

Comprehensive Progress Report

Mission: To be a school within a diverse community that fosters and encourages each student to develop his or her full potential and to live a meaningful life. To bring this vision to reality, we will create a safe, inviting, and nurturing environment to work together to support our school community.

Vision: To be a school within a diverse community that fosters and encourages each student to develop his or her full potential and to live a meaningful life.

Goals:

By June 2023, on going training will be provided to 100% of our staff in the areas of student positioning, feeding and medical needs in order to best care for our students.

By June 2023, we will have 95% of our families attending and participating in school activities and events as measured by IEP attendance, PTA membership, volunteer hours, and attendance at school events.

By June 2023, 100% of our classrooms will effectively implement the five instructional routines from Project Core in weekly classroom lessons as evidenced by lesson plan reviews, walk-throughs, and observations.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have added two teachers this year. One is brand new, the other is experienced. We have assigned a mentor to the new teacher. We brought in all new staff prior to the beginning of the school year.	Limited Development 09/27/2021		
<i>How it will look when fully met:</i>			Establish regular meetings with the new staff to best support their classroom efforts.		Mollie Jones	06/03/2022
Actions				0 of 1 (0%)		
	9/27/21		Establish classroom visitation schedules		Mollie Jones	11/15/2021
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have established instructional routines, using Project Core to include Guided Reading, Predictable Chart Writing, Alphabet/Phonological Awareness. Independent Reading, Independent Writing, and Math. We have aligned and prioritized extended standards for each grade level to align with instructional routines. We introduced Unique Learning Systems in our school age classrooms and Creative Curriculum in our Pre-K classrooms for the 2017-18 school year. Many of our students also receive physical, occupational, and speech therapy. Many receive services from teachers for the hearing impaired or vision impaired. We often try to push these services into the classroom to maximize peer-to-peer relationships. It is not uncommon, to see four adults in a classroom working with students.	Limited Development 09/13/2016		
How it will look when fully met:			100% of our school-age classrooms will plan and implement instructional routines daily.		Mollie Jones	06/03/2022
Actions				24 of 25 (96%)		
	10/14/16	Optional teacher meetings will be held over the summer to begin planning for the 2016-17 school year.		Complete 08/03/2016	Kevin Carr	08/19/2016
	<i>Notes:</i> Determine monthly themes to be used for planning.					
	9/13/16	Professional development has been planned for September 21, an early release day, with the help of our Project Core Team.		Complete 09/21/2016	Mollie Jones	09/21/2016
	<i>Notes:</i> Please confirm PD dates with Karen Erickson.					
	10/14/16	Provide a document to teachers that establishes a scope and sequence for the extended standards, aligned with our instructional practices.		Complete 09/01/2016	Mollie Jones	09/30/2016
	<i>Notes:</i> It is manageable in size, and divided by grade level.					
	1/11/17	Professional development has been planned for October 7, an early release day, with the help of our Project Core Team.		Complete 10/07/2016	Mollie Jones	10/07/2016
	<i>Notes:</i> worked on predictable chart writing					
	1/11/17	Professional development has been planned for October 19, an early release day, with the help of our Project Core Team.		Complete 10/19/2016	Mollie Jones	10/19/2016
	<i>Notes:</i> Shared successes, updated plans					
	10/14/16	Provide opportunities for cooperative planning and time for teachers to observe one another.		Complete 06/09/2017	Mollie Jones	01/27/2017

