

Comprehensive Progress Report

Mission:

- G- Growing life-long learners,
- A- Achieving excellence,
- T- Tying in science and technology,
- O- Opening doors to our community,
- R- Recognizing the power of yet,
- S- Securing a foundation for our students.

Vision:

We are building a foundation for a successful future.

Goals:

By June 2021, General Greene will decrease the lost instructional days due to ISS from 23 to 15 (A1.02, A1.07, A406).

By June 2021, General Greene Elementary will increase the school performance composite from 71.5% to 73.6% (A1.02, A1.03, A1.04, A2.04, A4.01, A4.06, A4.16, B2.03, B3.03, C2.01, E1.06).

By June 2020¹ General Greene will decrease the overall achievement gap between African American students and White students by 2% points (A1.02, A1.03, A1.04, A2.04, A4.01, A4.06, A4.16, B2.03, B3.03, C2.01, E1.06).



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The administration, CF, and ILT have created a learning walk tool in an effort to regularly observe staff and will provide feedback, created a schedule for the learning walks, and have started the walks while giving feedback to teachers.	Limited Development 08/16/2017		
How it will look when fully met:			Numerous observation will be completed and teachers will have the feedback in an effort to inform their teaching. The goal is to increase teacher instruction and student performance.		Stephanie Harris	06/30/2021
Actions				5 of 6 (83%)		
	10/5/19	Second Semester: Administration will observe teachers weekly and ILT will observe at least one time a quarter.		Complete 03/13/2020	Stephanie Harris	06/10/2020
Notes:						
	9/24/19	Second Semester: Administration and ILT, along with teachers will plan the next steps based on data from observations/learning walks.			Stephanie Harris	10/30/2020
Notes: Due to the pandemic, ILT will meet upon our return (virtually, if needed).						
	9/24/19	Second Semester: Administration and ILT will share feedback with teachers to inform their thinking.		Complete 06/05/2021	Stephanie Harris	06/10/2021
Notes:						
	9/23/19	First Semester: Administration will observe teachers weekly and ILT will observe at least one time a quarter.		Complete 12/03/2019	Stephanie Harris	06/30/2021
Notes: 11/2019: ILT (team of 4) have created the walk through tool and have completed one observation. 12/2019: Formal observations will be finished as of 12/19/2019, Walk-throughs were completed and feedback was sent in an email by CF.						
	10/5/19	First Semester: Administration and ILT will share feedback with teachers to inform their thinking.		Complete 12/03/2019	Stephanie Harris	06/30/2021
Notes: 10/2019: Teachers have received one round of feedback. 12/2019: Formal observations will be finished as of 12/19/2019, Walk-throughs were completed and feedback was sent in an email by CF.						
	10/5/19	First Semester: Administration and ILT, along with teachers will plan the next steps based on data from observations/learning walks.		Complete 12/04/2019	Stephanie Harris	06/30/2021
Notes: 12/2019: ILT met 10/08/2019, 11/19/2019, and will meet 12/04/2019						

		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			There are multiple opportunities for staff to collaborate during the school year including PLCs, school improvement team meetings, IST, etc.	Limited Development 08/16/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Teachers will meet regularly (ILT, IST, PLC, GLT, committee meetings) to discuss student performance data and next steps.	Objective Met 06/16/20	Kristin Ogden	06/10/2020
Actions						
	10/5/19		First Semester: Teachers will meet weekly and/or monthly depending on the team meeting.	Complete 11/05/2019	Kristin Ogden	12/31/2019
<i>Notes:</i> ILIT will meet 11/6 and all others are meeting weekly and every other month. 12/2019: Monthly committee meetings and weekly PLC meetings (ELA/K - Wed, Math - Thursday) to discuss school needs, student needs, and data.						
	9/23/19		Second Semester: Teachers will meet weekly and/or monthly depending on the team meeting.	Complete 03/13/2020	Kristin Ogden	06/08/2020
<i>Notes:</i>						
Implementation:				06/16/2020		
Evidence			6/16/2020			
Experience			6/16/2020			
Sustainability			6/16/2020			

		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Teachers have multiple assessments through county, state, and teacher-created formats. The focus is utilizing assessment results to drive instructional decisions in the classroom.	Limited Development 08/16/2017		
		How it will look when fully met:	Teachers will meet weekly at PLCs to discuss student performance, data, and next steps (this includes. but is not limited to a focus on I/E and coaches' visits as well).		Kristin Ogden	06/10/2021
		Actions		1 of 2 (50%)		
	10/5/19	First Semester: Teachers will have conversations around student data, PDs (coaches' visits), focused observations, feedback, and next steps (use of a lot of ILT strategies).		Complete 11/05/2019	Kristin Ogden	12/31/2019
		<i>Notes:</i> Goal setting and digging deep into the data and I have asked teachers for feedback around the PLCs and coaches visit. 12/2019: Eureka visits - 09/03/2019, 10/07/2019, 11/18/2019, 12/12/2019; ARC visit - 09/25/2019; CKLA visit 09/04/2019, 11/05/2019. 5th grade teacher Ms. Ralston went to Eureka training's (2) and stated NC standards are now aligned.				
	9/24/19	Second Semester: Teachers will have conversations around student data, PDs (coaches' visits), focused observations, feedback, and next steps (use of a lot of ILT strategies).			Kristin Ogden	06/10/2021
		<i>Notes:</i> Although we have met multiple times, we still need to discuss next steps and implement it in the classroom in an effort to increase student performance.				

	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:			<div><div>1. Teachers have taught PBIS 2CRTE norms/procedures to the students.</div><div>2. The PBIS team/staff have modeled PBIS 2CRTE norms/procedures to the students during BOY assembly.</div><div>3. Some students are receiving Check-In/Check/Out (CICO) model to improve students' behaviors.</div><div>4. We are a part of the Social Emotional Learning Cohort 1 this year.</div><div>5. PBIS has shared first month's data with the team and discussed and created incentives for students.</div></div>	Limited Development 07/25/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			<div>By June 2020, General Greene Elementary School will see a reduction (10%) in the loss of instructional days (OSS).</div> <div><div>• Out of school suspensions from 13 to 8</div></div> <div>By June 2021, General Greene will decrease the lost of instructional days due to ISS from 23 to 15 (A1.02, A1.07, A406).</div> <div><div>• In school suspensions from 23 to 15</div></div>		Jennifer Poe	06/10/2021
Actions				17 of 22 (77%)		
	9/5/19	PBIS team presented and modeled expectations to students at BOY assembly.		Complete 08/30/2019	Jennifer Poe	08/30/2019
Notes:						
	9/5/19	Administration and counselor received training on SEL.		Complete 09/20/2019	Stephanie Harris	08/30/2019
Notes:						
	9/12/18	Sharing GCS' and GG's handbooks with the parents.		Complete 08/31/2019	Stephanie Harris	09/01/2019
Notes: Electronic handbooks were given to parents. Handbooks are on the school's website.						
	9/5/19	Administration completed discipline talks with the students.		Complete 08/30/2019	Stephanie Harris	09/05/2019

	<i>Notes:</i>			
9/12/18	Sharing rules/expectations with parents at Back to School Night.	Complete 09/19/2019	Stephanie Harris	09/25/2019
	<i>Notes:</i> Teachers shared rules and expectations with parents.			
9/12/18	Teachers will create and teach classroom specific expectations/rules for their classrooms. They will teach the school-wide PBIS norms.	Complete 09/25/2019	Jennifer Poe	09/25/2019
	<i>Notes:</i>			
10/5/19	Teachers will create and post classroom rules (A2.17).	Complete 11/05/2019	Jennifer Poe	10/30/2019
	<i>Notes:</i> 11/5/19...We have 13 of 24 who have sent us their rules/classroom expectations.			
9/5/19	First Semester: Social Emotional Learning training for Staff throughout the year.	Complete 11/05/2019	Stephanie Harris	12/10/2019
	<i>Notes:</i> 9/5/19... SEL school representative has met with GLT to give an overview and explain what the program will entail. Staff have received their first training. GLT shared that she was great!			
10/5/19	First Semester: Staff will focus on the monthly character traits and common area procedures. Each month, the PBIS committee will evaluate data from multiple sources: SWIS data, Educator's Handbook, and Dojos. Based on the area of concern, we will have a school-wide focus for the following month. Students will be rewarded accordingly.	Complete 12/03/2019	Stephanie Harris	12/31/2019
	<i>Notes:</i> 12/2019 Based on referral data, transitions are the biggest area of current referrals. Information is discussed through the PBIS team and monthly celebrations are aligned accordingly. October focus - playground, November focus - caring/kindness, December focus - transitions. Next PBIS incentive is December 6.			
10/5/19	First Semester: While considering the monthly character traits, the teachers will choose a student (weekly) who is exuding the trait of the month. Students will be announced over the intercom weekly, receive a character pencil, and picture will be displayed on the "COW" board in the hallway.	Complete 12/03/2019	Stephanie Harris	12/31/2019
	<i>Notes:</i> Students are recognized each Monday and this weekly recognition is ongoing throughout the remainder of the year.			
9/12/18	The PBIS team will review the PBIS norms/expectations at the middle of the year.	Complete 01/07/2020	Samantha Lambillotte	01/10/2020
	<i>Notes:</i> Mrs. Nix-Denmark sent a reminder email on 01/06/2020 to the staff regarding December/January's focus of TRANSITIONS. Incentive for classes who have met goal will participate at the end of January.			

