

Comprehensive Progress Report

Mission: To increase academic achievement, character development, and embrace the uniqueness of every student.

All students will be nurtured in an environment which fosters educational excellence.

All stakeholders will ensure a safe and orderly environment to cultivate an atmosphere conducive to learning.

Vision: All stakeholders will create an environment where students feel respected.

All stakeholders will share the responsibility for advancing Nathanael Greene's mission of excellence.

The learning needs of students are the primary focus of all decisions regarding the efficient use of time and resources.

Goals:

By June 2023, Nathanael Greene Elementary will increase the school performance composite from 61.5% to a minimum of 63.4% (A1.07, A2.04, A4.01, B3.03, E1.01).

By June 2023, Nathanael Greene will reduce the percent of students chronically absent from 30.7% to 20.0%. By decreasing the percentage of students that are chronically absent, we will decrease learning loss among our students.

By June 2023, Nathanael Greene Elementary will create and implement a plan for MTSS implementation that is aligned with the school improvement plan.

By June 2023, the leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.06		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Nathanael Greene's MTSS coordinators are currently receiving regular district level training and sharing information learned with the staff.	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		When fully implemented, all students working at the bottom 20% will be receiving supplemental supports through group intervention activities by grade level and targeted skill. Teachers will progress monitor students receiving group intervention activities every other week using the county identified curriculum base measure for the targeted area of concern. Students will progress to proficient levels or continue to receive group intervention. After a minimum of 10 weeks of group intervention, students not showing significant progress toward proficiency as compared to their peers will be referred to IPS.		Traci Morris	06/10/2023
Actions			3 of 6 (50%)		
11/17/20	The ILT will meet after BOY and MOY assessments to identify the bottom 20% of students for each grade level in Math and ELA		Complete 06/03/2022	Brian McCain	06/11/2022
<i>Notes:</i>					
11/17/20	Teachers, CF and school counselor will meet monthly for an MTSS data Tier II PLC beginning in October to discuss group intervention activities based on the data to include BOY/MOY assessments, classroom work and classroom assessments.		Complete 06/03/2022	Carrie Ruppert	06/11/2022
<i>Notes:</i> This will be an ongoing process to review data and make recommendations to meet the needs of our students performing below grade level in academic or behavior skills					
11/17/20	Student data from assessments will be shared at the monthly PLC data meetings to discuss student progress and need for continued or revised intervention.		Complete 06/03/2022	Carrie Ruppert	06/11/2022
<i>Notes:</i>					
8/30/22	The MTSS team will regularly use data to monitor student needs in math and ELA.			Amy Baker	06/03/2023
<i>Notes:</i>					

8/30/22	Student data from classroom assessments will be shared and discussed at PLC data meetings to determine instruction and /or intervention design and delivery		Amy Baker	06/03/2023
<i>Notes:</i>				
8/30/22	The MTSS team will present instructional strategies to help meet the academic needs of students at the bottom 20% of ELA and math.		Lori Penry	06/03/2023
<i>Notes:</i>				

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>School wide behavior expectations are established, posted, explicitly taught. Data is collected on all office referrals through Educator's Handbook. Lesson plans for School Wide Behavior Expectations and Classroom Behavior Expectations have been developed by the PBIS/SEL team and shared with the staff. Positive Behavior incentives for classroom and school wide behavior is established by the SEL team with input for grade level teams.</p> <p>2018-19: Nathanael Greene's implementation efforts is the same for this objective.</p> <p>2020-2021: Nathanael Greene's implementation efforts is the same for this objective.</p> <p>2021-2022: Nathanael Greene's implementation efforts is the same for this objective.</p>	Limited Development 08/28/2017		
How it will look when fully met:			<p>Students will show respect to their teachers and peers by following classroom and school wide expectations. Classroom expectations will be posted and clearly defined and practiced by the students and teachers. Teachers will incorporate SEL practices in their classroom lessons. Office referrals will decrease.</p> <p>2019-2020: This goal will continue</p> <p>2020-2021: This goal will continue</p> <p>2021-2022: This goal will continue</p>		Toks Wall	06/10/2023
Actions				18 of 20 (90%)		
	8/30/17	PBIS training will be delivered to the staff at the beginning of the school year and after winter break.		Complete 09/11/2017	Traci Morris	09/15/2017