	<i>Notes:</i> Establish check lists for teachers to use for their own classrooms, Provide a time for learning walks to visit other classrooms.			
1/11/17	Professional development has been planned for February 15, an early release day, with the help of our Project Core Team.	Complete 02/15/2017	Mollie Jones	02/15/2017
	<i>Notes:</i> Staff met with the Project Core team in the Media Center. The team shared some information from our partner school in Virginia. Staff had a chance to ask questions regarding their progress.			
1/11/17	Professional development has been planned for February 28, an early release day, with the help of our Project Core Team.	Complete 02/28/2017	Mollie Jones	02/28/2017
	<i>Notes:</i> reviewed best classroom practices.			
1/11/17	Professional development has been planned for March 15, an early release day, with the help of our Project Core Team.	Complete 03/15/2017	Mollie Jones	03/15/2017
	<i>Notes:</i> Staff met with project Core team			
8/29/17	Optional staff meetings will be held during the Summer (2017) to plan for the use of ULS with Project Core.	Complete 07/06/2017	Kevin Carr	07/06/2017
	<i>Notes:</i> Project Core Planning/ULS			
8/29/17	Optional staff meetings will be held during the Summer (2017) to plan for the use of ULS with Project Core.	Complete 07/26/2017	Kevin Carr	07/26/2017
	<i>Notes:</i>			
8/29/17	Optional staff meetings will be held during the Summer (2017) to plan for the use of ULS with Project Core.	Complete 08/02/2017	Kevin Carr	08/02/2017
	<i>Notes:</i>			
8/29/17	Pre-K teachers will receive training with Creative Curriculum prior to the start of the school year.	Complete 08/22/2017	Kevin Carr	08/28/2017
	<i>Notes:</i> All pre-K teachers will need the training. Leslie Evans is coordinating.			
8/29/17	School-age teachers will receive training with the new ULS curriculum.	Complete 08/22/2017	Kevin Carr	08/28/2017
	<i>Notes:</i> Each teacher will receive training prior to school beginning. We have two new Pre-K teachers. They have been included in the training.			
8/29/17	Professional development has been planned for October 4, an early release day, with the help of our Project Core Team.	Complete 10/04/2017	Mollie Jones	10/04/2017
	<i>Notes:</i> focus on guided reading			
8/29/17	Professional development has been planned for January 31, an early release day, with the help of our Project Core Team.	Complete 01/31/2018	Mollie Jones	01/31/2018
	<i>Notes:</i> focus on predictable chart writing			

8/29/17	Principal and/or CF will meet monthly with staff in small groups (Pre-K Teachers, Pre-K TA's, School-age Teachers, School-age TA's, and Therapists/Specialists)	Complete 06/08/2018	Kevin Carr	06/08/2018
<i>Notes:</i> We will meet in small groups to support staff in integrating Project Core with both ULS and Creative Curriculum.				
9/26/18	Optional teacher meetings will be held over the summer to begin planning for the 2018-19 school year.	Complete 07/25/2018	Kevin Carr	08/08/2018
<i>Notes:</i>				
9/26/18	Professional development has been planned for August 23, a teacher workday, with the help of our Project Core Team.	Complete 08/23/2018	Kevin Carr	08/23/2018
<i>Notes:</i>				
9/26/18	Principal and/or CF will meet monthly with staff in small groups (Pre-K Teachers, Pre-K TA's, School-age Teachers, School-age TA's, and Therapists/Specialists)	Complete 06/10/2019	Kevin Carr	06/07/2019
<i>Notes:</i>				
9/24/19	Professional development has been planned for August 21, a teacher workday, with the help of our Project Core Team.	Complete 08/21/2019	Kevin Carr	08/21/2019
<i>Notes:</i>				
9/26/18	Professional development has been planned for October 28, a teacher workday, with the help of our Project Core Team.	Complete 10/28/2019	Mollie Jones	11/01/2019
<i>Notes:</i>				
9/22/20	Optional planning meeting held during the Summer(2020) to develop a plan to implement our 5 instructional routines virtually while our students are receiving remote instruction.	Complete 07/30/2020	Kevin Carr	07/15/2020
<i>Notes:</i>				
9/22/20	Develop an instructional schedule for each family while receiving remote instruction.	Complete 10/30/2020	Kevin Carr	10/20/2020
<i>Notes:</i>				
9/24/19	Principal and/or CF will meet monthly with staff in small groups (Pre-K Teachers, Pre-K TA's, School-age Teachers, School-age TA's, and Therapists/Specialists)		Kevin Carr	06/03/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			Teaching and learning are never easy, but at a school like Haynes-Inman, a public separate school for students with the most significant disabilities, it can be particularly challenging. There are no textbooks to guide us, and the course of study is anything but standard. Teachers here need some extra creativity in designing lessons and materials – everything must be adapted to meet our students’ needs. Finding the most appropriate way for our students to participate and communicate is always essential. Each of our students has an IEP, and this helps to guide our instruction. Our students deserve lessons that are content rich and character development strong, but also balance their developmental level with age appropriateness. IEPs are developed yearly for each of our students. Methods for developing functional communication are in place. Returning students have an alternative pencil in place. Wrap around services are in place. (social worker, therapies. . .)	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			We are now using Unique learning Systems (for both school age and pre-K) with our established instructional routines. Each student has a current IEP that help individualize and guide instruction. IEP meetings are held annually for each student. Progress notes are sent home regarding progress each quarter in addition to report cards.		Kevin Carr	06/03/2022
Actions				4 of 6 (67%)		
	8/31/17	School-age teachers will receive training with the new ULS curriculum.		Complete 08/22/2017	Mollie Jones	08/28/2017
<i>Notes:</i>						
	8/31/17	Pre-K teachers will receive training with the Creative Curriculum.		Complete 08/22/2017	Mollie Jones	08/28/2017
<i>Notes:</i>						
	8/30/17	An IEP calendar will be developed and followed to keep each student's plan current and compliant		Complete 06/08/2018	Mollie Jones	06/08/2018
<i>Notes:</i>						
	8/30/17	Progress reports are sent home to communicate student progress on IEP goals.		Complete 06/08/2018	Kevin Carr	06/08/2018
<i>Notes:</i>						
	9/26/18	An IEP calendar will be developed and followed to keep each student's plan current and compliant			Mollie Jones	06/03/2022

