

Comprehensive Progress Report

Mission: Sedalia students will graduate as responsible citizens prepared to succeed in higher education and in the career of their choice.

Vision: Together we grow!

Goals:

Increasing School Performance Composite: By June 2024, Sedalia Elementary School will increase overall Performance Composite from 46.7% to a minimum of 49.7%. (C2.01)

Achievement Gap Goal: By June 2024, the student achievement gap in grades 3-5 Reading within the subgroup of African American students is to raise the proficiency level for African American students from 42% to 44%, (6.2% current difference, White 48.2%). (B3.03) (C2.01)

Reduction of Loss of Instruction Days (Discipline): By June 2024, reduce the number of lost instructional days from 17.3% to 7.3%. 100% of classroom teachers will address the impact of lost instructional time, respond to students’ social, emotional, and academic needs, and support the implementation of evidence based social emotional learning (SEL) competencies into their lessons. Teachers will utilize restorative practices in order to maintain students in the classroom. Teachers will be able to utilize the opportunity for self-care as part of the SEL component for adult SEL. (A.4.06)

Reducing Percent of Chronically Absent Students (Attendance Goal): By June 2024, Sedalia Elementary will decrease the percentage of students in chronic absenteeism from 29.4% to 24.4% and continue to identify students and families in need and provide support where appropriate. (A.4.06)

MTSS (FAM-S Item #21): By June 2024, Sedalia Elementary School will establish a baseline number of engaging opportunities for students, families, and community stakeholders in addition to a baseline percentage of students, families, and community stakeholders who are actively engaged in all tiers of MTSS will be established.



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers provide instruction in a variety of ways. Teachers lead whole group lessons in a teacher directed fashion, following gradual release model. Teachers, Teacher Assistants, Tutors, and Instructional Support Staff provide instruction in small groups. This is most evident during differentiated skills groups in K-5 RIME. Moving into the 23-24, we are fully implementing. We are 1-to-1 with technology which brings opportunities but also a need for defining technology as a tool to support learning and compliment instruction.	Limited Development 10/22/2019		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	<p>Sedalia Elementary will exit the TSI status when this objective has reached full implementation, an observer will see a variety of instructional models across the school. Teacher directed whole group instruction will be focused on a North Carolina Course of Study standard with mastery teaching, including:</p> <ul style="list-style-type: none"> • “Cues” show students what is to be learned and explain how to learn it. • “Engagement” is the extent to which learners actively and persistently participate. “Corrective feedback” remedies errors in oral or written responses. • “Reinforcement” is illustrated in the efforts elicited by athletics, games, and other cooperative and competitive activities. <p>Small-group instruction takes places as an effective follow-up to the whole-class presentation. The groupings are fluid, rearranged frequently in response to particular learning needs.</p> <p>Instructional practices through technology are used to individualize instruction, provide a well-organized presentation of material, offer feedback, and allow students to progress at their own rate.</p>	Objective Met 10/11/23	Yvonne Eason	06/30/2024
Actions				
10/22/19	Lesson plans reflect a variety of modes of instruction planned for student success.	Complete 06/10/2024	Laura Clegg	06/10/2024

<i>Notes:</i> Teachers post lesson plans to SharePoint weekly. The plans will include notes on if the instruction is whole group, small group, independent or computer based.				
1/7/21	Teacher Assistants, tutors and a instructional support teacher will work with students K-5 in small groups during RIME time supporting ELA. CF will create a schedule and notebook of lessons and materials. CF will meet with Teacher Assistants, tutors and a instructional support teacher weekly to monitor progress of small group instruction. Classroom teachers and/or Teacher Assistants will progress monitor student learning.	Complete 06/10/2024	Laura Clegg	06/10/2024
<i>Notes:</i>				
10/11/23	The school will identify teams to review and analyze data at Core and Tier 2.	Complete 06/10/2024	Laura Clegg	06/10/2024
<i>Notes:</i>				
10/27/20	Staff will participate in MTSS district training as delivered by CF.	Complete 06/10/2024	Olivia Morgan-Little	06/30/2024
<i>Notes:</i> Through the MTSS training, the staff will become knowledgeable about the data driven problem solving protocols.				
10/27/20	The school will identify teams to review and analyze data at Tier 3.	Complete 06/10/2024	Megan Peele and Olivia Morgan Little	06/30/2024
<i>Notes:</i>				
Implementation:		10/11/2023		
Evidence	10/11/2023 This is an on going objective.			
Experience	10/11/2023 This is an on going objective.			
Sustainability	10/11/2023 This is an on going objective.			