	<i>Notes:</i> A refresher will be provided after the winter break and/or as needed.			
9/23/17	Teachers will implement "Fill the Bucket" in their classrooms.	Complete 10/24/2017	Brian McCain	10/02/2017
	<i>Notes:</i>			
9/23/17	Purchase SWISS in 2017-18 school year to monitor behavior referrals along with correlating time and location data in order to be proactive about reducing behavior problems.	Complete 11/07/2017	Brian McCain	10/06/2017
	<i>Notes:</i>			
9/23/17	Our guidance counselor will work with each class on character education with a specific focus on "filling your bucket."	Complete 06/08/2018	Lori Penry	06/08/2018
	<i>Notes:</i>			
8/30/17	A school wide PBIS store will be used to reward and encourage positive behaviors.	Complete 06/08/2018	Lori Penry	06/08/2018
	<i>Notes:</i> Students will have access to the incentive store weekly, but he/she will determine when to submit their general tickets for rewards.			
8/30/17	The PBIS committee will meet once a month to review data, create a action plan, and plan quarterly incentives for positive behavior.	Complete 06/08/2018	Lori Penry	06/08/2018
	<i>Notes:</i>			
8/31/17	Teachers will receive ongoing training/ professional development regarding GCS Core Belief Statements in an effort help build relationships and promote a growth mindset among staff and students.	Complete 06/04/2018	Brian McCain	06/08/2018
	<i>Notes:</i>			
9/8/18	Purchase SWISS in 2018-19 school year to monitor behavior referrals along with correlating time and location data in order to be proactive about reducing behavior problems.	Complete 10/01/2018	Brian McCain	10/15/2018
	<i>Notes:</i>			
9/8/18	Teachers will implement "Fill the Bucket" in their classrooms.	Complete 10/08/2018	Carrie Ruppert	10/22/2018
	<i>Notes:</i>			
9/9/18	PBIS training will be delivered to the staff at the beginning of the school year and after winter break.	Complete 05/17/2019	Traci Morris	06/10/2019
	<i>Notes:</i> A refresher will be given after the winter break.			
9/9/18	A school wide PBIS store will be used to reward and encourage positive behaviors.	Complete 06/07/2019	Traci Morris	06/10/2019
	<i>Notes:</i> All year			
9/8/18	Our guidance counselor will work with each class on character education with a specific focus on "filling your bucket."	Complete 05/17/2019	Traci Morris	06/10/2019
	<i>Notes:</i>			

9/8/18	The PBIS committee will meet once a month to review data, create a action plan, and plan quarterly incentives for positive behavior.	Complete 05/17/2019	Traci Morris	06/10/2019
<i>Notes:</i>				
9/7/19	The principal will train all teachers on new Educators Handbook online discipline referral system.	Complete 09/03/2019	Brian McCain	09/10/2019
<i>Notes:</i>				
9/7/19	PBIS Expectations will be posted throughout the school buildings.	Complete 09/13/2019	Traci Morris	09/30/2019
<i>Notes:</i>				
9/7/19	All classrooms will have classroom rules and expectations posted.	Complete 09/25/2019	Caroline Hankins	09/30/2019
<i>Notes:</i>				
9/7/19	Our school PBIS team will provide training to the staff at the beginning of the school year.	Complete 09/20/2019	Traci Morris	09/30/2019
<i>Notes:</i>				
9/7/19	The principal will review, monitor and respond to all online discipline referrals in a timely manner using Educator's Handbook. Teachers will utilize Educator's Handbook to track and monitor minor behavior offenses.	Complete 06/03/2022	Brian McCain	06/10/2022
<i>Notes:</i> Educator's Handbook Professional Development will occur on September 21 for Minor and Major Offenses. Professional Development will be ongoing as needed.				
10/7/20	Teachers will incorporate social emotional activities into their lessons. Staff will use Harmony activities and lessons.		Traci Morris	03/20/2023
<i>Notes:</i>				
9/7/19	The PBIS/SEL Team will meet once quarterly to review data, create a action plan, and plan incentives for positive behavior.		Traci Morris	06/10/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

District Units are created for teachers to use for planning. 4th and 5th grade teachers are using American Reading Company units that are aligned to the common core curriculum. PLCs are used to deconstruct standards and the instructional team (principal and curriculum facilitator) provide lesson plan feedback.

2018-19:

District Units are created for teachers to use for planning. 4th and 5th grade teachers are using American Reading Company units that are aligned to the common core curriculum. Kindergarten, 1st and 2nd and 3rd grade teachers are using Core Knowledge Language Arts units for core instruction. PLCs are used to deconstruct standards and the instructional team (principal and curriculum facilitator) provide lesson plan feedback.

2020-2021:

District Units are created for teachers to use for planning. 4th and 5th grade teachers are using American Reading Company units that are aligned to the common core curriculum. Kindergarten, 1st and 2nd and 3rd-grade teachers are using Core Knowledge Language Arts units for core instruction. PLCs are used to deconstruct standards and the instructional team (principal and curriculum facilitator) provide lesson plan feedback.

2021-2022

District Units are created for teachers to use for planning. Kindergarten through 5th-grade teachers are using Core Knowledge Language Arts units for core instruction. PLCs are used to unpack standards and the instructional team (principal and curriculum facilitator) provides lesson plan feedback.

Limited Development
07/28/2016

How it will look when fully met:

Balanced Literacy will be systematically implemented with 4th and 5th grade classrooms through the support of weekly Balanced Literacy meetings, a District appointed coach from ARC and ongoing implementation PD. Eureka math will be evident in 3rd - 5th grade classrooms. Balanced literacy and math in all grades will be consistent with district and state expectations.