Notes:						
9/26/18		Progress reports are sent home to communicate student progress on IEP goals.			Mollie Jones	06/03/2022
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:			We believe one of our biggest jobs at HI is to help our students talk back to and experience the world. The majority of our school-age students are non-verbal, and need the help of a wheel chair to navigate their environment. We look for ways that our students can access their “voice.” Our students often use facial expressions, gestures, signs, pictures, or voice activated switches to communicate. In terms of accessing the curriculum, most of our students are at a pre-symbolic level. As such, we have very few school-age readers in the typical sense. This does not mean, however, that our students do not deserve and engage in age appropriate lessons and activities with rich meaningful content. We simply must balance the student’s developmental level with age appropriate activities. We focus on standards of opportunity for our students. We create times for our students to interact and build relationships with members of our community. IEPs are developed for each student yearly. A full team is available for each student including teachers, therapists and support staff. Daily communication occurs between school and parents.	Limited Development 09/13/2016		
How it will look when fully met:			When this objective is fully met, each student will have a functional communication system in place, using core vocabulary so that each student is able to state their opinions, and feelings to all that will listen.		Kevin Carr	06/03/2022
Actions				2 of 3 (67%)		
8/31/17		Develop a functional communication system for each of our students by introducing core vocabulary.		Complete 06/08/2018	Mollie Jones	06/08/2018
Notes:						
9/26/18		Develop and begin to implement a functional communication system for each of our students by introducing core vocabulary.		Complete 06/07/2019	Mollie Jones	06/07/2019
Notes:						
9/24/19		Continue to model, update and establish a functional communication system for each of our students.			Mollie Jones	06/03/2022
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Transition planning is part of the IEP Process. Through the EC department, transition protocols between schools are in place. Communication between schools can be improved upon. Procedures to move student equipment are in place.	Limited Development 08/29/2017		
How it will look when fully met:			A training will be provided for each teacher regarding transitions prior to the start of classes. Each IEP for students 14 years and older will include transition planning. For Preschoolers, placements into kindergarten will be determined and appropriate transition meetings will be held for each student.		Mollie Jones	06/03/2022
Actions				0 of 2 (0%)		
	8/30/17		Each IEP for students 14 years and older will include transition planning.		Mollie Jones	06/03/2022
<i>Notes:</i>						
	8/30/17		For Preschoolers, placements into kindergarten will be determined and appropriate transition meetings will be held for each student.		Mollie Jones	06/03/2022
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school. Mission and Vision was developed by staff/community prior to our opening 7 years ago. It is reviewed each year. In addition, we have developed "core values" that we see in our students, and "we agree statements" to guide adult behavior.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district. A School Leadership Team is in place. The committee meets on a regular basis each month		Kevin Carr	06/03/2022
<i>Actions</i>				0 of 2 (0%)		
	8/30/17	A calendar of meetings will be developed, posted and followed.			Kevin Carr	06/03/2022
	<i>Notes:</i>					
	9/5/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2019			Kevin Carr	06/03/2022
