Comprehensive Progress Report

Mission: The mission of Southwest Elementary School is to help students develop the attitudes, behaviors, and cognitive skills they need to become responsible citizens. To create a safe, child-centered environment that provides a solid academic foundation while instilling in each child a love for learning, respect for diversity, and commitment to community.

Vision: *Our vision at Southwest Elementary School is to create a positive school culture and a challenging and inclusive learning environment that enables all students to develop to their full potential and become lifelong learners and critical thinkers who serve as productive, responsible and respectful citizens in our diverse community.*

Goals:

By June 2020, we will decrease the achievement gap between all students and Students with Disabilities, Black and Economically Disadvantaged by 5 percentage points in ELA. Closing the gap as follows: Reading gap for EC will go from 34.3% gap to 29.3%, black will go from 11.7% to 6.7%, FRL will go from 15% to 10%.

By June 2020, we will create an effective learning environment that is safe and supportive of student achievement and positive behavior and infuses an affirmative attitude and shared understanding that expectations, rules and procedures are explicitly taught, modeled, and used in all behavior management plans to enhance students' success and capacity in meeting behavioral expectations as measured by reducing by 10% the number of out of school suspensions (from 7 to 6 OSS) and loss on instructional days (from 15.5 days to 14 days) over the course of the year.

By June 2020, Southwest Elementary will increase the school performance composite from 84.4% to a minimum of 86%. • Reading composite from 81% to 83%. o 3rd Grade Reading From 78.3% to 80.3%. o 4th Grade Reading from 82.3% to 84.3%. o 5th Grade Reading from 82.7% to 84.7%. • Math composite from 85.4% to 87.4%. o 3rd Grade Math from 89% to 91%. o 4th Grade Math from 82.9% to 84.9%. o 5th Grade Math from 84% to 86.%. • 5th Grade Science From 92% to 94%.

By 2020, Improve the perception of the school within the building and throughout the community as indicated by increasing the overall school environment score on the TWC from 67.9% to at least 80% overall.

! = Past Due Objectives   KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Classroom rules and expectations are visible in all rooms. Teachers effectively model and enforce school and classroom rules on a daily basis. PBIS strataegies are completed daily/weekly to reward positive behavior and character. Administration regularly supports teachers, as needed, with behaviors that impact instruction.	Limited Development 09/19/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When this objective is fully met, each classroom will have posted a behavior matrix with standards of success. Students will be able to manage their emotions, problem solve social situations, be respectful and communicate effectively. Teachers will explicitly teach, and model expected student behaviors, and provide reoccurring instruction of the standards for success. The reporting of incident entered into educator's handbook is expected to decrease.		Jeanelle Lindsay	06/30/2020
Actions				10 of 16 (62%)		
		8/25/17	All teachers will have an effective classroom management system using published behavior policies and procedures that are communicated to students and parents. Teachers will utilize a 4 to 1 ratio that reinforces 4 positive comments to one correction which results in positive and trusting relationships with students and parents.	Complete 06/07/2018	Mary Capra 1st	12/15/2017
		Notes:	The school sill explore the opportunity to implement PBIS as a school wide discipline focus this year. The school is also establishing the school based Equity Committee to help staff clarify directions and identify and respond to problems/situations that create inequities in learning and student performance.			
		9/4/18	Implementation of a school wide behavior management system using PBIS procedures that will be communicated to students and parents. Staff will receive training and will explicitly teach PBIS expectations to students. Staff will utilize a 4 to 1 ratio that reinforces 4 positive comments to one correction.	Complete 02/15/2019	Jeanelle Lindsay	06/12/2019
		Notes:				

9/13/18	We will recognize two students per grade level with a weekly prize above and beyond the cowboy hat recognition. One K-2 classroom and one 3- classroom will receive the weekly cowboy banner to recognize their positive behavior.	Complete 02/15/2019	Jeanelle Lindsay	06/12/2019	
	Notes:				
9/13/18	PBIS team and leadership team will review the monthly discipline data and discuss any adjustments that need to be made.	Complete 02/15/2019	Michelle Thigpen	06/12/2019	
	Notes: We review the data monthly at the leadership team meeting. Please see minutes if necessary.				
2/15/19	We have added a "2 for Thursday" for cowboy hats since the data shows most referrals occur on Thursdays.	Complete 06/04/2019	Jeanelle Lindsay	06/30/2019	
	Notes:				
2/15/19	We will established a PBIS store for students to purchase prizes with the cowboy hats they have earned. The store will be available twice a year, at the end of each semester.	Complete 06/04/2019	Jeanelle Lindsay	06/30/2019	
	Notes:				
2/15/19	The PBIS Team will implement a dance to raise money to purchase items for PBIS.	Complete 06/04/2019	Jeanelle Lindsay	06/30/2019	
	Notes: The dance will occur tentatively in March.				
2/15/19	A "Donut Dinosaur" will hand out donuts to the two classes who have won the class prize for the week. A parent will volunteer to be the dinosaur and the donuts will be donated by a community sponsor.	Complete 06/04/2019	Jeanelle Lindsay	06/30/2019	
	Notes:				
2/15/19	Individual and class PBIS winners will be recognized on our live SWE news show as well as social media.	Complete 06/04/2019	Jeanelle Lindsay	06/30/2019	
	Notes:				
2/15/19	At least 2 students per class will be recognized quarterly during the awards ceremony for receiving the PBIS award.	Complete 06/10/2019	Jeanelle Lindsay	06/30/2019	
	Notes:				
9/30/19	Entire staff will utilize Dojo to give individual students and classes points electronically instead of using the paper copies.		Christopher Sciandra	01/03/2020	
	Notes: Teachers were trained how to create a class Dojo set up and provide staff access to their class.				
9/30/19	PBIS team will reflect once a month during committee meetings to address the progress being made towards this goal. PBIS minutes will be reflected upon during leadership team meetings.		Michelle Thigpen	06/12/2020	
	Notes:				