2019-2020:

Balanced Literacy will be systematically implemented in all classrooms through the support of weekly Balanced Literacy meetings. A district-appointed coach from CKLA and ARC will provide ongoing implementation and best practices PD. Eureka math will be evident in all classrooms. A district-appointed coach from Eureka Math will provide ongoing implementation and best practices PD. Balanced literacy and math in all grades will be consistent with district and state expectations.

2020-2021:

Balanced Literacy will be systematically implemented in all classrooms through the support of weekly Balanced Literacy meetings. A district-appointed coach from CKLA and ARC will provide ongoing implementation and best practices PD. Eureka math will be evident in all classrooms. A district-appointed coach from Eureka Math will provide ongoing implementation and best practices PD. Balanced literacy and math in all grades will be consistent with district and state expectations.

2021-2022:

Structured Literacy and the Science of reading will be systematically implemented in all classrooms through the support of weekly PLC meetings. A district-appointed coach from CKLA will provide ongoing implementation and best practices for Professional Development. Eureka math will be evident in all classrooms. A district-appointed coach from Eureka Math will provide ongoing implementation and best practices Professional Development. Structured Literacy, the Science of reading, and math in all grades will be consistent with district and state expectations.

Carrie Ruppert

06/10/2023

Actions		29 of 32 (91%)		
9/28/16	Curriculum Night: 4th and 5th grade teachers will explain Balanced Literacy and involve their students with the discussion about Balanced Literacy at Curriculum Night	Complete 10/27/2016	Mrs. Hunter and Mrs. Crumpton	10/27/2016
	Notes: * Prepare an overview of the Balanced Literacy Program * Explain the IRLA assessment and leveling students * Show baskets of books * Students share their Conferencing Folders with parents highlight their own personal Power Goal, Skill Card they are working on, Reading Log and the book they are currently reading			
9/28/16	Weekly Balanced Literacy Meetings with CF, 4th and 5th grade teachers	Complete 06/09/2017	Carrie Ruppert	06/09/2017
	Notes: * check on lesson planning * discuss standards * Review student Power Goals * Review student folders and conferencing information * Review IRLA formative assessments entry and exit requirements * Question and answer time * Check on eIRLA entries * Communicate with district provided coach on proper implementation			
8/30/17	Principal and CF walkthroughs will take place regularly to monitor the structure of ARC.	Complete 06/08/2018	Brian McCain	06/08/2018
	Notes: Feedback and additional support will be provided as needed.			
8/31/17	Teachers will receive ongoing training on the Instructional Framework Model to ensure that they understand the alignment between our core beliefs and the instructional framework.	Complete 06/08/2018	Brian McCain	06/08/2018
	Notes:			
9/23/17	CF will conduct learning walks with teachers to reflect on instructional practices	Complete 06/08/2018	Carrie Ruppert	06/08/2018
	Notes: Learning walks may happen more than twice a year.			
9/23/17	Teachers will implement feedback from ARC coaching sessions.	Complete 06/08/2018	Crumpton Barbara	06/08/2018
	Notes:			
9/23/17	K/1 teachers will receive district wide Core Knowledge PD.	Complete 06/08/2018	Brian McCain	06/08/2018
	Notes:			
9/23/17	Science teacher will attend district focused PD	Complete 06/08/2018	Carrie Ruppert	06/08/2018
	Notes:			

9/23/17	Discovery Education will be utilized as an integral resource for science instruction.	Complete 06/08/2018	Brian McCain	06/08/2018
<i>Notes:</i>				
9/9/18	Weekly Balanced Literacy Meetings with CF and all grade level teachers.	Complete 10/02/2018	Carrie Ruppert	10/12/2018
<i>Notes:</i>				
9/9/18	Weekly PLC meetings will be held and facilitated by teachers to review subject matter alignment, pacing and analyze data.	Complete 10/02/2018	Carrie Ruppert	10/12/2018
<i>Notes:</i>				
9/9/18	Principal and CF walkthroughs will take place regularly to monitor the implementation (3rd grade) and structure (3rd-5th grade) of ARC.	Complete 06/10/2019	Carrie Ruppert	06/10/2019
<i>Notes:</i> Feedback and additional support will be provided as needed.				
9/9/18	Principal and CF walkthroughs will take place regularly to monitor the implementation of Eureka math.	Complete 06/10/2019	Carrie Ruppert	06/10/2019
<i>Notes:</i>				
9/9/18	Discovery Education will be utilized as an integral resource for science instruction.	Complete 06/10/2019	Brian McCain	06/10/2019
<i>Notes:</i>				
9/9/18	Curriculum Night: Teachers will explain Balanced Literacy (CKLA and ARC) and Eureka Math and involve their students with the discussion about both during Curriculum Night.	Complete 06/10/2019	Mrs. Ruppert and Mrs. Wicker	06/10/2019
<i>Notes:</i>				
9/11/18	Teacher will utilize Learn Ed Interactive Notebooks to enhance science instruction.	Complete 06/10/2019	Carrie Ruppert	06/10/2019
<i>Notes:</i>				
9/10/19	ALL teachers include vocabulary development as learning objectives (A.207).	Complete 06/02/2020	Leslie Gallaher	06/10/2020
<i>Notes:</i>				
11/26/19	3rd grade teacher will use our adaptive program headsprout weekly to increase proficiency in reading.	Complete 06/10/2021	Carrie Ruppert	06/10/2021
<i>Notes:</i>				
11/26/19	3rd-grade teachers will participate in long- and short-term planning during PLC to support teacher.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i>				
9/15/21	Kindergarten through 5th-grade teachers will receive district-wide Core Knowledge PD.	Complete 06/10/2022	Brian McCain	06/10/2022