	<i>Notes:</i>					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are committed as a staff to create a safe, inviting, and nurturing environment for our students, and to work together to support our entire school community. We revisit our staff agreements several times throughout a school year to celebrate our successes and to remind one another of our expectations. The School Leadership team has met regularly since the school opened. They have successfully given guidance to our staff and community. In addition, we meet as a whole staff at least once monthly. We also meet in small groups to discuss and develop our professional practices.	Limited Development 09/13/2016		
How it will look when fully met:			A calendar of meetings will exist, with minutes posted. Objectives will be updated as needed.		Kevin Carr	06/03/2022
Actions				5 of 7 (71%)		
	8/30/17	Create and post a calendar of SLT meetings.		Complete 08/25/2017	Kevin Carr	08/28/2017
<i>Notes:</i>						
	8/30/17	Minutes will be posted monthly after each meeting		Complete 06/08/2018	Kevin Carr	06/08/2018
<i>Notes:</i>						
	9/26/18	Create and post a calendar of SLT meetings.		Complete 09/26/2018	Kevin Carr	09/28/2018
<i>Notes:</i>						
	9/24/19	Create and post a calendar of SLT meetings		Complete 09/27/2019	Kevin Carr	10/01/2019
<i>Notes:</i>						
	9/24/19	Minutes will be posted monthly after each meeting		Complete 06/05/2020	Kevin Carr	06/05/2020
<i>Notes:</i>						
	10/8/20	Minutes will be posted monthly after each meeting			Kevin Carr	06/03/2022
<i>Notes:</i>						
	10/8/20	Create and post a calendar of SLT meetings			Kevin Carr	10/23/2022
<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>			As educators, we are fortunate. Not only do we have the honor and privilege of serving children and young people with such unique gifts and talents, but each year we have the opportunity to start over. We are able to re-charge, and rededicate ourselves to making a difference in our community. Building and growing a respectful and nurturing culture is a year round effort. As a staff, we met many times even before the school opened. We continue to meet often, including during the summer months to plan for our school year. Staff members take the lead for our many events. We work in teams to plan many of our lessons for our students. We want to be a school where students with some significant disabilities can achieve all they can be! Together we plan professional development for our staff. A calendar is developed each year to meet with staff in small groups for instructional planning.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			When this objective is fully met, the school leaders, including the principal, will champion instructional efforts, share leadership and provide long-term support. A leadership group, including staff, and families will guide the ongoing planning for instructional initiatives.		Mollie Jones	06/03/2022
Actions				4 of 6 (67%)		
	8/31/17	"We agree" statements are revised, reviewed and implemented with staff prior to the beginning of each school year.		Complete 08/23/2017	Kevin Carr	08/28/2017
	<i>Notes:</i>					
	8/31/17	Committee leaders are determined by the staff.		Complete 08/23/2017	Kevin Carr	08/28/2017
	<i>Notes:</i>					
	9/26/18	The staff will update "We agree" statements to reflect staff changes, prior to the beginning of each school year.		Complete 08/27/2018	Kevin Carr	09/01/2018
	<i>Notes:</i>					
	9/24/19	"We agree" statements are revised, reviewed and implemented with staff prior to the beginning of each school year.		Complete 08/12/2020	Kevin Carr	09/01/2020
	<i>Notes:</i>					
	8/31/17	An IEP calendar will be developed and followed to keep each student's plan current and compliant			Mollie Jones	06/03/2022
	<i>Notes:</i>					
	9/26/18	A calendar will be developed with meeting times for SLT, and small group meetings for the 2021-22 school year			Kevin Carr	06/03/2022