10/3/19	We will hang a bell outside of the office for students to ring once they receive a "Positive" office referral for doing something over and above the norm. Teachers will provide the office with students names. Students will be recognized on social media as well as on announcements.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	We will hold quarterly PBIS incentives (store, dance...) for students so that they are spending their class Dojo points.		Jeanelle Lindsay	06/29/2020
Notes:				
10/3/19	2 students for each grade level will be recognized weekly based on PBIS points. These students will get their picture taken and given a reward. This information will be communicated on social media as well as announcements.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	Class PBIS winners will be recognized weekly during announcements and will have a special certificate posted outside their room.		Johnathan Moore	06/29/2020
Notes:				
Implementation:		09/04/2018		
Evidence	6/7/2018 Classroom rules, discipline data, cafeteria procedures/expectations.			
Experience	6/7/2018 Class and school wide rules and expectations including cafeteria expectations have been developed and communicated to students, parents and staff.			
Sustainability	6/7/2018 6/7/2018Continue to refine classroom management practices to promote positive student behavior and decrease discipline referrals. Use opportunities to introduce/implement PBIS			

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:			Teachers develop lesson plans that are aligned to the standards. The piece that we are working on is the differentiated lessons and assessments to meet the needs of all learners. EC teachers will attend weekly PLC meetings. EC teachers support instruction with inclusion and small pull-out groups. Teachers and support staff (ESL, Speech, AG) will communicate often to address student needs and provide corrective instruction.	Limited Development 09/19/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			By June 2020 100% of students' IEP goals will be aligned with NC state standards resulting in the increased proficiency in reading for students with special needs and the attainment of the schools target goals in reading for students in grades 3, 4 and 5 as indicated. EC teachers will meet with instructional teams to develop IEP goals that are aligned with common core state standards while considering the individual needs of the students. Evidence will be provided through IEP's and PLC Minutes. Our current PLC document has been adjusted to identify students and provide weekly reflection on data and interventions that are in place for those who need additional instructional support. This will be used as evidence. Teachers will be expected to collaborate with all support areas in order to ensure that instruction remains aligned with content standards. Current IEP's are being reviewed to assess students ability to be served with inclusion versus small group pull-out sessions. IEP's will be used as evidence as well as teacher feedback. We will continue to utilize strategies learned from our Instructional Leadership Team training to reach all learners. Evidence will be data protocols, CFAs, walkthroughs/observations and PLC minutes of sharing a class strategy.		Liz Mitchell	06/29/2020
Actions				12 of 17 (71%)		
	10/2/17		The administrative team and STEM teacher will complete and submit a grant application to the High Point Community Foundation for funding to expand the STEM program to include additional STEM resources and extended ways of teaching science, technology, engineering and mathematics for all students in grades K-5.	Complete 08/28/2017	Dr. Sandra Culmer	09/09/2017
	Notes:					

10/11/16	Create new PLC format.	Complete 09/05/2017	Melanie Cronin	10/27/2017
	Notes:				
10/4/17	New and beginning teachers are mentored by peer mentors on instructional practices and curriculum planning.	Complete 12/12/2017	Malanie Cronin	11/30/2017
	Notes:				
9/28/17	Teachers in grades 3, 4 and 5 will attend district provided American Reading Company (ARC) training and participate in the coaching days provided by the district. They will receive coaching and support with American Reading Company coaches to help them implement ARC instructional strategies that are aligned to students' needs and standards. Four ARC coaching days are scheduled during the first and second quarter of the school year. The school is also purchasing two additional coaching days for a total of 6 days.	Complete 01/22/2018	Malanie Cronin	01/31/2018
	Notes:				
10/2/17	The school's STEM teacher and administrative team will confer periodically with the district's Director of Stem for guidance, recommendation and feedback regarding STEM/science instruction based on the science standards, as well as strategies for meeting students' needs and increasing student growth and proficiency in science learning.	Complete 04/02/2018	Jeanelle Lindsay	03/31/2018
	Notes:				
9/9/17	Through PLC's and grade level team meetings focus on creating a shared understanding of the prioritized and deconstructed standards of learning and guide staff in implementing identified strategies and procedures including the gradual release model, growth mindset framework, and quality learning task.	Complete 06/07/2018	Malanie Cronin	06/22/2018
	Notes:				
9/28/17	Teachers in grades K-1 will attend Core Knowledge Language Arts Implementation training offered by the district.	Complete 04/03/2018	Malanie Cronin	06/29/2018
	Notes:				
9/28/17	The administrative team member(s) will attend weekly grade level PLC meetings and work in collaboration with teachers to implement effective instructional strategies and practices that support and facilitate student learning including ARC strategies and practices in grade 3-5, CKLA strategies in grade K-1, and common core curriculum in grade 2.	Complete 06/07/2018	Dr. Sandra Culmer	06/29/2018
	Notes:				

