

Comprehensive Progress Report

Mission:

Murphey Traditional Academy will lead by example in order to motivate and educate our students to become productive global citizens with respect for diversity.

We aim to equip all stakeholders with the skills and tools necessary for success in the teaching and learning process. We strive to create an instructional environment where both staff and students participate in risk-taking and authentic opportunities for growth.

At Murphey Traditional Academy we celebrate:

Loving to learn, Learning to lead, Leading the future.

Vision:

We envision a world of critical thinkers and innovators who respond to challenges in order to improve their life outcomes.

Goals:

By 2022, as measured by our performance composite scores., Murphey Traditional Academy will increase our school composite score to 55.4% from 41.4% (2018).

ESL students will increase in proficiency in both reading and math to a composite of 34% by 2022.

By 2020, Murphey Traditional Academy will reduce the number of office discipline referrals from 58 to 50. In 2021- 2022, Murphey Traditional Academy will maintain the number of minor and major discipline referrals of less than 5% of the student population. In addition, by 2023, we will reduce the number of chronic absentees by at least 10%.

By the 2022-2023 school year, all teachers will participate in core instructional coaching (CKLA, Eureka, Heggerty, etc) with a 95% attendance rate. In addition, all K-3 teachers will have completed LETRS training, as required by the district and state.



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
<i>Initial Assessment:</i>			<p>Teachers are currently utilizing the instructional units provided by GCS (Eureka, ARC, and CKLA). If the gradual release process is already within the lesson plan structure, it is taught.</p> <p>2021-2022: We continue to use Eureka as our core math curriculum. In addition, we continue to use CKLA skills and Knowledge for phonics and reading comprehension instruction in grades K-2. This year, CKLA was added to grades 3-5 and replaced ARC as our core reading curriculum.</p>	Limited Development 09/27/2019		
<i>How it will look when fully met:</i>			<p>Teachers will use the core instructional curricula (Eureka, ARC, and CKLA) to guide their instruction but will use student data to customize lessons so that all students are active participants in whole group instruction. In addition, teachers will use a variety of data sources within the curricula to determine individual and small group student needs so that interventions can be provided. These instructional adjustments will be evident in both lesson plans and classroom instruction and will be applied in both remote learning and in-person instruction.</p> <p>2021-2022: Our core reading curriculum is CKLA K-5. We will continue the instructional efforts above to implement Eureka and CKLA curriculae with fidelity at all grade levels.</p>		Vanessa Thomas	06/11/2022
<i>Actions</i>				3 of 10 (30%)		
	9/27/19	Our math coach will conduct walk throughs in order to ensure the gradual release process as well as students' active participation.		Complete 06/11/2021	Claudia Walker	06/11/2021

Notes: Each classroom will be observed at least once a week by the math coach.

09/04/2020: This was done throughout the 2019-2020 school year when instruction was in-person. We will continue this strategy through the 2020-2021 school year, in both virtual "live" and in-person instruction.

9/9/2021: We will continue this task, since Eureka continues to be our math core curriculum. Our math coach will continue to look for all of the components of the Eureka lessons.

10/17/19 Our ILT will conduct walk throughs at least monthly to calibrate efforts around active student engagement and the use of explicit learning progressions in both ELA and math.

Complete 09/09/2021

Vanessa Thomas

06/15/2021

Notes: The walk through and calibration data will be discussed and solutions planned during ILT meetings.

09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made as a result of these walk throughs. We will continue this strategy through the 2020-2021 school year.

09/09/2021: This goal has been completed!

9/6/20 Every teacher will create an interactive Canvas page for students who are participating in remote learning.

Complete 09/11/2020

Claudia Walker

09/15/2021

Notes: This will have the times and links for "live" instruction for students and parents.

01/10/2021: All Teachers have maintained their Canvas pages and used them to house "live" times as well as assignments. Teachers will continue to maintain these pages, even though we have returned to in-person instruction.

9/9/2021: We will continue this task, as teachers create and maintain Canvas pages for remote instruction and the implementation of blended learning.

11/5/20 Teachers will utilize the MTSS process to determine class needs as well as small group needs in reading and math.

Caroline Kuligowski

06/10/2022

Notes: 2/05/2021: Our ILT is mostly responsible for determining Tier 2 needs and interventions for students. Classroom teachers have not received training on how to implement all of the supplemental resources provided by GCS. Instead, they are focusing on completing benchmark assessments and implementing core curriculae with fidelity. We are also collaborating to better use the core curriculum resources for classroom small group support. This will remain our focus for the remainder of the year.

9/9/2021: This will remain a focus of ours through this school year. We are gathering baseline data in order to determine which students need interventions at the supplemental and intensive level.

9/27/19 Teachers will discuss lesson plans and adjustments to math core instruction in math PLCs once a week.

Claudia Walker

06/10/2022

Notes: 09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. We will continue this strategy through the 2020-2021 school year.

2021-2022: We will continue to facilitate this, with teachers taking more leadership in order to lead their own PLCs.

9/27/19 Teachers will post weekly lesson plans in TEAMS for opportunity for collaboration and review.

Vanessa Thomas

06/11/2022

Notes: 12/02/2019: Teachers are currently posting core lesson plans in TEAMS. All have their own folders for both reading and math plans. Each grade level is able to see their colleagues' lesson plans, making collaboration for specialists (EC, ESL, etc) easily accessible.

09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. We will continue this strategy through the 2020-2021 school year.

2/5/2021: Since the beginning of the year, teachers have been posting lesson plans for remote instruction on Teams. Now that all of the students who wish to return to in-person instruction have done so, lesson plans will be posted in teachers' folders and will include the standard they are working on as well as how students will show what they've learned in each lesson.

9/9/2021: Teachers will continue this practice this year so that specialists can access where core instruction is. Lesson plans can be accessed through Teams.

9/27/19	Teachers will discuss lesson plans and adjustments to ELA core instruction in PLCs once a week.		Vanessa Thomas	06/11/2022
	<p><i>Notes:</i> 09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. We will continue this strategy through the 2020-2021 school year.</p> <p>09/9/2021: This practice will continue into the 21-22 school year. This year, PLCs will focus on determining a focus standard and needed student supports within the CKLA Knowledge block. We will also focus on building teacher capacity as they lead their own PLCs.</p>			
9/27/19	Our Curriculum Facilitator will conduct walk throughs in order to ensure the gradual release process as well as students' active participation in ELA instruction.		Vanessa Thomas	06/11/2022
	<p><i>Notes:</i> Each classroom will be observed at least once weekly by our CF.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year when instruction was in-person. We will continue this strategy through the 2020-2021 school year in both virtual "remote" and in-person instruction.</p> <p>09/09/2021: We will continue this strategy throughout the 21-22 school year, since students have fully returned to in-person instruction.</p>			
10/17/19	Our ILT team will meet monthly to determine core and intervention needs of our school.		Claudia Walker	06/15/2022
	<p><i>Notes:</i> This will include ILT collaborative meetings as facilitated by New Leaders.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made during these off-campus meetings. We will continue this strategy through the 2020-2021 school year as New Leaders facilitates.</p>			
9/6/20	Teachers will schedule assessment appointments in order to give BOY assessments.		Vanessa Thomas	10/02/2022
	<p><i>Notes:</i> 9/9/2021: Teachers are currently assessing in reading (Amplify, DIBELS) and will begin assessing in math (NWEA) to determine baseline data. These assessments are completed both individually and whole group.</p>			

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are currently a Positive Behavior Intervention and Support school. Many of our staff are trained in the process as are many of our students. We do need to continue to motivate staff and students throughout the year.</p> <p>2021-2022: We will continue to refine our PBIS protocols within the constraints of COVID 19. We currently celebrate students' behavioral accomplishments with a quarterly celebration, which as improved student morale. We are also recognizing students' academic and behavioral progress monthly at our First Friday celebrations. All of this will continue during this school year.</p>	Limited Development 08/14/2017		
How it will look when fully met:			<p>2021-2022: The school culture will be consistent from classroom to classroom. Expectations will be posted, taught, modeled, and practiced. Students will hear positive feedback and reinforcement and will receive Murphey Money when they are "caught" meeting common area expectations. In addition, students' positive will be celebrated within the classroom and schoolwide at least quarterly. Students who need Tier 2 behavioral support will be placed on a check-in check-out model to help teach and reinforce positive behaviors.</p>		Caroline Kuligowski	06/10/2022
Actions				25 of 32 (78%)		
	8/14/17	All instructional staff will participate in Multi Tiered System of Supports training focused on behavior and Positive Behavior Interventions and Support.		Complete 08/24/2017	Victoria Bartell	09/11/2017
		<i>Notes:</i> We have had one session on the behavior side of the MTSS process. We would like additional training. We will consider having training during the PBIS meeting dates.				
	10/3/17	Research other management strategies. Possibly do the Ron Clark book study and send teachers to visit Allen Jay Prep and present strategies back to staff. Representatives will visit Allen Jay on February 5th.		Complete 02/13/2018	Kimberly Kelly	02/13/2018
		<i>Notes:</i> Ms. Kelly has reached out to Allen Jay prep. She wants to collect questions from among the staff about the Allen Jay Prep program. We are still explore other models including Restorative Justice and Capturing Kids Hearts. Smith will research Restorative Justice. Ms. Shaffer will do Capturing Kids Hearts. We can visit Allen Jay Prep during a Tuesday Tour. Since we also have Tuesday Tours, we cannot send a homeroom teacher. Ms. Kelly will still attend. The cost to attend Ron Clark is \$450/person. Several date options were provided.				