9/12/18	Administration will review GG's and GCS' rules and expectations after the winter break (January).	Complete 02/20/2020	Jennifer Poe	02/20/2020
	<i>Notes:</i> Based on the data the number of referrals have declined. There were multiple refrals from 1 student. Last year there were 9 OSS now we are down to 3 OSS. Many teachers reveiwed the expectations when returning from Christmas break. Kindergarten, Third, Fourth, and Fifth felt that a pep talk may be more appropriate vs. a schoolwide assembly. PBIS is continuing to target areas of need February's focus is the Cafeteria. Admin met with students 2/26/2020.			
9/12/18	Second Semester: While considering the monthly character traits, the teachers will choose a student (weekly) who is exuding the trait of the month. Students will be announced over the intercom weekly, receive a character pencil, and picture will be displayed on the "COW" board in the hallway.	Complete 03/09/2020	Sarah Sexton	06/02/2020
	<i>Notes:</i>			
10/9/18	Second Semester: PBIS Team will update staff monthly on discipline data and PBIS best practices.	Complete 03/10/2020	Samantha Lambillotte	06/10/2020
	<i>Notes:</i> PBIS shared the recent discipline data with staff at the GLT meeting and staff meeting.			
10/5/19	Second Semester: Social Emotional Learning training for Staff throughout the year.	Complete 05/18/2020	Stephanie Harris	06/10/2020
	<i>Notes:</i> Tinisha Shaw met virtually with the staff for our final training. Teachers completed a survey later in the month. Data will be shared with the staff this month and reviewed at the opening staff meeting for the 2020-21 school year.			
9/5/19	Administration and PBIS will share monthly discipline data with staff and plan next steps and goals.	Complete 05/26/2020	Samantha Lambillotte	06/10/2020
	<i>Notes:</i> PBIS met and shared the data with the team.			
9/12/18	Second Semester: Staff will focus on the monthly character traits and common area procedures. Each month, the PBIS committee will evaluate data from multiple sources: SWIS data, Educator'sHandbook, and Dojos. Based on the area of concern, we will have a school-wide focus for the following month. Students will be rewarded accordingly.	Complete 02/28/2020	Stephanie Harris	06/10/2020
	<i>Notes:</i> PBIS used the data to determine next area of focus.			
10/5/20	Teachers will review the PBIS norms/expectations upon student return to face-to-face learning.		Samantha Lambillotte	10/23/2020
	<i>Notes:</i>			

10/5/20	Administration will review GG's and GCS' rules and expectations upon students' return to face-to-face learning.		Jennifer Poe	10/25/2020
<i>Notes:</i>				
10/5/20	While considering the monthly character traits, the teachers will choose a student (weekly) who is exuding the character trait of the month. Students will be announced over the intercom weekly, receive a character pencil, and picture will be displayed on the "COW" board in the hallway.		Sarah Sexton (Jennifer Poe)	05/30/2021
<i>Notes:</i>				
10/5/20	Administration and Climate will share monthly discipline data with staff and plan next steps and goals.		Samantha Lambillotte	05/30/2021
<i>Notes:</i>				
10/5/20	Social Emotional Learning training for Staff throughout the year.		Kristin Ogden	05/30/2021
<i>Notes:</i>				
Implementation:		06/16/2020		
Evidence	2/12/2019 Classes/students were given pajama day. 4/30/2019 Students had ice cream for obtaining/earning a set amount of dojo points. 06/05/2019 Students had K-2 and 3-5 movie day for obtaining/earning a set amount of dojo points.			
Experience	2/12/2019 Classes/students were given pajama day.			
Sustainability	2/12/2019 Continued monthly celebrations.			

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>Guilford County Schools provides instructional units for classroom teachers to use to deliver classroom instruction.</p> <ul style="list-style-type: none"> • ARC • Eureka Math • CKLA • Canvas 	Limited Development 09/11/2016		
			<p>Priority Score: 3 Opportunity Score: 1 Index Score: 3</p>			
<i>How it will look when fully met:</i>			How it will Look: Instruction will be consistent across the grade levels. Teachers will collaborate on an on-going basis. Teachers will create and deliver weekly lesson plans. Evidence: This will be observed by administration and the curriculum facilitator through weekly informal walk-through visits and formal observations, PLCs, and posted I can statements that are aligned to the current standards taught.		Stephanie Harris	06/10/2021
<i>Actions</i>				3 of 5 (60%)		
	10/5/19	First Semester: The Instructional Leadership Team will meet monthly to look at data and discuss next steps as a result of GCS training and Learning Walks.		Complete 12/04/2019	Stephanie Harris	12/31/2019
<i>Notes:</i>			12/2019: ILT will meet on 12/06/2019 to discuss walk-through data.			
	10/5/19	First Semester: Teachers will meet weekly (at PLCs) to plan their lessons. Teachers will attend monthly professional developments. Administration will complete weekly informal observations and quarterly formal observations. Teachers will receive feedback in a timely manner.		Complete 12/19/2019	Stephanie Harris	12/31/2019
<i>Notes:</i>			12/2019: All first round of formal observations will be completed by 12/19/2019. Informal walk-through's have been completed.			
	9/15/17	Second Semester: Teachers will meet weekly (at PLCs) to plan their lessons. Teachers will attend monthly professional developments. Administration will complete weekly informal observations and quarterly formal observations. Teachers will receive feedback in a timely manner.		Complete 03/13/2020	Stephanie Harris	06/10/2020

<i>Notes:</i> We completed as much as we could give the pandemic (March 13).				
10/5/20	Teachers will meet weekly (at PLCs) to plan their lessons. Teachers will attend monthly professional developments. Administration will complete weekly informal observations and quarterly formal observations. Teachers will receive feedback in a timely manner.		Kristin Ogden	05/30/2021
<i>Notes:</i>				
9/17/18	Second Semester: The Instructional Leadership Team will meet monthly to look at data and discuss next steps as a result of GCS training and Learning Walks.		Stephanie Harris	06/30/2021
<i>Notes:</i> The team meets monthly to discuss data and next steps. We need to meet at the BOY to discuss the last data collected from ILT walks.				
Implementation:		06/11/2019		
Evidence	6/11/2019 The ILT met every third Wednesday or Thursday to plan time for classroom walk-through's, discuss instruction throughout the building, and discuss the needs for the upcoming school year.			
Experience	6/11/2019 The ILT met every third Wednesday or Thursday to plan time for classroom walk-through's, discuss instruction throughout the building, and discuss the needs for the upcoming school year.			
Sustainability	6/11/2019 The needs for the upcoming school year.			

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

<p>Initial Assessment:</p>	<p>2018-19: Teachers understand the first two tiers of multi-tiered systems of support (MTSS), and understand how to implement and monitor the expectations of MTSS. This year is our third year of implementing IST at the grade level instead of a separate committee. Teachers continue to develop their skills and strategies to best implement this model of IST and to offer classroom level interventions (Tier 1 and Tier 2). For the 2018-19 school year, we will continue to refine the Tier 3 process by locating and implementing research-based intervention strategies.</p> <p>2019-2020: All staff will receive the new MTSS training throughout the year in an effort to ensure teachers are creating and implementing strategies at the classroom level before moving to the IST level.</p> <p>Teachers have received an introduction training of MTSS.</p>	<p>Limited Development 09/22/2016</p>		
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	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	How it will Look... <ol style="list-style-type: none">1. Teachers will receive the new MTSS training (2019-2020).2. Students will receive researched-based interventions aligned to the individual needs of the students.3. We will ensure that teachers are implementing the research-based intervention strategies with fidelity.4. IST team will meet weekly and be data driven.5. Teachers will create small groups and differentiate instruction.6. Teachers will analyze the data at weekly PLCs. As a result, we will improve the success of the students and the accuracy of identifying students who truly have disabilities. Evidence... <ol style="list-style-type: none">1. Student growth (progress monitoring data) results2. Interim and common assessments3. IST Paperwork Minutes from Subcommittee Meetings			Stephanie Harris	06/10/2021
Actions			19 of 20 (95%)		
8/28/17	The math and literacy school improvement committees will create a resource of available research-based intervention strategies to be used in differentiating instruction for students.		Complete 02/06/2018	Kathie Huff	06/08/2018
<i>Notes:</i> 1/29/18: An email was sent to the math and science committee chairs, Mrs. Boger and Ms. Taylor to add this as an agenda item for February's committee meeting. - SPH Update on 2/6/2018: The list of resources was discussed at the January GLT meeting when we broke into small groups. It was discussed to ask Rebecca Levy, our school psychologist, for an electronic copy of interventions that could be shared with staff. Rebecca, provided us with the list which was then shared on Share Point and through email. 5/3/2018: The committees have been meeting to discuss the needs/data in the different areas. 5/8/2018: DIBELS math has been implemented across most grade levels this year.					