9/28/17	The administrative team will conduct weekly walkthroughs using the school's walk through form focusing on implementation of the standards and rigor attributes including perceptual understanding, procedural skill and fluency and application and monitoring effective teaching and learning throughout all classrooms and across all subject areas. Observational trends will be shared during grade level PLC's and individual PDP conferences. Teachers will be encouraged to reflect on the feedback based on school goals to gauge teaching improvement	Complete 06/07/2018	Dr. Sandra Culmer	06/29/2018
Notes:				
10/11/16	Monitor IEP meetings to assess students ability to be served with inclusion and/or small group pull-out sessions.	Complete 06/07/2018	Malanie Cronin	06/29/2018
Notes:				
10/11/16	Facilitate common planning time for EC teachers and instructional teams to meet at least quarterly and as required to develop IEP goals that are aligned with common core state standards while considering the individual needs of the students.	Complete 06/07/2018	Malanie Cronin	06/29/2018
Notes:				
8/25/17	All teachers will engage in common planning time to focus on aligned units of study in instruction and assessment. Teachers will meet weekly for grade level PLC's and work collaboratively to identify power standards and deconstruct standards, review/reflect on instructional data, and share best practices.	Complete 06/07/2018	Emily Sides 2nd	06/29/2018
Notes: Weekly PLCs,				
9/30/19	Grade level teachers will meet weekly for data PLCs, reading PLCs, and math PLCs.		Jeanelle Lindsay	11/18/2019
Notes:				
9/30/19	Teachers will give weekly CFAs for reading, math and 5th grade science. This information will be used to complete the data protocol each week. The data protocols will be uploaded to the SWES share point before the data PLCs on Monday of each week.		Michelle Thigpen	12/16/2019
Notes: weekly CFAs will be shared with specialist teachers				
9/30/19	Teachers will participate in staff development twice a month that is focused on standard analysis, question analysis, task analysis and data analysis for each standard that is taught in order to reflect on student progress and share best practices for meeting the individual needs of our students.		Christopher Sciandra	06/29/2020
Notes: staff development agendas will be included in our documents folder.				

9/30/19	Teachers will participate in coaching days with CKLA, ARC and Eureka throughout the 2019-2020 school year.		Liz Mitchell	06/29/2020
Notes:	Coaching visit agendas will be posted in the document folder.			
9/30/19	ILT team will participate in group walk-throughs to identify specific areas of need an strategies for improvement in reading, math and science.		Alex Tobin	06/29/2020
Notes:	Minutes from ILT walk-through sessions will be uploaded into the documents folder.			
Implementation:		06/07/2018		
Evidence	6/7/2018 PLC minutes, ARC/CKLA coaching/professional development agendas, STEM grant application,			
Experience	6/7/2018 6/7/2018Common planning time for EC and instructional teams to meet quarterly continues as a focus. An EC PLC was initiated this year. All grade level teams have common planning time used to review'/deconstruct standards, review/analyze student achievement data and identify instructional priorities/focus areas.			
Sustainability	6/7/2018 EC/grade level common planning time			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	A review of the IST referral process and purpose of the team has been reviewed with staff members, including a detailed account of MTSS. Staff members utilize the IST team for intervention guidance for students. Prior to the referral process, classroom teachers implement classroom level interventions and progress monitor growth. For continued growth, professional development is being provided to staff on inclusive practices.	Limited Development 09/19/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	By June 2020 clear evidence of interventions will be evident at all 3 tiers. In addition, data will reflect student growth for all. Evidence will be shown in lesson plans and through differentiated instruction.		**Alison Snyder**	**06/29/2020**
Actions		**9 of 26 (35%)**		
	9/4/18	School psychologist will provide professional development to all teachers on the IST process and well as update us on any changes.	Complete 10/30/2018	Christopher Sciandra	10/30/2018
	Notes:	This PD will be done during grade level PLC meetings.			
	9/4/18	IST chairs will receive professional development on module 1, 2 and 3. This information will be brought back to the school to share with the staff during PLCs.	Complete 10/30/2018	Christopher Sciandra	10/30/2018
	Notes:	Sciandra and Snyder are the IST chairs.			
	1/2/19	Recruit staff members to become part of our Instructional Leadership Team. This team will focus on analyzing data for the purpose of implementing corrective instruction. They will be responsible for taking back information and presenting it to their constituent groups through PLCs.	Complete 11/06/2018	Christopher Sciandra	11/07/2018
	Notes:	Principal Thigpen, AP Lindsay, AP Sciandra, CF Snyder, EC Bailey, K-2 Ingram, 3-5 Tobin			
	9/4/18	Teachers will collaborate with core specialists to implement strategies that area aligned to and support classroom standards in ELA and Math	Complete 02/05/2019	Christopher Sciandra	01/30/2019
	Notes:				
	1/2/19	Instructional Leadership Team will meet 4 times for professional development through New Leaders. Information from these sessions will be brought back to the school and shared through PLCs.	Complete 04/26/2019	Christopher Sciandra	04/30/2019

Notes:	PD dates are 11.7.18, 1.29.19, 2.27.19, 4.10.19			
2/15/19	An ARC coach will visit SWES at least 4 times per year to provide training, as well as, review the implementation and provide written feedback for teachers and administration.	Complete 06/04/2019	Alison Snyder	06/30/2019
Notes:	ARC feedback has been uploaded to the files.			
2/15/19	An Eureka coach will visit SWES to train staff and provide feedback on the implementation of the program. Visits will include model lessons, observations and training.	Complete 06/04/2019	Alison Snyder	06/30/2019
Notes:				
2/15/19	A CKLA coach will be assigned to SWES to help train, observe and provide feedback to the teachers and admin in regards to the implementation of the program.	Complete 06/04/2019	Alison Snyder	06/30/2019
Notes:				
9/4/18	Teachers will analyze standards and tasks during PLCs.	Complete 06/04/2019	Alison Snyder	06/30/2019
Notes:				
9/4/18	Teachers will utilize the components (read, write, think) of Eureka Math to reach all learners. They will also incorporate the RDW (read, draw, write) strategy and use manipulatives to differentiate and instruct students at their level.		Christopher Sciandra	11/18/2019
Notes:				
2/15/19	Teachers and administration will reflect on CFA and progress monitoring data weekly. Adjustments with then be made for corrective instruction based on the individual student needs.		Alison Snyder	11/18/2019
Notes:	This action step will be worked on all year			
10/28/19	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others that have been explicitly modeled and taught. Classroom norms are displayed.		Christopher Sciandra	11/25/2019
Notes:				
10/3/19	The Instructional Leaders Team will attend professional development with the district. They will bring that information to the school instructional team. The entire team will work together to implement strategies discussed during the PD (walkthroughs...).		Michelle Thigpen	12/18/2019
Notes:				
10/28/19	Staff will be trained on MTSS Webinars 1-4		Alison Snyder	12/20/2019
Notes:				
10/28/19	Staff will be trained on the following webinars; Early Warning System, Targeted Support Math, Targeted Support Reading		Alison Snyder	02/28/2020

