration, CF, and Jennifer Mont. We will communicate strategies and items of importance to staff during faculty meetings, PLC's, and emails if necessary.</p>			
10/17/16	Consistently meeting with the ARC representative, Mrs. Kirsten Dial	Complete 12/14/2016	Cassandra Flemming	05/29/2020
	<p><i>Notes:</i> See document upload title A2.04 for approved schedules/agendas with Dr. Townson.</p> <p>There are only 4 scheduled meeting with the representatives through December. These are used to establish the GCS Balanced Literacy Initiative through the use of ARC resources.</p> <p>- Our first site visit with Dr. Townson took place on September 14th. Dr. Townson, Dr. Miller, Ms. Shires, and Mrs. Sluder discussed Balanced Literacy/ARC implementation from the beginning to the school year, and we shared where we are currently. So far all students have been leveled, the four literacy block components are evident, and conferencing has begun. Ms. Shires continues to work with Mr. Callicutt and Ms. Talbott, and they are currently working on becoming more familiar with School Pace. Dr. Townson was very pleased with what she observed during our classroom visit in Mr. Callicutt's 4th block English I classroom, saying that the literacy block components are evident and that Mr. Callicutt did an excellent job engaging his students. Our next meeting is scheduled for October 12th.</p> <p>Our second meeting with Dr. Townson took place on October 12th. Leadership sat down with her to discuss where we are currently, and shared questions/concerns that have come up since our last meeting. As of now, Mr. Callicutt continues to conference regularly with students and has begun using data from School Pace to influence classroom instruction. He is comfortable with School Pace, updating powergoals as he conferences with students. A question came up regarding target student percentage, which Dr. Townson answered. She continued to say that we are doing well, and are staying ahead. Our next meeting is scheduled for Novembber 30th, with our final site meeting scheduled for December 14th. Following that last site meeting, Dr. Townson will</p>			

still be available via email to answer any additional questions/concerns we might have. Ms. Shires, Ms. Ertzberger, Dr. Miller, and the English I teachers will have additional accesses to ARC coaches at their monthly meetings and county PD.

Dr. Townson came for her last scheduled visit for the 1st semester on December 14th. We learned during her visit that GCS has opted to provide schools with additional dates in the Spring in order to further support Balanced Literacy instruction. As of now, dates have not been determined, but Dr. Townson hopes to share those with us soon.

Ms. Shires met with Mr. Callicutt to review English I exam scores. Students showed great growth, highlighting the positive impact of ARC/balanced literacy. We also met with Ms. Talbott to review data and discuss instruction for the Spring.

For the 2018-2019 school year we have 4 ARC visits scheduled. Mrs. Wyckoff came for our initial school visit. Ms. Flemming and Mrs. Wyckoff completed classroom visits and provided Mr. Ashworth with additional feedback regarding implementing the balanced literacy framework and conferencing goals with students.

Students showed much progress throughout the semester and also on their NCFE. Mr. Ashworth's students completed the semester with a 85.3 adv point converted score. The conferencing rate for students at the end of the semester was 100%. Our IRLA CCSS Application Rate was 8.5%, which is our new focus point for the semester.

Through the district we were assigned a new ARC Coach, Kristen Dial. Ms. Flemming and Mrs. Dial completed walk-throughs and provided Mr. Ashworth and Mr. Callicutt with feedback. Teachers will work on completing more individualized Powergoals for students to help improve our IRLA CCSS Application Target.

9/5/17 Admin and CF will review SchoolPace data quarterly to review level of implementation

Complete 06/08/2019

Cassandra Flemming

06/05/2020

Notes: Our 1st quarter goal for SchoolPace and Mr. Ashworth was to ensure that all students were properly IRLA'd. A majority of students did not have any ARC data due to them not being GCS students. Ms. Flemming and Mr. Ashworth IRLA'd all students and placed their data into SchoolPace.

During 2nd quarter Mr. Ashworth focused on maintaining a 100% conferencing goal. He also decided to focus on students increasing their goals for steps regarding reading practice.

For 3rd quarter our focus with Mr. Ashworth and Mr. Callicutt, is to increase our IRLA CCSS Application target from 17.5% to 20% by the end of the semester.

1/28/21 All English teachers will meet monthly with SAVAAS coaches to assist with the implementation of My Perspectives.

Complete 06/04/2021

Darrin Callicutt

06/04/2021

Notes: This school year our teachers met with our Savvas coach at least once a month. These coaching sessions also included the CF, EC teacher, and student teachers. The PD and feedback that was offered provided our teachers with a deeper understanding of the myPerspectives products and how to utilize them in the classroom. Weaver English teachers consistently used the Savvas products with all of their students and this was noted in our feedback forms.

Savvas Coach Summative Feedback:

-Teachers at Weaver are using myPerspectives, including the Interactive teacher and student editions and Student consumables. Teachers used the gradual release model that is characteristic of each myPerspectives unit for their classroom instruction. Teachers engage students in grade-level text, using appropriate supports where needed which included Audio support.

10/13/21 Weaver Academy teachers will meet with the National Training Network, SAVVAS, and other coaches to review effective strategies and identify opportunities for growth.

Complete 06/30/2022

Cassandra Flemming

06/30/2022

Notes:

10/6/22 Teachers will develop standards-based aligned lesson plans and will regularly use, analyze, and interpret student data to help inform instruction.