Notes:

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:			IEP teams decide the need for additional supports.	Limited Development 08/29/2017		
How it will look when fully met:			IEP's teams meet annually. Case managers and CF will make sure each child's IEP is compliant and meets the needs of the student.		Mollie Jones	04/01/2022
Actions				1 of 2 (50%)		
8/29/17		An IEP calendar is kept in order to keep each child's IEP compliant and completed on time.		Complete 04/01/2019	Mollie Jones	04/01/2019
Notes:		There are two key dates: December 1 and April 1				
9/24/19		An IEP calendar is kept in order to keep each child's IEP compliant and completed on time.			Mollie Jones	04/01/2022
Notes:						

	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:			Building relationships, and serving our students and families with dignity and respect has been a priority since we opened five years ago. There is no better example than what can be seen each day in our classrooms. This is where we find out what we can do. In PE, our students with severe and profound disabilities have found they can jump rope, participate in fencing, play rugby, and are even learning to golf. It may look different from what is seen at typical schools, but with adaptations, we can play too. At the end of class, right before we chant, “1,2,3, PE is fun!” we visit our core values. We find out how Faisal has demonstrated perseverance, how Kenzel has demonstrated strength, or how Chandler has shown happiness. A wonderful poster hanging in our hallway displays how all of our students have hope. Another banner in our hallway from our media lessons tells why each student is special. Whether we use our voices, pictures, or other communication devices, our teachers and therapists spend hours teaching our students how to greet one another. Good morning, and please and thank you go a long way, especially when we are interacting with our friends who visit from more typical schools. When beginning new relationships with other schools, typically a staff member from HI will visit the other school to prepare them for their visit, while we also teach our students about what to expect. Implementing Project Core in each classroom is helping to give a voice to our students. It allows our students to go beyond simple choice making, and gives an opportunity to give an opinion or state a feeling. The core vocabulary supports more teacher-student conversations. A new checklist has been developed to assist teachers in developing new instructional routines.	Limited Development 09/19/2016		
How it will look when fully met:			In addition to regular observations, plan at least two other times per year for teachers to meet with the principal. Monthly small group meeting times will be established to meet with the principal and CF. Classrooms will keep daily lesson plans and data notebooks up to date. Principal will give written feedback during formal observations, and oral and/or written feedback after walk throughs.		Kevin Carr	06/03/2022
Actions				5 of 7 (71%)		
	10/14/16	In order to make sure expectations are clear, and we as a staff are on target with our goals, twice a year a schedule will be developed so that each teacher can meet individually with the principal.		Complete 06/09/2017	Kevin Carr	01/27/2017
<i>Notes:</i> Teachers deserve feedback on their classroom instruction.						
	10/14/16	Small group meetings will be held with teachers to plan and monitor instruction.		Complete 06/09/2017	Kevin Carr	06/09/2017

<i>Notes:</i>				
8/29/17	Principal will meet with licensed staff by mid-September to review professional development plans.	Complete 09/12/2017	Kevin Carr	09/11/2017
<i>Notes:</i>				
8/29/17	CF/Principal will monitor lesson plans and data notebooks at least monthly.	Complete 06/07/2019	Mollie Jones	06/07/2019
<i>Notes:</i>				
8/31/17	Small group meetings will be held with teachers to plan and monitor instruction.	Complete 06/07/2019	Kevin Carr	06/07/2019
<i>Notes:</i>				
8/29/17	Principal will meet midyear with licensed staff to update progress.		Kevin Carr	02/15/2022
<i>Notes:</i>				
8/29/17	Principal and/or CF will visit each classroom multiple times per week.		Kevin Carr	06/03/2022
<i>Notes:</i>				

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>			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. As part of Project Core, Professional Development is offered during each of the early release days.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			As our students continue to make progress, and our teacher become more confident using Project Core, ULS, our professional development sessions are changing from to reflect this. Teachers are taking more of a lead role, in sharing strategies that are working in their classrooms.		Mollie Jones	06/03/2022
Actions				0 of 1 (0%)		
8/31/17			Plan and implement professional development for workdays, with the help of our Project Core Team.		Kevin Carr	06/03/2022