9/27/16	Teachers observe students in a timely fashion in an effort to use the information to make informed decisions.	Complete 06/08/2018	Sarah Sexton	06/08/2018
<p><i>Notes:</i> 6/2017: A challenge was noted that teachers without assistants struggled to conduct student observations. GLT recommends creating a roster of available staff to complete observations. This list can be used as a resource by teachers who may experience difficulties in finding time to observe students. The IST coordinator will create the list.</p> <p>1/29/2018: There are a group of staff members who have been slated to assist with observations. Email was sent to Sexton, Counselor and Levy, Psychologist Intern to send the list to administration as well as a list of individuals who can assist with which interventions. -SPH</p> <p>4/2018: Specialists were able to assist with the IST student observations.</p>				
9/27/16	Teachers will use fidelity when implementing the interventions within the time-frame discussed in an effort to be prepared to discuss students' progress, so we can effectively move students through the IST process.	Complete 06/08/2018	Sexton	06/08/2018
<p><i>Notes:</i> 1/29/18: Grade levels are working to implement the interventions within the time discussed at IST. Some grade levels are working towards this goal. There are others who need more assistance. -SPH</p> <p>2/2018: Levy, the psych intern met with the teachers to create scripts, checklist, graphs, and other resources needed to share information regarding student data.</p>				
9/12/17	A school subscription to Education Galaxy has been purchased to use for differentiation in grades K-5. Teachers will be trained on how to effectively implement the program in an effort to use it as a resource for the students. Teachers will use the reports to monitor student progress and guide instruction in math.	Complete 06/08/2018	Andrea Hitch	06/09/2018

Notes: What is Education Galaxy? "Education Galaxy is built for Elementary students grade K-5 to help build mastery towards state standards and prepare students for high stakes testing. Education Galaxy is designed to provide a unique and highly engaging environment for young learners."

2/26/2017: Teachers were trained on Education Galaxy by their representative.

1/30/18: Teachers are using Education Galaxy in their classrooms. Students have completed many problems. Mrs. Lambillotte, the science lab specialist, and some teachers track students' levels. Students are encouraged to practice math skills while using the program at home as well.

1/31/18: Teachers will receive the next phase of training (running reports and creating assessments).

2.13.18: Teachers have received the next phase (running reports and creating assessments and assignments).

5/3/2018: Teachers continue to use Education Galaxy. The students are spending a lot of time practicing the standards in their areas of need.

9/27/17 Teachers will use information learned from Equity Team to assist in making the best decisions for the different groups of students when discussing data and interventions used to increase learning while decreasing the achievement gaps.

Complete 06/11/2018

Jennifer Poe

06/11/2018

Notes: BOY: The staff received the Diversity Module.

11/18: GCS decided to create a GCS team. Individuals across GCS were given the opportunity to express an interest in serving on the team. Sexton and Levy were chosen to be on the team.

1/29/18: . Sexton and Levy attended training on 1/29-1/30/18. This will be implemented next year.

9/12/18 The school will continue it's subscription to Education Galaxy was purchased 2018-2019 school year to use for differentiation/prescribed for students in grades K-5.

Complete 10/09/2018

Samantha Lambillotte

10/30/2018

Notes:

10/9/18	New teachers (5) will be trained on how to effectively implement the program in an effort to use it as a resource for the students. Teachers will use the reports to monitor student progress and guide instruction in math and science.	Complete 11/20/2018	Samantha Lambillotte	11/20/2018
<i>Notes:</i> 4 out of the 5 new teachers have been trained 10/9/2018. Some teachers participated in a refresher training as well 10/9/2018. Teachers were trained by 10/31/2018.				
9/12/18	Teachers/IST/SIP Math and Reading Sub-Committees will create a resource of available research-based intervention strategies to be used in differentiating instruction for students.	Complete 11/30/2018	Andrea Hitch	11/30/2018
<i>Notes:</i> Intervention notebooks will be moved to a more accessible space so teachers may use it whenever they need it. 10/9/2018				
9/12/18	Teachers will use fidelity when implementing the interventions within the time-frame discussed in an effort to be prepared to discuss students' progress, so we can effectively move students through the IST process.	Complete 12/23/2018	Sarah Sexton	12/30/2018
<i>Notes:</i>				
9/12/18	Teachers/Case Managers observe students in a timely fashion in an effort to use the information to make informed decisions.	Complete 12/30/2018	Sarah Sexton	12/30/2018
<i>Notes:</i>				
9/12/18	Teachers will be trained on the next phase of Education Galaxy based on their needs.	Complete 12/30/2018	Samantha Lambillotte	12/30/2018
<i>Notes:</i> Staff was trained on education galaxy 2017-2018 school year. Mrs. Lambillotte will assist new teachers who need training on a 1-1 basis.				
9/12/18	Instructional Support Team (IST) will meet weekly (Mondays) to discuss students who are struggling academically and/or behaviorally. The team will discuss interventions, discuss student performance, communicate with parents, and determine next steps.	Complete 12/30/2018	Sarah Sexton	12/30/2018
<i>Notes:</i>				
9/12/18	Teachers will use data days to discuss grade level and student data to plan next steps (groups, objectives, skills, resources needed) for increased student performance.	Complete 02/11/2019	Andrea Hitch	01/15/2019
<i>Notes:</i>				
9/12/18	Instructional Leadership Team (ILT) will meet monthly to look at student data and create the charge of next steps to improve student performance, especially the students who are performing below grade level.	Complete 06/01/2019	Stephanie Harris	06/01/2019
<i>Notes:</i>				

9/12/18	Teachers/Case Managers observe students in a timely fashion in an effort to use the information to make informed decisions.	Complete 06/01/2019	Sarah Sexton	06/01/2019
<i>Notes:</i>				
9/12/18	Teachers will use fidelity when implementing the interventions within the time-frame discussed in an effort to be prepared to discuss students' progress, so we can effectively move students through the IST process.	Complete 06/01/2019	Sarah Sexton	06/01/2019
<i>Notes:</i>				
9/12/18	Instructional Support Team (IST) will meet weekly (Mondays) to discuss students who are struggling academically and/or behaviorally. The team will discuss interventions, discuss student performance, communicate with parents, and determine next steps.	Complete 06/01/2019	Sarah Sexton	06/01/2019
<i>Notes:</i>				
9/24/19	First Semester: Staff will be fully trained on the new MTSS framework in an effort to meet the academic needs of the students at the classroom level before moving to IST.	Complete 12/13/2019	Stephanie Harris	12/31/2019
<i>Notes:</i> 10/28/2019 First MTSS training was completed.				
10/5/19	Second Semester: Staff will be fully trained on the new MTSS framework in an effort to meet the academic needs of the students at the classroom level before moving to IST.	Complete 06/05/2020	Stephanie Harris	06/10/2020
<i>Notes:</i>				
10/5/20	Continue with MTSS Timeline including: Trainings-PLCs Webinar on Supplemental Problem Solving in PLCs On-going training and coaching on Targeted Instruction Utilizing the IPS Team for intervention and planning beyond Tier 2 level instruction.		Rebecca Levy	06/10/2021
<i>Notes:</i>				
Implementation:		06/16/2020		