Whitney Sluder

05/31/2024

Notes:

Implementation:

09/07/2022

Evidence	<p>9/24/2018 Teachers are consistently meeting with students on a regular basis, implementing the Balanced Literacy approach into their classrooms, and collaborating with colleagues on a weekly basis.</p> <p>09/26/2018 On Wednesday September 26, 2018 the entire ILT team met at Bennett College to develop a meeting schedule, to review expectations, and an ILT walkthrough plan for teachers.</p>			
Experience	<p>9/24/2018 Teachers have developed a process for conferencing with students, entering School Pace data, and following up on the data within their own classrooms, as well as meeting with colleagues and the ARC Coach.</p> <p>9/26/2018 During the summer, Administration and the Curriculum Facilitator attended New Leadership training though the New Leaders and Guilford County Schools Leadership Academy. The district would like for every school to have a team that will disaggregate data and focus in the Instruction Core. It was decided upon to add additional teachers to the team who teach classes who have and EOC, Math I, English II, and Biology.</p>			
Sustainability	<p>9/24/2018 Next year, teachers will continue similar processes (leveling, conferencing on a set schedule, etc.) and as they become more comfortable with the Balanced Literacy and the ARC approach, teachers will integrate these practices with absolute fidelity in their classrooms.</p> <p>9/26/18 ILT will meet bi-weekly to discuss data, high impact strategies, low-inference walkthrough reports. The district will also provide additional training through their New Leaders Academy.</p>			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently ALL students are assessed more than three times per year through NWEA MAP testing and spreadsheet reviews. Students who take EOC subjects are also given district interim assessments.	Limited Development 09/08/2022		
How it will look when fully met:			When this objective is fully met the administration and teachers at Weaver Academy will have assessed each student 12 times during the school year utilizing spreadsheet reviews. Teachers will also use MAP data to asses each students' progress in the fall, winter, and spring. Teachers will use content based assessments to determine progress toward mastery of standard-based objectives. Students in EOC subjects will have also completed district interim assessments.		Lindsey Clinton	06/07/2024
Actions				1 of 2 (50%)		
	9/8/22	All PVA teachers will meet and analyze MAP data for all students during the fall, winter, and spring. PVA teachers will use students' data to address any learning gaps through the PVA curriculum to assist students in making gains in math and reading.		Complete 10/27/2022	James Defiglia	05/31/2023
Notes:						
	11/9/22	The administration and teachers at Weaver Academy will assess each student 12 times during the school year, utilizing spreadsheet reviews, in order to assess progress, monitor chronic absences, and ascertain students' social and emotional well-being.			Sluder, Clinton-Kraack	05/31/2024
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are implementing effective teaching practices and aligning them to the same standards and skills across all tiers of instruction as it relates to students needs. Teachers mainly focus on instilling core practices (tier 1) into their daily instruction by scaffolding information, providing students with feedback, retrieval practice of skills, organized lessons, and stating learning goals or objectives.	Limited Development 10/09/2019		
How it will look when fully met:			All teachers will receive MTSS and Core instruction PD. It will be face-to-face and also digitally offered for all staff and faculty.		Lindsey Clinton	06/07/2024
Actions				2 of 4 (50%)		
	10/9/19	Identifying Core Instruction PD will start in October of 2019 and will continue monthly for the duration of the school year.		Complete 06/05/2020	Cassandra Flemming	06/05/2020
Notes: 2020-2021- Additional trainings will be offer and presented to staff as they are released by the ditrict.						
	10/9/19	Weaver faculty will participate in two MTSS professional developments that will assist teachers' in delivering instruction aligned with individual students' needs.		Complete 06/30/2022	Lindsey Clinton-Kraack	06/30/2022
Notes: ALL Math and 2 out of 3 English teachers received professional development in FastBridge and/or NumberWorld.						
	9/8/22	Teachers will participate in multiple tier two; Targeted Supplemental Instruction, and tier three; Intensive Intervention teams to assess individual needs and deliver evidence-based instruction across all tiers.			Whitney Sluder	06/30/2024
Notes:						
	8/8/23	PD will be created to inform teachers about MTSS tiers of instruction.			Cassandra Flemming	06/30/2024
Notes:						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are investigating the impact that the "Capturing Kids Hearts Program" can have on our school community. We have also created an equity team designed to assess our school's progress towards a fully equitable learning environment that centers around positive relationships with all students.</p> <p>Effective for the 2019 school year, administration and the counseling department will case manage student academic and SEL concerns as reported by parents, teachers, and the students themselves.</p> <p>For the 2021-2022 school year, administration and staff will continue to implement SEL strategies and the administration and counseling department will continue to case manage student academic and SEL concerns.</p> <p>For the 2022-2023 school year, administration and staff will continue to implement SEL strategies and the administration and counseling department will continue to case manage student academic and SEL concerns.</p>	Limited Development 08/04/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Eighty percent of students will report that they feel that our school staff responds to their social and emotional learning needs in a professionally appropriate manner.		Lindsey Clinton	06/07/2024
Actions				10 of 12 (83%)		
	10/17/16	Attend the GCS trainings that will introduce 3 different culture/climate initiatives to district leaders and principals.		Complete 10/21/2016	Admin & CF	10/21/2016

Notes: The task will occur as often as GCS offers the trainings to learn more about the initiatives.

Administration shared school data with staff (school culture), and used data to create prompts for WWC meetings in September, October, November, and December.

Ms. Shires introduced Andy Mink with National Humanities Center to come in and speak to the staff about a potential project (Humanities Moments) - in addition to staff PD, this will provide the school an opportunity to reflect on our practice, and get students involved in reflective thinking and create a more open dialogue between students and staff on school culture.

