

Comprehensive Progress Report

Mission: We believe that every child is entitled to a high- quality education that is built upon a strong and collaborative partnership among the family, school and community. We are dedicated to fostering an inclusive and supportive environment where every student can thrive academically, socially and emotionally.

Vision: Every student. Every day. Every Opportunity

Goals:

By the end of the 2024-2025 school year, Sumner Elementary will increase the 2023-2024 Reading Proficiency by at least 3 percentage points, from 36.6% to 39.9%

By the end of the 2024-2025 school year, Sumner Elementary will decrease the 2023-2024 number of lost instructional days due to in-school suspensions and Out-of School Suspensions by 10%, from 23 day to 21 days.

By the end of the 2024-2025 school year, Sumner Elementary will increase the 2023-2024 Math Proficiency by at least 3 percentage points, from 48.1% to 51.1 %.

By the end of 2024-2025 school year, Sumner Elementary will decrease the 2023-24 percentage of students who were chronically absent by 5percentage points, from 31.5% to 26.5%.

By the end of 2024-2025, increase 2023-2024 5th grade science proficiency by at least 3 percentage points, from 60% to 63%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have used some professional development opportunities to address effective practices in instruction and with behavior modification.	Limited Development 09/11/2020		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Teachers will be able to identify student needs, knowing they are fully supported in their professional judgement by the principal. The instructional leadership team will provide ongoing professional development on best practices for teachers and staff. The principal will communicate weekly with staff through the use of newsletters, professional development, plc meetings, etc.		Tiffany Hinton	06/10/2025
Actions			8 of 11 (73%)		
9/11/20	A remote learning schedule will be provided to all teachers to assure the synchronous and asynchronous learning times align with district expectations	Complete 09/10/2020	Kimberly Jones-Goods	09/09/2020	
<i>Notes:</i>					
9/11/20	A support meeting will be held by administration to create a time to discuss supporting specialists/ AG/EC during remote learning.	Complete 09/10/2020	Kimberly Jones-Goods	09/10/2020	
<i>Notes:</i>					
9/11/20	A Canvas checklist will be created to assure that all Canvas pages align with district protocols as well as Sumner expectations	Complete 09/11/2020	Lisa Trigg	09/11/2020	
<i>Notes:</i>					
9/11/20	ILT members will view live instruction remotely and provide feedback to teachers	Complete 10/02/2020	Sandra Perez	10/20/2020	
<i>Notes:</i>					
9/11/20	Administration will participate periodically in PLC meetings with coaches to monitor data.	Complete 06/02/2021	Kimberly Jones-Goods	06/20/2021	
<i>Notes:</i>					

9/9/22	A professional development calendar of district provided trainings will be sent monthly to all staff that focus on the needs as presented in the teacher working conditions survey and for new teachers.	Complete 12/15/2022	Laurie Ijames	12/15/2022
<i>Notes:</i>				
9/9/22	Professional Development will be provided on Educator's Handbook.	Complete 12/15/2022	Stephen Cox/Shelena Chavis	12/15/2022
<i>Notes:</i>				
9/9/22	The principal will send newsletters weekly to staff.	Complete 06/09/2023	Tiffany Hinton	06/09/2023
<i>Notes:</i> Title 1 funds will be use to purchase membership subscriptions to aid in teacher success in the classroom. The principal will incorporate subscriptions into weekly newsletters.				
9/9/22	Regular PLCs will be held with the CF and will be attended periodically by administration.		Laurie Ijames	06/09/2025
<i>Notes:</i>				
10/14/24	Teachers will provide professional development to other teachers inclusive of SEL practice, as well as Supplemental and IPS protocols. Title I funds will be used to compensate staff members.		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
9/9/22	Teacher Leaders/PBIS Committee Members will provide quarterly/monthly celebrations for students based on positive behavior.		Bryan McLean	06/09/2026
<i>Notes:</i>				
Implementation:		09/15/2021		
Evidence	9/15/2021			
Experience	9/15/2021			
Sustainability	9/15/2021			

	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 working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 10/06/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The LEA will have an organized effective school improvement 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.		Tiffany Hinton	06/09/2026
Actions			9 of 10 (90%)		
	10/25/19	The ILT will use information from planning, grade level meetings, and PLCs to drive walkthroughs and direction	Complete 05/01/2020	Kimberly Jones-Goods	05/14/2020
	<i>Notes:</i>				
	6/19/21	Teacher leaders will be provided an initial professional development on Data Wise in order to better their understanding of expectations for continuous improvement throughout the year.	Complete 05/11/2021	Kimberly Jones-Goods	05/11/2021
	<i>Notes:</i>	Implementing the Data Wise Improvement Process PD May 2021			
	2/8/21	Staff will participate in data meetings that review their NWEA data, plan of action, and intervention plans	Complete 06/01/2021	Lisa Trigg	05/31/2021
	<i>Notes:</i>				
	6/19/21	Teachers will complete exemplary walks designed to promote an understanding of other grade requirements and to breed collective efficacy	Complete 04/22/2021	Ashley Witten	06/01/2021
	<i>Notes:</i>	Exemplary Walks completed April 20-22			
	6/11/20	Professional development will be held quarterly with a specific MTSS initiative	Complete 06/01/2021	Lisa Trigg	06/20/2021
	<i>Notes:</i>				
	8/30/17	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 11/19/2021	Kimberly Jones-Goods	12/21/2021
	<i>Notes:</i>				

6/19/21	Teacher leaders will provide CHAMPS training to new teachers	Complete 06/03/2022	Tanesha Anthony	06/01/2022
	<i>Notes:</i> First meeting held 9/7/21 Monthly meetings will be held for all new teachers beginning 2020-21 school year to present.			
9/9/22	Teachers will discuss assess, create, and monitor SIP indicators in PLCs.	Complete 09/14/2022	Laurie Ijames	10/01/2022
	<i>Notes:</i>			
9/9/22	The SIP Team will vote for a chair, vice chair, and secretary, following the rules of order in meetings.	Complete 09/06/2022	Tiffany Hinton/Shelena Chavis	10/01/2022
	<i>Notes:</i>			
9/16/21	SIP team will include various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to increase student achievement.		Tiffany Hinton	06/02/2025
	<i>Notes:</i> School Improvement Team created each year through ballot vote.			
Implementation:		09/13/2021		
Evidence	9/13/2021 Grade level chairs facilitated a work session with team on SMART goals and writing PDPs during grade level planning. Staff were also provided by administration, sample PDP Smart Goals across the content areas. The Reading Specialist and Curriculum Facilitator also held office hours.			
Experience	9/13/2021 PDP development-providing staff with varying opportunities to increase data literacy, engaging with staff in weekly data meetings, providing professional development on SMART goals and data usage, staff participation in a grade level/content specific reflection process, professional development provided on data sage, staff members engaged in the observation feedback cycle, teachers created professional learning targets that provided small chunks to reach PDP goals.			
Sustainability	9/13/2021 Yearly PDP work sessions will be necessary.			

	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 meet twice per month on a regular basis. Additional meetings are held as needed, for example 2 or more times per month and over the summer. -Various staff members from the school that represents, each grade level, specialist, administration, paraprofessionals and parents.		Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		-The School Improvement Team will meet regularly.-A member of the team (other than administration) will facilitate meetings. -Department representatives will communicate with their teams and bring any concerns/ issues back to the leadership team -The leadership team will communicate with staff members during our monthly staff meetings to keep everyone abreast of the progress of the leadership team. The ILT team will meet regularly			Tiffany Hinton	06/10/2026
Actions				5 of 7 (71%)		
	8/25/17	The leadership team will consist of the principal, reading specialist, AG teacher, and CF		Complete 09/12/2019	Kimberly Jones-Goods	09/12/2019
<i>Notes:</i>						
	8/25/17	School Improvement Team minutes of each meeting will be sent to all team members to approve and then sent to the staff.		Complete 09/10/2019	Lisa Trigg	10/10/2019
<i>Notes:</i>						
	8/25/17	The student improvement team will meet monthly (2nd Tuesday) and when needed to discuss the SIP, data, and anything related to Sumner		Complete 11/14/2019	Kimberly Jones-Goods	11/14/2019
<i>Notes:</i>						
	4/26/18	The Instructional Leadership Team will meet the first and third monday of the month		Complete 11/05/2019	Kimberly Jones-Goods	11/20/2019
<i>Notes:</i>						
	11/2/20	The ILT teams will provide professional development in the form of a Title I funded book study on the book White Folks that Teach in the Hood		Complete 03/02/2021	Lisa Trigg	03/31/2021
<i>Notes:</i>						
	9/9/22	The SIP members and the Chair, Vice Chair, and Secretary are voted on by staff members and Leadership Team yearly.			Tiffany Hinton	06/10/2025
<i>Notes:</i>						
	6/19/21	Teacher leaders and ILT will meet with the principal and assistant principal to collaborate thinking and create next steps based on needs noted from walk throughs, staff requests, etc.			Tiffany Hinton	06/10/2026

Notes: Teacher Leaders and ILT will begin a book study on Leveraging Leadership funded by Title I funds.