	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:			Teachers will follow ROAR school wide expectations. All classrooms, including Specialist classes, will use Class DoJo as a means to communicate with families and provide feedback on behavior	Limited Development 09/17/2021		
How it will look when fully met:			All teachers implement positive effective classroom management. Students will be engaged in learning with no interruptions.		Ternale Robinson	06/10/2024
Actions				2 of 4 (50%)		
	9/17/21		All classrooms, including Specialist classes, will use Class DoJo as a means to communicate with families and provide feedback on behavior.	Complete 06/23/2022	Ternale Robinson	06/10/2024
<i>Notes:</i> All classrooms and specialist classes used Class Dojo during the 2023-2024 school year.						
	10/12/21		Students will receive incentives and rewards for behavior and academic success.	Complete 06/10/2024	Yvonne Eason	06/10/2024
<i>Notes:</i> Title 1 funds will be used for celebrations and special student recognitions and quarterly school-wide award ceremonies. Classroom teachers acknowledged academic success each quarter.						
	6/23/22		Classroom teachers and Specialists will use Class Dojo and pursue at least 80% family participation.		Jenny Hodgin	06/10/2024
<i>Notes:</i>						
	6/23/22		Sedalia staff will provide individual and group incentives to recognize and celebrate students.		Rachel Lavey	06/10/2024
<i>Notes:</i> Consider more frequent reinforcements (9 weeks is a long period of time for students) Consider celebrations that don't cost money - such as lunch with Mr. Rob - side benefit of building relationships.						

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 will follow the Scope and Sequence provided by the GCS to provide standards-aligned instruction. ELA teachers in grades K-5 will implement CKLA. All math teachers K-5 will use Eureka Math for instruction.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>			100% of instructional staff align instruction to the North Carolina Standard Course of Study. K-5 uses CKLA resources to teach North Carolina standards. Teachers deliver high-quality instruction, with differentiated lessons and engaging meaningful practice. Teachers work in teams to modify units of instruction based on student data, collected from formative assessments. Teachers use Backwards Design to develop rigorous lessons aligned to North Carolina standards and appropriately paced to meet students' needs.		Megan Peele	06/30/2024
Actions				8 of 14 (57%)		
	9/17/21		K-2 Teachers will follow the Scope and Sequence provided by the GCS to provide standards-aligned instruction.	Complete 06/07/2022	Megan Peele	06/10/2024
<i>Notes:</i> Teacher Lesson plans						
	9/17/21		K-2 Literacy teachers will meet with CKLA coach to discuss feedback from classroom observations.	Complete 06/07/2022	Megan Peele	06/10/2024
<i>Notes:</i> CKLA coach visit agendas						
	9/17/21		Eureka and CKLA coaches will work with 100% of classroom teachers to provide supports and understandings in key curriculum design principles and research around strong literacy and math practices.	Complete 06/07/2022	Ternale Robinson	06/10/2024
<i>Notes:</i> Provide stipends to teachers for planning after school.						
	9/17/21		K-2 Math teachers will meet with Eureka coach to discuss feedback from classroom observations.	Complete 06/07/2022	Megan Peele	06/10/2024
<i>Notes:</i> Eureka coach visit minutes and coach summaries						
	9/20/21		Teachers provide student centered instruction, focusing on the Four Intentionalities of the classroom; what they see, feel, hear and experience.		Ternale Robinson	06/10/2024