	Notes:			
10/28/19	Train staff on the following webinars: Supplemental Interventions for Math, Reading and Behavior		Alison Snyder	04/30/2020
	Notes:			
10/28/19	Monitor incidents recorded into Educator Handbook		Christopher Sciandra	06/12/2020
	Notes:			
10/28/19	Our impact will be monitored by classroom walkthroughs and student of concern meetings.		Christopher Sciandra	06/12/2020
	Notes:			
8/25/17	All teachers will identify students needing additional support and will implement the tiered system of support according to MTSS for those students. Students needing support beyond tier 2 will be referred to IST.		Alison Snyder	06/29/2020
	Notes:			
9/30/19	Staff will participate in MTSS training throughout the 2019-2020 school year.		Ashley Langheim	06/29/2020
	Notes: All MTSS training resources are on C.anvas pages			
10/3/19	Teachers will be able to utilize the coaches (ARC, Eureka, CKLA) approximately once a month to assist with planning and instruction. Coaches will also provide feedback to teachers during walkthroughs.		Alison Snyder	06/29/2020
	Notes:			
10/3/19	Teachers will create weekly Common Formative Assessments in Reading, Math and Science (5th grade) to determine misconceptions and provide interventions for students who need them.		Alison Snyder	06/29/2020
	Notes:			
10/3/19	Grade levels will meet monthly for IST/MTSS. We will discuss student's academic and behavioral needs and provide some strategies to make students successful. Teachers will present the data they collected to their grade level and the individual student's parent(s).		Ashley Langheim	06/29/2020
	Notes:			
9/4/18	K-2 Teachers will utilize the 3 components (Listening & Learning, Skills, Differentiation) of CKLA to reach all students at their level. Grades 3-5 will integrate the components of ARC. This will be taught daily and discussed weekly at PLCs.		Christopher Sciandra	06/30/2020
	Notes:			
10/28/19	Train staff on the following MTSS Webinars; Progress monitoring, IST part 1 & 2, and Intensive Interventions		Alison Snyder	09/30/2020

	Notes:				
10/28/19	Staff will be trained on MTSS webinars; Criterion 1, 2, 3, 4, & 5.			Alison Snyder	10/31/2020
	Notes:				
Implementation:			06/07/2018		
Evidence	6/7/2018 IST agendas, progress monitoring records, students' PEP's 1/23/2017 Training roster signature page for October 7 PD.				
Experience	6/7/2018 IST processes have been implemented with student interventions and progress monitoring. PEP's are provided for students needing additional support and assistance to meet grade level standards. 1/23/2017 Training was conducted on October 7 for the staff regarding inclusive practices for students.				
Sustainability	6/7/2018 Continue implementing IST and progress monitoring to assess students' progress and responsiveness to interventions. 1/23/2017 We will continue to discuss strategies and how they are being imbedded in the regular classroom. We will continue to work with EC teachers to utilize inclusive practices when intervening with students.				

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:		Teachers are encouraged to increase their awareness of students' lives and emotional status; continually monitor students' emotional needs; and use this knowledge as leverage points in the management of student behavior and the creation of positive emotional tones in the classroom and school.	Limited Development 09/19/2016		
		Priority Score: 3　　　Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Staff will continue to participate in staff development focused on meeting the diverse needs of students and cultivating and maintaining positive relationships with all students. All students emotional states are addressed through the management and arrangement of supports and interventions as required.		**Megan Bailey**	**06/28/2020**
Actions			**11 of 12 (92%)**		
	8/25/17	All teachers will model and guide children to express themselves in socially acceptable ways.	Complete 01/12/2018	Barbara Crowder Kinder.	01/10/2018
	Notes:	Classroom observations and discipline referrals will provide data regarding the management of the emotional status of students.			
	8/25/17	All teachers will reflect on information gained during GCS/school based staff development sessions, use the training to foster a sense of community and cooperation among students, and provide a safe environment with students practicing emotion management skills.	Complete 06/02/2018	Barbara Crowder Kinder.	06/29/2018
	Notes:	Classroom management systems will provide indication of safe environment enabling students to manage emotions and decrease disciplinary infractions.			
	10/3/19	Morning greeting and positive praise via all entry points. Music will be played in both car lines as well as at the buses.	Complete 09/09/2019	Christopher Sciandra	09/30/2019
	Notes:				
	10/3/19	Counseling consultation is easily accessible/Lesson Plans provided to all grade levels.	Complete 09/16/2019	Megan Bailey	09/30/2019
	Notes:				
	10/3/19	Counselors will be part of the specialist schedule to build relationships and teach lessons based on character and SEL.	Complete 09/02/2019	Michelle Thigpen	09/30/2019
	Notes:				
	10/3/19	EC Classrooms have a peaceful place/cool down area	Complete 09/09/2019	Megan Bailey	09/30/2019
	Notes:				