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:		The school structure is designed around grade levels, PLCs and committees. We have school wide committees that meet once per month, for example: parent involvement, and Sunshine (Hospitality).Teachers will attend weekly PLCs with administration. During this time grade levels will discuss curriculum and data. Teachers currently plan as a grade level during set times in the master schedule and have pre-determined meeting dates during the school day.	Limited Development 09/13/2016		
How it will look when fully met:		There will be multiple groups of people (staff, families, community) working together to specifically address instruction and instructional practices, whole school improvement and home-school connections. Staff members will serve on a committee and meet monthly to address the needs of that committee. Minutes for these meetings will be submitted to the Title I folder. Grade levels will also attend weekly PLCs for instructional planning time.		Shelena Chavis	06/09/2026
Actions			11 of 14 (79%)		
	9/10/19	Committees will meet once per month	Complete 10/22/2019	Laurie Newell	10/31/2019
		Notes: Committees will meet on the fourth Tuesday of every month.			
	9/10/19	Committee Meeting Minutes sent to Ms. Trigg after each meeting	Complete 10/25/2019	Lisa Trigg	11/11/2019
		Notes:			
	1/31/17	Committees will to meet once per month (4th Tuesday)	Complete 02/28/2020	Leigh Taylor	02/28/2020
		Notes: Committees meet each month.			
	1/31/17	After each committee meeting, the minutes will be submitted to Mrs. Trigg.	Complete 05/01/2020	Ashley Witten	05/15/2020
		Notes:			
	6/11/20	Teachers will complete a survey that indicates their desired committee	Complete 08/13/2020	Bridget Hrinko-Smith	08/17/2020
		Notes:			
	9/7/20	A new committee, culture and climate, will be established and facilitated by Ms. Chavis	Complete 11/02/2020	Lisa Trigg	11/06/2020
		Notes:			

6/19/21	Our school will partner with Guilford Parent Academy to provide trainings to support the school in bridging the gaps for student success by engaging parents and involving them in their children's education through virtual workshops.	Complete 03/23/2021	Velda Edwards	03/09/2021
<i>Notes:</i> Virtual Webinars for Sumner Elementary Families				
12/2/20	Social media will be used throughout the school year to highlight students, instructional strategies, and/or significant events occurring at the school.	Complete 06/01/2021	Ashley Witten	06/02/2021
<i>Notes:</i> School website, Facebook and Twitter pages				
9/14/21	The social worker, counselor and SEL committee will engage families in 8 Family SEL sessions, one time per month beginning September 2021.	Complete 05/31/2022	Velda Edwards	05/31/2022
<i>Notes:</i>				
8/25/17	Grade level teams will meet every week, three times per week, during their specials time for PLCs and math and reading planning. A discussion of curriculum and data will occur in order to increase student performance. Mondays is Math, Tuesdays is Reading, and Wednesday is Data PLC. A central location for planning/meetings has been determined. This is to ensure continuity across classrooms.	Complete 05/21/2024	Laurie Ijames	06/09/2024
<i>Notes:</i> Teacher assistants will also meet for PLCs. Specialists will meet for PLCs				
10/14/24	Teachers will be provided with a planning day in order to analyze data. The substitute for this day will be purchased with Title I funds.	Complete 05/01/2024	Laurie Ijames	06/25/2024
<i>Notes:</i>				
9/9/22	Committees will meet once per month to discuss student engagement, student behavior and incentives, parent engagement, and cultural engagement.		Laurie Ijames	06/09/2025
<i>Notes:</i>				
10/14/24	Instructional Technology position will be purchased with Title I funds in order to provide all classroom teachers with a dedicated planning each day for PLCs and team meetings.		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
3/8/23	There will be a teacher leader assigned to each grade level that will help monitor classroom performance, lead data analysis, lead in school wide functions, disseminate data/information to grade level, and conduct informal walkthroughs and feedback. They will meet monthly.		Caroline Crotts	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		Administration uses an instructional walk throughs tool from CKLA and Eureka to regularly observe instruction and provide detailed feedback for instructional improvement.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Expectations for team planning and instructional delivery will be communicated. The principal will monitor implementation, meet with teams, visit classrooms and reinforce good instructional practice. Walkthrough and other data from instructional observations will be used to specifically identify and target areas for growth. This will include having critical conversations and planning for professional development.		Tiffany Hinton	06/07/2027
Actions			6 of 9 (67%)		
	9/10/19	Walk through document created	Complete 09/10/2019	Kimberly Jones-Goods	09/10/2019
		<i>Notes:</i> A walk through document, aligned to Eureka, CKLA, and ARC will be created to create intentionality in classroom observations			
	1/31/17	A walk-thru schedule will be created and implemented by the principal and assistant principal. The walkthrough schedule will be adhered to on a weekly basis.	Complete 04/01/2020	Kimberly Jones-Goods	04/25/2020
		<i>Notes:</i>			
	1/31/17	Critical, immediate feedback will be given to each teacher observed via email, discussion, or note in mailbox.	Complete 04/01/2021	Kimberly Jones-Goods	04/25/2021
		<i>Notes:</i>			
	2/15/17	Administration will give resources and strategies to teachers when necessary as part of their critical feedback.	Complete 04/01/2021	Kimberly Jones-Goods	04/25/2021
		<i>Notes:</i>			
	2/8/21	Teachers will receive feedback after each coaching visit (Eureka, ARC, CKLA)	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
		<i>Notes:</i> Teachers will receive feedback from the coach as well as a member of ILT			
	6/19/21	Coaching feedback will begin to be aligned with the Get Better Faster model.	Complete 06/02/2022	Kimberly Jones-Goods	06/02/2022

	<i>Notes:</i> Teacher Leaders will be trained in this model so they are also able to give feedback in this manner.			
9/14/21	Instructional Leadership team will be trained in data analysis to help the administration review and present grade level data.		Tiffany Hinton/Shelena Chavis/Laurie Ijames	06/02/2025
	<i>Notes:</i> There are 5 new teacher leaders that will need to be trained in order to fully implement this.			
9/9/22	The Eureka Squared and CKLA Walkthrough tools will be shared and analyzed during PLCs.		Laurie Ijames	06/20/2025
	<i>Notes:</i>			
9/9/22	Teachers will receive differentiated PD on mandated workdays, based on their independent needs.		Tiffany Hinton/Shelena Chavis/Laurie Ijames	06/09/2026
	<i>Notes:</i>			
Implementation:				
Evidence				
	6/12/2017 *Walk through schedule.			
Experience				
	6/12/2017 Pursuing this objective enabled the administration to work more closely with teachers in providing support and various strategies. It gave administration a better look at each teacher's strengths and weaknesses, which will help for the upcoming school year when planning professional development.			
Sustainability				
	6/12/2017 Administration will continue to give timely, critical feedback after each formal/ informal observation.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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
<i>Initial Assessment:</i>		LEA: 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 08/02/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		All new staff members will be provided the needed training through professional development and support through coaching necessary to be successful in their area. New teachers will be comfortable with expressing their needs and concerns to administration.		Tiffany Hinton	10/30/2025
<i>Actions</i>			5 of 10 (50%)		
	10/3/19	New teachers will meet with administration and curriculum team to help develop skills	Complete 05/25/2021	Lisa Trigg	05/25/2021

	<i>Notes:</i> Beginning in January			
6/11/20	We will continue to use Guilford county policy and the Applitrack system to help us find candidates for staffing vacancies.	Complete 10/18/2021	Bridget Hrinko-Smith	11/30/2021
	<i>Notes:</i> All vacant positions filled. Applitrak is utilized for any vacant position. We will continue to partner with local Universities and Recruiting to find highly effective teachers.			
3/8/23	Mentors will be required to attend the Mentor Institute.	Complete 12/20/2023	Tiffany Hinton	12/20/2023
	<i>Notes:</i>			
9/9/22	The Hospitality Committee will hold quarterly staff appreciation events.	Complete 05/21/2024	Carmyn Glynn/Angela Holt	06/09/2024
	<i>Notes:</i>			
3/8/23	Administration will attend district job fairs with other school team members to recruit new staff to the school.	Complete 05/21/2024	Tiffany Hinton/Shelena Chavis	06/20/2024
	<i>Notes:</i>			
10/3/19	Teacher/ staff successes and accomplishments are noted in the weekly newsletter		Tiffany Hinton	12/31/2024
	<i>Notes:</i>			
9/10/19	All new to Sumner teachers will be given a mentor, or buddy teacher, to help the transition to Sumner. Mentors will meet with new teachers according to district guidelines.		Tiffany Hinton	12/31/2024
	<i>Notes:</i> Teachers that are new to Sumner will be given a mentor or buddy teachers. Mentors, and mentees, will meet the required amount of times monthly. Teachers that are new to Sumner will meet on an as needed basis			
3/8/23	New teachers will be provided with and asked to attend empower hours, provided by the district monthly (pre recorded sessions).		Janet Holland (Spencer)	06/09/2025
	<i>Notes:</i>			
6/11/20	New teachers will meet with mentors in a BOY onboarding meeting. Mentors will review the end goals as well as the timeline for topics. New staff will be provided will policies/guidelines specific to the school.		Janet Holland (Spencer)	09/20/2025