8/14/17	We will monitor that lessons are taught according to our school wide schedule the first two weeks of school.	Complete 05/08/2018	Kimberly Kelly	06/08/2018
<i>Notes:</i> We taught the classroom lessons the first two weeks of school. We have 7 total referrals.				
8/14/17	We will incorporate daily class meetings into our master schedule to teach social skills, build relationships, and problem solve discipline concerns. Our goal is to improve and enhance the school culture of collegiality and cooperation in order to support our school mission.	Complete 06/07/2018	Kimberly Kelly	06/08/2018
<i>Notes:</i> All teachers are conducting meetings. We have several models of effective meetings. Next steps would be to see models of peers. Teachers report that they are seeing a difference. Next step would be to survey the staff by mid-year to see where we are and what we might need next for class meetings. Class meetings are going well. We just need to make sure that we are always prepared to deliver the meetings. We had one week of meetings for Red Ribbon Week. We would like to ask Ms. McLaurin to present a class meeting as well as Ms. Blankmann. They could lead the staff as if we were the students.				
1/24/18	We will monitor positive feedback and reinforcement through classroom observations.	Complete 06/05/2018	Nicole Watlington	06/08/2018
<i>Notes:</i>				
1/24/18	Create and implement class meetings with the Growth Mindset Coach.	Complete 06/05/2018	Watlington	06/08/2018
<i>Notes:</i>				
1/24/18	Provide Tied Up Tuesday sessions for mentoring/motivating our boys in grades 3-5 with our community volunteer.	Complete 06/05/2018	Vanessa Thomas	06/08/2018
<i>Notes:</i> There are about 20 4th and 5th grade students participating. The third graders would like to attend. But, we need more men to participate. We will reach out to our dads again or St. Paul. Final luncheon held with Attorney Mathis today.				
1/24/18	Initiate clubs and leadership opportunities for students to build a sense of pride, community and belonging. (Chorus, Ecoclub, Ambassador, morning announcers, and safety patrols.)	Complete 06/05/2018	Sheryl Vandine	06/08/2018
<i>Notes:</i> Ambassadors did a black history month wax museum and presented to all classes. AG students did a service project to collect books for the GCS media services project. We are going to suspend chorus for the rest of this year to focus on academics. We will revisit next year. Students were surveyed to indicate their interest in staying.				
1/24/18	Provide service learning opportunities to help students see a larger purpose for learning including United Way drive, Book Drive, etc.	Complete 06/05/2018	Watlington	06/08/2018

Notes: AG Book drive, tornado relief for impacted families and schools

3/6/18 Cultivate a partnership with St. Paul church to provide mentors and support to students.

Complete 06/05/2018

Vanessa Thomas

06/08/2018

Notes: Ms. Brown and Ms. Tredinnick appeared on Greensboro Glimpses to promote volunteering at Murphey. We are also invited as a staff to attend church services at St. Paul on April 29th. St. Paul has sent church volunteers who serve as mentors through lunch buddies for identified students.

3/6/18 Initiate bus incentive plan to help reinforce positive expectations.

Complete 04/30/2019

Cynthia Brown

06/11/2019

Notes: We were not able to successfully complete this initiative in this academic year. We'd like to revisit in the fall. Now, we will revisit in the spring. We had bus meeting for bus 1336 where we have referrals. Modified their dismissal process and gave students assigned seats. We have seen a decrease in bus referrals since.

9/4/18 Implement daily class meetings the first ten minutes of each day to build relationships with and among students, teach growth mindset, review expectations, and teach character traits.

Complete 06/04/2019

Gary Hopson

06/11/2019

Notes: Ms. Brown and Ms. Watlington are designing class meetings that they will lead. The sessions can serve as a model for teachers on how to do a class meeting. They will serve to help some classes build relationships or develop some area of social skill. Teachers will be given the opportunity to ask for a session as well as our choosing a class based on observations. We have done this action all year. We will continue to implement next year adding the structures we learn from Restorative Practices. Continue to use the Growth Mindset mantras to springboard conversations.

9/4/18 Engage students in monthly guidance lesson to teach growth mindset, character development and other social skills.

Complete 06/04/2019

Angela Mayberry

06/11/2019

Notes: Ms. Watlington taught guidance lessons to all grade levels on a rotating schedule. We will continue this action step next year.

9/4/18 Implement school-wide monthly Paideia seminars focused on the character trait of the month.

Complete 06/04/2019

Vanessa Thomas

06/11/2019

Notes: We did class seminars in October around respect. Ms. Thomas has collected sample lessons as evidence of seminars. The next seminar will be the week of November 26th on kindness. Sample seminars have been sent to teachers but they are also free to choose their own. The December seminars are the week of the 17th but can be expanded longer. Teachers are encouraged to hang samples in the halls to display student work. March Paideia will be on in integrity and will be held the week of March 25th. We have purchased more student books and a teacher resource book for support with seminars. We will continue next year.

9/4/18	Participate in Restorative Practices training for each staff member this year. (Title 1)	Complete 06/04/2019	Sheryl Vandine	06/11/2019
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Notes: We will send a representative group to the November training. (K-2, 3-5, Watlington, specialist, principal). Mr. Hanic, Ms. Mayberry, and Ms. Vandine attended Restorative Practices training for 2 days in November. These teachers shared their experiences. Their recommendation is that we continue to send staff to the training. We will work on a plan to send other team members in the coming months. The second team will attend training on December 10th and 11th (Bock, C. Brown, L. Brown, S. Walker, Watlington, J. Lyles) . February 7th and 8th, Littlejohn, Greenwood, Hathaway, Bartell, and Pettis are going. The March session will McLaurin, C. Walker, Weaver, V. Lyles, and Wallace. The rest of our team has been scheduled for RP training. We are asking if we can send classified staff as well. We trained almost all staff. We will continue to train new staff next year.

9/4/18	Utilize a full time social worker to help meet the needs of students with repeated behavioral concerns. (Title I)	Complete 04/30/2019	Vanessa Thomas	06/11/2019
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Notes: Ms. Pettis is working with several students who have exhibited behavioral concerns.

1/24/18	Monitor student discipline data through PBIS data.	Complete 04/30/2019	Richard Bock	06/11/2019
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Notes: We will begin data collection and monitoring in the fall of 2019

3/5/19	Develop a girls mentoring group with identified partner focusing on character traits, self-esteem and self-awareness.	Complete 04/30/2019	Cecelia Quick-Pettis	06/11/2019
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Notes:

9/27/18	Develop ways to make it easier and more effective for staff to recognize positive behaviors. (Murphey Money).	Complete 06/04/2019	Angela Mayberry	06/11/2019
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Notes: We will have a Murphey store at the end of semester. We will ask staff to blitz with money starting Monday January 14th until the date of the store. We will do another store at the end of the year. PBIS store is June 5th.

10/2/18	Create afterschool clubs to give students additional positive connections to school such as Ecoclub, Battle of the Books, C4K, Maker Space club, etc.	Complete 04/30/2019	LaTasha Wallace	06/11/2019
<i>Notes:</i> BOB clubs are meeting. C4K is underway. Maker Spaces and Ecoclub will start in January. The first MakerSpace took place in January. Thirty-seven students participated. There are two dates for February. Ecoclub will start in February. Due to the popularity of the MakerSpace sessions, we have separated K-1 and 2nd grade to better meet their needs.				
1/8/19	Continue to cultivate a relationship with St. Paul church who has given money to support field trips, student supplies and material, uniforms, tutoring and mentoring.	Complete 04/30/2019	Cecelia Quick Pettis	06/11/2019
<i>Notes:</i>				
1/8/19	Restart Tied Up Tuesday to provide male role models and character development for 5th grade boys.	Complete 04/30/2019	Vanessa Thomas	06/11/2019
<i>Notes:</i> Tied Up Tuesdays have started. The first session was January 29th with our volunteer Atty. Mattis. Ms. Pettis and Mr. Bock helped to facilitate and Ms. Thomas organized. The focus was on courage and 18 5th graders participated. We are reaching to find a volunteer to lead our Pearls for Girls.				
3/5/19	Develop a succinct plan for incorporating Paideia, Restorative Practices, Growth Mindset, Class meetings and PBIS for a roll out next school year.	Complete 09/10/2019	Jonita Taylor	09/10/2019
<i>Notes:</i> This is summer plan. The ILT will work on developing a plan over the summer. Our ILT met to determine our needs in PBIS. We are continuing to explore the effectiveness of Morning Meetings along with other PBIS structures we are implementing.				
8/30/19	Teachers will create a Plan A that outlines their expectations for students during whole group, small group, and independent practice portions of instruction.	Complete 10/28/2019	Jonita Taylor	10/01/2019
<i>Notes:</i> Teachers will turn these in to the principal and will receive feedback during the pre- and post- conference of their first observation. 10/28/2019: Teachers have turned in their Plan As and have received feedback based on observation data in NCEES standards 2 and 4.				
9/4/18	Phase in elements of Restorative Practices as we participate in training starting with uppers grade and blend in with elements of PBIS.	Complete 06/09/2020	Claudia Walker	06/11/2020