<i>Notes:</i>				
9/10/19	Instructional Teams meet regularly (e.g. twice a month or more for 45 minutes each meeting) to review the implementation of effective practice and student progress (2.01).	Complete 06/10/2022	Leslie Gallaher	06/10/2022
<i>Notes:</i> ILT, and SBLT				
11/26/19	3rd-grade teachers will incorporate data-driven instruction through CKLA.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i>				
11/26/19	3rd-grade teachers will use interim data to plan corrective instruction opportunities for students via whole and small group	Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i>				
9/10/19	ALL teachers develop weekly lesson plans based on aligned units of instruction (A 2.05).	Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i>				
8/30/17	Principal and CF walkthroughs will take place regularly to monitor the implementation of Eureka math.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i> We will continue to focus on the Power Standards in math. Feedback and additional support will be provided as needed.				
8/30/17	Weekly PLC meetings will be held and facilitated by teachers to review subject matter alignment, pacing and analyze data.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i>				
9/9/18	Teachers will implement feedback from CKLA and Eureka Math coaching sessions.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i> Math and CKLA coaching visits may be the same amount of days.				
9/9/18	Teachers will attend required district-level professional development for CKLA and Eureka Math.	Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i> Ongoing				
9/10/19	A master schedule will be created to ensure that all subject area time requirements are appropriately allotted.	Complete 06/10/2022	Carrie Ruppert	08/30/2022
<i>Notes:</i>				
8/30/22	Vertical teams will identify learning targets with grade levels above and below to ensure continuity and sufficient coverage of standards between grade levels.		Amy Baker	06/03/2023
<i>Notes:</i>				
8/30/22	Teachers will receive ongoing training through the LETRS program to ensure optimal teaching strategies in reading.		Carrie Ruppert	06/03/2023

Notes:

9/9/18 Science teacher will attend district-focused PD.

Shannon Wicker

06/10/2023

Notes: As required

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
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<i>Initial Assessment:</i>	We have a data wall and data meetings (PLC) to help meet the instructional needs of students. Classroom level differentiation is implemented to meet all students at their learning levels. Teachers are currently implementing a tiered instructional system that allows the teacher to deliver evidence based instruction aligned with the individual needs of the students. Students with gaps in instruction are either pulled out or have resources provided in the classroom.		Limited Development 09/13/2016		
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<i>How it will look when fully met:</i>	By 2022, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading-based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Students that are determined to be "at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well. A school-wide tiered support system will be placed for teachers to seek and provide additional support for students.			Carrie Ruppert	06/10/2023
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Actions 15 of 17 (88%)

8/30/17	Create a data team that will review and monitor school-wide data and assist teachers with identifying students who need higher levels of support.	Complete 08/28/2017	Melissa Carino	10/02/2017
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Notes: The data team will focus on the following data samples: EOG scores, BOG, DIBELS/ TRC, RtA, Report Card grades Reading, Math and Writing, Attendance and behavior.

8/31/17	Teachers will develop lesson plans that demonstrate they are incorporating quality tasks to ensure students are being challenged with critical thinking opportunities at all learning levels.	Complete 06/12/2018	Carrie Ruppert	06/30/2018
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Notes:

9/9/18	The school will create an Instructional Leadership Team to analyze school-wide data and make instructional decisions for individual students, teachers and the entire school.	Complete 06/10/2019	Leslie Gallaher	06/10/2019
<i>Notes:</i>				
9/9/18	Teachers will develop lesson plans that demonstrate they are incorporating quality tasks to ensure students are being challenged with critical thinking opportunities at all learning levels.	Complete 06/10/2019	Carrie Ruppert	06/10/2019
<i>Notes:</i>				
9/9/18	IST training will be provided to all classroom teachers at the beginning of the school year and on an as needed basis.	Complete 06/10/2019	Traci Morris	06/10/2019
<i>Notes:</i>				
9/24/17	Our school level Diversity/Equity member will be utilized as a resource for seeking additional strategies for students needing additional support.	Complete 06/10/2019	Traci Morris	06/29/2019
<i>Notes:</i>				
9/9/18	PEPs will be developed and implemented for at risk students or students needing additional support.	Complete 06/10/2019	Carrie Ruppert	10/30/2019
<i>Notes:</i> This process will be ongoing throughout the year.				
8/30/17	PEPs will be developed and implemented for at risk students or students needing additional support.	Complete 11/12/2019	Carrie Ruppert	10/31/2019
<i>Notes:</i>				
9/9/18	The Instructional Leadership Team will attend Professional Development sessions provided by New Leaders in order to learn and perform best practices for the team.	Complete 06/02/2020	Brian McCain	06/10/2020
<i>Notes:</i>				
9/9/18	The school's IST Team will monitor IST process with fidelity. Grade level teachers will provide strategies/interventions for students needing additional support.	Complete 06/02/2020	Brian McCain	06/10/2020
<i>Notes:</i> As needed				
9/9/19	All grade levels will have monthly team data meetings to evaluate PEP level interventions and progress monitoring.	Complete 06/11/2021	Carrie Ruppert	06/10/2021
<i>Notes:</i>				
9/9/19	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review the implementation of effective practice and student progress (2.01)	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i>				