10/3/19	As part of our "Say Hello Week," the guidance counselors created "Walls of Positivity" around the school. Students were encouraged to write positive messages to other students and staff members.	Complete 09/27/2019	Don Flowers	10/10/2019
Notes:				
10/3/19	Teachers will complete a SEL survey by the district during our October staff meeting.	Complete 10/08/2019	Christopher Sciandra	10/31/2019
Notes:				
10/3/19	Selected staff members have participated and are certified with Mental Health First Aid- (Flowers/Swaim/Bailey/Watson)	Complete 10/29/2019	Jeanelle Lindsay	10/31/2019
Notes:				
10/3/19	We have pairings of older and younger classes within the school for Reading Programs, positive reinforcement and support	Complete 10/15/2019	Christopher Sciandra	10/31/2019
Notes:				
10/3/19	Counselors will create a peer mediation group. These students will be trained during their I/E times, recess, lunch, whatever time is available. The overall goal is to have them solve minor conflicts among their peers and learn the significance of a leadership position/mentor role in the school.	Complete 10/02/2019	Don Flowers	10/31/2019
Notes:				
10/3/19	Spirit Friday is made accessible for all students to participate because PTA provides all students with a shirt-		Megan Bailey	06/29/2020
Notes:				
Implementation:		06/07/2018		
Evidence	6/7/2018 Professional development agendas and handouts. Discipline data, classroom management systems.			
Experience	6/7/2018 All staff participated in growth mindset professional development and shared common understanding and strategies to encourage student growth, achievement, and positive emotional development			
Sustainability	6/7/2018 Continue focus on growth mindset and equity training.			

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:		Grade level teams meet in PLC's and focus on student academic assessment data to identify students needing additional support/interventions. While teachers address learning gaps that exist across classrooms, there is the need for teacher teams to collaborate more frequently across grade levels regarding student performance.	Limited Development 08/25/2017		
How it will look when fully met:		Vertical teams will engage in conversations and action planning regarding, curriculum, teaching practices and student performance. Vertical team meetings will be scheduled/implemented two times during the school year.		**Alison Snyder**	**06/12/2021**
Actions			**3 of 6 (50%)**		
	9/9/17	Two formal vertical team meetings will be planned and scheduled during the first and second semester of the school year.	Complete 06/08/2018	Malanie Cronin	06/15/2018
	Notes:				
	6/7/18	The school will increase vertical team planning to facilitate increased vertical alignment and ongoing communication across grade levels.	Complete 06/04/2019	Alison Snyder	06/12/2019
	Notes:				
	8/25/17	All teachers will be open and flexible for vertical alignment and open communication across grade levels to better prepare students for growth and success among grade levels and instructional levels.	Complete 06/08/2018	Alison Snyder	06/12/2019
	Notes:				
	2/27/19	Administration will have one-on-one conferences with students to review data and create academic goals regarding Interim Assessments and ARC reading goals.		Michelle Thigpen	06/14/2020
	Notes:	Admin will meet with 3-5 students before benchmarks and EOG			
	10/1/19	Teachers will plan for intentional small group instruction based on daily student data (status of the class, planned misconception, pausing points and exit tickets).		Alison Snyder	06/22/2020
	Notes:				
	10/1/19	After planning, teachers will continue to monitor student progress through small group instruction and scaffolding.		Alison Snyder	06/22/2020
	Notes:				

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 09/19/2016		
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.		Michelle Thigpen	06/12/2021
Actions				2 of 3 (67%)		
		8/27/17	Principal and assistant principals will participate in the Area 7 principal communities of practice meetings and professional development	Complete 06/04/2019	Michelle Thigpen	06/12/2019
		Notes:				
		9/27/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/04/2019	Michelle Thigpen	06/12/2019
		Notes:				
		9/16/19	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. June 2020		Michelle Thigpen	06/30/2020
		Notes:				

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The leadership team consists of representatives from all instructional support groups. The team meets monthly, or on a more frequent basis as needed.	Limited Development 09/19/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The leadership team consists of representatives from all instructional support groups. The team meets monthly, or on a more frequent basis as needed.		**Michelle Thigpen**	**06/29/2021**
Actions			**1 of 4 (25%)**		
	10/3/19	SIP Bylaws will be updated and reflected upon each year during the first leadership meeting.	Complete 09/03/2019	Christopher Sciandra	10/01/2019
	Notes:				
	10/3/19	Leadership team members will be voted on every two years according to the bylaws. If a staff member leaves during their two year term, a replacement team member will be voted in and fulfill their term.		Christopher Sciandra	06/29/2020
	Notes:				
	10/3/19	Administrators and teachers will meet weekly during PLCs to review student assessments, analyze data, discuss misconceptions and share strategies for enrichment/interventions.		Alison Snyder	06/29/2020
	Notes:				
	8/25/17	The school will hold yearly elections to determine grade level chairs from each constituent group.		Christopher Sciandra	06/29/2020
	Notes:				
Implementation:			06/07/2018		
Evidence		6/7/2018 SBLT agendas and minutes.			
Experience		6/7/2018 6/7/2018The school leadership team meets monthly to address instructional interests, issues, questions and staff concerns and provide input in decision-making.			
Sustainability		6/7/2018 Continue monthly meetings			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY **B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Grade level teams have been created to allow for teachers to meet as an entire grade level to plan for instruction and handle anything that pertains to the entire team. In addition, planning teams have been created to allow teachers to plan lessons related to their specific content. Staff members also serve on various other teams, such as leadership and other committees in order to assist in the planning and development of various school-wide activities.	Limited Development 09/19/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All grade level teams contribute to the school's purposeful community and common goals through the effective execution of collaborative planning for instruction; discussion of instructional and curricular issues; analysis of assessment data; and distribution of duties and responsibilities. All teachers engage in collaborative roles with other teachers to promote the educational success of diverse learners. Staff members continue to serve on various other teams, such as leadership, equity, and other committees in order to assist in the planning and development of various school-wide activities.		**Christopher Sciandra**	**06/29/2021**
Actions		**12 of 17 (71%)**		
10/3/17	Identify available FBA/BIP district training that the school's IST and 504 coordinator will attend to enhance and support school practices.	Complete 11/06/2017	Christopher Sciandra	11/30/2017
Notes:				
10/3/17	The administrative and equity teams will collaborate with grade level teams and teachers in disaggregating discipline data; monitoring disciplinary referrals; and establishing collective responsibility for decreasing disproportionality of discipline referrals for African American males (from 25% to 18%) as well as reducing by 10% the number of OSS (from 14 to 12) for the school year as reported in PowerSchool.	Complete 01/22/2018	Christopher Sciandra	01/26/2018
Notes:				
10/3/17	EC teachers will incorporate science content as they work on literacy IEP goals with students to support science learning and achievement.	Complete 06/07/2018	Megan Bailey (EC)	06/22/2018
Notes:				
9/18/17	The leadership team and grade level teams have goals to achieve each year.	Complete 06/07/2018	Dr. Sandra Culmer	06/22/2018