	<p><i>Notes:</i> Mr. Hanic has started using elements of the training on Fridays during class meeting. Teachers are invited to stop by to see it. Most staff has been trained. Many staff members report using the practices throughout the year.</p>			
8/30/19	Teachers will plan classroom privileges and celebrations when students meet their expectations.		Jonita Taylor	06/05/2022
	<p><i>Notes:</i> 09/04/2020: This was done throughout the 2019-2020 school year, and teachers used their Plan A and Plan B to determine class celebrations. We will continue this strategy through the 2020-2021 school year.</p> <p>9/10/2021: Teachers are working on their Plans A and B for the 21-22 school year. These are due by Oct. 1st.</p>			
8/30/19	Initiate and continue clubs and leadership opportunities for students to build a sense of pride, community and belonging. (Chorus, Ecoclub, Ambassador, morning announcers, and safety patrols.)		Cecilia Quick-Pettis	06/05/2022
	<p><i>Notes:</i> This will be monitored quarterly and discussed at PBIS meetings.</p> <p>12/02/2019: The following clubs are implemented afterschool: Battle of the Books, C4K, and Strong Girls. We are also implementing Student Ambassadors and Safety Patrol when we return from Thanksgiving Break. Student Ambassadors have had their training for morning announcements.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year, and in addition to the clubs mentioned we added Boy Scouts. We will continue this strategy through the 2020-2021 school year when we return to in-person instruction.</p> <p>02/05/2021: Due to COVID restrictions and remote learning, afterschool and extracurricular clubs have not been implemented. We are beginning our Student Ambassadors and Safety Patrol this quarter with 4th and 5th graders that have returned to in-person instruction.</p> <p>09/10/2021: We are implementing our Student Ambassador program as well as continuing with Strong Girls. We will work to get Tied Up Tuesday and Boy Scouts implemented for our young men.</p>			
8/30/19	We will incorporate daily class meetings into our master schedule to teach social skills, build relationships, and problem solve discipline concerns. Our goal is to improve and enhance the school culture of collegiality and cooperation in order to support our school mission.		Vanessa Thomas	06/05/2022

Notes: This will be discussed quarterly at PBIS meetings.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

2/5/2021: During remote instruction teachers maintained "live" instruction and met at least twice weekly with their classes to establish and maintain positive relationships and keep students on track with their work. Now that all grade levels are back to in-person instruction, we will continue to utilize morning meetings and morning announcements as a time to create a collective efficacy within our school community.

9/10/2021: Morning Meeting continues to be a universal part of our daily schedule. We will continue to support and monitor teachers' use of this time to maintain our positive and inclusive culture.

2/8/21 Students will be recognized for academic and behavioral effort and progress in First Friday celebrations. These will occur monthly.

Vanessa Thomas

06/10/2022

Notes: 02/05/2021: We just completed our first virtual First Friday awards celebration using the Zoom platform. Students were celebrated for reading and math progress as well as showing kindness and responsibility (Terrific Kid award). They were also recognized for making the A and A/B honor roll. The Zoom link was sent out to parents and they were invited to participate. We will continue this practice.

9/0/2021: This will continue this school year through Zoom.

6/4/19 Implement the plan that will combine Restorative Practices, PBIS, and Growth Mindset in order to build our Social Emotional Learning goals.

Vanessa Thomas

06/11/2022

Notes: 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

9/10/2021: We will continue this during the 21-22 school year, since we have returned to full time in-person learning.

10/28/19 Discipline data will be reviewed monthly by the PBIS team.

Vanessa Thomas

06/15/2022

Notes: 10/28/2019: Currently we have 4 discipline referrals, 2 from the bus and 2 from the playground.

12/02/2019: We currently have 7 discipline referrals, one of which resulted in OSS. As a result of OSS, the principal and social worker did a home visit to ensure a smooth transition back into the regular classroom.

06/11/2020: We ended the year with 24 discipline referrals, the majority of which come from the bus and are minor.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

02/05/2021: We have not had any discipline referrals so far this year. However, we do have 1 student on an incentive chart (kindergartener) and are preparing data collection tools for determining Tier 2 behavior needs as they arise.

9/10/2021: We will continue this during the 21-22 school year. We have had 2 discipline referrals so far this year and will work to track our "new to Murphey" students and their contribution to our positive school culture.

10/17/19

PBIS team will analyze which parts of Restorative Practices (actual actions) will be implemented at Murphey.

Vanessa Thomas

12/15/2022

Notes: This will be a part of the PBIS monthly meetings.

09/04/2020: This was done throughout the 2019-2020 school year. We will continue this strategy through the 2020-2021 school year and will make decisions for virtual and in-person instruction.

09/10/2021: Our PBIS team will investigate the Restorative Practices PD needs based on our staff and discipline data for the first quarter.

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>			<p>We follow GCS pacing guides K-5 in all subject areas. We had a training session on unpacking standards last school year. We feel that we are doing well in this area among grade level teachers. However, we do not feel like we have a solid plan for collaboration with specialists, EC teachers, ESL teachers, and other support staff. We can use some strategies to help in this area.</p> <p>Teachers will use their knowledge of NC SCoS to create learning progressions for each standard. Their lesson plans will then outline how they will effectively use GCS-required instructional materials to teach the standards. Teachers will then use assessment data to determine student mastery of the standards taught during core instruction.</p> <p>During the 2020-2021 school year, we will be working to apply all of this to a remote learning setting.</p>	Limited Development 08/09/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			<p>Create unit planners within grade level PLCs to insure we are aligned with district pacing guides and standards. Use unit planners as a resource tool for all certified staff. Post unit planners to OneDrive for specialists (all support staff) to access. Specialists will implement strategies in their classes to align with the unit. Grade levels will indicate pertinent areas where specialist may be able to target specific standards.</p> <p>Due to the remote status of this year (2020-2021), teachers will need to assess to determine any learning gaps students acquired from the closure of school in the spring of 2020. Based on students' needs, curriculum and instructional resources will be aligned to meet those needs.</p>		Vanessa Thomas	06/10/2022
<i>Actions</i>				14 of 20 (70%)		
	9/12/17	Implement and provide professional development for Eureka math.		Complete 06/04/2021	Claudia Walker	06/08/2018

	Notes: We do that every day. New 2nd grade teacher, 3rd, 4th, and 5th grade teachers as well as the math coach will attend Eureka math training February 8th and 9th.			
9/12/17	Create and monitor electronic data notebook among all grade level through PLCs, leadership team meetings, and Instructional Support team meetings.	Complete 06/05/2018	Sharon Patillo	06/08/2018
	Notes: Each grade level representative will monitor their grade level's implementation. The files have been created and teams have started uploading. We have created the documents. We use them weekly in PLCs and ILTMs so that we can determine students who need additional supports. We update regularly. TRCs underway. We will update that data as soon as possible. Next meeting we will have data to share.			
1/24/18	Reflect on the lesson planning template to ensure that it is comprehensive and shared.	Complete 06/05/2018	Luciana Brown	06/08/2018
	Notes:			
1/24/18	Use Eureka math modules and provided lessons K-5. Teachers will annotate the lessons to make sure they are specific to their students.	Complete 06/05/2018	Claudia Walker	06/08/2018
	Notes:			
1/24/18	Teachers will utilize Singapore Math strategies to support and supplement Eureka lessons.	Complete 06/05/2018	Claudia Walker	06/08/2018
	Notes:			
1/24/18	Review Eureka math units at the beginning of each unit to analyze pacing suggestions, standards, differentiation plans, assessments, vocabulary, materials and teaching strategies to make sure it is consistent across all classrooms and grade levels.	Complete 06/05/2018	Sheryl Vandine	06/08/2018
	Notes: We have been implementing modifications to the plan to allow for intervention time. We are forming groups based on data. We are addressing standards - past and current. We are using data protocols to be able to strategically select data points to make groups and to choose standards.			
1/24/18	Review GCS units for ELA and adapt to meet the needs of our students for differentiation, pacing, and instructional strategies.	Complete 06/05/2018	Vanessa Thomas	06/08/2018
	Notes:			
2/6/18	Support staff including the CF will push in to support 3rd, 4th, and 5th grade ELA and/or math.	Complete 06/05/2018	Vanessa Thomas	06/08/2018
	Notes: Push in has started but is not as pervasive as we had hoped due to TRC assessments.			
2/6/18	Monitor 4th and 5th grade data notebooks and goals.	Complete 06/05/2018	Claudia Walker	06/08/2018