Notes:

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

<p>Initial Assessment:</p>	<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. As a staff, we have worked hard to create a wonderful learning environment for our students. In our first year we met together to develop a set of agreements to guide adult behavior. The agreements included an emphasis on patience and respect for one another, while agreeing to work collaboratively, with positive attitudes, making decisions based in the best interest of our students and families. Prior to the next school year, we added another agreement centered about daily meaningful instruction for our students. As we enter year five, as a staff we decided we needed to add a narrative. As new staff has joined us, we wanted everyone to know, not only what we agree to do, but also what it should look like. We were named a 2017 National School of Character. We involve staff in hiring decisions. We often have the advantage of hiring people who have previously volunteered here. The principal and CF are able to observe classrooms daily and give timely feedback to teachers.</p>	<p>Limited Development 09/19/2016</p>		
-----------------------------------	---	---	--	--

How it will look when fully met:		A high retention of staff from year to year, with agreements in place to guide staff behavior is essential. Teacher Working Condition surveys will be positive.		Kevin Carr	06/03/2022
Actions			0 of 2 (0%)		
8/31/17	Continue to involve staff in hiring practices, including interviews and candidate selection.			Kevin Carr	06/03/2022
<i>Notes:</i>					
8/31/17	Continue to partner with GTCC and other local universities in order to attract interns, and volunteers.			Kevin Carr	06/01/2023
<i>Notes:</i>					
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:	<p>We work hard to establish relationships with our parents and community members. We identify and extend invitations to area elected officials, business leaders, school principals, volunteers and social groups asking them to visit our school. A packed house attended our dedication ceremony our first year, and they have returned frequently over the years to attend our many school events. We welcome our visitors with open arms, and encourage their participation as ongoing volunteers. We host parent coffees on a regular basis, along with other events for our families including a mother-daughter tea, a March Madness basketball event to encourage participation from our dads, and an information fair for all. We hope to create an environment where families feel as safe, invited and nurtured as our students do. We average nearly 1000 hours a month in volunteer time. This is one of the highest amounts in our school district, from one of its smallest schools. Our volunteers serve us in many ways, including assisting in classrooms, school beautification, assisting at events, reading to our students, giving an extra hand for projects and serving on committees. Our fall festival and color walk and roll are completely supported and funded by our PTA. A group of community volunteers created a Serenity Garden for our school. This is not only a wonderful outside space to enjoy, but also a place where we remember our students who have passed away. Our volunteers, young and old, always get back more than they give to our students. They come away with a greater appreciation of what it means to have a disability and they learn that we are all more alike than different. Our common humanity unites us all. We are fortunate to meet with each of our families during the school year. Each of our students has an Individual Education Plan (IEP), which are updated annually. The IEP's include academic goals, and adaptations and modifications the students may need to be successful. Parents are an integral part of the team.</p>	Limited Development 09/19/2016		
How it will look when fully met:	<p>Careful attention to school culture and climate will make Haynes-Inman a productive, healthy, and invigorating place to learn and work for everyone involved. When issues arise, we are able to confront them honestly and openly because we have already invested considerable time in developing trust among staff members, administration, students and parents.</p>		Kevin Carr	06/03/2022
Actions		3 of 4 (75%)		
	<p>9/26/17 Schedule an Open House for families to meet again with the teacher/team after school begins .</p>	Complete 10/12/2017	Mollie Jones	10/18/2017
Notes:				

8/31/17	Our teachers communicate with our families on a daily basis with a daily notebook.	Complete 06/07/2019	Mollie Jones	06/07/2019
<i>Notes:</i>				
8/31/17	Parent Coffees are held quarterly to address parent concerns and pertinent information.	Complete 06/07/2019	Kevin Carr	06/07/2019
<i>Notes:</i>				
8/31/17	An IEP for each child is held annually with the IEP team, including parents. Haynes-Inman hosts a variety of family events.		Mollie Jones	06/03/2022
<i>Notes:</i>				