	<i>Notes:</i>			
9/20/21	Monitor daytime K-2 tutors and support staff that will work students who are within tier 2 and tier 3.	Complete 06/07/2022	Megan Peele	06/10/2024
	<i>Notes:</i>			
9/20/21	Professional development will be provided for staff on equity in the classrooms.		Ternale Robinson	06/10/2024
	<i>Notes:</i> During PLCs, we will discuss student equity relating to data discrepancies in subgroups, grading policies and behavior needs. Our goal for 23-24 - increase student voice and ownership in the classroom. Need to make it clear what equity "looks like in the classroom." Making it clear to staff how we will know when we are successful. Continue to discuss in PLCs. Add to monthly staff meeting. Admin team needs to discuss and define what we are looking for regarding equity in the classrooms.			
9/20/21	Students will use devices with headphones or adapters to access supplemental instruction.	Complete 06/07/2022	Ternale Robinson	06/10/2024
	<i>Notes:</i> All students have access to headphones to supplement instruction.			
9/20/21	Teachers will use classroom technology and quality literature to enhance student centered instruction.	Complete 06/07/2022	Yvonne Eason	06/10/2024
	<i>Notes:</i> Title 1 funds will be used to purchase technology for classrooms and media center books. Amplify was used to provide instructional practice based on individual DIBELS data. Online component with CKLA to frontload for students.			
10/12/21	Teachers use technology to provide high quality instruction to enhance student learning.	Complete 06/07/2022	Ternale Robinson	06/10/2024
	<i>Notes:</i> Title 1 money will be used to purchase mounted projectors and document cameras so all spaces used for classroom instruction will be consistent.			
10/11/23	3-5 Teachers will follow the Scope and Sequence provided by the GCS to provide standards-aligned instruction.		Laura Clegg	06/10/2024
	<i>Notes:</i>			
10/11/23	3-5 Literacy teachers will meet with CKLA coach to discuss feedback from classroom observations.		Laura Clegg	06/10/2024
	<i>Notes:</i> CKLA Coach agenda, notes, and coaching comments.			
10/11/23	3-5 Math teachers will meet with Eureka coach to discuss feedback from classroom observations.		Laura Clegg	06/10/2024

Notes:

10/11/23 Monitor daytime 3-5 tutors and support staff that will work students who are within tier 2 and tier 3.

Laura Clegg

06/10/2024

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:			Grade levels meet weekly as needed to discuss tier 2 interventions. The IPS team meets monthly or as needed to review student data and protocols. Starting in the 23-24 school year, at least 45-minute Remediation, Intervention, Maintenance, and Enrichment (RIME) block was included in the master schedule.	Limited Development 09/17/2021		
How it will look when fully met:			Multiple tiers of instruction exist for student success. Students receive instruction in all three tiers that are aligned and supportive for success. Tiered support is cumulative. Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading-based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment (RIME)). For students that are determined to be “in need of intervention” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responder to supplemental interventions, they will receive intensive interventions as well.		Laura Clegg	06/10/2024

Actions

4 of 5 (80%)

10/15/21 Through coaching from school psychologist and curriculum facilitators all staff will follow the district created Standard Treatment Protocol (STP) for math, reading, and student behavior.

Complete 06/10/2024

Laura Clegg

06/10/2024

Notes:

10/27/21 Teacher Assistants, tutors, and teachers will support Tier 2 small groups. Teachers will plan instruction and the team assigned to student groups will meet with students across grade levels daily.