<i>Evidence</i>	<p>2/5/2019</p> <p>We are pleased to announce data half days for all gr. levels. Substitute teachers will be called and announced soon. Please mark your calendars accordingly. We are tentatively planning on using the back of the media center for our data days.</p> <p>You are an amazing group of thoughtful teachers.</p> <p>Thanks,</p> <p>Andrea</p> <p>Mon., Feb. 11th</p> <p>4th gr. AM</p> <p>5th gr. PM</p> <p>Fri., Feb. 15th</p> <p>2nd gr. AM</p> <p>3rd gr. PM</p> <p>Mon., Feb. 18th</p> <p>Kindergarten AM</p> <p>1st gr. PM</p>			
<i>Experience</i>	<p>2/5/2019</p> <p>Data days have been scheduled for all grade levels to discuss, interpret, and analyze student data; and to discuss next steps.</p>			
<i>Sustainability</i>	<p>2/5/2019</p> <p>The continuation of data days.</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:			<p>Our PBIS school improvement committee meets monthly to discuss ways to help teachers be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary with an emphasis on promoting positive reinforcement to all students. This group meets monthly to discuss progress and reviews procedures with staff once a month. General Greene has met the state's criteria to be identified as a model PBIS school.</p> <p>Evidence...</p> <p>General Greene Elementary School will see a reduction in the number of referrals.</p> <p>1. 11 to 8</p>	Limited Development 09/22/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			<p>How it will Look...</p> <p>By June 2019, General Greene Elementary School will reduce the number of lost instructional days from 26.5 to 24, the number of out of school suspensions from 8 to 7, and the number of in school suspensions from 28 to 25. (10% decrease in all areas)</p> <p>Evidence...</p> <p>1. Monthly PBIS and SSP Discipline Reports</p> <p>2. Reading Buddies Logs</p> <p>3. Social Skills Groups Log/Plans</p>		Jennifer Poe	06/10/2021
Actions				9 of 10 (90%)		
	9/14/17	We are going to have quarterly celebrations to reward students meeting goals as measured through Dojos and green tickets.		Complete 06/11/2018	Samantha Lambillotte	06/11/2018
Notes: Quarterly celebrations were held this year at General Greene. Teachers and students chose their rewards for their classroom, and students who earned a certain amount of points earned movie and popcorn.						

9/14/17	Staff will focus on the monthly character traits and common area procedures. Each month, the PBIS committee will evaluate data from multiple sources: SWIS data, office referrals, and Dojos. Based on the area of concern, we will have a school-wide focus for the following month. The area of focus will be reiterated in the daily announcements and through classroom instruction. The classrooms demonstrating the highest level of growth in the area of focus will be recognized on the announcements and the bulletin board.	Complete 06/11/2018	Samantha Lambillotte	06/11/2018
<i>Notes:</i> As PBIS gathered the data, the students were able to celebrate in their classrooms. The bulletin board was updated monthly.				
9/12/18	Teachers will be encouraged to use the behavioral strategies in the PBIS binder.	Complete 09/28/2018	Samantha Lambillotte	06/01/2019
<i>Notes:</i>				
9/12/18	Counselor will create skills groups with students who struggling in certain areas.	Complete 02/12/2019	Sarah Sexton	06/01/2019
<i>Notes:</i>				
9/12/18	Reading buddies (or other reading/leadership incentive programs) will be implemented for those students who are struggling in an effort to build relationships and give them a goal to work towards.	Complete 02/12/2019	Samantha Lambillotte	06/01/2019
<i>Notes:</i> This action is not being used as a reward but more so an incentive to assist struggling readers to develop improved self-esteem, confidence reading, and increased cognitive awareness. High school students will begin reading buddies program around March. 5th grade selects students and pair them with lower grade teachers. These students assist in the teachers classroom in the morning with duties including: working with younger students on their morning work, helping students prepare for the day, and being a mentor to the younger students. Pet partner "read with me" is also program utilized at General Greene currently. Kindergarten has partnered with 2nd grade and participate in a weekly reading buddies program.				

9/12/18			Students will be referred to IST for additional support.	Complete 06/01/2019	Samantha Lambillotte	06/01/2019
			<i>Notes:</i> IST completed there last session 05/20/2019 overall there were ____ EC Referrals, __ carryover, and ____ students exited due to adequate growth.			
9/12/18			Students who are struggling with behaviors will be assigned an adult buddy with our CICO system (daily monitoring, goal setting, celebrating, and encouraging).	Complete 06/07/2019	Samantha Lambillotte	06/07/2019
			<i>Notes:</i> At this time we have 15 students in CICO 10/9/2018 CICO ended the year with 16.			
9/24/19			Students will receive counseling from school counselor in the areas of need (MTSS, A.106).	Complete 03/13/2020	Jennifer Poe	06/10/2020
			<i>Notes:</i>			
9/24/19			Staff will receive training on SEL as one of the GCS first cohorts to assist us in reducing suspensions.	Complete 05/18/2020	Jennifer Poe	06/10/2020
			<i>Notes:</i>			
10/5/20			Teachers will use information learned at SEL and implement some of the strategies in the classroom.		Brad Rice	05/30/2021
			<i>Notes:</i>			
Implementation:				06/16/2020		
Evidence			2/12/2019 This objective is still in process. 6/11/2019 There were several students (16) who participated in CICO and were assigned mentors.			
Experience			2/12/2019 One part of reading buddies has begun with animal volunteer.			
Sustainability			2/12/2019 High school reading buddies will begin in March 2019.			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>2018-2019...We have multiple processes in place to ensure students have smooth transitions. The neighboring preschool brings their rising kindergartners in May to tour our school and visit kindergarten classrooms. Entering kindergartners are screened by teachers in May during an after school event. Parents of rising kindergartners attend an orientation, tour the school, and complete student input forms. Finally, they are invited to a Popsicles on the Playground event the Sunday afternoon before school starts. Parents of all students are invited to submit an input form to provide information about their child's strengths and weaknesses, these forms are used for student placement and to ease transitions. At the end of kindergarten, rising first graders visit the first grade classrooms for half of a school day. All parents are invited to our "Back to School" night in September to learn more about their child's class, the procedures of the school, and the curriculum. Fifth grade students tour Kiser and Swan Middle Schools in the spring of fifth grade. The AG teacher holds a parent meeting titled, "Transitions to Middle School" each spring. The school counselor visits each fifth grade classroom to discuss course selections, general middle school procedures, and social and emotional development. At the end of year fifth grade celebration, former students speak to the group about their middle school and college experiences.</p> <p>2019-2020...</p> <ul style="list-style-type: none">• Entering Kindergartners: Parents are invited to the Kinder Parent Orientation in May (students are screened by teachers in May, parents learn about the day in the life of a kindergartener, tour the school, and complete student input forms. Kinders and parents are invited to Popsicles on the Playground where parents and students have an opportunity to meet other parents and students in kinder.• K-5 Students: Parents of all students are invited to submit an input form to provide information about their child's strengths and weaknesses, and the information is used for student placement.	Limited Development 08/16/2017		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	How it will Look: Students and parents will feel a sense of ease with the transitions across multiple grades. Evidence: Programs and communication from the multiple events.			Jennifer Poe	06/10/2021
Actions			3 of 4 (75%)		
9/28/18	New Kinders tour the school. Kinder move to 1st grade and complete activities while meeting teachers. 2nd grade visit 3rd grade. 2nd grade complete multiple choice assessments. Continue to do what we have done in the past.		Complete 06/06/2019	Jennifer Poe	06/06/2019
Notes:					
9/27/19	Rising Kinders will tour the school, be screened, parents will learn about the live in the day of a kinder, and parents will complete a feedback form about their child in an effort to create the best fit with their kinder teacher.		Complete 03/16/2020	Verlinda Whitsett	05/30/2020
Notes: This event was canceled due to COVID-19 and the closure of school.					
9/14/17	2nd graders transition to 3rd grade by familiarizing students with test taking processes and visiting the 3rd grade classes at the end of the year.		Complete 06/08/2018	Sarah Cates	06/08/2020
Notes: The students will travel to the 3rd grade class to learn and experience 3rd grade. They will able to change classes and learn about what to expect in 3rd grade. The 2nd grade teachers will create opportunities for students to fill in answers (bubble) on their worksheets.					
9/27/19	5th graders will tour the middle schools and parents will be informed on the middle school nights at the feeder school (Swann and Kiser).			Sarah Sexton	06/06/2021
Notes: Students did not get a chance to visit schools due to the pandemic. We hope we will be able to do this in 2020-21 school year, as we have in previous years.					
Implementation:			06/11/2019		

Evidence	6/11/2018 6/11/2018...5/3/18 2nd Grade parents came out to learn about what to expect in 3rd grade. 6/8/18 the 2nd grade students traveled to 3rd grade to learn about what to expect in 3rd. While the teachers were sharing information with the 2nd grade students, the 3rd grade students wrote notes to the 2nd grade students on what to expect in 3rd grade. 06/06/2019 Students visited upper grade classrooms.			
Experience	6/11/2018 6/11/2018...2nd grade teachers worked with 3rd grade teachers to create an opportunity to learn about 3rd grade and its expectations. Parents came out to learn about what to expect in 3rd grade.			
Sustainability	6/11/2018 6/11/2018...Complete the parent meeting and visits yearly.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/22/2016		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Stephanie Harris	06/10/2021
Actions				1 of 2 (50%)		
9/5/19			The District School Improvement team will be created and will meet on a regular basis to help transform any and all under-performing schools in the district. June 2020	Complete 06/10/2020	Stephanie Harris	06/10/2020
Notes: 11/5/2019: The team has been meeting monthly.						