<i>Notes:</i>				
10/14/24	Membership dues and fees for professional organizations and professional development will be paid for through Title I funds. Articles from the professional organizations will be used to provide professional development to the Leadership team and classroom teachers.		Tiffany Hinton	06/25/2026
<i>Notes:</i>				
Implementation:		09/09/2022		
Evidence	10/26/2021 Communication with HR Recruiting			
Experience	10/26/2021			
Sustainability	10/26/2021 We will continue to reach out to HR Recruiting and local universities to support hiring of highly effective teachers.			

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers informally with each other. Members of the Instructional Leadership Team share with staff monthly best practices.	Limited Development 09/10/2019		
How it will look when fully met:		Teacher will share best practice each month at the staff meeting. The principal will highlight best practices. Teachers will participate in peer observations of exemplar teachers.		Shelena Chavis	06/05/2025
Actions			6 of 8 (75%)		
10/25/19		Teachers use a planning guide to help identify grade level trends and specific teacher strengths	Complete 10/08/2019	Classroom teachers	11/12/2019
<i>Notes:</i>					
10/25/19		Teacher leaders will be selected and will help complete school based initiatives	Complete 01/02/2020	Lisa Trigg	01/20/2020
<i>Notes:</i>					
9/10/19		Create a pineapple classroom opportunity	Complete 04/30/2021	Lisa Trigg	05/15/2021

	<i>Notes:</i> Teachers will be able to show case their strengths through the use of a pineapple visit sheet created by Dr. Jones-Goods			
11/25/19	Teacher leaders and/or other staff will share strategies and suggestions that data indicates as effective during staff meetings.	Complete 05/12/2021	Lisa Trigg	05/15/2021
	<i>Notes:</i> Both data and walkthroughs will be used to help identify staff members that are doing things in their classroom that would benefit the school as a whole.			
4/30/21	Teachers will provide information to staff during "Teachers Teach Tuesdays" events. Topics will be based on teacher interest and need	Complete 06/21/2022	Bianca White-Jeffries	06/21/2022
	<i>Notes:</i>			
9/9/22	Principal shares staff shout outs in the weekly staff newsletter of observed best practices.	Complete 03/31/2023	Tiffany Hinton	03/31/2023
	<i>Notes:</i> Teachers have not been sending staff shout outs. Mrs. Hinton will be more vigilant in requesting shout outs from staff.			
9/9/22	Staff will receive differentiated PD on analyzing data, led by other staff members		Tiffany Hinton	06/09/2025
	<i>Notes:</i>			
9/9/22	Teachers will complete vertical learning walks and planning.		Tiffany Hinton	07/01/2025
	<i>Notes:</i>			

	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:		LEA: 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 are CKLA and Eureka walkthrough tools. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Sumner: We meet collectively as grade level teams to review data and to support specific needs within each grade level. The Sumner Staff is currently attending ongoing professional development that includes, but not limited to, CKLA and Eureka.		Limited Development 09/13/2016		
How it will look when fully met:		The Leadership team will analyze formal and informal data. This will include district assessments, as well as, classroom assessments to filter students/teachers strengths and weaknesses. We will then use that information to determine where our focus should be for improvement. Students will take ownership of their data by completing individual data analysis.			Shelena Chavis	06/09/2025
Actions				10 of 15 (67%)		
	10/25/19	The ILT team is using Data Wise to guide walk throughs as well as necessary adjustments and/or presented PD		Complete 01/13/2020	ILT team	01/20/2020
<i>Notes:</i>						
	9/11/20	A curriculum review will be provided to all teachers and support staff		Complete 09/09/2020	Lisa Trigg	09/09/2020
<i>Notes:</i>						
	9/11/20	A remote learning schedule will be provided to all teachers to assure the synchronous and asynchronous learning aligns with the district expectations		Complete 09/09/2020	Kimberly Jones-Goods	09/09/2020
<i>Notes:</i>						
	9/11/20	All staff will receive newsletter with "bite sized" PD specific to teaching strategically while teaching remotely.		Complete 09/30/2020	Lisa Trigg	10/20/2020
<i>Notes:</i>						
	9/11/20	Mentors meeting with new teachers will use one of their mentor meetings to review best practices		Complete 10/02/2020	Coralee Phillips	10/20/2020
<i>Notes:</i>						
	8/30/17	Data meetings will occur after beginning, middle, and end of year assessments are complete with administration. Support will be given to teachers on what their next steps should be.		Complete 06/01/2021	Caroline Crotts	06/07/2021

Notes: Grade levels will also work closely with our CF to analyze classroom formal and informal assessments to help determine the next steps for teachers and individual students.

Teachers will maintain data binders that will be brought to each PLC meeting, data meeting, and planning meeting to better help drive instruction

6/30/21	The LEA will maintain professional memberships, directly related to instruction and equity, purchased with Title I funds. The LEA will use information gained through the memberships to provide identified supports to the staff.	Complete 06/03/2022	Kimberly Jones-Goods	06/02/2022
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Notes:

7/19/22	Teachers will submit Data Analysis Protocols after weekly CFAs to the Curriculum Facilitator.	Complete 06/10/2022	Laurie Ijames	06/10/2022
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Notes:

9/9/22	Teachers will receive differentiated PD on Power BI, based on basic and advanced use/experience.	Complete 05/21/2024	Laurie Ijames	06/10/2024
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Notes:

3/8/23	Staff will participate in a data analysis/planning day in order to plan instruction based on students' needs.	Complete 05/21/2024	Laurie Ijames	06/10/2024
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Notes:

9/9/22	Students will complete individual data analysis after CFAs, Interims, NWEA, and DIBELS Benchmarks.		Classroom Teachers	06/09/2025
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Notes:

3/8/23	Staff will participate in school created professional development on small group instruction and interventions according to district prescribed curriculum/protocols in order to increase student performance.		Laurie Ijames	06/10/2025
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Notes:

9/14/21	The ILT will meet monthly to discuss specific professional development needs based on walkthrough documentation. The teacher leaders will provide professional development in noted areas.		Laurie Ijames	06/15/2025
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Notes:

10/14/24	Teachers will be provided with a planning day in order to analyze data. The substitute for this day will be purchased with Title I funds.		Tiffany Hinton	06/25/2025
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Notes:

3/8/23	Teachers will complete vertical planning in order to better differentiate for students performing below/above grade level and maintain an "end goal in mind" mentality.		Laurie Ijames	12/20/2025
<i>Notes:</i>				
C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers develop individual professional development plans based with three goals (2 school goals and 1 personal) on the results of their self assessment and instructional needs.	Limited Development 09/10/2019		
<i>How it will look when fully met:</i>	Individual professional development plans should be aligned with district and school goals for student achievement and teachers' classroom responsibilities, including curriculum, instruction, and student assessment.		Shelena Chavis	06/09/2026
Actions		10 of 12 (83%)		
10/3/19	A SMART goal document with examples will be provided so teachers can create timely, measureable goals	Complete 09/27/2019	Kimberly Jones-Goods	09/27/2019
<i>Notes:</i> The document will be provided via email				
10/3/19	Teachers will participate in a PLC related to writing SMART goals	Complete 10/31/2019	Lisa Trigg	10/31/2019
<i>Notes:</i>				
1/13/20	BT1 teachers will meet once a month to review educational topics as well as to collaborate and get support	Complete 01/30/2020	Lisa Trigg	02/02/2020
<i>Notes:</i>				
10/3/19	Mentors will review mentee goals for PDPs	Complete 05/01/2020	Lisa Trigg	05/01/2020
<i>Notes:</i>				
6/11/20	A BOY teacher meeting will be held to help teachers better understand how to write PDP goals	Complete 10/01/2020	Lisa Trigg	11/20/2020
<i>Notes:</i>				
12/2/20	An MOY meeting will be held to better help staff understand their PDP goals and how they relate to our school vision and strategic plan	Complete 02/01/2021	Bridget Hrinko-Smith	02/15/2021
<i>Notes:</i>				
1/15/21	An EOY staff meeting will be held to help staff identify areas of growth and areas in which they can continue to grow based on their PDP goals	Complete 06/04/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				