Complete 06/10/2024

Laura Clegg

06/10/2024

Notes:

	6/23/22	Consistent training will be provided to staff to clearly define MTSS processes and what supports are available.	Complete 06/10/2024	Laura Clegg	06/10/2024
	<i>Notes:</i>				
	9/1/22	Per FAM-S #7 the essential elements of MTSS will be defined. Multiple tiers of instruction and intervention will be observed in the master schedule and in the daily practice of grade levels. The school will follow a comprehensive assessment system.	Complete 05/09/2023	Jenny Hodgin	06/10/2024
	<i>Notes:</i>				
	5/9/23	School Psychologist presents framework and procedures for tiered support throughout the year.		Jenny Hodgin	06/10/2024
	<i>Notes:</i> Per FAMS item #7, we need to build capacity and infrastructure by communicating clearly the framework and instructional practices for tiered support. Adopt a "whole child" mindset Establish - Tier 3 - IPS team with support personnel with significant data. Tier 2 - clearly define process.				
	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
<i>Initial Assessment:</i>		Grade levels meet weekly to discuss tier 2 interventions. The IPS team meets monthly (or as needed) to review student data and protocols. A 45-minute RIME block was included in the master schedule.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Multiple tiers of instruction exist for student success. Students receive instruction in all three tiers that are aligned and supportive for success. Tiered support is cumulative. Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading-based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be “in need of intervention” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responder to supplemental interventions, they will receive intensive interventions as well.		Ternale Robinson	06/10/2024
Actions			2 of 7 (29%)		
	9/17/21	The IPS team meets monthly to review student data and protocols.		Megan Peele	06/10/2024

<i>Notes:</i>				
9/17/21	Classroom teachers will address the impact of lost instructional time, respond to students' social, emotional, and academic needs, and support the implementation of evidence-based SEL competencies into their lessons.	Complete 06/23/2022	Ternale Robinson	06/10/2024
<i>Notes:</i>				
9/18/21	Teachers will be able to utilize the opportunity for self-care as part of the SEL component for adult SEL. Teachers will have the opportunity to play games with each other after instructional day is over in order to build on team building.		Ternale Robinson	06/10/2024
<i>Notes:</i> Self-care activities were included in staff meetings. Based on survey results, some individuals pursued self-care habits. 23-24 school year - TED exercise (Tiger Educational Drive) led by staff members after school. Staff create vision boards. School Culture & Climate committee to brainstorm additional ideas.				
10/15/21	Administer academic, behavioral, and social emotional assessment to ensure we are addressing the whole child.		Ternale Robinson	06/10/2024
<i>Notes:</i>				
6/2/22	Master schedule allows the school counselor time for small group and individual social and emotional support.		Olivia Morgan-Little	06/10/2024
<i>Notes:</i>				
6/2/22	Attendance Committee will meet and review data, identify students at risk, and follow the Attendance Works guidelines from GCS. We will identify best practices to recognize students based on attendance data and create plans to address students who are chronically absent.		Ternale Robinson	06/10/2024
<i>Notes:</i>				
10/12/21	The school will create multiple outdoor seating areas for staff and students for self-care and space for self-regulation.	Complete 06/23/2022	Ashley Gerrald	06/30/2024
<i>Notes:</i>				