10/5/20			The District School Improvement team will be created and will meet on a regular basis to help transform any and all under-performing schools in the district. June 2021		Stephanie Harris	05/30/2021
Notes:						
Implementation:				10/05/2020		
Evidence			6/11/2018 6/11/2019...Monthly principal meetings on principal sharepoint and information received at New Leaders training.			
Experience			6/11/2018 6/11/2019...Monthly meetings.			
Sustainability			6/11/2018 6/11/2019...Continue to use the information shared at New Leaders training.			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We meet once a month as a full leadership team and once a month in school improvement teams to discuss specific goals and implementation. PLCs meet weekly and ILT meets monthly.	Limited Development 09/22/2016		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			How it will Look: We will meet once a month as a full leadership team and once a month in school improvement team committees to discuss specific goals and implementation. Evidence: Meeting agendas and minutes.		Kristin Ogden	06/10/2021
Actions				2 of 5 (40%)		
9/27/19			Math, Science/Technology, and Reading committees will meet once a month to carry out goals from the SIP when looking at data and school events.	Complete 02/18/2020	Danielle Morehead	06/10/2020
Notes: September: Staff chose their committees, met to give input on LY action steps. We met each month, with exception of the March due to the pandemic.						

9/15/17	GLT will meet once a month as a full leadership team to discuss specific goals from the SIP, how they will be implemented, and updates on the progress towards reaching our goals.	Complete 06/16/2020	Danielle Morehead	06/10/2020
<i>Notes:</i> GLT met monthly as well as committees to discuss/share goals and their implementations.				
10/5/20	GLT will meet once a month as a full leadership team to discuss specific goals from the SIP, how they will be implemented, and updates on the progress towards reaching our goals (grade level reps will share data).		Danielle Morehead	05/30/2021
<i>Notes:</i>				
10/5/20	Math, Science/Technology/SS, and Reading/Media/TAG and Climate committees will meet once a month to carry out goals from the SIP when looking at data and school events (each rep will update team).		Danielle Morehead	05/30/2021
<i>Notes:</i>				
9/27/19	ILT (?) and PLCs will meet to discuss student data/trends, best practices, and next steps until students have mastered standards (each grade level rep will share updates).		Kristin Ogden	06/10/2021
<i>Notes:</i> Due to the lack of testing and ability to meet two more times, we will need to extend this goal into next year.				
Implementation:		06/11/2018		
Evidence	6/11/2018 6/11/2018...Attached minutes are an example of the committee meetings held this year. Weather permitting, committees met once a month.			
Experience	6/11/2018 6/11/2018...The teams met to discuss goals based on SIP goals.			
Sustainability	6/11/2018 6/11/2018...Continue to meet to plan and assess goals and strategies to reach the goals.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Teachers conduct weekly PLC meetings to analyze and discuss data in an effort to increase mastery of learning. Teachers upload lesson plans. Specialists use the uploaded lesson plans in canvas to integrate what students are learning in the regular classroom setting in the specials classes (music, art, PE, technology lab, science lab, and media teachers), so they are able to implement objectives studied in the core areas in their lessons. Teachers use feedback from ARC, CKLA, and Eureka math coaches in an effort to enhance the learning (quality tasks) for students. 	Limited Development 09/22/2016		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>			How it will Look: Teachers meet and collaborate to ensure units are aligned across all grades to ensure consistency of instruction. Evidence: Uploaded lesson plans, student mastery of objectives, minutes from grade level meetings.		Kristin Ogden	06/10/2021
<i>Actions</i>				7 of 10 (70%)		
	9/15/17	First Semester: Teachers will upload lesson plans weekly. They will ensure that all units are aligned and share with all grade levels in canvas where everyone has access.		Complete 12/20/2019	Stephanie Harris	12/20/2019
<i>Notes:</i>						
	11/13/18	First Semester: Teachers will receive feedback from Eureka Math, CKLA, and ARC coaches to inform their teaching. Teachers will share input regarding next steps for next visit.		Complete 12/20/2019	Kristen Ogden	12/20/2019
<i>Notes:</i> 9/2019...All coaches have met with and have given feedback to teachers. CKLA ARC Eureka Math						
	3/27/19	First Semester: Teachers will analyze student data and plan next steps at weekly PLCs.		Complete 12/20/2019	Kristen Ogden	12/20/2019
<i>Notes:</i> Teachers have met weekly to discuss data.						

11/13/18	Data days will continue to discuss grade level and student data to plan next steps (groups, objectives, skills, resources needed) for increased student performance (EC/AG teachers included).	Complete 02/20/2020	Kristen Ogden	02/20/2020
<p><i>Notes:</i> Administration will plan for this this day along with CF and input from the teachers. Monday 2/17</p> <p>3rd Grade: 12:35-2:35 *Take your class to specials. TAs will pick up and cover until 2:35.</p> <p>Thursday 2/20: Kindergarten: 9:00-11:00 *TAs will cover. First Grade: 11:45-1:45 *Take your class to specials. Subs will pick up, take to recess, and cover until 1:45. Second Grade: 9:00-11:00 *Take your class to specials. TAs will pick up and cover until subs arrive around 10:00. Subs will cover until 11:00. 4th Grade:8:00-9:50 *Take your class to specials. Subs will pick up and cover until 10:00 Fifth Grade: 12:40-2:40 *TAs will pick up your class from lunch and take students to specials. Subs will pick up from specials and cover until the end of the day.</p> <p>EARLY RELEASE 2/20/2020-SNOW DAY 2/21/2020 UPDATE: Data Day: We will continue with our data day for grades K and 2nd (9-11a) and 4th (8-9:50a) unless are not able to come tomorrow. The plan is for 1st and 5th to have their data day Monday afternoon.</p>				
9/27/19	Second Semester: Teachers will receive feedback from Eureka Math, CKLA, and ARC coaches to inform their teaching. Teachers will share input regarding next steps for next visit.	Complete 05/05/2020	Stephanie Harris	05/01/2020
<p><i>Notes:</i> Final visit from ARC coaches March 13, 2020 and CKLA coaches in March 9, 2020 – teachers were able to plan and ask questions.</p>				
3/27/19	Second Semester: Teachers will analyze student data and plan next steps at weekly PLCs.	Complete 05/05/2020	Stephanie Harris	05/03/2020
<p><i>Notes:</i> Final visit from ARC coaches March 13, 2020 and CKLA coaches in March 9, 2020 – teachers were able to plan and ask questions. PLCs are continuing to take place through the virtual platform Microsoft Teams on Mondays & Tuesday</p>				

1/3/20	Second Semester: Teachers will upload lesson plans weekly. They will ensure that all units are aligned and share with all grade levels in canvas where everyone has access.	Complete 05/05/2020	Kristin Ogden	05/30/2020
<i>Notes:</i> Teachers are continuing to utilize canvas even through the virtual platform and meeting county guidelines in accordance with online learning (i.e. learning targets, 3 day a week lessons).				
10/5/20	Teachers will receive feedback from Eureka Math, CKLA, and ARC coaches to inform their teaching. Teachers will share input regarding next steps for next visit (all reps will share out).		Kristin Ogden	05/30/2021
<i>Notes:</i>				
10/5/20	Teachers will upload lesson plans weekly. They will ensure that all units are aligned and share with all grade levels in canvas where everyone has access.		Kristin Ogden	05/30/2021
<i>Notes:</i>				
10/5/20	Teachers will analyze student data and plan next steps at weekly PLCs (each rep will share).		Kristin Ogden	05/30/2021
<i>Notes:</i>				
Implementation:		05/05/2020		