6/19/21	Teacher leaders will support new teachers by providing a PDP goal writing professional development	Complete 08/27/2021	Jennifer Hodgin	08/24/2021	
<i>Notes:</i>					
6/19/21	A BOY staff meeting will occur that will help teachers align their PDP with SIP goals	Complete 09/07/2021	Kimberly Jones-Goods	09/01/2021	
<i>Notes:</i>					
9/9/22	Teachers will be provided with a professional development calendar monthly of available PD from the district.	Complete 12/15/2022	Laurie Ijames	12/15/2022	
<i>Notes:</i>					
9/17/21	Teachers will find and participate in district and in house professional development that aligns with their professional development goals using Performance Matters.		Shelena Chavis	06/02/2025	
<i>Notes:</i>					
9/9/22	Teachers will participate in in house differentiated professional development based on individual needs on mandated workdays.		Janet Holland	06/09/2025	
<i>Notes:</i>					
	C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school provides time for collaboration on grade level teams twice per week and data meetings once every 4-6 weeks. Teachers are required to attend District PD on mandated district workdays.	Limited Development 06/10/2022		
<i>How it will look when fully met:</i>		Teachers will participate in PLCs and PLC data meetings weekly and every six weeks to evaluate student learning. Teachers will participate in district provided professional development on mandated workdays. Teachers will participate in LETRS training, as required by the State of North Carolina. Teachers will participate in professional development on optional workdays as needed, as indicated by the Teacher Working Conditions Survey. Teachers will be provided with a monthly professional development calendar about available trainings for the county.		Laurie Ijames	06/10/2026
<i>Actions</i>			3 of 6 (50%)		
7/19/22	Teachers will be provided with a professional development calendar monthly with available district professional development.	Complete 06/09/2023	Laurie Ijames	06/09/2023	
<i>Notes:</i>					

7/19/22	Teachers will participate in mandatory district PD on mandated workdays.	Complete 05/21/2024	Laurie Ijames	06/09/2024
<i>Notes:</i>				
6/10/22	Teachers will participate in weekly PLC meetings.	Complete 05/21/2024	Laurie Ijames	06/09/2024
<i>Notes:</i>				
6/10/22	Teachers will participate in MTSS data meetings.		Laurie Ijames	06/09/2025
<i>Notes:</i> Title 1 funds will be used to support Tier 2 and Tier 3 students in MTSS through programming				
6/10/22	Teachers will participate in LETRS training		Shelena Chavis	06/09/2026
<i>Notes:</i>				
7/19/22	Teachers will willingly participate in professional development on optional teacher workdays or on their own based on their needs, as indicated by the teacher working conditions survey.		Laurie Ijames	06/09/2026
<i>Notes:</i> Title 1 funds will be used to support teachers in professional development quarterly.				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, we use PLCs as an opportunity to not only review data, but to denote trends and patterns in instruction to increase student learning outcomes.	Limited Development 09/10/2019		
How it will look when fully met:		Teachers will bring data to PLC meetings and be able to use that data to hold strategic discussions about their students. Data will be utilized to create intervention and enrichment groups. Data will also be used to refer students to attendance team, IPS, Tier 2 Intervention, and SEL groups.		Caroline Crotts	06/12/2026
Actions			9 of 17 (53%)		
9/10/19	PLC data form		Complete 10/31/2019	Lisa Trigg	10/31/2019
<i>Notes:</i> A specified form has been created to drive PLC discussions.					
9/10/19	ILT team following Data Wise		Complete 06/01/2020	Kimberly Jones-Goods	06/03/2020

	<i>Notes:</i> The ILT team will be going through Data Wise as part of a continuous improvement process			
6/11/20	Teachers will review the data trackers for the students in their class to better anticipate learning gaps from virtual learning.	Complete 09/01/2020	Ashley Witten	09/05/2020
	<i>Notes:</i>			
9/7/20	Teachers will participate in grade level meetings aligned with school level PLCS	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
	<i>Notes:</i>			
6/19/21	Revisit New Leaders and coaching feeding as information for continued guidance with ILT goals and focus.	Complete 06/02/2022	Kimberly Jones-Goods	06/02/2022
	<i>Notes:</i> 10/26 Coaching feedback used to drive ILT goals and PD.			
9/9/22	Teachers are required to participate in monthly MTSS PLCs/coaching meetings to discuss Tier 2 and Tier 3 students and their performance	Complete 12/15/2022	Christina Wescott/Salma Baig	12/15/2022
	<i>Notes:</i> Title 1 funds will be used to purchase .5 position of Spanish interpreter. The Interpreter meets with students daily based on MTSS Tier 2.			
10/20/22	Attendance awards presented at an awards day each quarter.	Complete 12/16/2022	Velda Edwards and Classroom Teachers	12/16/2022
	<i>Notes:</i>			
9/9/22	IPS Case Managers and Staff will receive training about the process and cycle of IPS.	Complete 03/08/2023	Salma Baig	03/31/2023
	<i>Notes:</i> Training has occurred once this year for IPS Case Managers, but staff training for IPS has not occurred yet.			
10/20/22	Social worker will send follow-up 3, 6, and 10 day attendance letters home.	Complete 05/21/2024	Velda Edwards	06/10/2024
	<i>Notes:</i>			
9/9/22	Teachers are required to submit and review paperwork on supplemental students at the end of the year and at the beginning of the year in order to ensure students are receiving Tier 2 instruction without gaps.		Laurie Ijames	06/09/2025
	<i>Notes:</i>			
10/20/22	Quarterly rewards for highest attendance per grade level.		Velda Edwards	06/20/2025
	<i>Notes:</i>			
10/20/22	Class shout outs announcing perfect attendance per class.		Velda Edwards	06/20/2025
	<i>Notes:</i>			

10/14/24	The Instructional Technology Assistant will be purchased using Title I funds. This position will include instructing students in 21st century learning skills, technology skills, and STEM enhancement.		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
10/14/24	Grade levels will be provided with Title I funds to assist in the payment of field trips, that will provide enriching activities out of the classroom, in alignment with NC standards.		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
10/14/24	Title I funds will be used to purchase computer software that enhances the district provided curriculum and in alignment with NC state standards (e.g. eSpark, IXL, etc.)		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
10/20/22	Attendance team will meet bi-weekly to discuss Tier 2 and Tier 3 students.		Velda Edwards	06/10/2026
<i>Notes:</i>				
10/20/22	Teachers are the first point of contact for absent students. Teachers will notify Social Worker after student has missed two consecutive days.		Velda Edwards	06/10/2026
<i>Notes:</i>				

	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:			<p>Our school implements the IPS Team process through MTSS for students with academic, attendance, and behavioral needs. Based on this process, students are given interventions in their area of need. If little to no progress is made, the team determines whether or not to send the student for further evaluation. Each grade level is represented on this team and the team works closely with our Exceptional Children's department.</p> <p>Classroom teachers are currently implementing Small Group Math and reading daily. Teacher directed lessons are differentiated and taught in small group settings. K-5 teachers use CKLA to teach literacy. Teachers provide interventions and progress monitor students weekly.</p>	Limited Development 09/13/2016		
How it will look when fully met:			<p>By 2024, 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). For students that are determined to be "in need of intervention" through and 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.</p>		Tiffany Hinton	06/07/2025
Actions				14 of 16 (88%)		
	9/10/19	Intervention handbook, and training, provided to teacher assistants		Complete 09/27/2019	Lisa Trigg	09/27/2019
<i>Notes:</i>			Teacher assistants will be provided with, and trained in how to use, an intervention handbook. Within the handbook are research based interventions			
	1/13/20	Teachers will receive a flow chart to assist them in moving their children through tiers as needed		Complete 01/14/2020	Lisa Trigg	01/14/2020
<i>Notes:</i>			will be provided via email			
	10/25/19	Teachers will use a tier sorting sheet to help identify grade level trends		Complete 01/14/2020	Grade level teachers	01/20/2020
<i>Notes:</i>						
	6/11/20	Teachers will complete all MTSS webinars provided by the district		Complete 06/01/2020	Lisa Trigg	06/01/2020