10/17/16 The 3 culture/climate initiatives will be presented to the school faculty to provide insight and gather their thoughts about which initiative can have the greatest impact on the Weaver school community.

Complete 03/17/2017

Whitney Sluder

01/20/2017

Notes: As a final determination regarding the school's selection is not due until the 17/18 school year, the school's selection will be discussed at least quarterly during the 16/17 school year.

9/13/17 We formed a Student Services team to monitor and implement affective and academic services for all students

Complete 09/11/2017

Johncarlos Miller

09/11/2017

Notes: 2/09/2021- The SST Team is meeting remotely to address students' needs.

9/13/17 Emphasize during class meetings the advisory system available to all students at Weaver Academy.

Complete 09/12/2017

Tresha Layne

09/12/2017

Notes:

1/9/18 Administration, counselors, and CDC will use their respective list serves to request that schools share information with us whenever their students who attend Weaver have issues/concerns that impact our classes.

Complete 01/19/2018

Michelle Bratton

01/16/2018

Notes: This action step is to help us address concerns we have about not knowing important details on our visiting students.

9/11/17 The school equity team will meet twice monthly to discuss progress and action steps based on what is learned from the classroom practices equity audit. The classroom practices equity audit is a rubric that allows observers to assesses classroom and school practices on 27 key areas.

Complete 05/25/2018

Michael Crenshaw

05/25/2018

Notes:

9/27/18	To modify membership of the student services team to access and adjust if necessary, academic and social-emotional learning concerns for all students.	Complete 10/31/2018	Johncarlos Miller	10/31/2018
<p><i>Notes:</i> This team is used to monitor student success and challenges as it relates to their academic performance and social-emotional well being.</p> <p>This team meets as needed and additional members are added as various students needs arise, such as the school psychologist and EC services representative.</p>				
9/9/19	Administer student survey on PSAT day, October 16th.	Complete 10/16/2019	Cassandra Flemming	10/16/2019
<p><i>Notes:</i> Students will take a survey before the PSAT on October 16, 2019. It will be the Student Advisement Survey. This will allow us to report the percentage of students who feel our school staff is responsive to their school and social needs.</p>				
10/12/21	Teachers will engage students in SEL openers and/or closers to foster relationships and gauge wellbeing.	Complete 01/14/2022	Lindsey Clinton-Kraack	01/14/2022
<p><i>Notes:</i> Teachers continue to conduct SEL openers and/closers daily.</p>				
10/12/21	The administrators will utilize SEL openers and/or closers during staff meetings and professional developments.	Complete 06/30/2022	Johncarlos M. Miller, Whitney Sluder	06/30/2022
<p><i>Notes:</i> 09/08/2022 - During the 2021-2022 school year, there was an SEL opener at each faculty meeting/professional development at Weaver. This process has become routine and will continue during this year's faculty meetings/professional developments.</p>				
9/27/18	Student Staff Support Team (SSST) will communicate with school stakeholders, such as parents, students and teachers, regarding student SEL concerns and needs and develop success plans as appropriate.		Whitney Sluder, Clinton-Kraack, and SSST	05/31/2024

Notes: Students will be able to meet with additional support persons, Guidance and the CCM, to ensure that they are on their way to becoming college and career ready.

The counselors and CCM work as a team to ensure all of our students are receiving the support they need to be successful. They also work with other counselors and CCMs when issues or concerns arise.

2/9/2021- Weaver's students are showing up to class. Teachers have received positive reviews for communicating, teaching, and supporting students. They also provided additional social and emotional support for students as they navigate remote learning and their curriculum.

3/09/2021-Teachers are expressing concerns regarding student progress and success to counseling and administration. Porch visits, phone calls, video conferences are taking place to increase student engagement. Revisiting classroom expectations was done at the beginning of the semester. PVA teachers are meeting with Boosters and Student Leaders from each department with providing emotional support to students during remote learning.

4/13/2021- The guidance staff and teachers are providing additional support to seniors who have some academic struggles this semester. They will continue communicating with parents and other faculty members, including administration to ensure student improvement.

6/04/2021-After completing the FAM-S, it has been decided that we will bring back several SEL surveys that will be given at various times throughout the school year to all students to be able to provide students with additional SEL support.

09/08/2022 - SSST will meet weekly to case manage students who are exhibiting deficits in SEL and academic progress, as well as to address any concerns with student behavior and attendance.

For the 2022-2023 school year, Weaver's SSST will meet weekly continue case managing students who are showing signs of regression in academics, attendance, behavior, and SEL. Parents/families will be contacted as necessary.

10/12/21	A survey will be conducted to determine if our students "feel that our school staff responds to their social and emotional learning needs in a professionally appropriate manner."		Lindsey Clinton-Kraack, Kelsey Gagnon-Mathews	06/07/2024
<i>Notes:</i> 09/08/2022 - The survey has been created. We will give the survey within the first quarter of the school year (by 10/27/2022). The survey will be given to students again during the 4th quarter of the school year (by 05/26/2022).				
Implementation:		09/24/2018		
Evidence	9/24/2018 Weaver students are able to name at least one adult on our campus with whom they discuss their emotional, social, and physical well-being.			
Experience	9/24/2018 Teachers were asked to conference with students every three to four weeks, at minimum. Teachers met with students during the interim report period to discuss grades, attendance, and any other issues students may be dealing with.			
Sustainability	9/24/2018 Teachers will continue the conferencing piece and check in frequently with students. Teachers will be expected to greet students by name and continue the conferencing piece. Teachers are also expected to follow up with the appropriate School Counselor or CDC, if needed.			