<i>Notes:</i>				
3/6/18	Collaborate with other schools using Eureka math. We are visiting others schools and they are visiting ours. We are also participating on Learning Area 1 PLCs for Eureka math.	Complete 05/08/2018	Claudia Walker	06/08/2018
<i>Notes:</i>				
2/6/18	Research and develop K-3 data notebooks for use in the 18-19 school year.	Complete 11/13/2018	Starnasia Smith	06/11/2019
<i>Notes:</i> We want to develop the format of the notebook and have an opportunity to meet with teachers for input and how to use them. We have a K-5 data notebook for math. We will use the ELA notebook from Data & Analytics department to track literacy data. We have a spreadsheet to track DIBELS and TRC data and interventions. Third - Fifth is using School Pace to track data.				
10/17/19	Teachers will give the CORE phonics assessment to all K-2 students and 3-5 students who are performing below the white level as indicated by IRLA.	Complete 06/04/2021	Vanessa Thomas	05/30/2021
<i>Notes:</i> BOY (12/02/2019: All K-2 teachers have given the Core Phonics assessment and a spreadsheet was created to track students' needs. This will be updated at MOY when the assessment is given again. In addition, 3-5 teachers have assessed phonics as needed. 3rd grade used the Core phonics assessment, while 4th and 5th grade used the phonics infrastructure that ARC provides through the IRLA to determine students' phonics needs. 5th grade also used the BEAR spelling inventory to determine intervention needs. 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction and made instructional decisions after analyzing this data. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.				
10/17/19	Our ILT will utilize a Phonics continuum to determine to core phonics needs of our school as well as where tier 2 and 3 resources should be directed.	Complete 06/01/2021	Vanessa Thomas	05/30/2021

Notes: 12/02/2019: We've determined the following needs, based on the CORE phonics assessment.
 K/1: Letter names/sounds; Phoneme segmenting/blending
 2nd Grade: short vowel sounds, consonant blends, digraphs, CVC words
 3rd Grade: Short vowel sounds; vowel teams, flexible phonics
 4th-5th grade: Oral reading fluency, vocabulary within context

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction and will update our phonics continuum after BOY assessments are given.

11/13/18

Regularly review, update, and respond to data collected in the data notebook.

Complete 06/01/2021

Vanessa Thomas

06/11/2021

Notes: For ARC, we are regularly reviewing SchoolPace data. We are using an action conference planner to ensure we are working with all students and moving them forward with power goals, steps, and conferencing data. We are looking at DIBELS data to track progress and monitor pathways. We are still trying to determine the best way to analyze and use CKLA data. We will work with the CKLA coach on her next visit. In math we used an exit ticket data protocol with our Eureka math coach at all grade levels to help analyze and determine next steps. During ARC coaching today, we learned about and will use a new data tool (classroom dashboard) within SchoolPace to better serve students. Each team has had a half day data meeting to reflect on data and develop corrective action plans.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We also utilized a virtual data spreadsheet during remote learning in order to track students' assignments and standards mastery. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

10/17/19

Teachers will participate in MTSS PLCs to determine which students need small group instruction, what will be taught during small group instruction, and how progress will be monitored.

Vanessa Thomas

05/30/2022

Notes: 12/02/2019: Teachers have participated in 4 MTSS PLCs, all of which were to determine small group and individual phonics needs. We have used the CORE phonics assessment to drill down to the specific skill students need in order to become fluent readers. We've also used IStation as it is required. We have completed the first 2 Core MTSS trainings provided by our district. We will determine when to train on the 3 behavior modules.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. Due to COVID-19, MTSS structures and trainings were halted. We will continue this strategy through the 2020-2021 school year and will plan for both virtually and during in-person instruction.

8/30/19 In grades 3-5, teachers will determine formative assessments to indicate student mastery of selected standards. Teachers will use iXL to provide students with additional, standards-based practice.

Vanessa Thomas

06/05/2022

Notes: 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction using the IRLA and iXL diagnostic assessment.

12/5/2021: Teachers are able to use both interim assessments as well as iXL in order to determine student progress with both grade level and below grade level standards.

1/24/18 Review and unpack CKLA units at the beginning of each unit to ensure understanding, develop resources, plan for pacing and alignment to standards.

Vanessa Thomas

06/08/2022

Notes: 12/5/2021: We have recently adopted CKLA at all grade levels. Therefore we will continue this K-5.

8/30/19 Teachers will determine, each week, an exit ticket or other measurements of mastery, to analyze in order to assess student mastery of math standards.

Claudia Walker

06/09/2022

Notes: 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

12/5/2021: We continue to analyze students' tasks to determine their mastery of math skills at all grade levels. We will continue to give students additional practice opportunities to maintain mastery once it has been reached.

9/4/18	Study and utilize the GCS curriculum guide to make sure lessons are aligned to standards and are delivered as scheduled.		Claudia Walker	06/11/2022
<p><i>Notes:</i> All teachers have a hard copy of the curriculum guide and we are using it to keep pacing with CKLA, ARC and Eureka math. We provided teachers with Eureka math modules overviews to show standard cross-walk. Teachers were provided with a pacing guide to show alignment with GCS curriculum. We used a staff meeting to introduce the ELA VIK. We will continue to implement next year.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction, as pacing may vary, depending upon student needs.</p> <p>12/02/2019: We are right on track in both ARC and Eureka. We are currently working to get and remain on track with the use of CKLA materials, specifically Listening and Learning units.</p> <p>12/05/2021: We continue to use these guides in both CKLA and Eureka to ensure that all standards are taught before students are assessed on them. Since CKLA is new to us in 3-5 this year, this will remain a goal/task for us as a school.</p>				
9/4/18	Study new resources for Eureka math and Core Knowledge Language Arts to make sure all lessons are aligned to standard.		Vanessa Thomas	06/11/2022
<p><i>Notes:</i> We use weekly PLCs and our coaching visits to study the new curriculum resources. (Eureka, CKLA, ARC). We will continue to study and implement these resources next year. We will continue to work with external coaches.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction. Coaching days have been scheduled to support teachers with all of these curriculae.</p> <p>12/5/2021: This is being done throughout CKLA and Eureka instruction. We will focus this on 3-5 CKLA and our beginning teachers in both reading and math.</p>				
Implementation:		06/06/2017		

Evidence	5/23/2017 Our unit planners, lesson plans and PLC minutes provide evidence that we are aligning instruction to standards. Documentation will be uploaded.			
Experience	5/23/2017 In K-3 we use county developed units for reading, math, and science. In 4-5 we use American Reading Company for English Language and County designed for all other subjects. For math, we use a Singapore math approach and common core for mathematics materials and resources. We analyze standards and develop unit planners in weekly Professional Learning Community(PLC) meetings. We use a variety of research based resources to make sure instruction aligns to standards.			
Sustainability	5/23/2017 We will continue to develop this standard as teams change.			

Core Function:			Dimension A - Instructional Excellence and Alignment		
Effective Practice:			Data analysis and instructional planning		
		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To
Initial Assessment:			Both our Instructional Leadership Team and administrative staff conduct walk throughs and informal observations to offer feedback to teachers. This data is compiled to notice instructional trends that are seen across grade levels and content areas. Professional development is then planned based on the trends that are seen and a measure of accountability is set so that teacher and student growth is monitored.	Limited Development 11/05/2020	
How it will look when fully met:			When fully implemented, there will be a transparent process in place for teachers to receive feedback from a variety of sources, including curriculum coaches, members of our ILT, and the administrative staff. In addition, student achievement scores will show an increase in growth and proficiency as a direct correlation to the feedback that teachers are given and professional development they are implementing.		Jonita Taylor
Actions				0 of 4 (0%)	
	11/5/20	Principal will observe teachers and give feedback of the observation within 10 days (formal observations).			Jonita Taylor
					06/10/2022

Notes: This will occur for both in person and remote instruction.

02/05/2021: Observations are continuing and will include both remote and in-person components. Each teacher's Canvas page as well as recorded remote instruction is being used to show evidence of teaching standards in addition to observed in-person instruction. Feedback is being given on both remote instructional supports and in-person teaching and learning.

11/5/20 Members of the ILT will conduct callibrating walk throughs in order to determine teachers' strengths and weaknesses.

Caroline Kuligowski

06/10/2022

Notes: This is for face-to-face instruction.

02/05/2021: Walk throughs have been conducted with curriculum coaches during each coaching visit. Eureka, ARC, and CKLA coaches have observed lessons remotely and provided feedback and support strategies to teachers.

11/5/20 The Curriculum Facilitator and Math Coach will observe remote learning instruction and provide feedback to teachers.

Claudia Walker

06/10/2022

Notes: 02/05/2021: This has occurred frequently, along with Eureka, ARC, and CKLA coaches. All of our coaching visits have been remote and feedback was provided to teachers during PLCs or individual meetings with both our CF and math coach. Feedback has also been provided via email.

11/5/20 Teachers' Canvas page will be monitored to ensure ease of navigation and access for students. Feedback will be given to teachers via PLCs, email, and one-on-one conversations.

Claudia Walker

06/10/2022

Notes: This will continue with both in-person and remote instruction.