9/9/19	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based (1.06).	Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i>				
9/10/19	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results (A1.04).	Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i>				
9/9/19	ILT team will review and monitor school-wide data and assist teachers with identifying students who need higher levels of support.	Complete 06/10/2022	Carrie Ruppert	06/10/2022
<i>Notes:</i> ILT Team made to: 1. Our master schedule to include RIME time in all grade levels				
9/19/19	All classrooms will receive intervention support to address the needs of Tier 2 and Tier 3 students.		Carrie Ruppert	03/20/2023
<i>Notes:</i>				
8/30/22	Teachers will use assessment data information to group students for small group instruction during RIME time.		Carrie Ruppert	03/20/2023
<i>Notes:</i>				

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:		All staff are participating in Social Emotional Learning Professional Development. Classroom teachers will provide classroom lessons and activities through the SEL Harmony program. We have implemented guidance lessons in classrooms dealing with emotions, positive behavior choices, and problem solving. Our school counselor will work with small groups of students who have emotional or behavioral difficulties. Our school psychologist and school social worker are available to work with our staff to help identify students who have emotional needs.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		School wide positive behavior and social emotional learning initiative. Students are taught to reach out to others in positive ways that increase improved behavior, positive climate in our school and a stronger sense of community. In the first few weeks of the school year, the school counselor will work with each classroom to create a chart based on the "Have You Filled A Bucket Today" book. Social Emotional Learning activities will be facilitated in the classroom setting on a weekly basis. In turn, teachers, students and staff will be in touch with each person's emotions on a daily basis.		Traci Morris	06/10/2023
Actions			19 of 21 (90%)		
9/28/16	Monthly drawing will be held by grade level teachers for "Fill Your Bucket" initiative and announce students in the "spotlight"	Complete 06/09/2016	Brian McCain	06/09/2016	
<i>Notes:</i> * First drawing will be held on December 2, 2016 * Drawing will be aligned to Character word of the month. Grade level teachers will draw names from students who exhibit character traits based on the character word of the month. * Announce to students and staff first drawing from nominations will be held on December 2, 2016 * Announce the students in the spotlight on the morning announcements					
9/28/16	Staff Meeting to announce the "Fill Your Bucket" Initiative	Complete 10/11/2016	Brian McCain	10/14/2016	
<i>Notes:</i> Announce Staff Meeting day and time on or before Oct. 7, 2016 * Assign a teacher to introduce the "Fill Your Bucket" school wide initiative					

9/28/16	Purchase How Full is Your Bucket? For Kids; for each classroom teacher.	Complete 11/01/2016	Brian McCain	10/28/2016
	<i>Notes:</i> * Purchase How Full is Your Bucket? For Kids for each classroom teacher. * Any discounts we receive from Scholastic? * Coordinate money with school treasurer * Get quote from Scholastic or another vendor with best price * Submit order no later than Oct. 14, 2016			
9/28/16	Create a visual display in each classroom that promotes "Fill Your Bucket"	Complete 12/05/2016	Brian McCain	11/18/2016
	<i>Notes:</i> * School Counselor will help students create anchor charts for the classroom as part of the initiative * completed by Nov. 18, 2016			
9/28/16	Take student photos and put them on the spotlight board each month	Complete 12/12/2016	Ms. Young	12/02/2016
	<i>Notes:</i> * take photos on a device * print them on color printer in office * put in main hallway display created for this initiative			
9/14/17	The school counselor will present Bully and Suicide Prevention training to staff/teachers to increase their awareness of emotional issues that students might display.	Complete 09/11/2017	Traci Morris	09/22/2017
	<i>Notes:</i>			
9/14/17	Teachers will implement "Fill the Bucket" in their classrooms.	Complete 10/24/2017	Brian McCain	10/02/2017
	<i>Notes:</i>			
8/30/17	A Monthly drawing will be held by grade level teachers for "Fill Your Bucket" initiative and student pictures will be posted on the "spotlight" bulletin board.	Complete 06/08/2018	Leigh Ann Fields	06/08/2018
	<i>Notes:</i>			
8/30/17	Take student photos and post them on the spotlight board each month.	Complete 06/08/2018	Brianne Young	06/08/2018
	<i>Notes:</i>			
9/9/18	Our school guidance counselor will be discussing character education with all classrooms with a focus on "filling your bucket."	Complete 08/31/2018	Traci Morris	09/30/2018
	<i>Notes:</i> Our school guidance counselor will be reading "How Full is Your Bucket for Kids" in all K-5 classrooms. She will make a "Feelings" anchor chart with each classroom that will stay in each classroom to serve as a reminder for how to fill your bucket.			