	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:			Weaver Academy's counselors meet with students to develop an instructional plan that fosters on-time graduation.	Limited Development 10/13/2022		
How it will look when fully met:			One hundred percent of Weaver Academy students will graduate in four years through adherence to consistent, intentional, and on-going plans that support student transitions from grade-to-grade and level-to-level.		Stephanie Harris	06/07/2024
Actions				0 of 2 (0%)		
10/13/22		Weaver Intensive Study Event (WISE) Lunch will be utilized to facilitate content mastery for struggling students.			Amanda Holt	05/31/2024
Notes:						
10/13/22		Weaver Academy's counselors meet with students to develop an instructional plan that fosters on-time graduation.			Counselors	06/07/2024
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Weaver Academy will collaborate closely with GCS leadership to develop our school improvement plan (SIP) to support various areas of teaching and learning.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>			Weaver Academy will work with the principal supervisor in the development, implementation, and monitoring of the SIP through instructional walkthroughs as GCS provides additional supports through NTN, SAVAAS, and My Perspectives academic coaches.		Whitney Sluder	05/31/2024
Actions				0 of 1 (0%)		
	10/13/22		For the 2022-2023 school year, Weaver Academy will work with GCS to engage in SIP training throughout the school year to ensure the SIPs implementation and monitoring proceeds efficiently and effectively.		W. Sluder, L. Clinton-Kraack	05/31/2024
<i>Notes:</i>						

		B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Weaver leadership team consists of the full administrative team and representatives from certified staff, classified staff, parent and student body. The leadership team chairperson meets with the Weaver administration to determine which items should be addressed by the leadership team and which ones should be addressed by administration. Items addressed by the leadership team are reported through posted meeting minutes as well as via monthly faculty meetings and weekly Connect Ed messages.	Limited Development 09/22/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			The Weaver Academy leadership team meetings' agendas and minutes are posted in the Weaver Shared Space for review by the school faculty and staff. School improvement plan and comprehensive report is available on the Indistar platform, which is easily accessible from the Weaver Academy website. Pertinent information is provided to school faculty and staff through email, the Buzz (our weekly newsletter), Group Me app, and Connect Ed messages.	Objective Met 06/21/23	Rita Tisdale	06/09/2023
Actions						
9/22/22			SBLT meeting agenda will be developed by the chair and administrative team.	Complete 06/09/2023	Rita Tisdale	06/09/2023
Notes: Aligns with Goal #4						
9/22/22			Meeting minutes are taken and uploaded to Weaver Shared Space and Indistar.	Complete 06/09/2023	Rita Tisdale	06/09/2023
Notes: Aligns with Goal #4						
9/22/22			The Buzz will be developed and complete with leadership team updates.	Complete 06/09/2023	Rita Tisdale	06/09/2023
Notes: Aligns with Goal #4						
9/22/22			Weekly connect ed messages will be sent to all faculty and staff.	Complete 06/09/2023	Johncarlos Miller	06/09/2023
Notes: Aligns with Goal #4						
Implementation:				06/21/2023		

Evidence			6/21/2023 The Buzz, Meeting minutes, connect ed messages, faculty, staff and family emails, social media postings.			
Experience			6/21/2023 Weaver Academy's SBLT, administration, and faculty used multiple avenues of communication to effectively communicate with all stakeholders.			
Sustainability			6/21/2023 Continued use of the communication processes already established.			
	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>Weaver Academy has an Instructional Leadership Team (ILT) that meets regularly to address instructional concerns and identify interventions that might be employed to mitigate these concerns. The ILT serves as a resource to work with teachers to implement MTSS initiatives to produce improved educational outcomes for students.</p> <p>Weaver Academy math teachers are utilizing the Mathematics Vision Project curriculum to deliver instruction in Math I, Math II, and Math III.</p> <p>For the 2021-2022 school year, Weaver Academy will continue utilizing the Instructional Leadership and School Leadership Team, National Training Network, and Savvas coaches and other school and district leaders to review implementation of effective practices and identify opportunities for growth.</p> <p>For the 2022-2023 school year, Weaver Academy's SBLT and additional instructional teams will meet regularly (at least twice a month) to review implementation of effective practices.</p>	Limited Development 10/09/2019		

<p>How it will look when fully met:</p>	<p>Weaver Academy's SBLT and additional instructional teams meet regularly (at least twice a month) to review implementation of effective practices.</p> <p>Weaver Academy will implement MTSS, ILT, StemScopes, Open Up and myPerspectives to improve teacher practices and positively impact student learning outcomes.</p> <p>The ILT and School Leadership Team will monitor teaching and learning. The school will use data including, but not limited to MTSS training logs, faculty meeting minutes, and ILT meeting logs. In addition, formative and summative assessment data will be reviewed and utilized to make adjustments to the teaching and learning program.</p>		<p>Cassandra Flemming</p>	<p>06/07/2024</p>
<p>Actions</p>		<p>4 of 5 (80%)</p>		
<p>10/9/19</p>	<p>All math teachers will utilize the MVP curriculum to deliver math instruction to students in Math I, Math II, and Math III.</p> <p>A2.24 All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.</p>	<p>Complete 08/26/2019</p>	<p>Nina Sumpter</p>	<p>08/26/2019</p>
<p><i>Notes:</i> The Weaver administration will facilitate math PLCs in conjunction with the math department chair to ensure fidelity of MVP implementation.</p>				
<p>1/28/21</p>	<p>Math teachers will meet with NTN coaches to discuss data and professional development as it relates to MVP and facilitating and structuring student learning and formative assessments in a digital environment.</p>	<p>Complete 06/04/2021</p>	<p>Cassandra Flemming</p>	<p>06/04/2021</p>

Notes: Starting at the beginning of the school year, teachers met with our NTN coach to discuss goal planning for students, PD, and MVP unit resources. Overall, the NTN provided our teachers with quality PD and resources that they used in their classrooms.