<i>Notes:</i>				
11/2/20	Teachers will use Title I funded Swivl cameras to upload lessons to Canvas so all students have home access to concepts that were presented in the classroom.	Complete 02/08/2021	Caroline Crotts	02/12/2021
<i>Notes:</i>				
11/2/20	Teachers will use Title I funded Learning A-Z to help differentiate materials and small group learning for students.	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
<i>Notes:</i>				
11/2/20	Teachers will participate in data based PLCs that require them to identify strengths, and weaknesses, of students. After doing so teachers will determine tiers of students as well as students that may need prework or follow up after a whole group lesson.	Complete 06/01/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				
8/30/17	An explicit staff development will be provided to all staff members on tiered instruction. This PD will give staff more knowledge on Multi-tiered System of Support (MTSS), what it looks like at the school level, and how to begin to fully implement this system.	Complete 06/01/2021	Bridget Hrinko-Smith	06/07/2021
<i>Notes:</i> The reading specialist will work closely with our CF (Lisa Trigg) and our school psychologist (Ms. Love).				
9/22/21	The LEA has assigned two high leverage tutors to support teaching and learning.	Complete 09/21/2021	Laurie Ijames	09/20/2021
<i>Notes:</i> The school was assigned two high leverage tutors in Math and ELA.				
6/19/21	Teachers will engage in exemplary walks specifically designed to showcase differentiation.	Complete 06/02/2022	Ashley Witten	06/02/2022
<i>Notes:</i>				
9/9/22	IPS Case Managers will receive training on how to coach and review student and teacher data for IPS.	Complete 12/15/2022	Christina Wescott	12/15/2022
<i>Notes:</i>				
9/9/22	Teachers will participate in vertical learning walks and planning to help in remediation and acceleration of students.	Complete 02/28/2023	Janet Holland/Ashley Witten	02/13/2023
<i>Notes:</i>				
3/8/23	Provide staff with Harmony Curriculum Powerpoints for Morning Meeting/SEL Time	Complete 01/31/2024	Christina Wescott	01/31/2024
<i>Notes:</i>				
3/8/23	Parent Information Session for SEL Day Parent/Family Activity	Complete 04/04/2024	Angela Holt	04/20/2024

<i>Notes:</i>				
9/9/22	Staff will receive training on IPS and the IPS/MTSS Cycle.		Salma Baig	05/31/2026
	<i>Notes:</i> IPS training has occurred once for case managers but not for the staff as a whole.			
6/19/21	Teacher will be provided opportunities for professional development on effective interventions and differentiated support for struggling students, along with topics such as, but not limited to: Academic Core, Behavior, etc.		Laurie Ijames	06/02/2026
	<i>Notes:</i> GCS MTSS Professional Development Title I funds may be used to support professional development resources.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	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>		Teachers plan both reading and Math each week. They use different teaching strategies including whole group, small group, one-on-one, and independent. Coaching visits are scheduled for CKLA and Eureka. Walk throughs, using district created document, are scheduled weekly and teachers receive feedback after each walk through	Limited Development 10/08/2019		
<i>How it will look when fully met:</i>		<p>1. Teachers will feel confident in the content they provide to students daily. They will be able to manipulate it to provide for their individual students while still maintaining its integrity and rigor. Teachers will be able to differentiate their instruction to best meet the needs of all their students. Teachers will be able to strategically create small groups within their classroom. Teachers will be using instructional time to present core content as well as provide time for interventions to help fill educational holes for struggling students. Teachers will be able to identify how their standards align vertically with other grade levels. Teachers will routinely analyze data to assure that the instruction they are providing is beneficial to all students within the classroom.</p> <p>After grouping students, teachers will work with tutors to provide supplemental instruction for those students in Tier 2.</p>		Laurie Ijames	07/01/2026
Actions			7 of 13 (54%)		
	10/9/19	Walk through document with 4 criteria created	Complete 09/30/2019	Kimberly Jones-Goods	09/30/2019
	<i>Notes:</i>				
	10/9/19	A grade level planning sheet will be created, modeled, and used by grade levels to help align all meetings with the MTSS model.	Complete 11/05/2019	Lisa Trigg	12/12/2019
	<i>Notes:</i> Notes on the form will need to be provided weekly for documentation				
	10/9/19	Teachers will participate with either a CKLA or ARC coach and with a Eureka coach throughout the year	Complete 12/01/2020	Kimberly Jones-Goods	12/05/2020
	<i>Notes:</i> Feedback provided by coaches will be implemented into PLCs, staff meetings, and walk throughs				

11/2/20	Teachers will use Title I funded Flocabulary to help increase the effectiveness of their lessons and to help increase student vocabulary	Complete 12/01/2020	Lisa Trigg	12/11/2020
<i>Notes:</i>				
11/2/20	Teachers will use Title I funded projectors/document cameras to help students in all areas of the socially distanced class see the work being modeled by the teacher.	Complete 06/01/2021	Kimberly Jones-Goods	06/01/2021
<i>Notes:</i> Additional projectors, document cameras and other technology will be purchased with Title I funds.				
2/3/22	5th grade teachers will participate in peer observations of highly effective teachers at schools within the district.	Complete 11/01/2022	Laurie Ijames	06/04/2023
<i>Notes:</i> 4th and 5th grade international teachers will observe a highly effective international teacher in the district from their home country.				
10/20/22	Tutors will be assigned and strategically placed with those students performing in the bottom 20th percentile.	Complete 12/01/2023	Laurie Ijames	12/16/2023
<i>Notes:</i> We have a meeting set for 1/11/2023 with tutors to re-evaluate the students, schedules, and teachers' needs.				
9/9/22	Teachers will complete Core Problem Solving Documents from MTSS in order to better address Covid learning loss and supplemental instruction.		Christina Wescott/Laurie Ijames	05/31/2025
<i>Notes:</i> Title 1 funds will also be used to purchase library books to help support small groups, independent work and computer based programs specifically for MTSS.				
10/20/22	Teachers plan with tutors for Tier 2 supplemental instruction.		Caroline Crotts	06/09/2025
<i>Notes:</i> Teachers are currently meeting sporadically with tutors. This will become more regular. Ms. Witten will be the back up for Ms. Crotts, as she goes out for maternity leave.				
10/25/23	Technology assistant will support 5th grade science by implementing science experiments and lessons for K-5.		Tiffany Hinton	06/30/2025
<i>Notes:</i>				
9/9/22	Teachers will participate in quarterly individual data meetings with leadership in order to analyze data from multiple sources (interims, NWEA, DIBELS, CFAs).		Tiffany Hinton/Shelena Chavis	06/08/2026

Notes: Title 1 funds will be used to purchase books to help guide teachers with analyzing data.

Title 1 funds will also be used to purchase library books to help support small groups, independent work and computer based programs.

9/9/22 Teachers will participate in vertical science planning and learning walks.

Janet Holland
(Spencer)

06/20/2026

Notes:

9/17/21 Teachers will engage in consistent peer observations of highly effective teachers.

Caroline Crotts

06/20/2026

Notes: Mentors and peer observers were assigned.

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:

Classrooms will have school-wide expectations posted with classroom rules. At out school, each morning, the principal reminds students that Sumner Seahawks SOAR (Show a positive attitude, Own it & take Responsibility, Always do their best and Strive to do what's right, Respect themselves & others). Our teachers us this motto along with the Matrix provided by the PBIS team to support classroom rules and behavior management. The administration holds "town meetings" with grade levels to go over what is expected at Sumner elementary and to provide a level of intervention at key times during the school year. Beginning teachers have mentors and peer observation is provided. The PBIS team has procedures and expectations for all school spaces.

Teachers were provided with yearlong CHAMPs training if they were new to the school, district, or classified as a beginning teacher. All teachers were required to implement the CHAMPs behavior system, in which each part must have been communicated to students for activities (Conversation, Help, Activity, Movement, and Participation). The school also implemented Liveschool. This allowed teachers to give positive points and negative demerits to students based on their behavior. It also allowed the school to see the ratio of positive interactions to negative interactions. Students would use their points at the school store or for other prizes. Students without negative demerits would be rewarded with monthly Liveschool celebrations.