9/9/18	A Monthly drawing will be held by grade level teachers for "Fill Your Bucket" initiative and student pictures will be posted on the "spotlight" bulletin board.	Complete 06/10/2019	Leigh Ann Fields	06/10/2019
<i>Notes:</i>				
9/9/18	Teachers will implement "Fill the Bucket" in their classrooms.	Complete 06/10/2019	Brian McCain	06/10/2019
<i>Notes:</i>				
8/30/17	Our guidance counselor will work with each class on character education with a specific focus on "filling your bucket."	Complete 06/02/2020	Leigh Ann Fields	06/10/2020
<i>Notes:</i>				
9/11/18	The school counselor will work Kids Path to provide support to students experiencing grief.	Complete 06/02/2020	Traci Morris	06/10/2020
<i>Notes:</i>				
1/14/20	A4.22 All teachers are responsive to students' cultural backgrounds and incorporate culturally relevant material in their classrooms.	Complete 06/02/2020	Carrie Ruppert	06/10/2020
<i>Notes:</i>				
2/3/20	A.2.17 All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.	Complete 06/02/2020	Brian McCain	06/10/2020
<i>Notes:</i>				
9/10/19	School counselor will send out the District's Social Emotional Learning newsletter and other information to all staff members regularly.	Complete 06/03/2022	Traci Morris	06/10/2022
<i>Notes:</i> SEL newsletter and SEL reflection, etc. This action step is on going and began with the 2019-2020 school year.				
9/9/18	Teachers will select one student from each class for "Fill Your Bucket" initiative and student pictures will be posted on the "spotlight" bulletin board.	Complete 06/03/2022	Traci Morris	06/10/2022
<i>Notes:</i> This action is an ongoing initiative that began in the 2019-2020 school year.				
10/10/16	Our school guidance counselor will be discussing character education with all classrooms with a focus on "filling your bucket."	Complete 06/03/2022	Traci Morris	11/11/2022
<i>Notes:</i> Our school guidance counselor will be reading "How Full is Your Bucket for Kids" in all K-5 classrooms. She will make a "A Bucket Filling Classroom" anchor chart with each classroom that will stay in each classroom to serve as a reminder for how to fill your bucket. This is an ongoing yearly activity the began in the 2016-2017 school year.				

8/30/22	Teachers will create Harmony goals first 10 days of school and incorporate "Meet-Up" and "Buddy-Up" practices weekly throughout the school year.		Traci Morris	06/03/2023	
<i>Notes:</i>					
9/9/18	The school counselor will present Bully and Suicide Prevention training to staff/teachers to increase their awareness of emotional issues that students might display.		Traci Morris	06/10/2023	
<i>Notes:</i> This is an ongoing practice that occurs up to 3 times per year.					
Implementation:		08/30/2017			
Evidence	8/30/2017				
Experience	8/30/2017				
Sustainability	8/30/2017				
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, we have orientation each year to welcome our kindergarten parents and teachers . Our 5th grade students and parents participate in an orientation with Southeast Middle. We need to develop a specific plan for students moving from grade to grade. Individuals teachers work to prepare students for the next level/grade, but there is no specific plan designed for all teachers.	Limited Development 08/28/2017		
How it will look when fully met:		All grade levels will have a clear outlined/focused plan for supporting students as they transition from grade to grade.		Toks Wall	06/10/2023
Actions			0 of 1 (0%)		
8/30/17	Create a school model for transitioning students from grade level to grade level.		Toks Wall	06/30/2023	
<i>Notes:</i> Schedule a move up day for Kindergarten through 4th grade students.					
Have students in the current grade levels to write "what to expect" letters to students who will be promoted to that particular grade level.					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school. Our School Support Officer conducts instructional rounds and provides feedback for improvements.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Toks Wall	06/10/2023
<i>Actions</i>			0 of 3 (0%)		
	8/15/22	The SBLT is comprised of representatives from each stakeholder group. This includes grade level teachers, classified staff, parents/guardians, specialists and district support representatives such as our SSO. The stakeholders will meet to reflect on the performance of the school and supports needed.		Shannon Wicker	06/23/2023
<i>Notes:</i>					
	8/30/17	The school leadership team will review and discuss feedback from our School Support Officer and create action steps to address proposed changes for student achievement.		Toks Wall	06/30/2023
<i>Notes:</i>					
	9/12/19	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Brian McCain	06/30/2023
<i>Notes:</i>					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a leadership team in place consisting of the principal, teachers who lead instructional teams, and other professional staff members and parents. The leadership team meets twice a month to review effective instructional and management practices. This may include MTSS, ILT, PLC meetings in addition to our SBLT meetings.		Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		Our school leadership will have designated calendar dates to meet at least twice a month.			Brian McCain	06/10/2023
Actions				3 of 4 (75%)		
	12/8/20	A 2.01 – Instructional teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review the implementation of effective practice and student progress.		Complete 06/10/2022	Brian McCain	06/10/2022
<i>Notes:</i>						
	9/10/19	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data (B1.06).		Complete 06/30/2022	Brian McCain	06/30/2022
<i>Notes:</i>						
	8/30/17	Create a school calendar with designated dates and times for leadership team meetings		Complete 06/30/2022	Brian McCain	06/30/2022
<i>Notes:</i>						
	9/14/17	Create a shared calendar with SBLT with designated dates of meetings. -Create an agenda prior to meeting to share on Indistar. -Include data sheets to be entered into Indistar.			Toks Wall	06/30/2023
<i>Notes:</i> The second monthly leadership team meetings will consist of ILT, IST and Data team instructional team meetings to review data and instructional best practices.						