	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:			Teachers communicate informally across grade levels to enhance instruction and provide a smooth transition for students.	Limited Development 09/17/2021		
How it will look when fully met:			Each teacher will have in place a plan to move students from each level. The school will develop and implement consistent, intentional, and ongoing plans to support student transitions from grade to grade and level-to-level.		Yvonne Eason	06/10/2024
Actions				1 of 2 (50%)		
		9/17/21	Share data from one grade level to another to promote student growth.	Complete 06/30/2022	Cristin Hightower	06/10/2024
Notes:						
		9/9/22	EOY Data will be provided with grade levels as we transition students from one grade level to the other.		Megan Peele	06/10/2024
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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:			The leadership team consists of the principal and teachers, representing various grade levels in the school. Parents are included in the team but their attendance and involvement have been limited. We meet once a month to discuss curriculum as it relates to improving the overall school.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary will exit TSI status when the leadership team consists of representatives of each group of stakeholders. The team meets twice a month to celebrate successes and discuss areas for school growth. All members participate fully, are engaged and dedicated to student success.		Yvonne Eason	06/30/2024
Actions				1 of 3 (33%)		
	9/17/21	A weekly admin team agenda will provide agenda and focus areas for monthly leadership team meetings.		Complete 06/30/2022	Ternale Robinson	06/30/2022
Notes:						
	9/1/22	Per FAM-S item 2 a leadership team is established that includes 5 to 7 members, has cross disciplinary representation, and is responsible fore facilitating MTSS implementation.			Jenny Hodgin	06/30/2023
Notes:						
	2/12/24	An Instructional Leadership Team (ILT) will be created to review school-side instruction and provide ideas regarding professional development offered.			Yvonne Eason	06/30/2024
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
!	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our school has an established team structure with time for duties and planning, however, time for grade-level teams is limited due to weekly PLC and MTSS meetings with administration.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia will the school ensure that the time necessary for meetings is supplied and protected for grade levels. Teachers will serve on one or two committees. Time will be allocated for staff to discuss the focus for each committee. Minutes from each committee will be documented.		Marie Lawler	06/30/2023
Actions				2 of 5 (40%)		
	9/17/21	Committees will meet during the first semester to determine goals for the year. Afterwards, committees will meet on a monthly basis.		Complete 12/30/2021	Rachel Wolford	12/30/2021
Notes:						
	9/20/21	Staff have morning and afternoon duties to ensure safe and efficient arrival and dismissal.		Complete 06/22/2022	Ternale Robinson	06/22/2022
Notes:			Title 1 funds will be used to purchase additional walkies. The walkies will ensure staff communicate more effectively.			
	9/1/22	Committees will meet during the first semester to determine goals for the year. Afterwards, committees will meet on a monthly basis.			Ashley Gerrald	06/30/2023
Notes:						
	9/1/22	Staff have morning and afternoon duties to ensure safe and efficient arrival and dismissal.			Heather Griffin	06/30/2023
Notes:						
	3/1/23	During the school year Sedalia has utilized Title 1 for professional development for teachers. We had teachers attend these professional developments for social emotional growth, as well climate and culture with innovative teaching strategies. The PD's attended are listed below: We also purchased new calculators, reading resource, and earphones for students.			Ternale Robinson	06/30/2023
			Thrive Innovative Summit			

Notes:

Notes:						
!		B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school administration includes principal, assistant principal and curriculum facilitator. Admin has scheduled weekly meetings and a shared document to create agendas.	Limited Development 09/09/2021		
How it will look when fully met:			Decision-making, goal-setting, and action planning processes are grounded in the vision of instructional excellence and equity.		Melinda Mayhew	06/30/2023
Actions				0 of 1 (0%)		
9/18/21		School-wide beliefs and systems are analyzed and modified to ensure equitable and unbiased outcomes.			Melinda Mayhew	06/30/2023
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
Initial Assessment:			The principal monitors curriculum and classroom instruction regularly by visiting all classrooms daily. The principal also attends the weekly PLC and MTSS meetings with the classroom teachers. The principal also provides constructive feedback to teachers through notes and the teacher evaluation system.	Limited Development 09/17/2021		
How it will look when fully met:			The principal is actively involved throughout the school, walking through every classroom, every day. She observes classrooms formally and informally with a frequency that allows her insight on instructional delivery. The principal provides feedback that encourages and grows teachers so they can support students		Melinda Mayhew	06/30/2023
Actions				1 of 2 (50%)		
	9/17/21	Admin team will be actively involved throughout the school, walking through every classroom, at least weekly. Formal and informal classroom observations will be discussed with individual teachers to celebrate success and make a plan for continued growth. Admin team will meet weekly to identify patterns in observations to determine next steps		Complete 06/30/2022	Melinda Mayhew	06/30/2022
Notes:						
	9/1/22	Admin team will be actively involved throughout the school, walking through every classroom, at least weekly. Formal and informal classroom observations will be discussed with individual teachers to celebrate success and make a plan for continued growth. Admin team will meet weekly to identify patterns in observations to determine next steps			Joy McClure	06/30/2023
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
!	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School data is discussed during admin meetings, staff and leadership meetings. The data is also discussed during weekly MTSS grade level PLCs.	Limited Development 09/17/2021		
How it will look when fully met:			The school uses data to determine best practices for students. Data includes all information that impacts student performance, such as attendance and behavior, in addition to academic performance. Data is used to inform all school decisions.		Stephanie Martens	06/30/2023
Actions				1 of 5 (20%)		
	9/18/21		Agendas are set based on current status, projected goals, and a systematic plan to reach goals.	Complete 06/29/2022	Joy McClure	06/30/2022
			Notes: Agendas will still be sent weekly and will continue for the upcoming school year 2023. Admin and teams present agendas for every meeting held that are on the school calendar.			
	9/20/21		Staff development will focus on PLC 's instructional delivery.		Joy McClure	06/22/2023
			Notes: Staff development will be aligned/focused			
	9/20/21		The principal will join ASCD and other educational organizations.		Melinda Mayhew	06/22/2023
			Notes: Title 1 funds were used to pay organization dues and memberships for the 21-22 school year and will continue to do so for 22-23 school year.			
	9/17/21		Data will be collected using a variety of assessments.		Seth Hardin	06/30/2023
			Notes: Staff followed all the assessment practices and guidelines of GCS and NC. Staff will continue to collect data during the 22-23 school year in the same manner. Per FAM-S, item #41, we will identify data sources and monitored for consistency, accuracy and timeliness. The validity of our school data is dependent on the accuracy of our collection process.			
	9/18/21		Grade level teams will meet with the curriculum facilitator, data coach, and admin in PLCs to discuss Core instruction.		Joy McClure	06/30/2023

Notes: Grade levels met on a regular scheduled basis for PLCs. We will continue the same practice for 22-23 school year.

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
<i>Initial Assessment:</i>			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, 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, the 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.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>			The school continually seeks and recruits staff to enhance instruction. All staff is engaged in a growth mindset. Teachers seek new learning opportunities to grow themselves as educators. The school provides quality professional development.		Melinda Mayhew	06/30/2023
Actions				0 of 2 (0%)		
	10/19/22	Title 1 was used to purchase a Spanish teacher to help with school specials rotations. This decision was made during leadership meetings.			Melinda Mayhew	06/23/2023

Notes:

9/17/21 Representatives serve on the interview panel when hiring new employees

Ashley Gerrald

06/30/2023

Notes:

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

! KEY E1.06

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:

Teachers and administration communicate with families through newsletters and Connect Ed messages, updating them with curricular news, important/upcoming dates, and classroom needs/news. We have held a curriculum night already this year, and require 1st and 3rd quarter conferences. We send home progress reports that include comments about their child's needs according to the common core standards. Although we have had curriculum night, our participation is below 50%. We would like to have more participation from parents for events like this.

Limited Development
09/17/2021

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

The school communicates with parents/guardians in a variety of ways to best connect with the stakeholders. The school shares its expectations of the family and the importance of the curriculum of the home. The school provides support and guidance in maintaining the school-home partnership.

Stephen Smith

06/30/2023

Actions

1 of 2 (50%)

10/19/22 Sedalia school staff will create Title 1 night which on October 20th teachers will talk about curriculum face to face with power point presentation. During this night we will also have a staff vs parent basketball game. Sedalia will also have face painting this night for parent involvement on October 20th. In the winter Sedalia will host a Winter Fling event this event will be an informative event on all the great things going on at Sedalia as well - with a vision board idea to focus on parents.

Complete 06/30/2023

Ternale Robinson

10/20/2022

Notes:

9/17/21	Host parent information night to highlight what students will be learning and how parents can reinforce it at home. Basketball and parent night coming in the spring in collaboration with PTA.		Heather Griffin	06/30/2023
Notes:				