NTN Coaching Comments Discussed with Leadership as it relates to School Improvement:

2/9/2021- Teachers are engaging students with Nearpod lessons during asynchronous learning time. This was reflective of the increased student engagement during class. Teachers were engaged in MVP module content and using portions of tasks to guide instruction. Teachers need to increase their usage of Desmos and other platforms during live formative assessment and use the data to identify and correct misconceptions in real time. They should start including of EOC type questions as exit tickets or within a lesson to assist students in identifying strategies to answer questions.

3/9/2021-Teachers are using live formative assessment platforms such as Desmos and Jamboard to make student thinking visible. Teachers are engaging in reflective practices and brought work samples and questions to share during coaching sessions. Teachers are using a variety of resources to support instruction and engage students in their learning.

4/13/2021- Teachers are using precision in vocabulary and incorporating reasoning questions. They are also considering long range planning and pacing

6/4/2021- Teachers till have about 90% of students attending class and participating daily. They have reviewed their respective Scopes and Sequences to clearly identify standards tested under each domain and gain a better understanding of what standards have been covered and how they could be assessed on the EOC or GCSFE. Discussed meeting as a team to review what was covered in each semester pacing wise in each course and how some of the gaps could be addressed for next school year.

10/12/21 Teachers will meet with National Training Network, SAVVAS and other coaches to review effective strategies and identify opportunities for growth.

Complete 03/14/2022

Johncarlos Miller

06/30/2022

<i>Notes:</i>				
10/9/19	Weaver Faculty and staff will be trained regarding the MTSS initiatives to be utilized during the school year.	Complete 11/15/2022	Lindsey Clinton-Kraack	11/15/2022
<i>Notes:</i> The trainings will be facilitated through regularly scheduled faculty meetings and content/departmental PLCs. 06/30/2022 - ALL Math and 2 out of 3 English teachers have been trained in NumberWorld and/or FastBridge				
10/9/19	The ILT will conduct leadership walk throughs to determine trends and patterns and necessary adjustments to the teaching and learning program using the MTSS core practices and follow up with teachers as appropriate.		Whitney Sluder	05/31/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			<p>Currently, we have our SBLT, ILT, PTSA, which are primarily focused on improving student achievement and/or the culture and climate here at Weaver. Each content area has a teacher leader with PLC Chairs that are responsible for leading PLC's which includes: informing teachers of current needs and trends, disseminating imperative information, and updating all on any new policies or procedures that might affect their day to day practices in their classrooms. SBLT and ILT both meet monthly and work towards increasing teacher contributions to student learning. PTSA also meets monthly as they foster and nourish the relationship between Weaver and our local community.</p> <p>For the 2021-2022 school year, Weaver Academy will maintain a master schedule that provides all teachers with a daily, dedicated time to plan for student instruction.</p> <p>For the 2022-2023 school year, Weaver Academy's math teachers will have professional development and collaborative opportunities during first block. All teachers will perform duties assigned each semester.</p>	Limited Development 10/09/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			<p>For the 2021-2022 school year, Weaver Academy will have a master schedule that reflects specific blocks at which time teachers may plan for student instruction.</p> <p>For the 2022-2023 school year, Weaver Academy's math teachers participated in district-wide professional development and collaborated on instructional plans during first block. All teachers performed duties assigned each semester.</p>		Lindsey Clinton	05/31/2024
<i>Actions</i>				2 of 3 (67%)		
	10/9/19	Weaver administration will work with faculty to create a master schedule that provides a daily planning block for teachers to plan student instruction.		Complete 01/14/2022	J. Miller; W. Sluder; M. Graves; C. Squire	01/14/2022

<i>Notes:</i>				
10/9/22	Weaver Academy's math teachers will participate in district-wide professional development and will collaborate on instructional plans during first block.	Complete 05/31/2023	Cassandra Flemming	05/31/2023
<i>Notes:</i>				
10/9/22	All teachers will perform duties assigned each semester.		Lindsey Clinton	05/31/2024
<i>Notes:</i>				
Implementation:		02/23/2022		
Evidence	2/23/2022 The Weaver master schedule has been uploaded to provide the documentation to support the completion of this objective.			
Experience	2/23/2022 The Weaver community met to determine the areas in which our school could meet these objectives. The master schedule was created with input from each of our school's academic, PVA, and CTE departments and provided each of the departments time to plan for instruction.			
Sustainability	2/23/2022 We will have to continue to gather input from each of the departments' teachers to determine the feasibility of the current planning schedules and how they lend themselves to continued exemplary teaching and learning.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>For the 2021-2022 school year, Weaver Academy provides its students multiple extended learning opportunities for learning acceleration.</p> <p>For the 2022-2023 school year, Weaver Academy provides its students with extended learning opportunities through Weaver Intensive Study Event Lunch (WISE Lunch), WISE PM, peer tutoring, and teacher tutoring.</p>	Limited Development 10/13/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Weaver Academy students will be provided extended learning opportunities through Weaver Intensive Study Event Lunch (WISE Lunch), WISE PM, peer tutoring, and teacher tutoring. Various forms of student information, including, but not limited to academic, attendance, and behavioral data, will be monitored to determine the effectiveness of the programs and develop action steps to address students' instructional needs.	Objective Met 06/21/23	Whitney Sluder	05/31/2023
Actions						
	10/9/22	Weaver Academy will offer WISE Lunch, WISE PM, peer tutoring, and teacher tutoring to students to address their various instructional needs.		Complete 05/31/2023	Michelle Allison; Nina Sumpter	05/31/2023
Notes:						
Implementation:				06/21/2023		
Evidence		06/30/2022 - Sign in logs				
Experience		06/30/2022 - WISE PM and WISE Lunch was successfully utilized for continued mastery of content and makeup learning.				
Sustainability		06/30/2022 - Allison, Sumpter, and Holt will continue WISE Lunch and PM.				