	Notes:				
9/18/17	Teachers will be allotted 40 minutes of collaborative planning time each day.	Complete 06/07/2018	Christopher Sciandra	06/22/2018
	Notes:				
8/25/17	All teachers will meet weekly for grade level planning and PLCs. Minutes will be documented and placed on Canvas.	Complete 06/07/2018	Tammy Lewis	06/29/2018
	Notes:				
9/29/17	Third-fifth grade level PLC's will review and reflect on ARC training and coaching experiences and collaboratively plan and make adjustments to ELA instructional and assessment strategies on the basis of program implementation, data analysis and student progress.	Complete 06/07/2018	Malanie Cronin	06/29/2018
	Notes:				
9/29/17	Kindergarten-first grade level PLC's will review and reflect on Core Knowledge Language Arts (CKLA) training and coaching experiences and collaboratively plan and make adjustments to ELA instructional and assessment strategies on the basis of program implementation, data analysis and student progress. Second grade PLC's will review and reflect on common core standards for language arts instruction implementation and make adjustments to ELA instructional and assessment strategies on the basis of program implementation, data analysis and student progress.	Complete 06/07/2018	Malanie Cronin	06/29/2018
	Notes:				
9/29/17	Teachers in grade level PLC's will analyze data (interim and common assessments), identify data trends and gaps, and identify and share a variety of instructional strategies to differentiate content across the curriculum based on student needs and standards to help close achievement gaps.	Complete 06/07/2018	Dr. Sandra Culmer	06/29/2018
	Notes:				
10/3/17	Teachers of exceptional students collaborate with aligned grade level teachers to identify delivery of instructional resources and services and differentiate lessons using parallel learning experiences aligned with the grade level curriculum to meet individual student needs and address learning standards.	Complete 06/07/2018	Malanie Cronin	06/29/2018
	Notes:				

Date	Description	Status	Responsible	Due Date
10/3/17	The administrative team in collaboration with exceptional needs teachers, regularly review IEP data and interventions to track/monitor student progress/ skill levels and identify additional interventions/resources that may be required to promote growth and advance achievement. Administrative team members also attend IST meetings to confer with team members to review, identify and monitor interventions for struggling students.	Complete 06/07/2018	Dr. Sandra Culmer	06/22/2019
Notes:				
9/29/17	The curriculum facilitator will provide training, support and assistance in grade level PLC's to increase teachers' ability to analyze data and use those data to track and monitor student progress, identify and prioritize student needs, guide and design corrective instructional strategies and address learning gaps. She will provide guidance and support in using the school's Tier II/PEP form to document learning intervention assignments for struggling students.	Complete 06/07/2018	Malanie Cronin	06/22/2019
Notes:				
10/3/19	Grade level teams meet once a week with the school administration team and curriculum facilitator for data PLC's for 45 minutes. During this time we review the math and ELA data protocols from the week before. The team collaborates to develop and share next steps for intervention and enrichment on the specific academic standards. Each member brings strategies and activities that can be shared with all.		Alison Snyder	06/29/2020
Notes:				
10/3/19	Teachers receive a designated time for weekly math and reading PLC's (45 minutes). During this time teams complete their instructional planning for the next week. Each teacher has a designated duty for their grade level planning.		Julie Kubrick	06/29/2020
Notes:				
10/3/19	Teachers meet twice a month for staff development. This time is set aside for grade level and/or vertical team planning opportunities.		Julie Kubrick	06/29/2020
Notes:				
10/3/19	Once a month, teachers meet after school to participate in their committee meetings. Each teacher has a specific duty within the committee team.		Christopher Sciandra	06/29/2020
Notes:				