Limited Development
08/24/2017

How it will look when fully met:	Teachers will solve behavior problems using the resources available to them. These include but are not limited to the guidance counselor, social worker, MTSS team and admin coaching support. Communicating with students in order to both understand their perspective and actively teach them expectations will continue to play a major part for success in this area. the PBIS and team will review discipline data and work to provide incentives for improving behavior outcomes. The team will ensure that student expectations are in place and school wide expectations are evident and clear.		Bryan McLean	05/10/2026
Actions		14 of 17 (82%)		
11/14/17	Complete grade level PBIS survey-November	Complete 12/12/2019	Grade level teachers	12/12/2019
	<i>Notes:</i>			
1/13/20	Staff will participate in a PD for PBIS that reviews the specifics of PBIS and how it relates to our school	Complete 01/07/2020	Lisa Trigg	01/14/2020
	<i>Notes:</i>			
12/13/17	Complete grade level PBIS survey-January/February	Complete 03/04/2020	Grade level teachers	03/10/2020
	<i>Notes:</i> We will discuss the results of the latest survey			
8/25/17	Staff members will pass out PBIS tickets daily to reinforce positive behavior.	Complete 05/15/2020	Sumner Staff	05/15/2020
	<i>Notes:</i> Staff members will have a goal of passing at 5 or more tickets each day.			
6/11/20	Teacher leaders and PBIS team will collaborate to create a PBIS professional development for all teachers.	Complete 12/01/2020	Bridget Hrinko-Smith	12/12/2020
	<i>Notes:</i>			
6/19/21	Teacher leaders will provide new teachers with CHAMPS training	Complete 09/07/2021	Tanesha Anthony	09/07/2021
	<i>Notes:</i> 1st Session Sept. 7, 2021			
9/16/21	All students have the opportunity to earn points in Live School by following our school matric and exemplifying our values as a National School of Character.	Complete 09/16/2021	Jenniffer Hodgin	09/13/2021
	<i>Notes:</i> Live School was purchased with Title I funds and allows point allocation school wide.			
2/3/22	In addition to intrinsic motivators, students will earn opportunities to participate in LiveSchool celebrations.	Complete 06/03/2022	Ashley Witten	06/04/2022
	<i>Notes:</i> These quartelry celebrations began in the 2021-2022 school year.			

3/8/23	School Wide Class Dojo Parties quarterly	Complete 12/20/2023	Shelena Chavis	12/20/2023
	<i>Notes:</i>			
3/8/23	Teachers will utilize Class Dojo as a means for communication with parents.	Complete 12/20/2023	Bryan McLean	12/20/2023
	<i>Notes:</i>			
9/9/22	Teachers will receive Class Dojo trainings in order to provide students with positive behavioral interventions	Complete 04/15/2024	Bryan McLean	04/15/2024
	<i>Notes:</i>			
8/25/17	Staff members will receive lesson plans to teach classroom and school wide procedures and expectations following PBIS.	Complete 05/21/2024	Bryan McLean	05/31/2024
	<i>Notes:</i> Teachers will teach/review lesson plans throughout the school year as needed and after an extended weekend or break.			
8/25/17	Staff members will teach PBIS lessons, model, and practice with students during the first two weeks of school.	Complete 05/21/2024	Bryan McLean	05/31/2024
	<i>Notes:</i> -The lessons will be retaught and reviewed as needed throughout the school year after extended weekends and breaks.			
3/8/23	Administrators will have access to Class Dojo and use it to regularly communicate with parents.	Complete 05/21/2024	Tiffany Hinton	06/15/2024
	<i>Notes:</i>			
3/8/23	Classroom observations will be conducted specifically on holding students accountable to individual classroom rules and teachers giving positive feedback.		Tiffany Hinton	12/20/2024
	<i>Notes:</i>			
2/3/22	Teachers will participate in MTSS/IPS professional development specifically designed to support behaviors within the classroom. Workshop will be facilitated by School Psychologist. The schools requires teachers to review, watch and read district provided MTSS webinars, powerpoints and articles.		Laurie Ijames/Salma Baig	06/01/2025
	<i>Notes:</i> Staff also received CHAMPS training once a meet with new staff members. These staff members are provided with resources, articles and must complete a task. Staff received CHAMPS training at boy on 8/16/21 Staff received MTSS training on 09/21/21.			
9/9/22	Teachers will receive Educator's Handbook training.		Shelena Chavis	06/09/2025
	<i>Notes:</i>			

	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:			<p>Teachers align instruction to the standards provided by NCDPI and our pacing adheres to district pacing guides. Teachers have common planning set aside for planning units and lessons. Common assessments are used but we need to work on the consistency of using them. We also need to continue investing time to work on vertical planning/continuity across grade levels as the Eureka and CKLA curriculum build upon prior learning each year.</p> <p>Each grade level continues to meet weekly with the Curriculum Facilitator to plan upcoming units by utilizing district pacing guides to identify their instructional planning for these units. Teachers also receive detailed feedback from the Curriculum Facilitator, ILT and Admin weekly about their lesson plans. Eureka and CKLA coach will provide observation feedback and instructional planning resources for teacher use.</p>	Limited Development 09/09/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Teachers will begin to streamline the curriculum based on the district pacing guides. Teachers will use the feedback given after submitting lesson plans and/or coaching to strengthen their teaching practices in order to have an accurate and deeper understanding of the standards. As a result, students will become more successful in all subject areas.		Laurie Ijames	06/12/2027
Actions				22 of 24 (92%)		
9/10/19	Intervention handbook provided			Complete 09/27/2019	Lisa Trigg	09/27/2019
<i>Notes:</i> Teachers will be provided with, and offered training on, a handbook with containing research based interventions						
9/26/18	Teacher assistants will use research based interventions during their push-in guided reading support with teachers in K and 1.			Complete 10/09/2019	Bridget Hrinko-Smith	10/09/2019
<i>Notes:</i> Students in grades K and 1 will be placed in skill groups based on their BOY Istation and CORE results. TA's will work with students on their lowest level of need using research based interventions daily.						

9/26/18	Progress monitoring fidelity checks will be conducted to ensure that teachers are progress monitoring all students in grades K-3 using Dibels.	Complete 12/13/2019	Bridget Hrinko-Smith	12/13/2019
	Notes: Tier 1=Weekly Tier 2 and 3=Every other week *Fidelity Reports will be printed.			
8/30/17	All K-5 teachers will implement the Flo-cabulary program with fidelity.	Complete 05/14/2020	Bridget Hrinko-Smith	05/14/2020
	Notes: The Vocabulary program will begin in October.			
9/4/18	Teachers in grades K-2 will receive visits from the CKLA district coach.	Complete 06/10/2020	Lisa Trigg	06/10/2020
	Notes:			
9/11/20	A distribution schedule will be set up for families to receive the curriculum materials necessary for learning	Complete 09/02/2020	Bridget Hrinko-Smith	09/02/2020
	Notes:			
9/11/20	A distribution schedule will be set up for families to receive a device	Complete 09/09/2020	Kimberly Jones-Goods	09/10/2020
	Notes:			
9/11/20	A waiting list will be created for families that are in need of a device	Complete 09/11/2020	Leigh Taylor	09/21/2020
	Notes:			
9/11/20	Families that have indicated they need a device, or have not accessed Canvas, will be contacted	Complete 10/02/2020	Velda Edwards	10/20/2020
	Notes:			
9/11/20	Packets will be created for families that have not access to technology	Complete 10/16/2020	Caroline Crotts	10/20/2020
	Notes:			
9/11/20	Mobile hotspots will be provided to families on an as needed basis	Complete 11/03/2020	Velda Edwards	11/20/2020
	Notes:			
10/20/16	Third, Fourth, and Fifth grade students will align state standards with the ARC research labs.	Complete 11/27/2020	Lisa Trigg	11/29/2020
	Notes: 3rd, 4th, and 5th grade students are using the state standards as they complete their ARC research labs.			
9/28/16	-Every Monday grade levels will meet with the CF to plan	Complete 02/11/2021	Lisa Trigg	02/24/2021
	Notes: Our Curriculum Facilitator met with grade level teams during their planning time to discuss ELA and Math for the upcoming week. Resources and teaching strategies were discussed to help teachers successfully plan for next week's lessons.			

9/27/17	3,4, and 5 teachers will have ARC coach visits to assist with the implementation of ARC	Complete 05/20/2021	3, 4,5 Teachers	05/30/2021
<i>Notes:</i> per the coaching schedule				
2/8/21	Staff will provide data based tutoring to students in grades 3-5	Complete 05/28/2021	Lisa Trigg	05/31/2021
<i>Notes:</i> After School until 3pm, Every Wed., March-May 26 Grades 3-5				
1/28/21	Teachers will participate in quarterly data meetings designed to triangulate all data and incorporates each whole child in their class	Complete 05/28/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				
9/27/17	Grade levels will provide hands-on vocabulary focused science lessons (K-5)	Complete 06/02/2021	Bridget Hrinko-Smith	06/08/2021
<i>Notes:</i> Title I money has been set aside in Instructional Funds to purchase a yearly Flocabulary subscription.				
9/16/21	A teacher team will be created to work on vertical planning and continuity across grade levels.	Complete 09/16/2021	Ashley Witten	09/06/2021
<i>Notes:</i> Vertical planning team has been created.				
9/9/22	Teachers will meet Monday to plan Math instruction and Tuesday to plan Reading instruction weekly.	Complete 12/15/2022	Laurie Ijames	12/15/2022
<i>Notes:</i>				
9/9/22	Teachers will participate in vertical planning and learning walks.	Complete 03/21/2023	Janet Holland/Ashley Witten	03/31/2023
<i>Notes:</i> Title 1 funds will be used to purchase programs to help support high leverage tutoring, MTSS and small groups. Examples of programs are as follows Flocabulary, Reading A-Z				
9/9/22	High leverage tutoring will be implemented in grades K-5	Complete 03/08/2023	Laurie Ijames/Caroline Crotts	05/01/2023
<i>Notes:</i> Title 1 funds will be used to purchase programs to help support high leverage tutoring, MTSS and small groups. Examples of programs are as follows Flocabulary, Reading A-Z				
3/8/23	Teachers will participate in a half day "data day" to analyze student data and conduct planning according to prescribed curriculums	Complete 06/20/2023	Laurie Ijames	06/20/2023
<i>Notes:</i>				
9/9/22	Teachers will participate and receive feedback from CKLA and Eureka coaches, and participate in afterschool Professional Development from these coaches.		Laurie Ijames	06/09/2025
<i>Notes:</i> We have 8 Eureka Visits this year and 5 CKLA visits.				