	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:			For the 2022-2023 school, Weaver Academy faculty and staff will be evaluated utilizing the schedule set forth by GCS. In addition, school staff will receive feedback from both formal and informal observations and instructional walk-throughs.	Limited Development 10/13/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All teachers will receive constructive feedback regarding their instructional delivery, instructional facilitation and differentiation, MTSS core practices, MTSS tier one, two, and three instructional strategies, and other facets of best practice strategies.		Whitney Sluder	06/07/2024
Actions				0 of 2 (0%)		
10/10/22		Based on observation and walk-through data and Weaver Instructional Rounds data, additional professional learning will be provided to teachers in MTSS tier one, two, and three strategies.			Cassandra Flemming	05/31/2024
Notes:						
10/13/21		Weaver administration will provide constructive feedback to Weaver faculty and staff based on formal and informal observations and walkthroughs.			W. Sluder; L.Clinton-Kraack	06/09/2024
Notes:						
Implementation:				09/09/2022		
Evidence		9/9/2022 9/9/2022-district observation schedule spreadsheet depicting completed teacher evaluations.				
Experience		9/9/2022 9/9/2022-performed formal/informal observations of teachers.				
Sustainability		9/9/2022 9/9/2022-continue to perform formal/informal observations of teachers.				
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>			<p>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. Our Leadership Team considers disaggregated student outcome data to access instructional needs within departments. Additionally, our administrative team reviews formal/informal classroom observations, to identify patterns of professional practice and inform professional development needs aligned with district expectations.</p> <p>For the 2021-2022 school year, Weaver Academy, in conjunction with Guilford County Schools, will regularly review school data to determine instructional, professional development, staffing, disciplinary, and other needs for continuous school improvement.</p> <p>For the 2022-2023 school year, Weaver Academy will regularly review school data to determine success towards school improvement goals and what professional development needs there are amongst teachers.</p>	Limited Development 08/04/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The Weaver Academy faculty will review and analyze academic, observation, discipline, attendance, and other forms of school data to assess students' mastery of standards and adjust classroom instruction accordingly. Administration will meet with faculty through spreadsheet reviews, one-on-one conferences, instructional walk-throughs, and formal observation post-conferences to review data and share classroom feedback. Weaver teachers will be engaged in Weaver Instructional Rounds protocol at least one time per month. The results from these rounds will be used to assess progress towards our school improvement goals and professional learning needs amongst teachers.			Whitney Sluder	06/30/2024
Actions			10 of 12 (83%)		
10/17/16	Administration will meet weekly and review most recent, available testing data (EVAAS, GCS Benchmarks, PSAT, PreACT, classroom tests, etc.) as well as share feedback from classroom observations in order to determine topics to cover/discuss in Weaver Winner's Circles (bi-weekly PLC's).		Complete 09/14/2016	Samantha Shires	09/14/2016
Notes: Provide most recent data from GCS benchmarks, classroom observations, classroom tests, and observations. Once reviewed, administration will determine questions to include in upcoming WWC's (Weaver Winner's Circles). WWC's will always include question regarding teacher selected PD of their choice/interest. The administration team (Ms. Ertzberger, Dr. Miller, Ms. Shires, and Ms. Sluder) met on Friday, September 9th - and each member provided three questions for consideration for the first scheduled WWC meeting on Wednesday, September 14th. The questions decided on were: 1.)What inspires you in your practice? 2.) What challenges do you feel you face in your practice?3.)What area(s) of my own professional development will I investigate and employ in my practice(s) this year and what results do I anticipate? Why? Questions were sent out to the leadership team for approval/input and then provided to the faculty prior to their WWC meetings.					