10/3/19	Teachers meet weekly to reflect upon their common assessment data. A common assessment is given in reading and math once a week. The data is uploaded to Performance Matters where teachers can analyze student strengths and misconceptions. Teachers identify which students showed limited, basic or advanced levels on the assessments. Conversations are had with all support staff who engage with each child. This can be EC, AG, Speech, and ESL teachers. Teachers determine when they will perform the intervention and progress monitor those who have a limited understanding.		Alison Snyder	06/29/2020
Notes:				
Implementation:		06/07/2018		
Evidence	6/7/2018 PLC minutes; lesson plans on Canvas			
Experience	6/7/2018 Grade level PLC's meet weekly for collaborative team planning, analysis of data, and shared resources, strategies and interventions. Lesson plans are shared on Canvas. The CF has provided training and support in the analysis of data.			
Sustainability	6/7/2018 Continue team/collaborative planning			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Monitoring instruction in school			
KEY **B3.03**	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal and administrative team complete walkthroughs and attend grade level PLC's providing observational data and feedback to grade level teams and teachers.	Limited Development 09/19/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The school administration will develop a walkthrough tool that aligns with the New Leaders leadership walk format presented during the Community of Practice training to tabulate school wide data that focuses on the following core areas: standards, learning targets, aspect of rigor (conceptual understanding, procedural skill and fluency, and application) student engagement,the Gradual Release Model, and classroom climate/culture. School administrators will perform daily walk-through visits in the classrooms using the walkthrough tool . School administrators will use the information gained during walk-through visits to provide feedback and make decisions/ adjustments regarding staff development, PLCs and PDPs.		**Kayleigh Connell**	**06/29/2021**
Actions		**3 of 10 (30%)**		
10/3/17	The administrative team will utilize the interim assessments and common assessments and ensure a quick turnaround of data to teachers and teams to collaboratively identify leading data trends and gaps in learning for all students and subgoups and use the data to guide decision making to address/reduce achievement gaps among students.	Complete 06/07/2018	Dr. Sandra Culmer	06/29/2018
	Notes:			
9/28/17	Each school administrator will maintain a walk-through log on completed walk-throughs. Teachers will be provided feedback via electronic and/or paper copy.	Complete 06/07/2018	Dr. Sandra Culmer	06/22/2019
	Notes:			
9/28/17	Develop a walkthrough tool that aligns with the New Leaders leadership walk format presented during the Community of Practice training to tabulate school wide data that focuses on the following core areas: standards, learning targets, aspect of rigor (conceptual understanding, procedural skill and fluency, and application) student engagement,the Gradual Release Model, and classroom climate/culture	Complete 09/17/2019	Christopher Sciandra	10/10/2019
	Notes:			

10/3/19	Each school administrator will maintain walkthrough documentation. Teachers will be provided feedback via email or paper copy.		Michelle Thigpen	12/31/2019
Notes:				
9/28/17	School administrators will perform daily walk-through visits in the classrooms using the walkthrough tool and provide observational trend data to staff during PLC's and PDP conferences.		Michelle Thigpen	06/29/2020
Notes:				
9/28/17	School administrators will use the information gained during walk-through visits for decision making and planning regarding staff development, PLCs and PDPs.		Michelle Thigpen	06/29/2020
Notes:				
10/3/17	The administrative team and curriculum facilitator will work collaboratively with grade level teams and teachers in PLC's to support staff ability to analyze and use interim, and weekly formative assessment data including CFAs, Istation, IRLA, and CKLA data to identify and prioritize student needs, design interventions and corrective instruction strategies, and address/reduce achievement gaps.		Alison Snyder	06/29/2020
Notes:				
10/3/19	Administration will perform daily walkthrough visits in order to provide individual feedback and coaching to teachers.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	Staff will participate in CKLA, ARC and Eureka coaching visits throughout the year in order to strengthen our collective efficacy.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	Administration and teachers will work together to reflect on both formal and informal assessments in order to identify individual student misconceptions and develop strategies to address student needs or corrective instruction.		Michelle Thigpen	06/29/2020
Notes:				
Implementation:		10/03/2019		
Evidence	6/7/2018 Walkthrough tool, benchmark data, learning targets and interventions.			
Experience	6/7/2018 Classroom walkthrough were conducted and observational data were shared with teachers during conferences and PLC's. Interim benchmark assessment data were shared and analyzed to identify areas for focus and improvement and guide instructional decision making.			

Sustainability	6/7/2018 Continue the identified strategies including walkthrough and observational data.				

Core Function:	Dimension C - Professional Capacity				
Effective Practice:	**Quality of professional development**				
KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Quarterly data discussions take place at the conclusion of an assessment window. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 09/19/2016		
How it will look when fully met:		Grade level PLC minutes will reflect weekly data discussions with teachers discussing data regularly, standards analysis, task analysis, planning instruction accordingly, and developing differentiated small groups to meet the needs of all learners enabling student learning to meet/exceed the school's target proficiency goals.		**Michelle Thigpen**	**06/29/2021**
Actions			**5 of 9 (56%)**		
	9/19/16	Create and discuss template for PLC format, minutes and data discussions.	Complete 09/05/2017	Michelle Thigpen	06/12/2019
	Notes:				
	9/13/18	Teachers will maintain a student data spreadsheet for ELA and Math that tracks the progress of individual standards that have not yet been mastered.	Complete 06/04/2019	Michelle Thigpen	06/12/2019
	Notes:				
	8/25/17	Administration and the instructional data team will desegregate data by subgroups and share at PLCs, monthly leadership meetings and staff development in order to make decisions about school improvement and professional development needs.	Complete 06/04/2019	Michelle Thigpen	06/12/2019
	Notes:	Weekly during PLCs Monthly during leadership meetings Monthly during staff development			

10/3/19	Create and implement a Data Protocol template for teachers to share and document how students did on individual standards taught that week.	Complete 09/09/2019	Alison Snyder	09/30/2019
Notes:				
10/3/19	Admin will create a K-2 Skills group template and share with K-2 teachers during PD in October. This template will allow teacher to specifically plan for their skills groups.	Complete 10/21/2019	Christopher Sciandra	10/31/2019
Notes:	The expectation is that teachers will have this posted in their room weekly so when walkthroughs occur, admin will be able to see who belongs in which group.			
9/19/16	Plan and implement vertical team discussions for standard analysis, task analysis and student growth.		Michelle Thigpen	06/12/2020
Notes:				
10/19/16	Conduct daily classroom walk-throughs, provide teachers with observational data, feedback and coaching. Continue to encourage reflection as an integral part of professional learning and growth.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	Admin will review walkthrough data to determine school-wide trends. This information will assist in developing PD.		Christopher Sciandra	06/29/2020
Notes:				
9/13/18	Teachers will provide skill specific interventions and bi-weekly progress monitoring of individual students that have not shown mastery on an individual skill/standard.		Michelle Thigpen	06/29/2020
Notes:				