<p>Evidence</p>	<p>5/5/2020 29/2019...All coaches have met with and have given feedback to teachers. Administration will plan for this this day along with CF and input from the teachers. Monday 2/17</p> <p>3rd Grade: 12:35-2:35 *Take your class to specials. TAs will pick up and cover until 2:35.</p> <p>Thursday 2/20: Kindergarten: 9:00-11:00 *TAs will cover. First Grade: 11:45-1:45 *Take your class to specials. Subs will pick up, take to recess, and cover until 1:45. Second Grade: 9:00-11:00 *Take your class to specials. TAs will pick up and cover until subs arrive around 10:00. Subs will cover until 11:00. 4th Grade:8:00-9:50 *Take your class to specials. Subs will pick up and cover until 10:00 Fifth Grade: 12:40-2:40 *TAs will pick up your class from lunch and take students to specials. Subs will pick up from specials and cover until the end of the day.</p> <p>EARLY RELEASE 2/20/2020-SNOW DAY 2/21/2020 UPDATE: Data Day: We will continue with our data day for grades K and 2nd (9-11a) and 4th (8-9:50a) unless are not able to come tomorrow. The plan is for 1st and 5th to have their data day Monday afternoon. Final visit from ARC coaches March 13, 2020 and CKLA coaches in March 9, 2020 – teachers were able to plan and ask questions.</p>			
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<p>Experience</p>	<p>5/5/2020 9/2019...All coaches have met with and have given feedback to teachers. Administration will plan for this this day along with CF and input from the teachers. Monday 2/17</p> <p>3rd Grade: 12:35-2:35 *Take your class to specials. TAs will pick up and cover until 2:35.</p> <p>Thursday 2/20: Kindergarten: 9:00-11:00 *TAs will cover. First Grade: 11:45-1:45 *Take your class to specials. Subs will pick up, take to recess, and cover until 1:45. Second Grade: 9:00-11:00 *Take your class to specials. TAs will pick up and cover until subs arrive around 10:00. Subs will cover until 11:00. 4th Grade:8:00-9:50 *Take your class to specials. Subs will pick up and cover until 10:00 Fifth Grade: 12:40-2:40 *TAs will pick up your class from lunch and take students to specials. Subs will pick up from specials and cover until the end of the day.</p> <p>EARLY RELEASE 2/20/2020-SNOW DAY 2/21/2020 UPDATE: Data Day: We will continue with our data day for grades K and 2nd (9-11a) and 4th (8-9:50a) unless are not able to come tomorrow. The plan is for 1st and 5th to have their data day Monday afternoon. CKLA ARC Eureka Math</p> <p>Final visit from ARC coaches March 13, 2020 and CKLA coaches in March 9, 2020 – teachers were able to plan and ask questions.</p>			
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<i>Sustainability</i>	<p>5/5/2020 9/2019...All coaches have met with and have given feedback to teachers. Administration will plan for this this day along with CF and input from the teachers. Monday 2/17</p> <p>3rd Grade: 12:35-2:35 *Take your class to specials. TAs will pick up and cover until 2:35.</p> <p>Thursday 2/20: Kindergarten: 9:00-11:00 *TAs will cover. First Grade: 11:45-1:45 *Take your class to specials. Subs will pick up, take to recess, and cover until 1:45. Second Grade: 9:00-11:00 *Take your class to specials. TAs will pick up and cover until subs arrive around 10:00. Subs will cover until 11:00. 4th Grade:8:00-9:50 *Take your class to specials. Subs will pick up and cover until 10:00 Fifth Grade: 12:40-2:40 *TAs will pick up your class from lunch and take students to specials. Subs will pick up from specials and cover until the end of the day.</p> <p>EARLY RELEASE 2/20/2020-SNOW DAY 2/21/2020 UPDATE: Data Day: We will continue with our data day for grades K and 2nd (9-11a) and 4th (8-9:50a) unless are not able to come tomorrow. The plan is for 1st and 5th to have their data day Monday afternoon.</p>			
Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Monitoring instruction in school			

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Improving classroom instruction is the key to improving student performance. The principal focus on instruction daily in an effort to monitor the curriculum and classroom instruction regularly. The teachers attend and participate in the weekly PLC meetings and follow the prescribed template.</p> <p>Teachers are analyzing data at weekly PLC meeting</p> <p>PLCs utilizes agendas during meetings which a</p> <p>Teacher input has increased</p> <p>Teachers in upper grades brought in district data coach</p> <p>CKLA, ARC, Coaches & utilizing suggestions and working together.</p>	Limited Development 09/27/2016		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>			
How it will look when fully met:			<p>Improving classroom instruction is the key to improving student performance. How will it Look: Administration focusing on instruction daily in an effort to monitor the curriculum and classroom instruction regularly and provide timely and clear, constructive feedback to teachers. The teachers will have a focus each month on what will be looked for when completing daily walk-throughs (principal, AP, and CF). Administration will use information and training from New Leaders' Leadership Walks while conducting observations. The teachers will participate and attend PLCs and follow the prescribed template (effective planning of lessons while using the state standards and discussing of current student data and plans for increasing student performance).</p>		Stephanie Harris	06/11/2021
Actions				5 of 8 (62%)		
	9/15/17	<p>First Semester: Administration and CF will conduct formal and informal observations and give constructive feedback (information learned from New Leaders' Leadership Walks; Content/Standard, Teacher and Student) and be active participants in weekly PLCs while discussing student performance in an effort to increase student performance.</p>		Complete 12/20/2019	Stephanie Harris	12/07/2019

	Notes: Formal observations were conducted. Increase in the number of informal (with documentation) needs to take place next year. Administration attended monthly PLC meetings.			
6/11/18	First Semester: Immediate and effective feedback from formal and informal observations (CF, ILT, Administration).	Complete 12/03/2019	Stephanie Harris	12/11/2019
	Notes: 12/2019: All staff have post conference meetings with administration and receive an email from the CF regarding walk-through's.			
9/27/19	First Semester: Utilization of suggestions, strategies, and materials from district data coach and ARC Coach for upper grades teachers and CKLA & Eureka Coaches for K-2. Teachers will share their areas of need and what they need in an effort to effectively deliver GCS' instructional initiatives.	Complete 12/03/2019	Stephanie Harris	12/12/2019
	Notes: 12/2019: Teachers met with coaches. Eureka visits - 09/03/2019, 10/07/2019, 11/18/2019, 12/12/2019; ARC visit - 09/25/2019; CKLA visit 09/04/2019, 11/05/2019. CF sends out surveys and consult with teachers weekly and more if needed. ILT walk-throughs have been conducted as well. A second one will be conducted at the end of the month (Jan.).			
9/27/19	First Semester: Effective PLCs to include: Teachers are analyze student data (formal, informal) at PLC meetings Teacher input/collaboration	Complete 12/03/2019	Stephanie Harris	12/12/2019
	Notes: 12/2019: Teachers meet weekly for PLCs, ELA/K -Wednesday's, Math - Thursday's.			
10/8/18	Second Semester: Effective PLCs to include: Teachers analyze student data (formal, informal) at PLC meetings Teacher input/collaboration	Complete 05/13/2020	Stephanie Harris	06/07/2020
	Notes: We met weekly up to the pandemic.			
10/8/18	Second Semester: Utilization of suggestions, strategies, and materials from district data coach and ARC Coach for upper grades teachers and CKLA & Eureka Coaches for K-2. Teachers will share their areas of need and what they need in an effort to effectively deliver GCS' instructional initiatives.		Stephanie Harris	06/07/2021
	Notes: Due to the year being cut short, teachers were not able to share ongoing/future needs and planning next steps. We will resume in the 2020-21 school year.			

9/27/19	Second Semester: Administration and CF will conduct formal and informal observations and give constructive feedback (information learned from New Leaders' Leadership Walks; Content/Standard, Teacher and Student) and be active participants in weekly PLCs while discussing student performance in an effort to increase student performance.		Stephanie Harris	06/10/2021
<i>Notes:</i> We will continue this process due to the year getting cut short.				
9/27/19	Immediate and effective feedback from formal and informal observations (CF, ILT, Administration, and ARC, CKLA, Eureka Math Coaches).		Stephanie Harris	06/10/2021
<i>Notes:</i> We were not able to complete all observations due to the pandemic.				
Implementation:		06/11/2019		
Evidence	6/11/2019 19 coach visits 2 informal walkthroughs through ILT			
Experience	6/11/2019			
Sustainability	6/11/2019			

Core Function:	Dimension C - Professional Capacity
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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>LEA Response: (Limited Implementation) 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. School's Response: Last year's data (EOG, TWC, IStation) has been shared with the staff. The staff had the opportunity to determine the strengths (glows) and weaknesses (grows) in an effort to create a needs assessment in academic (reading, math, science) and other building decisions (technology, facility, marketing). It is the team's goal to continue to present and use the data to make informed decisions regarding classroom instruction, professional development and resources implemented/used throughout the school year. The principal evaluates teachers via the expectations of GCS (NCEES).The principal and teachers will be looking at (aggregating) his/her observation and EVAAS data and use that data to make decisions about school improvement and professional development needs. The data will include discipline data as well in an effort to decrease the number of interrupted instruction and referrals and an increase in student engagement and academic performance.</p> <p>Continue to use Performance Matters and all that it has to offer (2nd year of implementation).</p>	Limited Development 09/22/2016		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			How it will Look: Teachers will communicate, analyze, and use their data to deliver classroom instruction (district, school, grade level, classroom, teacher and student). Evidence: Data (EOG, Interim Assessments, BOG, CogAt, TRC, DIBELS, IRLA, Common Assessments, EVAAS, Education Galaxy, Pre and Post Unit Assessments, Formal and Informal Observations).		Stephanie Harris	06/10/2021
<i>Actions</i>				6 of 8 (75%)		
	9/27/19	First Semester: The teachers will continue to be a part of data reflective groups with formative assessment (disaggregate data).		Complete 12/03/2019	Kristen Ogden	12/20/2019