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>			We have a process in place for all components of MTSS. However, we do not have 100% of teachers meeting the needs of core instruction or interventions. We also do not have 100% of teachers following the process with fidelity. We also feel that we could be more effective in evaluating the process and collaborating with service providers (EC, ESL, and other support staff).	Limited Development 08/09/2016		
<i>How it will look when fully met:</i>			100% of our homeroom classrooms will achieve 80% core instruction success as measured by reading, science, and math classroom level assessments/projects. Teachers will use data from classroom assessments to identify which students are not responding to or need additional core support. 100% of teachers will use interventions to meet the needs of the 20% of students not achieving success in core, documenting those interventions through PEPs and IST. We will have an established IST team that meets regularly. Students who still are not responding with intensive intervention will begin the Tier 3 process.		Claudia Walker	06/11/2022
Actions				4 of 14 (29%)		
	9/6/20	ILT and IST members will attend MTSS training.		Complete 01/10/2021	Claudia Walker	11/01/2020
		<i>Notes:</i> 01/10/2021: Our IST/ILT members have attended several trainings this year, including training regarding the new SLD guidelines, MTSS training, Curriculum Based Measure (CBM) training, Waterford and FastBridge training. All of these will continue to inform how students move through the MTSS process. Classroom teachers have NOT received training at this time.				
	9/6/20	3-5 students will be given a math diagnostic using iXL.		Complete 03/01/2021	Claudia Walker	02/10/2021
		<i>Notes:</i> 1/10/2021: We are changing this date because we have just returned to in-person instruction. Students who are in-person can/will complete this assessment by 2/1.				
	9/4/18	Intentionally and proactively plan for differentiation within Eureka Math, CKLA, and ARC structures.		Complete 06/04/2021	Jonita Taylor	06/05/2021

	<p><i>Notes:</i> This will be evident through teachers' lesson plans.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year, both with in-person and remote learning. We will continue this strategy through the 2020-2021 school year.</p> <p>9/1/2021: We will discontinue this for ARC, since we are now CKLA K-5. Differentiation will continue in reading and math.</p>			
8/30/19	K-2 teachers will assess students using the CORE phonics assessment.		Vanessa Thomas	06/05/2021
	<p><i>Notes:</i> This will take the place of MClass phonics/PA assessments.</p> <p>11/05/2019: All K-2 students have been assessed with the CORE phonics assessment. A spreadsheet was used to determine school, grade level, and classroom needs.</p> <p>09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. We will continue this strategy through the 2020-2021 school year.</p> <p>10/1/2021: This year, we were able to give DIBELS assessments K-3 and only used CORE phonics data if we needed to dig deeper into the reading continuum to prescribe student interventions.</p>			
10/4/16	Share information with the whole staff to make sure everyone understands the MTSS process and how it works at Murphey. Staff will participate in GCS MTSS webinars.		Jonita Taylor	06/09/2021
	<p><i>Notes:</i> Share hardcopy of WiseWays. Use triangle model to make sure explanation is clear. Use MTSS documents and webinars to communicate consistent information.</p> <p>10/28/2019: Teachers have received the first 2 webinar trainings on core instruction.</p>			
9/6/20	Teachers will utilize Zearn as a maintenance and/or Tier 2 resource in math.		Claudia Walker	06/10/2021
	<i>Notes:</i>			
9/6/20	Teachers will utilize InSync (Eureka) as a core instructional resource in math instruction.		Claudia Walker	06/11/2021
	<i>Notes:</i>			
9/27/18	Collect and organize IXL data (math coach) to progress monitor Tier 2 interventions.		Claudia Walker	06/11/2021

Notes: 12/02/2019: We are currently using iXL as intervention support. Students are getting 30-60 minutes per week through a computer lab schedule (3-5 students only). We are also using iXL for reading review during this computer lab time.

09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. iXL was also used during remote learning to determine standard mastery in both reading and math. We will continue this strategy through the 2020-2021 school year.

9/27/18 Provide IXL as a Tier 2 intervention.

Claudia Walker

06/11/2021

Notes: Second, third, fourth, and fifth grade teachers are using it. Ms. Walker uses it as an IST intervention with several students she is working with.

12/02/2019: We purchased iXL for 3-5 students and have implemented a duty free schedule where all 3-5 students are using the program for fluency and intervention support. We will continue to monitor this structure.

09/04/2020: This was done throughout the 2019-2020 school year, both with in-person and remote learning. We will continue this strategy through the 2020-2021 school year.

11/13/18 The instructional leadership team will conduct daily walk throughs and provide feedback to teachers in a timely manner.

Brooke Hathaway

06/11/2021

Notes: 2018-2019: Coaching staff visits classes daily. We have completed more than 200 walk throughs. We provide feedback either through email, face to face, or through PLCs.

12/02/2019: We have over 80 documented walk throughs with our Admin. team. This does not include walk throughs with our ILT or those that have not been entered into our Microsoft forms. Coaches provide feedback via email, in PLCs, or verbally.

09/04/2020: This was done throughout the 2019-2020 school year, and instructional decisions for core and intervention instruction were made. We will continue this through the 2020-2021 school year, using Canvas and "live" instruction and in-person observations to make decisions.

9/6/20 K-2 Teachers will utilize Waterford curriculum for students who have Tier 2 needs in Reading.

Vanessa Thomas

06/11/2021

Notes:

9/6/20	K-2 Teachers will utilize Heggerty as core Phonological Awareness instruction.	Complete 01/10/2021	Vanessa Thomas	12/01/2021
<i>Notes:</i> *This will be observed virtually and in-person 01/10/2021: Teachers are implementing Heggerty into daily instruction. This has been observed by our Curriculum Facilitator. 9/21/2021: We are going to continue monitoring this, since last year most of our Heggerty instruction was remote.				
10/28/19	Teachers will utilize Interim Assessment data in reading and math to determine core and intervention needs.		Vanessa Thomas	05/30/2022
<i>Notes:</i> 11/05/2019: We analyzed our IA 1 and determined the following core needs: 3rd Grade: ELA RI 3.2 (main idea); Math OA 2 & 8 4th Grade: ELA RI 4.2 (main idea); Math MD 1, NBT 1&4 5th Grade: ELA RL 5.7 (vocabulary); Math OA 2, NBT 1				
9/4/18	Use PLC time to plan lesson and reflect on data to make sure we are meeting the needs of individual learners.		Vanessa Thomas	06/05/2022
<i>Notes:</i> 12/02/2019: We are using ARC, CKLA, and Eureka resources to inform small group planning. All coaches are sharing small group/ conferencing resources to support small group instruction for teachers. 12/5/2021: Grade levels are meeting with both instructional coaches and with their colleagues and minutes are being recorded in their PLC Notes sheet. These will uploaded into our Title 1 notebook.				

		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Currently, we assess students at the beginning of the school year in both reading and math to determine core instructional strengths and weaknesses. After determining whole group, grade level, and class needs, instruction is planned to fill learning gaps. Students who do not make progress with these instructional changes are brought to our instructional intervention team to determine the need for interventions. IST also collaborates to determine if a special education referral is needed, based on a variety of data sources.	Limited Development 11/05/2020		
		How it will look when fully met:	In addition to our current level of performance with this indicator, teachers will utilize additional data sources to drill down to the exact skill that students need in order to progress in reading, math, writing, and/or behavior. In addition, specific progress monitoring tools will be available so that quantitative data can be analyzed by our MTSS/IST. We will also be fluent at using our current curriculae (ARC, CKLA, and EUREKA) to support students who need supplemental instruction. A master schedule will also be implemented, providing time for students who need intensive interventions to also receive grade level and supplemental instruction.		Caroline Kuligowski	06/10/2022
Actions				2 of 6 (33%)		
	11/5/20		The IRLA will be administered to all 3-5 students.	Complete 02/01/2021	Vanessa Thomas	02/01/2021
		Notes:	01/10/2021: Teachers have given students their BOY assessments, which were by appointment. However, some students did not finish independent tasks in the time frame outlined by the IRLA. Therefore, teachers needed to move them back a level. Because all instruction was remote, validity of IRLA results are considered on an individual student basis. Students have returned to in-person instruction and will be re-assessed or have IRLAs updated as necessary. 02/05/2021: We currently have over 90% of students with levels in SchoolPace. The students who are remaining are those that we have not been able to contact via remote instruction. Now that 3-5 students are back in the building, we anticipate having 100% of students leveled and a Power Goal assigned by the end of the month.			
	11/5/20		Our ILT will meet to analyze instructional data and determine small group and individual student needs and interventions.		Jonita Taylor	06/10/2021
		Notes:				

11/5/20	The Core Phonics Assessment will be administered to all K-2 students.		Vanessa Thomas	06/10/2021
	<p><i>Notes:</i> This data will be uploaded to shared virtual space.</p> <p>11/01/2020: All K-2 students were assessed and the data uploaded to a shared GCS spreadsheet.</p> <p>02/05/2021: K-2 students were re-assessed for MOY and data was uploaded to the shared GCS spreadsheet.</p>			
11/5/20	NC ENSI math screeners will be administered to all K-2 students.		Claudia Walker	06/10/2021
	<i>Notes:</i>			
11/5/20	An MTSS/IST team will be established to analyze core data to determine instructional trends in reading and math.		Brooke Horan	06/10/2021
	<i>Notes:</i> This team will meet to determine/investigate schoolwide needs as well as grade level trends.			
11/5/20	Our EC teacher and Principal will attend training on the MTSS process for qualifying students for special education.	Complete 01/10/2021	Caroline Kuligowski	06/11/2022
	<p><i>Notes:</i> 1/10/2021: This training was completed during the summer and fall (August 2020).</p> <p>12/5/2021: This training is still ongoing, as GCS continues to interpret training and supports from DPI.</p>			