1/28/21	Teachers will hold data meetings and use NWEA and mClass data to drive instruction.		Laurie Ijames	06/01/2026
<i>Notes:</i> 10/26 ILT & SIT discussed NWEA & mClass data. Continue to hold data meetings for NWEA and mClass. Principal will hold data meetings with individual teachers				
Implementation:				
Evidence	1/22/2017 Lesson plans have been uploaded to show the kind of feedback that is being given by our Cf each week.			
Experience	1/22/2017 Pursuing this objective made the team think critically about lesson planning and it enabled the CF to really focus on what teachers needed to strengthen their teaching strategies.			
Sustainability	1/22/2017 Grade levels will continue to meet with the CF weekly. Critical, immediate feedback is also necessary in order to continue to meet this objective.			
A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers plan with the curriculum facilitator weekly to assure that standards are driving the classroom instruction	Limited Development 09/10/2019		
How it will look when fully met:	Teachers will be able to readily identify the standards that they are teaching and will be able to recognize what standards came before and which will follow. Teachers will participate in data conversations to drive instruction and support them being reflective in their practice.		Laurie Ijames	06/07/2026
Actions		4 of 7 (57%)		
10/25/19	Curriculum facilitator will create a coaching rotation plan that is based on learning targets associated with standards based data.	Complete 11/25/2019	Lisa Trigg	12/12/2019
<i>Notes:</i>				
9/10/19	PLC and grade level meetings	Complete 11/05/2019	Lisa Trigg	01/03/2020
<i>Notes:</i> Teachers will use data during PLC and will continue to work towards using the newly implemented form to include standard based discussions.				
9/10/19	Staff meetings used as PD	Complete 05/15/2020	Kimberly Jones-Goods	05/15/2020

		<p><i>Notes:</i> Teachers will participate in PD at staff meetings that directly correlates with using data to create rigorous, standards based, instruction. We will use SIP as a roadmap and each staff meeting PD topic will be notated on the agenda</p> <p>United Way is used as a community partner to help better diversify our PD</p>			
9/9/22	Teachers will plan Math on Mondays and Reading on Tuesdays/Wednesdays as grade levels, weekly.	Complete 06/09/2023	Laurie Ijames	06/09/2023	
<i>Notes:</i>					
9/9/22	Committees will meet monthly to plan and implement students engagement events, curriculum nights, parent engagement events, and cultural appreciation events.		Tiffany Hinton	05/31/2025	
<i>Notes:</i> Title 1 funds will be used for parent engagement for Fall Festival, Title 1 night and Spring Testing Night.					
9/9/22	Teachers will participate in quarterly data meetings with leadership to analyze data to ensure student mastery and standards are being met (NWEA, interims, DIBELS, CFAs).		Tiffany Hinton/Shelena Chavis	05/31/2025	
<i>Notes:</i>					
6/11/20	Through coaching and feedback, teachers will engage in consistent peer observations to support their practice.		Janet Holland	06/20/2025	
<i>Notes:</i> Comprehensive Teachers will have mentors and engage in peer observations.					
	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use PBIS models and other behavior strategies to help students understand the expectations of the school and classroom. Character education is infused into the daily school culture.	Limited Development 10/18/2019		
<i>How it will look when fully met:</i>		Through established norms, all students will understand the expectations throughout the buildings, in their classrooms, and in specials. Students will be able to participate in small groups, when given guidance, that allow them to use each others strengths and work collaboratively. The implementation of these strategies will support MTSS and character education.		Bryan McLean	06/07/2025
<i>Actions</i>			12 of 13 (92%)		
11/16/21	Establish a character committee to strengthen and support the school's character education initiative.	Complete 11/17/2021	Kimberly Jones-Goods	09/17/2019	

	<i>Notes:</i> 9/17: Principal has been in communication with NCDPI character education representative regarding requirements for recertification in 2021.			
10/18/19	Check-in/check-out will be used for students that need extra support	Complete 11/04/2019	wescott	01/25/2020
	<i>Notes:</i>			
10/18/19	Character expectations are posted in the hallways and in classrooms	Complete 01/22/2020	Velda Edwards	02/20/2020
	<i>Notes:</i>			
10/18/19	The Seven Norms of Collaboration will be used for every meeting that is held at Sumner	Complete 05/12/2020	Grade level teachers	05/22/2020
	<i>Notes:</i> Teachers will begin to apply some of these same principles to their classroom collaboration			
6/11/20	The PBIS team will create professional development for teachers regarding PBIS expectations	Complete 12/01/2020	Ashley Witten	12/12/2020
	<i>Notes:</i>			
6/11/20	The PBIS team will be a part of the BT meeting at the beginning of the year to better allow new teachers to understand PBIS. PBIS will be integrated into the mentor program curriculum for the year.	Complete 05/03/2021	Lisa Trigg	05/20/2021
	<i>Notes:</i>			
9/16/21	Provide staff training on Educators Handbook platform.	Complete 10/18/2021	Kimberly Jones-Goods	09/30/2021
	<i>Notes:</i> Completed during August 2021 BOY Staff Meeting, sustained with continuous training and reminders.			
11/16/21	Compile evidence for the 11 Principles of the Character Framework. The National School of Character recertification application will be completed and submitted for the school's 5 year recertification.	Complete 11/16/2021	Kimberly Jones-Goods	11/17/2021
	<i>Notes:</i> 11/16: Application and evidence for each 11 principle completed.			
6/19/21	Teacher leaders will provide CHAMPS training to new teachers	Complete 11/16/2021	Tanesha Anthony	06/02/2022
	<i>Notes:</i>			
11/16/21	Monthly character education celebrations will continue to support student character development.	Complete 11/16/2021	Bridget Hrinko-Smith	06/02/2022

Notes: Daily acknowledgement & Monthly character education celebrations for students
 8 monthly SEL sessions for parents
 Title I Night
 Curriculum Night
 Paint Night
 Eureka Math Homework Night
 EOG Night
 Literacy Night

9/9/22	The PBIS Committee will provide professional development on Class Dojo and PBIS policies/procedures to staff.	Complete 05/21/2024	Bryan McLean	06/09/2024
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Notes:

9/9/22	PBIS Lessons will be provided to staff and required to be used at the beginning of school and after long breaks.	Complete 05/21/2024	Bryan McLean	06/10/2024
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Notes:

9/17/21	Character development with be supported by guidance lessons supported by the CASEL Second Step or other aligned curriculum.		Janet Holland	06/02/2025
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Notes: Second Step curriculum or other aligned curriculum and any additional components will be purchased with Title I funds.