	Notes: 12/2019: IStation students were initially assessed on 09/23/2019. First interim was 10/21/2019, 10/24/2019, and 10/25/2019, following interim, teachers met weekly to discuss data.			
9/27/19	First Semester: Teachers will discuss student data at least two times a month at PLCs to determine trends and plan next steps.	Complete 12/03/2019	Kristen Ogden	12/20/2019
	Notes: 12/2019: Weekly PLC discussions to include progress monitoring data spreadsheets and collaboratively creating standards based assessments.			
9/13/17	First Semester: Teacher capacity will be built by spotlighting teachers' best instructional practices across all content areas (reading, math, science, and technology). During Staff Spotlight, teachers will model best practices that have been observed in their classrooms by the assistant principal, curriculum facilitator, or principal. Follow up to the modeling would be an opportunity for teachers to observe the practice modeled during the Staff Spotlight in the classroom. Spotlighting my take place in weekly updates, PLC meetings, and/or staff meetings.	Complete 12/20/2019	Jennifer Poe	12/20/2019
	Notes:			
1/3/20	Second Semester: Teacher capacity will be built by spotlighting teachers' best instructional practices across all content areas (reading, math, science, and technology). During Staff Spotlight, teachers will model best practices that have been observed in their classrooms by the assistant principal, curriculum facilitator, or principal. Follow up to the modeling would be an opportunity for teachers to observe the practice modeled during the Staff Spotlight in the classroom. Spotlighting my take place in weekly updates, PLC meetings, and/or staff meetings.	Complete 06/01/2020	Jennifer Poe	05/30/2020
	Notes: Staff spotlight lighting has continued through weekly updates, virtual staff meetings, and the sharing of canvas courses, Staff information sessions regarding navigating Canvas, Peardeck, Nearpod, Loom, etc			
9/28/18	Second Semester: The teachers will continue to be a part of data reflective groups with formative assessment (disaggregate data).	Complete 03/11/2020	Kristen Ogden	06/07/2020
	Notes: The teachers completed this task up to the pandemic. We will update and continue the goal for the 2020-21 school year.			
9/27/19	Second Semester: Teachers will discuss student data at least two times a month at PLCs to determine trends and plan next steps.	Complete 03/11/2020	Kristen Ogden	06/10/2020
	Notes:			
10/5/20	Teachers will discuss student data at least two times a month at PLCs to determine trends and plan next steps (teachers will share).		Kristin Ogden	05/30/2021

<i>Notes:</i>				
10/5/20	The teachers will continue to be a part of data reflective groups with formative assessment (disaggregate data).		Kristin Ogden	05/30/2021
<i>Notes:</i>				
Implementation:		06/17/2018		
Evidence	6/17/2018 Increased student performance.			
Experience	6/17/2018 Teachers meet weekly to discuss data. We had a 1/2 data day for teachers to reflect on MOY day and plan next steps. Ben and Maria came out to discuss EVAAS and Summative Interim data with grade levels.			
Sustainability	6/17/2018 Scheduling a data day for BOY and MOY. Continue the data talks during PLCs. Have Ben and Maria to come out again next year.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
					Target Date

<p>Initial Assessment:</p>	<p>LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response: As for recruiting and replacing staff, the principal attends GCS' transfer fair and utilizes Applitrack to search for and interview candidates. Grade level teachers assist in the interview process. As for evaluating, the principal evaluates teachers via the expectations of GCS (NCEES).The principal and teachers will be looking at (aggregating) his/her observation and EVAAS data. The data will be used to make decisions about school improvement and professional development needs. As for rewarding, the staff are rewarded via filling their buckets (drawing names and issuing gift cards), they receive incentives for attending after school events in an effort to show appreciation for all they do outside of school when taking time away from their families to be with the General Greene family. They are recognized for various reasons (attendance, special tasks/jobs they take on in and around the building). This is an area we need to continue to enhance at General Greene in an effort to boost the morale.</p>	<p>Limited Development 09/11/2016</p>		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Happy staff and reduction in teacher turnover (outside of state moves and those moves that reflect personal reasons). TWC survey will be an artifact to provide evidence.			Stephanie Harris	06/10/2021
Actions			5 of 7 (71%)		
9/27/19	Climate and Safety Committee: Teachers will share feedback in school survey in an effort to begin the drilling down process next semester.		Complete 12/17/2019	Matt Cuddington	12/20/2019
<i>Notes:</i> December 17...Staff received feedback at the meeting (overview). December 18...We drilled down as a staff (determind some next steps.)					
9/28/18	First Semester: If additional or replacement of teachers are needed, the Principal will... 1) attend GCS' transfer fair 2) utilize Applitrack to research for the best candidate (references/fit) 3) interview candidates, a long with grade level teachers (if possible) In an effort to retain teachers, ... 1) staff will be recognized/spotlighted in weekly updates and at random times 2) incentives will be given for attending after school events 3) recognition of staff for various reasons (attendance, special tasks/jobs they take on in and around the building) will occur. 4) completion of tasks in a timely manner		Complete 12/20/2019	Stephanie Harris	12/20/2019
<i>Notes:</i>					
9/27/19	First Semester: Safety and Climate Committee: Teachers will begin to drill down in the areas of need as reflected in last semester's school survey.		Complete 12/20/2019	Stephanie Harris	12/20/2019
<i>Notes:</i> PLCs were used to drill down the survey data sent by climate committee on 12/19/2020.					
1/3/20	Second Semester: Safety and Climate Committee: Teachers will continue to drill down in the areas of need as reflected in last semester's school survey.		Complete 02/20/2020	Stephanie Harris	02/20/2020
<i>Notes:</i> Climate committe is continuing to work on drilling down the data. They presented at staff meeting on 01/21/2020.					

9/15/17	<p>First Semester: If additional or replacement of teachers are needed, the Principal will...</p> <ol style="list-style-type: none"> 1) attend GCS' transfer fair 2) utilize Applitrack to research for the best candidate (references/fit) 3) interview candidates, a long with grade level teachers (if possible) <p>In an effort to retain teachers, ...</p> <ol style="list-style-type: none"> 1) staff will be recognized/spotlighted in weekly updates and at random times 2) incentives will be given for attending after school events 3) recognition of staff for various reasons (attendance, special tasks/jobs they take on in and around the building) will occur. 4) completion of tasks in a timely manner 	Complete 06/16/2020	Stephanie Harris	06/08/2020
<i>Notes:</i> We did not have to hire teachers, but will recommend new lead custodian.				
10/5/20	Safety and Climate Committee: Teachers will continue to drill down in the areas of need as reflected in last semester's school survey.		Brad Rice	05/30/2021
<i>Notes:</i>				
10/5/20	<p>If additional or replacement of teachers are needed, the Principal will...</p> <ol style="list-style-type: none"> 1) attend GCS' transfer fair 2) utilize Applitrack to research for the best candidate (references/fit) 3) interview candidates, a long with grade level teachers (if possible) <p>In an effort to retain teachers, ...</p> <ol style="list-style-type: none"> 1) staff will be recognized/spotlighted in weekly updates and at random times 2) incentives will be given for attending after school events 3) recognition of staff for various reasons (attendance, special tasks/jobs they take on in and around the building) will occur. 4) completion of tasks in a timely manner 		Stephanie Harris	05/30/2021
<i>Notes:</i>				
Implementation:		06/16/2020		
Evidence	<p>6/11/2018</p> <p>6/11/2018...Bucket Fillers, Staff Spotlights, Celebrations at staff meetings, verbal praise (not noted/documented), teachers of the year received plaques.</p>			
Experience	<p>6/11/2018</p> <p>6/11/2018...teachers have received praise/recognition for their work.</p>			

<i>Sustainability</i>	6/11/2018 6/11/2018...continue to praise/celebrate the staff. Celebrate the staff more as individuals (notes, emails, etc.) in addition to whole staff celebrations.			
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
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Initial Assessment:	<ol style="list-style-type: none"> 1. All teachers will communicate with parents on a weekly basis regarding expectations, standards being taught, and how they can assist at home. 2. Weekly Connect-Ed messages. 3. K-3 parents will receive IStation information with specific data regarding their child's academic performance. 4. Share information in PTA newsletter (focusing on data gathered from parent survey). 	Limited Development 09/11/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	<p>How it will Look...</p> <p>Parents will be in our building often receiving information regarding their children's academic performance and knowledge of the curriculum (what they are learning, how they are learning, and how they can apply what they are learning at home) which will transfer into increased student performance.</p> <p>Evidence...</p> <ol style="list-style-type: none"> 1. Two-way communication with parents (drilling down while using LY parent survey data). 2. Clear, regular communication (e.g. newsletters, Connect Ed messages, marquee, social media, Class Dojo, phone calls, emails) 3. Communication regarding Guilford Parent Academy (hosting as well) 4. Parent volunteers in the building (volunteer hours) while tapping into parent expertise (Tech Fair, State Fair) 5. Back to School Night 6. Curriculum Night 7. Sharing specific information in PTA newsletter (especially those grows from parent survey) 		Kristin Ogden	06/10/2021
Actions		13 of 17 (76%)		
9/12/18	Teachers met face-to-face with each family at the Open House at the beginning of the school year.	Complete 09/14/2019	Stephanie Harris	09/20/2019
Notes: 8.20.2019...GG held it's Open House event. Parents came out to meet their teachers, learn information about transportation and join PTA and learn about volunteer opportunities.				