10/17/16	WWC's (Weaver Winner's Circles) will meet twice a month to discuss topics/questions created by administration that address the most recent school data/feedback. Each WWC member will also research a PD topic of their choice to implement in their classroom, and then share results of implementation with their group.	Complete 09/14/2016	Samantha Shires	09/14/2016
<p><i>Notes:</i> Each WWC leadership team member should email attendance and brief description of group discussion to administration. All WWC members should update their group each meeting on the status of their PD research and implementation.</p> <p>WWC groups began meeting on September 14th, and have met every other Wednesday from that date on. Prompts are provided for discussion from administration, and teachers have also begun sharing information regarding their individually selected PD topic of interest.</p> <p>Staff met in designated WWC groups during first semester, discussing prompts on school culture/climate, the importance of teacher reflection, and teacher chosen PD to research and share.</p>				
10/17/16	Curriculum Facilitator will meet with all English II, Math I, and Biology teachers following each GCS Benchmark exam to review testing data, and then use data to influence classroom instruction. Appropriate pedagogical strategies will be implemented in order to meet students' needs.	Complete 10/26/2017	Samantha Shires	10/26/2016
<p><i>Notes:</i> Ms. Shires met with Mrs. Korty, Mrs. Campbell, Ms. Talbott, and Mrs. Mont to discuss benchmark data after each exam. Teachers and CF used data to make adjustments in curriculum, and/or determine rigor.</p> <p>Ms. Shires met with teachers 1:1 to look at EVASS data and discuss how data could be used to influence instruction.</p>				
12/3/17	Administration will develop and calibrate a shared walk-through form for classroom observations. The form will provide data to illustrate instructional trends within the school.	Complete 10/20/2017	Christopher Burnette	10/20/2017
<i>Notes:</i>				
9/27/18	We will adjust the current walk through tool to reflect the facets of the Instructional Core.	Complete 10/31/2018	Whitney Sluder	10/31/2018

Notes: The current walk through document will be updated to encompass the Instructional Core.

The updated walk through form is now electronic, includes conceptual understanding for all content areas, there is allotment for staff and admin to denote the tie between assigned student tasks and content standards, and also allows for all ILT members to complete them.

10/9/19 The Weaver administration will meet with teachers in their respective content areas of responsibility to review their observation data and identify strategies to increase student outcomes.

Complete 06/30/2022

J. Miller; W. Sluder

06/30/2022

Notes: For the 2020 school year all English and Math teachers will meet with their perspective instructional coaches supplied by the district monthly. These meetings focus on providing students with focused data driven instruction and ways to provide formative assessments.

2/9/2021-Observations began October 2020 virtually. Teachers have been advised to implement deeper thinking questions vs. collective questioning and call and response.

-Teachers have created great repour with students so that students feel comfortable with having their cameras on during live instruction.

-Teachers are being resourceful with finding apps or resources that can be used within Teams

-Math and ELA teachers are still meeting with their district coaches remotely.

3/9/2021-NTN and myPerspectives support has expanded to include formative assessment strategies for remote/hybrid learning.

4/13/2021- The final observation cycle is starting and as teachers have their EOY meetings with admin, student data, will be discussed.

5/11/2021- Final observations are still being completed at this time along with EOY PDP's.

06/04/2021- All teachers should have observation feedback from their administrator.

10/9/19 Administration will use walkthrough protocols to determine patterns, trends, and next steps for improvement.

Complete 06/30/2022

J. Miller; W. Sluder

06/30/2022

Notes:

10/12/21	Weaver Academy, in conjunction with Guilford County Schools, will analyze and interpret various data to determine areas of strength and opportunities for growth.	Complete 06/30/2022	J. Miller; W. Sluder	06/30/2022
<i>Notes:</i>				
10/10/22	EOC teachers will meet with district representatives to learn how to use PowerBi data and dashboards to make appropriate instructional decisions in the classroom.	Complete 10/31/2022	Cassandra Flemming	10/31/2022
<i>Notes:</i>				
10/10/22	Data from Weaver Instructional Rounds will be used to determine areas of growth and celebrate areas of strength during faculty meetings.	Complete 05/31/2023	J. Miller, W. Sluder	05/31/2023
<i>Notes:</i>				
10/10/22	Data collected from formal observations and walk-throughs will be used to address future professional learning needs.		W. Sluder, L. Clinton-Kraack	05/31/2024
<i>Notes:</i>				
8/8/23	Instructional Rounds will be completed by staff members based on a schedule for the 2023-2024 school year.		Carol Schuck-Dillon	06/30/2024
<i>Notes:</i>				
Implementation:		09/08/2022		
Evidence	10/31/2018 to present: Meeting minutes and trend data can provide evidence that this objective has been implemented.			
Experience	12/3/2017 to present: Our school administration, curriculum facilitator, and school data team monitors available school data to assess school progress towards goals.			
Sustainability	12/3/2017 to present: Continued review of progress (spreadsheet reviews, formal observation conferences, one-on-one conferences) is required to sustain efforts with this objective.			

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:	<p>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. Our school utilizes teachers/staff to assist with the interview process. Our staff attends district-provided recruiting opportunities throughout the year. Our administrative team works closely with our hospitality committee and PTSA in providing celebration/reward opportunities in which our staff is recognized accordingly. As a result, our school has a less than 5% teacher turnover rate.</p> <p>For the 2021-2022 school year, Weaver Academy will create a team of staff to assist with identifying and recruiting personnel for our school. We will continue to partner with the PTSA and other parent/booster groups to celebrate our staff throughout the year.</p>	Limited Development 08/04/2016		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Correspondence with potential and existing applicants will be one source of data that shows recruitment and retention efforts. In addition, Weaver Academy faculty and staff will be celebrated at least once per quarter in collaboration with our PTSA and other parent organizations. In addition to collaborating with PTSA, the school administration will work with the school's hospitality team to celebrate teachers at least monthly, coinciding with monthly faculty meetings.			Lindsey Clinton	06/07/2024
Actions			6 of 9 (67%)		
9/13/17	A folder will be created for potential applicants for Weaver positions within administrative email system.		Complete 09/01/2017	Tresha Layne	09/01/2017
<i>Notes:</i>					
9/28/18	Interview teams will be utilized to identify candidates for vacancies in the school.		Complete 06/07/2019	Johncarlos Miller	06/07/2019
<i>Notes:</i>		The teams will meet as needed for vacancies as they arise.			
10/9/19	We will continue to utilize interview teams to identify quality talent for our vacancies.		Complete 06/05/2020	Johncarlos Miller	06/05/2020
<i>Notes:</i>		This will be an ongoing practice whenever vacancies arise at Weaver.			
10/9/19	The principal makes sure everyone understands their role in continuously elevating professional practice.		Complete 06/05/2020	Johncarlos Miller	06/05/2020
<i>Notes:</i>					
10/9/19	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.		Complete 06/05/2020	Johncarlos Miller	06/05/2020
<i>Notes:</i>					
10/13/21	Weaver Academy will coordinate with our PTSA and other parent organizations to celebrate our faculty and staff.		Complete 06/30/2022	Monica Moore	06/30/2022
<i>Notes:</i>					
8/8/23	Individual Booster groups will sponsor faculty meetings and after-school meetings for teachers to celebrate the work they have completed.			Lindsey Clinton	05/31/2024
<i>Notes:</i>					
10/31/23	The Weaver PTSA will celebrate faculty and staff at least monthly.			Suzy Leach	05/31/2024
<i>Notes:</i>					
10/10/22	The Weaver hospitality team will celebrate faculty and staff at least monthly, coinciding with monthly faculty meetings.			Michael Crenshaw	06/07/2024