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

Initial Assessment:	Administration uses the Applitrack system to recruit staff. Teachers are asked to participate in the interview process for replacing staff. Teachers are evaluated on NCEES based on their career status. Staff are nominated by their peers for teacher of the year, and publicly recognized for their accomplishment. Staff members are able to provide positive feedback to others through the use of the Southwest Twitter board. 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.	Limited Development 09/19/2016		

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The principal and administrative team will implement the teacher evaluation program and monitor and reward teacher effectiveness/student progress data. The administrative team will monitor teacher effectiveness and student progress with weekly CFA's and interim assessments. Teachers are evaluated on NCEES based on their career status. Staff are nominated by their peers for teacher of the year and are publicly recognized for their accomplishments. The administrative team will recruit and replace staff by including all stakeholders in the hiring process. This process includes participating in GCS career fairs and working with Human Resources.				**Michelle Thigpen**	**06/29/2021**
Actions				**2 of 6 (33%)**		
	8/27/17	Principal and administrative team will implement the teacher evaluation program and monitor teacher effectiveness/student progress data.		Complete 05/25/2018	Sandra Culmer	06/28/2018
	Notes:					
	10/3/19	Administrators will schedule and divide up observation/evaluations evenly so each teacher is given feedback from multiple administrators.		Complete 09/04/2019	Michelle Thigpen	09/30/2019
	Notes:					
	10/3/19	Principal and administrative team will reward for weekly goals being met. These rewards are supported by local businesses such as, Chick-fil-a, Feeney's, and Texas Roadhouse. The administrative team partners with local churches in recognition of our dedicated staff			Michelle Thigpen	06/29/2020
	Notes:					
	10/3/19	Principal and administrative team will attend two GCS career fairs per year. They will work with human resources in identifying individuals who fit the instructional needs and climate of our school.			Michelle Thigpen	06/29/2020
	Notes:					
	10/3/19	The administrative team will go around monthly with our "Woot Woot Wagon" filled with goodies to distribute them for the staff.			Christopher Sciandra	06/29/2020
	Notes:					
	10/3/19	Teachers/staff will participate in conducting interviews for new staff. Feedback will be used to help determine a new hire.			Michelle Thigpen	06/29/2020
	Notes:					

Implementation:		05/16/2018		
Evidence	5/16/2018 All teacher end of the year PDP and summative evaluations are in the process of completion and will be completed by the due date.			
Experience	5/16/2018 The evaluation process provides support for the school-level vision of quality instruction and teaching performance expectations.			
Sustainability	5/16/2018 Continue monitoring teacher and student performance based on performance and student assessment data.			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school communicates with parents weekly. Teachers communicate with parents through weekly newsletters. Administration communicates with parents through the weekly Principals message. Teachers conference with parents during the first and third quarter, as well as on an as needed basis. Parents are able to sign up for the Parent Portal in order to stay current on their child's academic progress. Interim reports are sent home half way through each quarter to keep parents abreast of their child's academic progress. Curriculum nights are held during the month of September for each grade level so that parents are knowledgeable on the specifics related to each grade. In addition, parents are asked to sign their child's planner in order to ensure that parents and teachers are regularly communicating.	Limited Development 09/19/2016		
How it will look when fully met:	There will be strong home-school partnerships with diverse families highly visible in school activities. The school will differentiate the approach for family involvement based on the strengths and needs of families including referring families to community/social service agencies; providing parent meetings and conferences; sharing information through newsletters, email and calls. The school will continue to communicate with parents weekly. Teachers communicate with parents through weekly newsletters. Teachers confer with parents during the first and third quarter, as well as on an as needed basis. Parents are able to sign up for the Parent Portal in order to stay current on their child's academic progress. Interim reports are sent home half way through each quarter to keep parents abreast of their child's academic progress. Curriculum nights are held during the month of September for each grade level so that parents are knowledgeable on the specifics related to each grade. In addition, parents are asked to sign their child's planner in order to ensure that parents and teachers are regularly communicating.		**Michelle Thigpen**	**06/29/2021**
Actions		**2 of 9 (22%)**		
8/25/17	Each grade level will hold a curriculum night during the first quarter of the school year.	Complete 09/18/2017	Liz Mitchell 3rd	09/30/2018
Notes:				

Date	Action	Status	Owner	Due Date
10/3/19	Each grade level will hold a curriculum night to discuss with parents the curriculum and expectations for the year.	Complete 10/01/2019	Lynda Reich	10/31/2019
Notes:				
8/25/17	Teachers will implement weekly newsletters with an academic focus including standards being taught, upcoming assessments and project due dates and upcoming important dates.		Christopher Sciandra	12/31/2019
Notes:				
10/3/19	Parent Involvement Night - This will take place in the 2nd quarter where parents engage in a typical student school day focused on at least 2 core subjects in a variety of station/center based activities in the classroom where students lead and teachers facilitate.		Lynda Reich	03/02/2020
Notes:				
10/3/19	Parents will participate in portfolio night in which they will attend their grade level conference. At this time, students will share academic progress with their parents.		Sabrina Winstead	05/30/2020
Notes: Each grade level will hold their own conference night.				
9/13/18	School administration will maintain social media sites to inform parents of important dates and information. (Facebook, Instagram, Twitter and GCS App)		Michelle Thigpen	06/29/2020
Notes:				
9/13/18	School administration will send weekly messages via the Connect Ed messaging system to parents.		Michelle Thigpen	06/29/2020
Notes:				
10/3/19	Staff/teachers to find ways to utilize parent volunteers in small group settings. Parents will assist students academically.		Sabrina Winstead	06/29/2020
Notes:				
10/3/19	Staff will communicate with parents and use home support tools/programs to assist students in their learning. Programs like Education Galaxy or RazKids. This will help create an extra credit opportunity each month for students.		Lynda Reich	06/29/2020
Notes: 3-5 = extra credit on assignments k-2 = extra credit in the form of Dojo points				