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>		Teachers have instructional planning daily. Teachers have planning once a week for data and instructional planning.	Limited Development 09/13/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		All teachers will be involved on at least one team that contributes to the success of all students and supports our school improvement plan.		Traci Morris	06/10/2023
<i>Actions</i>			1 of 2 (50%)		
	8/30/17	Have all teachers to sign up for a committee	Complete 10/11/2022	Traci Morris	10/10/2022
		<i>Notes:</i>			
	8/30/22	Utilize PLC meetings to discuss data/classroom progress by analyzing - how the master schedule facilitates effective implementation of multi-tiered intervention are matched to student needs by area -require grade levels to prepare agenda for PLC meetings and maintain meetings and catalog their work to be entered in Indistar.		Brittany Reece	06/03/2024
		<i>Notes:</i>			
<i>Implementation:</i>			09/11/2018		
	<i>Evidence</i>	9/11/2018 Committee sign up sheet will be uploaded as evidence.			
	<i>Experience</i>	9/11/2018 Teachers were very compliant in signing up for committees.			
	<i>Sustainability</i>	9/11/2018 Continue to have all staff teachers annually sign up for committees.			

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
<i>Initial Assessment:</i>		Lesson plans are submitted and reviewed weekly with feedback from the principal and curriculum facilitator. The principal also conducts PLC meetings, classroom observations, and walk throughs to provide constructive feedback.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		There will be a collaborative coaching model in place between the principal, CF and teachers in which action steps are frequently being discussed to improve overall student achievement. Teachers will submit lesson plans for principal and CF review that are data driven and aligned with the curriculum. When this objective is being fully met, teachers will see an increase in student performance/growth.		Brian McCain	06/10/2023
Actions			0 of 2 (0%)		
9/10/19		The LEA will collect and act on data from a variety of sources to analyze instruction. This data includes walk-through, PLC forms, lessons plans. From this data trends will be identified that will improve instruction.		Toks Wall	06/10/2023
<i>Notes:</i>					
8/29/17		The principal will conduct daily/weekly walkthroughs and discuss instructional opportunities with teachers. During these walk-throughs, the principal will look for the implementation of the gradual release process in each classroom.		Toks Wall	06/30/2023
<i>Notes:</i>					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		School performance data is shared at leadership team meetings to keep the leadership team informed and to help the team make informed decisions on how to improve the school and overall student performance.	Limited Development 09/21/2016			
<i>How it will look when fully met:</i>		School performance data and aggregated classroom observation data will be reviewed and discussed regularly. This data will be used to make decisions about school improvement and professional development needs.		Toks Wall	06/10/2023	
Actions			0 of 4 (0%)			
	9/10/19	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.		Toks Wall	06/10/2023	
		<i>Notes:</i>				
	9/19/19	The principal and CF will use walkthroughs to establish data trends in order to address student and teacher needs.		Toks Wall	06/10/2023	
		<i>Notes:</i>				
	8/15/22	Professional development will be provided to support educators understanding of NWEA assessment data by way of system reports. By better understanding the data we will increase the capacity of educators to meet students where they are.		Toks Wall	06/10/2023	
		<i>Notes:</i>				
	8/30/17	Create a data template that will display all necessary data points to the leadership team so that they can make decisions about school improvement.		Carrie Ruppert	06/30/2023	
		<i>Notes:</i>				

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

Initial Assessment:

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. The state of North Carolina as well as Guilford County Schools has a performance evaluation system in place for all certified personnel. The North Carolina Education Evaluation System (NCEES) requires that all certified staff be trained on the standards that they are evaluated on. School administrators are also evaluated utilizing the same evaluation system. We currently use the district's Applitrack system to assist in identifying qualified candidates. Our interview team typically consists of the principal and/or at least a representative from the department area in which we are seeking to hire. Once a candidate is hired, they are assigned to a mentor. The principal uses the same evaluation process that's in place for all certified and classified staff. Our school needs to work on finding better ways of rewarding staff for their accomplishments.