Notes:

Implementation:		10/10/2022		
Evidence	6/5/2020 An organized electronic system is evidence this objective has been implemented. 06/30/2022 - Emails and photos.			
Experience	6/5/2020 Use of applitrack and a folder containing interested applicants are ways our school is pursuing the objective. 06/30/2022 - PTSA, NHS, and individual program boosters worked with Ms. Moore and the Hospitality team to celebrate the faculty throughout the school year.			
Sustainability	6/5/2020 Continued management of talent interest is necessary to sustain efforts toward this objective. 06/30/2022 - All groups will continue and increase support for faculty, including staff groups formed for the upcoming 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

<p>Initial Assessment:</p>	<p>Our school utilizes a variety of ways in which we work to communicate with parents/community.</p> <p>Our PTSA continues to grow and plan outreach events. Our individual PVA boosters meet 1-2 times per month to support our students and their families.</p> <p>Our Connect Ed. is used for outreach on at least a weekly basis, in addition to regular communication between students/staff and parents.</p> <p>We send a weekly publication, "The Buzz," with information about events taking place, including curriculum nights, junior/senior nights, open house events and walk-the-schedule.</p> <p>Our counseling center meets regularly with parents and teachers regarding curriculum/academic concerns.</p> <p>Our Weaver Student Handbook is given to each student at the beginning of the semester for them and their parents to review our overall academic and behavioral expectations.</p> <p>Teachers will update their Canvas pages weekly to effectively communicate with students and give parents an opportunity to support their students' learning at home.</p>	<p>Limited Development 08/04/2016</p>		
-----------------------------------	--	---	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The Weaver school community consisting of parents, teachers, students, and friends will be apprised of the events occurring at Weaver Academy through various media including our Buzz weekly newsletter, weekly Connect Ed messages, updated Canvas pages, and the Weaver website.</p> <p>All students received and reviewed the Weaver Academy Student Handbook at the beginning of the school year.</p> <p>The counseling department held a variety of parents/student information sessions, such as: Senior Night, Financial Aide Night, and Junior Night.</p>			Stephanie Harris	06/07/2024
Actions			5 of 6 (83%)		
10/17/16	The administration will send out weekly Connect Ed messages to all school stakeholders to help them remain aware of announcements involving all students and specific students (as needed).		Complete 08/26/2018	Johncarlos Miller	08/28/2016
	<i>Notes:</i> The Connect Ed messages will be sent to all school staff and families on Monday of each week.				
10/17/16	The Buzz weekly newsletter will be used to describe the events that will be occurring at the school in the near future.		Complete 09/03/2018	Johncarlos Miller	08/29/2016
	<i>Notes:</i> The Buzz comes out each week and is distributed to all school staff and parents who have requested to receive it. A copy is also maintained in a section on the school's website for perusal.				
10/17/16	The Weaver website will be updated by the webmaster throughout each month. Teachers will also update their information on their individual sites to keep parent apprised of the events occurring in their classes.		Complete 01/16/2017	Johncarlos Miller	10/31/2018
	<i>Notes:</i> These items will be addressed on an as needed basis, particularly the website, when information must be modified due to conflicts.				
10/9/19	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).		Complete 06/05/2020	Johncarlos Miller	06/05/2020
	<i>Notes:</i> Dr. Miller will advise the Weaver community of extended learning programs through weekly ConnectEd messages, the Weaver Buzz (sent out weekly), and through the Weaver PTSA Facebook page.				

10/13/21	Weaver Academy will keep our school community informed of curricular events and opportunities for school/home collaborations.	Complete 06/30/2022	Martha Jo Jones	06/30/2022
<i>Notes:</i>				
9/9/22	Weaver Academy will keep our families apprised of ongoing opportunities for collaboration and partnerships through various media including, but not limited to, the Buzz, Weaver website, and teacher newsletters.		Martha Jo Jones	06/07/2024
<i>Notes:</i>				
<i>Implementation:</i>		09/09/2022		
<i>Evidence</i>	6/5/2022 Our school website is evidence that this objective has been implemented.			
<i>Experience</i>	6/5/2022 We regularly communicated and maintained accurate information for the public.			
<i>Sustainability</i>	6/5/2022 Continued review and ongoing update of communication methods is required.			