!	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 feel that we are progressing in this indicator because we are a PBIS school. Students have been taught lessons through PBIS, guidance, and small group sessions on how to express themselves and how to treat others. We will continue to grow in this area by having Paideia seminars around the topic and around several books. We also think we need continued professional development so that staff can recognize emotional needs of students. We would like to gather a resource list of interventions that would fit the needs of students and families.	Limited Development 08/09/2016		
How it will look when fully met:			Teachers and staff establish effective relationships that will guide and facilitate students' understanding and management of their own emotional states. Students will be better able to set goals, treat others respectfully, and problem solve. Teachers will gain a better understanding of resources available to them and refer as necessary. In addition, chronic absenteeism will be reduced by 5%, with all students being present for at least 95% of the school year.		Cecilia Quick-Pettis	06/11/2021
Actions				3 of 12 (25%)		
	10/2/18	All teachers will complete the Growth Mindset Coach book study to guide class meetings and other growth mindset activities.		Complete 06/04/2019	Angela Mayberry	06/11/2019
<i>Notes:</i> Ms. Mayberry will touch base with each teacher to see if they have checked out the book and started the study. We are sharing the focus during morning announcements, weekly updates, and in the parent newsletters.						
	9/4/18	Implement school-wide monthly Paideia seminars focused on the character trait of the month.		Complete 06/11/2020	Vanessa Thomas	06/11/2020
<i>Notes:</i> We will schedule our first seminar for the week of October 22nd. It will focus on respect. November session has happened and December is scheduled. We will continue. Next year, we will focus on integrating more into content areas. 09/06/2020: Teachers who have been trained in Padeia will continue to use the strategy in their classrooms. However, we have several new teachers and are not able to afford Padeia training at this time.						
	8/14/17	Establish class meetings to provide time for students and teachers to build relationships, problem solve and understand emotional competence . This will help teachers to better understand the emotional states of each student.			Nicole Watlington	06/11/2021

Notes: One hundred percent of teachers have reported that they are using class meetings to build relationships with students. We have done this consistently and will continue next year. We will continue with class meetings next year.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

9/4/18 Utilize a full time social worker to help meet the needs of students. (Title I)

Complete 06/11/2021

Vanessa Thomas

06/11/2021

Notes: She is currently focused on attendance. She is following up with parents on a variety of concerns. Ms. Pettis has started working with individual student concerns. We will continue.

09/04/2020: Our social worker was cut to 50%. Due to Title 1 reductions, we are not able to buy the other 50%. She will continue to focus on attendance and any other needs, even though she is only with us 2.5 days a week.

11/13/18 Participate in Restorative Practices training and implement strategies as each person is trained.

Nicole Watlington

06/11/2021

Notes: As staff are trained, they are implementing strategies. We have 3 teachers trained with 6 attending in December. The December session was cancelled. The team will go on January 15th & 16th. We have a team scheduled for February. All teaching staff is being trained by May. We are asking to send classified staff. Most staff has been trained. We will continue with implementing.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We have several new staff members who will need to be trained in Restorative Practices. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

11/3/21 Students will receive attendance phone calls once they have 3, 6, and 9 unexcused absences.

Cecilia Quick-Pettis

06/22/2021

Notes: The recurrence of this depends on when students reach these absences.

This was done throughout the 2019-2020 school year. We will continue this strategy through the 2020-2021 school year.

9/10/2021: This will look different during this school year, since students are able to quarantine for 10 days. We will maintain phone contact with parents to determine which students are quarantined and which are chronically absent.

11/3/21 All parents will receive a weekly ConnectEd message that encourages daily attendance and inclusiveness within the school community.

Jonita Taylor

06/10/2022

Notes: This was done throughout the 2019-2020 school year. We will continue this strategy through the 2020-2021 school year.

9/10/2021: We will continue to use this as our main tool for communication with parents. Each message will be translated into Spanish.

11/3/21 Our school social worker will contact parents of students who miss more than 5 days. This will be documented by our social worker.

Cecilia Quick-Pettis

06/10/2022

Notes: 12/02/2019: Ms. Pettis is currently sending out a daily phone call to those students who are tardy or absent from school. In addition, Ms. Fowler and Ms. Pettis collaborate to send home letters to students who miss 3, 6, and 9 days of school.

9/05/2020: This was done throughout the 2019-2020 school year. We will continue this strategy through the 2020-2021 school year.

9/10/2021: This strategy served us well while students were learning remotely. We will continue this strategy and it will look more like it did during the 2019 school year.

11/13/18 The guidance counselor will work with individual and/or groups of students with concerns and advise teachers.

Kait Wellbock

06/11/2022

Notes: Ms. Watlington is working with individual students who have demonstrated behavior concerns or other types of concerns. This will continue as we implement SEL.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction.

9/6/20 School Counselor will utilize Kelso's Choice to facilitate conflict management core instruction.

Kait Wellbock

06/11/2022

Notes:

9/6/20 School Counselor will maintain a monthly schedule of classroom guidance, with instruction on character traits and conflict management strategies.

Kait Wellbock

06/11/2022

Notes:

9/4/18 Provide monthly guidance classes to address growth mindset, character development, and other social-emotional topics.

Kait Wellbock

06/11/2022

Notes: These classes are happening and are addressing the concerns we have listed above. Ms. Watlington provided guidance lessons on a rotating schedule for all grade levels.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. Ms. Watlington continued guidance instruction during remote learning. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction and will receive updates from our school counselor.

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:			<p>In the 2018-2019 school year, the ILT consisted of the principal, social worker, school counselor, math coach, and CF. The teams attended trainings as required.</p> <p>In the 2019-2020 school year, the ILT consists of the principal, math coach, CF, 2nd grade teacher, EC teacher, and ESL teacher in order to ensure diversity of perspective. The team meets at least monthly to review the instructional and cultural needs the school. Plans for additional teams, such as leadership, PLC times, and IST are determined during the monthly meetings.</p> <p>In the 2020-2021 school year, the ILT consists of the principal, math coach, CF, media specialist, EC teacher, and ESL teacher. The team will meet at least monthly (virtually) prior to the leadership meeting, to determine instructional needs of our school.</p>	Limited Development 09/27/2019		
How it will look when fully met:			<p>ILT will conduct walk throughs monthly of classrooms and meet to calibrate the data collected. In addition, an agenda will be composed for each meeting and student and teacher needs will be discussed. In addition, the following data sources will be reviewed and school, grade, and class level instructional interventions will be monitored.</p> <p>~ IRLA</p> <p>~ I-Station</p> <p>~ EOG</p> <p>~ Exit Ticket (Eureka)</p> <p>~ Interim Assessments</p> <p>The team will attend all professional development as required and will follow up with PLC discussions with both the leadership team and our IST.</p>		Claudia Walker	06/11/2021
Actions				2 of 4 (50%)		
	10/28/19	Our ILT will attend New Leaders training sessions, as provided by GCS.		Complete 06/04/2021	Claudia Walker	05/30/2021

Notes: 10/28/2019: Our ILT has attended 2 training sessions with our district/learning area; one in September and one in October.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction, as facilitated by New Leaders.

9/27/19 ILT will use a Microsoft Form to document classroom walkthroughs and establish patterns in instruction.

Complete 06/04/2021

Jonita Taylor

06/11/2021

Notes: 10/28/2019: Our ILT has logged over 70 walkthroughs using the Microsoft Form. We've also established patterns within classrooms and are developing plans to support teachers in maintaining fidelity with the instructional master calendar so that instruction begins and ends on time, and utilizing visual displays (i.e. anchor charts) to support teaching and learning.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction. We will need to update our walk through form to reflect Canvas and "live" instruction look fors.

9/27/19 ILT will meet to review student data in both reading and math. This time will be used to determine the health of our core instruction.

Claudia Walker

06/11/2022

Notes: We will attach agendas and notes in a folder.

09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction, as facilitated by New Leaders.

9/27/19 Teachers will meet in bi-weekly MTSS PLCs in order to review student data and patterns/feedback noticed by the ILT

Vanessa Thomas

06/11/2022

Notes: 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction. Meetings will be both virtual and in-person.

12/5/2021: We will continue to determine the best way to meet with teachers concerning supplemental instruction for students. This will continue into the 2022 year.

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:			<p>We currently have no schedule for duty free time. During the 2018-2019 school year, teachers received duty free lunch, using TAs and specialists. A close analysis of our discipline referrals showed that over 60% of referrals came from the cafeteria during lunch. With this in mind, we will reconsider duty free lunch and explore other alternatives for the 2019-2020 school year.</p> <p>During in-person instruction, we had a duty free schedule, where we utilized our computer lab for classes. This gave teachers an extra hour of noninstructional time during the week. In addition, our PBIS team created behavioral expectations for the computer lab, allowing students to earn Murphey money when their class had duty-free time.</p>	Limited Development 08/09/2016		
How it will look when fully met:			When this is fully met, all teachers will have equal duty free time in addition to a 45 minute planning. The master schedule will reflect when these opportunities will occur for teachers. PLCs will occur regularly in reading, math, and MTSS.		Claudia Walker	06/08/2021
Actions				2 of 7 (29%)		
	10/17/19		A PLC calendar will be created and maintained in Murphey's Outlook Calendar. This will include Coaching days (Eureka, ARC, CKLA).	Complete 11/05/2019	Claudia Walker	10/31/2019
			Notes: 12/02/2019: PLC schedules are sent out weekly in the principal's weekly updates. We are now operating on an A week/B week schedule. On A week, teachers meet on Wednesdays and Thursdays to discuss core instruction in both ELA and math. On B week, teachers only meet on Tuesdays to discuss interventions and small group instruction. This is also our MTSS time. All coaching days are on our Murphey calendar.			
	10/17/19		Our ILT will consider additional duty free opportunities as well as determine people who can support and supervise these opportunities.	Complete 11/15/2019	Vanessa Thomas	11/01/2019
			Notes: This will occur after we've collected data to determine students' academic needs.			
			11/20/2019: A duty free schedule using our computer lab has been presented to our ILT and Leadership teams. The plan uses TAs and specialists and provides 30 minutes 2 days a week to every classroom teacher. During this time, students will be supervised in the computer lab while teachers have duty free time.			