Limited Development
09/21/2016

How it will look when fully met:	Our school will have a highly qualified staff at full capacity at the start and finish of each school year. The school will have a very low teacher turnover rate. Teachers will indicate that they are happy where they work as reported on surveys such as the Teacher Working Conditions Survey.		Brian McCain	06/30/2023
Actions		1 of 3 (33%)		
9/7/19	Administration will review Teacher Working Conditions Survey results every two years.	Complete 06/03/2022	Brian McCain	06/10/2022
<i>Notes:</i>				
8/15/22	We will implement a staff recognition to support the school-wide theme and rapport of positive energy. This may look like recognizing who is "Driving the Bus" and/or bucket filler as recognized by staff weekly.		Toks Wall	06/10/2023
<i>Notes:</i>				
8/30/17	Create an interview team at the school level. The interview team will include a representative from that team, the principal, the CF and a student support educator.		Toks Wall	06/10/2023
<i>Notes:</i> Team will include Principal, CF, teacher of the hiring grade level, and a support staff representative.				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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:		All teachers send home parent newsletters that explains the weeks upcoming standards and suggests ways to improve understanding of the curriculum. The school hosts virtual "curriculum nights" to share with parents what standards will be covered for the year and what they can do at home to help their children. Teachers hold mandated conferences during the first and third nine weeks and on a needed basis to help parents understand how their children are performing and what they can do to support the learning process.	Limited Development 09/21/2016		
How it will look when fully met:		More parents will attend teacher-parent conferences, PTA meetings and other functions. Parent partnerships will be maintained.		Traci Morris	06/10/2023
Actions			12 of 14 (86%)		
9/27/16	Connect ED Call: Day, time and flyer information will be shared.		Complete 10/09/2016	Brian McCain	10/09/2016

	<i>Notes:</i>			
9/27/16	Refreshments for Curriculum Night	Complete 10/10/2016	Barbara Honey	10/14/2016
	<i>Notes:</i> Will reach out to PTA for a general request for prepackaged cookies, chips etc. to be equally distributed among all the classrooms. All donations must be in the building by Oct. 24, 2016. Need a couple of volunteers to divide and distribute the donations on or before Oct. 27th. Donations need to be in boxes when distributed			
9/27/16	Create a flyer for Curriculum Night and send it home.	Complete 10/07/2016	Carrie Ruppert	10/24/2016
	<i>Notes:</i> Curriculum Night: October 27, 2016 6:00- 7:00pm Every Student that comes with their parent will receive 20 Stars to use in the PBIS store. Light Refreshments will be available in each classroom. Teachers will explain the standards that their students are learning currently			
9/27/16	Make the " 20 stars" incentive for the curriculum night.	Complete 10/07/2016	Eileen Smith	10/26/2016
	<i>Notes:</i> Make 25 for each teacher. Distribute them to classroom teachers Color printer for these			
9/27/16	Sign-in Sheets for classroom teachers	Complete 10/12/2016	Brianne Young	10/27/2016
	<i>Notes:</i> Sign-in sheet to include student and parent names			
8/30/17	Create and utilize a parent list serve to keep parents informed of school activities and events.	Complete 09/15/2017	Rebecca Myrick	09/29/2017
	<i>Notes:</i>			
8/31/17	Use sign-in sheets to track parent attendance.	Complete 04/24/2018	Matthew Rasch	06/08/2018
	<i>Notes:</i>			
8/30/17	The school will host two curriculum nights	Complete 04/24/2018	Matthew Rasch	06/08/2018
	<i>Notes:</i>			
9/7/19	Teachers will record parent conference notes on school form.	Complete 06/03/2022	Brian McCain	06/10/2022
	<i>Notes:</i>			
9/7/19	Teachers will hold parent conferences during the 1st and 3rd quarter.	Complete 06/03/2022	Brian McCain	06/10/2022
	<i>Notes:</i>			

9/10/19	ALL teachers maintain a file of communication with parents/guardians (E.1.07)	Complete 06/03/2022	Alysia Hunter	06/10/2022
<i>Notes:</i>				
9/10/19	ALL teachers regularly assign, check, mark, and return homework (E1.02).	Complete 06/03/2022	Alysia Hunter	06/10/2022
<i>Notes:</i> Folders will go home every Friday.				
8/30/22	Send a weekly connect ed message to all Nathanael Greene stakeholders informing them of important information and upcoming dates.		Toks Wall	06/03/2023
<i>Notes:</i>				
8/30/22	Nathanael Greene will host a curriculum night and other community events that invite our families to come together for culture building and academic purposes.		Traci Morris	06/03/2023
<i>Notes:</i>				