9/12/18	We will host a Back to School Night in an effort for parents to become more familiar with what students are learning, field trips, and procedures in the classrooms.	Complete 09/14/2019	Stephanie Harris	09/20/2019
<i>Notes:</i>				
8/17/17	First Semester: Teachers met face-to-face with each family at the beginning of the school year. Teachers will continue to send families materials each week on ways to help their children at home. Teachers will routinely telephone parents with news on how the children are doing, not just when they were having problems or misbehavior.	Complete 10/31/2019	Jennifer Poe	12/08/2019
<i>Notes:</i>				
9/12/18	First Semester: Teachers will continue to send families materials each week on ways to help their children at home. Teachers will routinely communicate with parents about how the children are doing, not just when they were having problems or misbehavior.	Complete 11/05/2019	Jennifer Poe	12/10/2019
<i>Notes:</i> Teachers have sent home information weekly and we have had conferences as well.				
9/12/18	First Semester: Communicate with parents on a regular basis... GPC offerings, especially when it is regarding what we see/need at GG. Post events on social media. Highlight special events to the community on our social media sites (S. Lambillotte will be responsible for the school Facebook page, J. Poe will be responsible for Twitter, and K. Huff will be responsible for Instagram). At the Back to School night in October, the principal will inform parents of the handles for each of these social media outlets. The goal will be to post on each of these sites a minimum of once a month with a goal of once a week. Create surveys for parents after the events held at GG (at least 3) to inform future planning.	Complete 12/20/2019	Jennifer Poe	12/20/2019
<i>Notes:</i> Thursday – January 9th at 6pm – AG Transitions to Middle School Monday – January 13th at 8:15am and 5:30 pm – 3rd Grade Initial AG Parent Meeting				
9/12/18	First Semester: Encourage parents to volunteer (increased volunteer hours) while tapping into parent expertise (Tech Fair, State Fair, etc.).	Complete 12/20/2019	Jennifer Poe	12/20/2019
<i>Notes:</i> Tech Fair is 10/2019 and parents have been encourage to volunteer.				

9/27/16	<p>Reading and Math Night to address parent concerns regarding understanding of curriculum through parent practice (students presenting and modeling for parents).</p> <p>AG meetings with parents facilitated by the AG teacher.</p>	Complete 03/03/2020	Jennifer Poe	03/08/2020
	<p><i>Notes:</i> AG Meetings have been held - 2 parent meetings. Thursday – January 9th at 6pm – AG Transitions to Middle School Monday – January 13th at 8:15am and 5:30 pm – 3rd Grade Initial AG Parent Meeting</p> <p>Teachers shared out information from their committees, and parents shared their feedback as well. A survey will go out to the parents to check the need of a math/reading night.</p> <p>Survey was sent via newsletter on 12/6 to gauge parent interest on a reading and math night.</p>			
9/27/19	<p>Second Semester: Teachers met face-to-face with each family at the beginning of the school year. Teachers will continue to send families materials each week on ways to help their children at home. Teachers will routinely telephone parents with news on how the children are doing, not just when they were having problems or misbehavior.</p>	Complete 05/05/2020	Jennifer Poe	05/30/2020
	<p><i>Notes:</i> Since the closure of school March 13, 2020 Teachers are scheduling 1-1 meetings with students, communicating with parents through email, and phone calls. Counselors, Social Worker and Administration are also assisting families taking care of those basic needs and assist in any way they can.</p>			
1/3/20	<p>Second Semester: Encourage parents to volunteer (increased volunteer hours) while tapping into parent expertise (Tech Fair, State Fair, etc.).</p>	Complete 05/05/2020	Jennifer Poe	05/30/2020
	<p><i>Notes:</i> Due to COVID-19 and the closure of school Tech Fair was cancelled. Parents did assist with Teacher Appreciation Week</p>			

1/3/20	<p>Second Semester: Communicate with parents on a regular basis...</p> <p>GPC offerings, especially when it is regarding what we see/need at GG. Post events on social media. Highlight special events to the community on our social media sites (S. Lambillotte will be responsible for the school Facebook page, J. Poe will be responsible for Twitter, and K. Huff will be responsible for Instagram). At the Back to School night in October, the principal will inform parents of the handles for each of these social media outlets. The goal will be to post on each of these sites a minimum of once a month with a goal of once a week. Create surveys for parents after the events held at GG (at least 3) to inform future planning.</p>	Complete 05/05/2020	Jennifer Poe	05/30/2020
<p><i>Notes:</i> Through the use of Instagram, Twitter, GG has been utilizing any and every opportunity to celebrate and show the learning taking place at GG including: Virtual spirit week, online learning celebrations, Teacher Appreciation, Celebrating National Principals/Assistant Principals Day.</p>				
9/27/16	AG teacher will hold parent meetings.	Complete 01/13/2020	Jennifer Poe	06/08/2020
<p><i>Notes:</i> Huff has held two meetings at two different times with parents; January 3 (3rd grade) and January 9 (AG Parent Academy).</p>				
10/5/20	Teachers met virtually with each family at the Open House at the beginning of the school year.	Complete 10/06/2020	Jennifer Poe	09/30/2020
<p><i>Notes:</i> Open House was 08/14/2020</p>				
10/5/20	We will host a Back to School Night in an effort for parents to become more familiar with what students are learning, field trips, and procedures in the classrooms.	Complete 10/06/2020	Danielle Morehead	10/10/2020
<p><i>Notes:</i></p>				
10/5/20	<p>First Semester: Teachers will continue to send families materials each week on ways to help their children at home.</p> <p>Teachers will routinely communicate with parents about how the children are doing, not just when they were having problems or misbehavior.</p>		Jennifer Poe	12/20/2020
<p><i>Notes:</i></p>				

10/5/20	<p>First Semester: Communicate with parents on a regular basis...</p> <p>GPC offerings, especially when it is regarding what we see/need at GG. Post events on social media. Highlight special events to the community on our social media sites (S. Lambillotte will be responsible for the school Facebook page, J. Poe will be responsible for Twitter, and K. Huff will be responsible for Instagram). At the Back to School night in October, the principal will inform parents of the handles for each of these social media outlets. The goal will be to post on each of these sites a minimum of once a month with a goal of once a week. Create surveys for parents after the events held at GG (at least 3) to inform future planning.</p>		Samantha Lambillotte, Jennifer Poe	12/20/2020
<i>Notes:</i>				
10/5/20	<p>Second Semester: Communicate with parents on a regular basis...</p> <p>GPC offerings, especially when it is regarding what we see/need at GG. Post events on social media. Highlight special events to the community on our social media sites (S. Lambillotte will be responsible for the school Facebook page, J. Poe will be responsible for Twitter, and K. Huff will be responsible for Instagram). At the Back to School night in October, the principal will inform parents of the handles for each of these social media outlets. The goal will be to post on each of these sites a minimum of once a month with a goal of once a week. Create surveys for parents after the events held at GG (at least 3) to inform future planning.</p>		Samantha Lambillotte, Jennifer Poe	05/30/2021
<i>Notes:</i>				
9/27/19	<p>Second Semester: Teachers will continue to send families materials each week on ways to help their children at home. Teachers will routinely communicate with parents about how the children are doing, not just when they were having problems or misbehavior.</p>		Jennifer Poe	06/10/2021
<i>Notes:</i> Teachers have done a great job communicating with parents. Would love to do more of celebrating with parents regarding student performance. We will continue to work on this next year.				
Implementation:		06/11/2019		

<i>Evidence</i>	2/5/2019 Parent meeting was held on January 25, 2019 06/11/2019 Parents received weekly updates from teachers and weekly connect ed messages from Mrs. Harris.			
<i>Experience</i>	2/5/2019 AG holds meetings throughout the year to discuss AG planning.			
<i>Sustainability</i>	2/5/2019 Continued AG meetings throughout the year.			