9/6/20	A Duty -free schedule will be created for in-person instruction.		Richard Bock	06/11/2022
<i>Notes:</i> 9/10/2021: This was created and implemented during the 19-20 school year and will be implemented this year as well.				
9/6/20	The master schedule will reflect planning time for all teachers every day, including specialists.		Vanessa Thomas	06/11/2022
<i>Notes:</i>				
10/17/19	Our school leadership team will meet monthly as an entire team.		Vanessa Thomas	06/15/2022
<i>Notes:</i> 09/04/2020: This was done throughout the 2019-2020 school year both during in-person and virtual instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction. Our meetings will be the 2nd Tuesday of each month. 9/10/2021: Our Leadership Meetings are open to our entire staff so that as much input is included in decision making as possible. These will occur on the 2nd Tuesday of each month.				
10/17/19	Our ILT will meet monthly as an informal leadership team.		Vanessa Thomas	06/15/2022
<i>Notes:</i> This will be noted in Indistar meeting notes. 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year both virtually and during in-person instruction. The ILT will meet either online or in-person.				
10/17/19	PLC notes will be uploaded to TEAMs so that teams can access them throughout the week.		Claudia Walker	06/15/2022
<i>Notes:</i> 09/04/2020: This was done throughout the 2019-2020 school year during in-person instruction. We will continue this strategy through the 2020-2021 school year. 9/10/2021: We are pleased that many of our grade level teams are facilitating and leading their own PLCs. Minutes for these will be shared with our ILT.				

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. We regularly review our school assessment data to make instructional and professional development decisions. We have not used classroom observation data as a team but have plans to do so.</p> <p>Due to remote instruction, our leadership team (principal, CF, and math coach) will use teachers' "live" instruction and planning to determine PD needs until in-person instruction continues. Observations will be conducted during "live" instruction and will be used along student assessment data to inform professional development decisions.</p> <p><u>10/2021:</u> Eureka coaching is continuing this year with our coach from last school year. In reading, we have transitioned to using CKLA curriculum materials K-5 and all grade levels will receive coaching in this area. This year, we plan for teacher capacity to be increased using instructional and professional development resources.</p>	Limited Development 08/09/2016		
<i>How it will look when fully met:</i>			Leadership team members will know where our needs are and the best practices toward meeting those needs. Team members will communicate these needs and practices with their constituent group. Teacher capacity will be increased using instructional and professional development resources.		Claudia Walker	06/10/2022
<i>Actions</i>				7 of 14 (50%)		
	8/14/17		The school leadership team will review Dynamic Indicators of Basic Early Literacy Skills/Text Reading and Comprehension data three times a year. Independent Reading Level Assessment data will be reviewed quarterly. Interim assessment data will be reviewed each time it is administered. All data will be used to inform school improvement, allocation of resources, and professional development.	Complete 06/07/2019	Richard Bock	06/11/2019

	<p><i>Notes:</i> We are nearing the end of the assessment window. We will review data and plan interventions during our monthly data meeting for October. We reviewed EVAAS data during the December meeting. We will continue next year.</p> <p>This has been completed.</p>			
9/4/18	Develop a differentiated PD plan.	Complete 11/13/2018	Cynthia Brown	06/11/2019
	<i>Notes:</i>			
9/4/18	Participate in Eureka math, ARC, and CKLA PD days as available.	Complete 04/30/2019	Richard Bock	06/11/2019
	<p><i>Notes:</i> All staff has been trained in ARC, Eureka, and CKLA respective to what they teach save 1. All teachers participate in PD through coaching with our external coaches. Today's ARC coaching focused on IRLA confirmations, planning the new unit, and student coaching.</p>			
9/4/18	Model teachers will serve as hosts for others. All teachers are invited to ask a peer to watch a class period for specific coaching and/or feedback.	Complete 04/30/2019	Claudia Walker	06/11/2019
	<p><i>Notes:</i> Ms. Walker is working on a form called "Observe Me", where teachers will invite their peers to come observe and provide feedback on specific elements of their instruction. The second grade team visited the 5th grade math class to observe small group and station rotation. We will revisit this idea in the fall of 2019.</p>			
9/27/18	Develop an instructional leadership team to participate in New Leaders training.	Complete 04/30/2019	Vanessa Thomas	06/11/2019
	<p><i>Notes:</i> We have participated in 3 sessions so far this year. We have redesigned our meeting model to match these goals.</p>			
9/27/18	Form an attendance team to monitor student attendance data and create interventions.	Complete 04/30/2019	Claudia Walker	06/11/2019
	<p><i>Notes:</i> We have formed an attendance team. Our IST team will serve in this role. Students with attendance concerns will have tiered interventions. The principal and social worker will handle Tier 1 interventions. Any Tier 2 or Tier 3 interventions will activate the attendance team. The attendance team met on 1/29/19 to discuss Tier 3 students. We shared ideas for ways to address these concerns.</p>			
10/28/19	We will explore our Uniform policy and explore options to give parents/students more dress code choices.	Complete 01/10/2020	Jonita Taylor	05/30/2020

Notes: 1st Semester (10/01/2019): The leadership discussed the uniform policy after exploring what MTA uniforms have looked like in the past. We've solicited parent and teacher feedback and both stakeholders would like more choices in shirt color besides white.

2nd Semester (1/10/2020): Students will be able to wear red, royal blue, or navy blue polos in addition to the white ones, beginning in January.

11/3/21	Eureka Curriculum coaching days will be utilized as training opportunities for teachers.		Claudia Walker	06/10/2022
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Notes: Coach Walker will enter notes and reflections from our Eureka coaching days. These will be reviewed with our ILT and Leadership Team.

11/3/21	CKLA Curriculum coaching days will be utilized as training opportunities for teachers.		Vanessa Thomas	06/10/2022
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Notes: Coach Thomas will enter notes and reflections from our CKLA Coaching days. These will be shared with our ILT and Leadership Team.

11/3/21	PLCs will be used as opportunities for teachers to lead their own teams. Teachers will complete notetaking organizers to track what is discussed during PLCs.		Vanessa Thomas	06/10/2022
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Notes: Coach Thomas will upload samples of minutes from PLCs of grade levels when they meet independently of the administrative team. This will be reviewed quarterly.

11/3/21	Beginning Teachers will have the opportunity to collaborate during their BT CoffeeHouses.		Vanessa Thomas	06/10/2022
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Notes: Coach Thomas will conduct and document BT's participation in support sessions. This will be reviewed quarterly.

11/3/21	Eligible teachers will attend Mentor Training and will serve as mentors to our Beginning Teachers.		Vanessa Thomas	06/10/2022
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Notes: We will evaluate career teachers' eligibility for mentor training and suggest training as a part of their professional growth (PDP).

9/27/18	Review student performance data and classroom observation data to make instructional decisions, interventions and coaching.		Claudia Walker	06/11/2022
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Notes: Our district data coach will work with our school data coach to observe classrooms to see how formative assessment data are being used. We completed data days for each grade level to reflect on data and develop corrective action plans. The data coach cancelled the classroom observations but will reschedule. The ILT will continue in this role next year.

09/04/2020: This was done throughout the 2019-2020 school year by our ILT. We will continue this strategy through the 2020-2021 school year.

9/10/2021: Our ILT met to discuss our core and intervention needs for this school year. We will continue to investigate the impact of core instruction (CKLA K-5) and plan accordingly.

9/27/18 Utilize Performance Matters/Unify and/or GreatMinds platform to collect and analyze data.

Claudia Walker

06/11/2022

Notes: We have taught teachers how to use much of Performance Matters assessment tool. We refer to it through PLCs and teachers use it independently as well to analyze data and respond with interventions. This is a district requirement that will continue next year.

09/04/2020: This was done throughout the 2019-2020 school year and the data was used to complete students' 4th quarter report cards. We will continue this strategy through the 2020-2021 school year.

9/10/2021: We added the GreatMinds platform to this task, since we are able to assess math using Equip in addition to Performance Matters.

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 make weekly connect-ed messages to parents. We send home monthly newsletters from the school. Many teachers send home weekly newsletters and make phone calls. Most teachers have academic conferences. However, we are not at 100%.</p> <p>2021-2022: We will continue the strategies that have been implemented thus far (weekly Connect Ed phone calls, Quarterly conferences with parents, bi-weekly home to school contact). 100% of teachers will show evidence of consistent parent contacts (at least 1 contact per student every 2 weeks).</p>	Limited Development 08/09/2016		
How it will look when fully met:			<p>2021-2022: We will continue to engage our parents and guardians in the teaching and learning process. 100% of staff will have an up to date Canvas page. We will continue the regular weekly Connect Ed messages in English and in Spanish. Translate all written communications into Spanish. We will provide a translator to communicate in Spanish at all parent events. Maintain social media sites.</p> <p>All parents will have a teacher/parent conference either in person or via phone at least twice a year. Our PTA will be an active part of our school community, sponsoring fundraisers and executing student events.</p>		Vanessa Thomas	06/10/2022
Actions				21 of 25 (84%)		
	8/14/17	Host a Title I Annual Meeting in September. Send home parent compact to share partnership plan with families. Work with Title I parent ambassador to coordinate home/school events.		Complete 09/21/2017	Angela Mayberry	09/29/2017
Notes: The Title I parent meeting was held on September 21st. Parent compacts were sent that night and the next day. We are still collecting the forms from parents. Goal is to have 100% by the first of November. September 28th all parent contacts went home. Still working on collecting them. Ms. Crenshaw is at 100%. We working toward getting 100% of forms returned. We are going to resend forms for those missing.						

12/5/17	We will offer new website training to staff so that they continue to use this tool to communicate with parents.	Complete 12/12/2017	Cynthia Brown	01/09/2018
<i>Notes:</i> Website training happened December 12th.				
12/5/17	We will consider using class dojo whole school as another way to communicate with parents.	Complete 02/06/2018	Cynthia Brown	02/13/2018
<i>Notes:</i> We will revisit next year.				
1/9/18	We will consider ClassDojo as a communication tool. Representatives will report back about whether or not we want to use it by next week. If yes, we will roll out at beginning of February.	Complete 02/06/2018	Cynthia Brown	02/13/2018
<i>Notes:</i> Only one team reported back and they were not interested. We will revisit this idea next year.				
1/9/18	Use Facebook as an additional opportunity by live streaming. We'll start with a broadcast about Eureka math.	Complete 03/15/2018	Claudia Walker	03/09/2018
<i>Notes:</i> We are scheduled to do a lunch and learn Facebook live feed on Thursday March 15th. We hosted two Facebook Live sessions on literacy and math strategies.				
10/3/17	Homeroom teachers will conference with 100% of families by February 1.	Complete 03/06/2018	Starnasia Smith	03/09/2018
<i>Notes:</i> We are not yet at 100%. Fourth grade is yes, as well as Kinder and first grade. We will follow up on the others. We have reached 100% contacts when we include phone calls and notes.				
3/6/18	We will partner with St. Paul church and participate in a Greensboro Glimpses show about our school.	Complete 03/08/2018	Tredinnick	04/04/2018
<i>Notes:</i>				
4/10/18	Host a transition night to help parents and students prepare for next school year.	Complete 05/18/2018	Sharon Patillo	05/17/2018
<i>Notes:</i>				
1/24/18	Utilize Remind to help grade levels communicate with families.	Complete 05/08/2018	Vanessa Thomas	06/08/2018
<i>Notes:</i> Staff used other methods such as Class Dojo.				
11/22/16	Ensure that weekly grade level newsletters are sent home and posted to the website in both English and Spanish.	Complete 09/21/2017	Cynthia Brown	06/08/2018

Notes: All grade levels are sending newsletters home weekly. Fifth grade, third grade, and kindergarten are posting to the website. Other grades will post after website training.

2/24/2017 All classroom staff was updated on how to upload newsletters to their grade level and/or individual class page. Grade level representatives will work with their teams to make sure newsletters are up to date on the website.

We noted that 1st and 2nd grades were not posting. We have since followed up with those grade levels and given additional support.

12/5/17 We will offer English classes to parents who speak Spanish in an effort to help them better help their children at home. We will also offer tutoring for their children during the time that parents are in English class.

Complete 02/06/2018

Cynthia Brown

06/08/2018

Notes: After surveying parents, we did not have enough interest to continue with this idea this year.

9/20/16 Ensure that social media pages are up to date and notify parents that its available and how to access.

Complete 06/05/2018

Claudia Walker

06/08/2018

Notes: We will add upcoming school and PTA events to social media (twitter & facebook). We will help parents sign up for social media and volunteer opportunities during each PTA meeting. Revisit next year. Share with parents during open house. Add the responsibility to a more experienced person. Look for more ways to share with parents.

8/14/17 Host Coffee and Curriculum sessions the day after each parent night to provide multiple options for receiving information. The sessions will focus on the same topics addressed the night before.

Complete 05/08/2018

Cynthia Brown

06/08/2018

Notes: The first session had no participants. We are going to survey parents to see what might be the draw or the disconnect. We will continue this idea through our Facebook live feeds.

8/14/17 Develop and enhance parenting resources to include parent resource center which will offer a meeting space, access to phones and computers, workshops and student support resources.

Complete 06/05/2018

Angela Mayberry

06/08/2018

Notes: We have decided not to spend money on setting up this room this year. We will keep it available and look for this opportunity again next year.

8/14/17 Make connect ed calls weekly to notify parents of upcoming events. Include email and text messages where appropriate/available.

Complete 06/05/2018

Cynthia Brown

06/08/2018

Notes:

11/22/16	Ensure that the school newsletter is sent home on a Monthly basis in both English and Spanish. The newsletters will include tips for helping children at home in each subject.	Complete 04/30/2019	Cynthia Brown	06/11/2019
<i>Notes:</i> This did not happen this year. Restart next year with quarterly newsletters. We are continuing this year. September has gone out and October will go out this week. This year, newsletters went home the first half of the year. Next year we will work to do one the whole year.				
9/4/18	Utilize alternative methods of reaching parents such as texting, email and social media.	Complete 04/30/2019	Sheryl Vandine	06/11/2019
<i>Notes:</i> We are surveying parents this month to get feedback on the way we send information and to determine other ways they would like to get information. We are considering texting and emailing.				
3/6/18	Communicate with parents about Growth Mindset. We can do a flyer and a Facebook live feed.	Complete 04/30/2019	Cynthia Brown	06/11/2019
<i>Notes:</i> We have added a column about growth mindset (GM) to the monthly school wide-newsletter. We will continue next year when the newsletters restart. Several teachers include the GM focus in their classroom newsletters.				
9/4/18	Utilize Facebook Live to present school-wide or grade specific topics of interest for parents.	Complete 06/04/2019	LaTasha Wallace	06/11/2019
<i>Notes:</i> We will do a face to face and Facebook live session to help parents with science fair on Monday at 5:00. We will also ask for a translator for the ESL department. We did a Facebook live session for science fair. We will offer Facebook live book readings throughout the summer to keep the students engaged. Different staff members will read each week.				
9/4/18	Research Parent Academy sessions to determine if sessions meet the needs of our parents.	Complete 04/30/2019	Cynthia Brown	06/11/2019
<i>Notes:</i> Check Parent Academy to see if they have a parent session for using social media. We hosted a PA event on April 17th. We will continue to utilize this resource in school year 19-20.				
9/4/18	Participate in district training for parent involvement.	Complete 06/04/2019	Richard Bock	06/11/2019
<i>Notes:</i> Mayberry, Hanic, and Hernandez participated in GCS Parent Academy parent involvement training and will share with staff at a future date.				
9/29/19	Our PTA will have monthly, public board meetings in order to solicit parent and school involvement.		Tiffany Graves	06/10/2022

Notes: 12/02/2019: Our PTA has met monthly on the 1st Wednesday of the month. Minutes can be accessed through our PTA president.

9/9/2021: We will revive our PTA this year, since all students are now in-person for learning. PTA meetings will continue to be on Wednesdays and will be via Zoom.

9/4/18 Utilize weekly Connect-Ed message to give parents information.

Cecilia Quick-Pettis

06/11/2022

Notes: We will continue to use this tool and add more avenues next years.

10/28/2019: Weekly ConnectEd calls have been recorded and the scripts captured on TEAMS. We are reaching about 80% of parents, according to BlackBoard Connect. We are also using this to send communicate with parents when their child has been absent or tardy to school.

02/05/2021: We continue to use ConnectEd as the main way to communicate with our families. In addition to the weekly message that goes out to families in both English and Spanish, incidental messages go out as needed.

09/09/2021: We continue to utilize BlackBoard Connect to reach out to families regarding the weekly happenings of our school. We will also try to add an email component to this during this school year.

9/4/18 Develop and utilize a consistent classroom tools that share information with parents as well as instructional tips.

LaTasha Wallace

06/11/2022

Notes: The school newsletter has gone home every month since the start of the year. Several teachers have their newsletters posted on the website. We will continue to use newsletters and use other avenues as indicated by the family surveys.

09/04/2020: This was done throughout some of the 2019-2020 school year, Teachers will explore additional digital ways to communicate with families. We will continue updating this strategy through the 2020-2021 school year.

09/09/2021: During the 2020-2021 school year, Canvas served as a way to communicate with students and families while they were learning remotely.

9/29/19 Host Coffee and Curriculum sessions the day after each parent night to provide multiple options for receiving information. The sessions will focus on the same topics addressed the night before.

Jonita Taylor

06/12/2022

Notes: These should occur at least quarterly.

11/09/2019: Our first Coffee and Curriculum with the Principal was held on 11/8/2019. Parents who attended were trained in how to log in to PowerSchool to access their students' information, including grades and attendance data. Breakfast was served for parents in attendance.

9/10/2021: We will continue this throughout this school year. It will occur either virtually or in person.