	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently teachers plan together as a grade level and come together to review the plans , and collaborate, with the curriculum facilitator. Teachers are provided with district pacing guides, scope and sequences, and day-by-day planners (for math).	Limited Development 10/18/2019		
<i>How it will look when fully met:</i>		Teachers will have a full understanding of how to correctly differentiate their lessons using influential data. Teachers will have a high level of data literacy and will be able to collaborate to use that knowledge to better address grade level concerns. Teachers will recognize areas within the curriculum that can be customized to add levels of interest and involvement. Using knowledge of learning styles, multiple intelligences, etc, teachers will create lessons that reach students at varying levels, needs, understanding. Using this data to plan and deliver effective instruction, Sumner will exit low performing status and close the achievement gap between African Americans and their peers.		Laurie Ijames	06/22/2025
Actions			18 of 24 (75%)		
10/18/19		Teachers will use a planning document to guide their thinking	Complete 11/05/2019	Lisa Trigg	01/25/2020
<i>Notes:</i>					
10/18/19		Teachers will plan together as a grade level using a document created to align data analysis and differentiation of instruction with the MTSS model	Complete 01/22/2020	Lisa Trigg	01/25/2020
<i>Notes:</i>					
10/25/19		Teachers will use a created tier sorting guide to help guide instruction as well as determine grade level trends	Complete 01/29/2020	Grade level teachers	01/31/2020
<i>Notes:</i>					
11/25/19		Teachers will use the ARC reading and writing engagement rubric to determine if students are motivated to read and write	Complete 02/21/2020	Laurie Newell	05/15/2020
<i>Notes:</i>		Teachers will use the rubric provided with the ARC program			
6/11/20		Teachers will receive professional development on differentiation	Complete 10/23/2020	Bridget Hrinko-Smith	10/20/2020
<i>Notes:</i>					

11/2/20	Teachers will use exit ticket sorting procedures to help guided their data discussions for Eureka learning.	Complete 12/01/2020	Lisa Trigg	12/11/2020
<i>Notes:</i>				
6/11/20	Differentiation will be a topic as part of the mentor program. Mentors will review differentiation with their mentees monthly	Complete 05/20/2021	Lisa Trigg	05/20/2021
<i>Notes:</i>				
11/2/20	All teachers will participate in coaching visits with the Eureka coach. Teachers will be observed and participate in PD based PLCs. Feedback will be provided within 48 hours to all teachers that were observed.	Complete 06/01/2021	Laurie Ijames	06/01/2021
<i>Notes:</i>				
11/2/20	4th and 5th grade teachers will use the ARC reading and writing engagement rubric to determine if students are motivated to read and write	Complete 06/01/2021	Coralee Phillips	06/01/2021
<i>Notes:</i>				
11/2/20	Teachers will utilize the Eureka curriculum. The Eureka coach will provide professional development so teachers are able to strategically trim parts of the lessons as necessary to meet remote teaching needs.	Complete 06/01/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				
11/2/20	Teachers will provide data from their curriculum based assessments in CKLA/ARC and Eureka. Teachers will examine the data during PLCs to indicate areas of weakness and areas of strength.	Complete 06/01/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				
11/2/20	4th and 5th grade teachers will work with the reading specialist to create logical, and measurable, power goals for their students.	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
<i>Notes:</i>				
11/2/20	K-3rd grade teachers will participate in coaching visits with the CKLA coach. Teachers will be observed and participate in PD based PLCs. Feedback will be provided within 48 hours to all teachers that were observed.	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
<i>Notes:</i>				
11/2/20	4th -5th grade teachers will participate in coaching visits with the ARC coach. Teachers will be observed and participate in PD based PLCs. Feedback will be provided within 48 hours to all teachers that were observed.	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
<i>Notes:</i>				
9/17/21	Teachers will meet weekly afterschool with the CF to plan instruction, based on grade level/content area.	Complete 06/02/2022	Laurie Ijames	06/02/2022

	<i>Notes:</i> Title I funds may be used to fund EEAs.			
9/9/22	Teachers will meet Mondays for Math and Tuesdays for Reading as a grade level.	Complete 12/15/2022	Laurie Ijames	12/15/2022
	<i>Notes:</i>			
10/20/22	Teachers will participate in 95% Intervention training in order to effectively deliver and monitor Tier 3 instruction and progress.	Complete 12/16/2022	Christina Wescott	12/16/2022
	<i>Notes:</i>			
10/20/22	Teachers in Grades 2-5 will utilize School Net for assessments to provide students with online practice for tests and EOG type question stems	Complete 03/08/2023	Laurie Ijames	03/31/2023
	<i>Notes:</i> School Net use is not regular yet for all grade levels in 2-5			
9/9/22	Teachers will meet with administration quarterly to discuss student data (NWEA, Interims, DIBELS, and CFAs) and classroom implementation of curriculum.		Tiffany Hinton	12/20/2024
	<i>Notes:</i> Data meetings will occur at the end of January			
9/9/22	Teachers will meet with other members of the MTSS team monthly to analyze student data and students that are in Tier 2 and Tier 3.		Laurie Ijames	05/31/2025
	<i>Notes:</i>			
10/20/22	Teachers will participate in one-on-one coaching sessions, as necessary, with the CF in order to analyze data, complete supplemental problem solving forms, and plan for instruction.		Laurie Ijames	06/10/2025
	<i>Notes:</i> Office Hours will be provided for those that do not need one-on-one coaching.			
9/9/22	Grade Level chairs will submit lesson plans by Sunday evening to the school's Canvas.		Shelena Chavis	06/20/2025
	<i>Notes:</i>			
10/25/23	The Technology Assistant will collaborate with the Media Specialist to ensure technology is provided to teachers and students to maximize instruction and instructional expectations.		Nicholas Lynch	06/30/2025
	<i>Notes:</i>			
10/20/22	A boys group for minority races will be created. In this boys group, students will participate in mentorship, community service, team building, and growth mindset activities.		Nicholas Lynch	06/10/2026
	<i>Notes:</i>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
<i>Initial Assessment:</i>		The school develops and implements consistent, intention and on-going plans to support student transitions for grade to grade and level to level. Transitional plans; review of Cumulative folders; IPS and IEPs; Provide GCS and Sumner handbook online; Beginning of the year conferences; middle school prep classes; middle school tour; district graduation walk; open house; back to school; move up day.	Limited Development 08/24/2017		
<i>How it will look when fully met:</i>		Teams will collaborate on vertical and horizontal teams to ensure the alignment of standards, curriculum and assessment. Students and parents will be aware of what's expected of them as they transition to the next grade level. Teachers across grade levels communicate about student's strengths and weaknesses, social and emotional needs, and academic needs, and any interventions that have been in place to support those students in order to ensure a smooth transition to the next grade level.		Shelena Chavis	06/10/2027
<i>Actions</i>			8 of 10 (80%)		
	9/12/18	5th Grade students participate in guidance lessons about middle school and what to expect.	Complete 05/28/2020	Mrs. Wescott	05/28/2020
<i>Notes:</i>					
	4/26/18	Teachers will complete a "Transition Plan" for each student in their current classroom.	Complete 06/01/2020	Lisa Trigg	06/01/2020
<i>Notes:</i>		These completed transition plans will be given to next year's teacher.			
	4/26/18	Grade level teams will work together to create the classes for the upcoming school year.	Complete 06/01/2020	Lisa Trigg	06/01/2020
<i>Notes:</i>		Teams will look at academic data, behavior, and student personalities to help determine the new classes.			
	9/12/18	5th grade students will visit Southern Middle School to become familiar with the teachers/staff to help with their transition.	Complete 05/14/2021	Mrs. Wescott	05/27/2021
<i>Notes:</i>					
	9/12/18	Counselor from Southern Middle School visits 5th grade students at Sumner to discuss transitioning to middle school. Students are also given information about online registration.	Complete 05/27/2021	Mrs. Wescott	05/27/2021
<i>Notes:</i>					

8/30/17	Teachers and students will participate in a "Move-Up" day. On this special day, classes will move up to a class from the upcoming school year. They will experience what its like to be in the upcoming grade for a day.	Complete 06/02/2021	Velda Edwards	06/08/2021
<p><i>Notes:</i> The members of the academic committee will organize and plan for Move-Up Day.</p> <p>**We will need to come up with a plan for 5th grade students so that the 4th graders can "Move-Up" to 5th grade.</p>				
6/19/21	Teachers will participate in vertical team planning with grade levels below and above their teaching level. Title I funds will be used to pay for Extended Employment Agreements to support after school planning and coaching of staff.	Complete 06/01/2022	Kimberly Jones-Goods	06/01/2022
<p><i>Notes:</i> Title I funds will be used to pay for Extended Employment Agreements to support after school planning and coaching of staff. Title I funds will also be used to fund EEAs for summer employment to prepare for the next school year.</p>				
6/19/21	Ms. Wescott and Ms. Edwards will provide an informational session for students and parents regarding middle school planning and goal setting.	Complete 06/01/2022	Velda Edwards	06/01/2022
<p><i>Notes:</i></p>				
6/19/21	All teachers will model a culture of continued learning for students through PBIS Lesson plans and expectations.		Bryan McLean	12/12/2024
<p><i>Notes:</i></p>				
9/9/22	Vertical planning and learning walks will occur for all teachers, once per semester either virtually or in person. Teachers will provide feedback to each other after learning walks/videos.		Janet Holland	12/20/2025
<p><i>Notes:</i></p>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		Character Education & PBIS is utilized school wide to encourage students to display positive character traits. Adults throughout the buildings also give students "Class Dojo Points" for exhibiting positive behavior traits with or without their teachers. Check In Check Out is a behavior management system for students who behaviorally struggle in the classroom needing additional support. Individual teachers use the support of the counselor and social service staff members to meet the needs of individual students. A morning meeting/SEL check in time has been provided in the Master schedule. We are currently a State School of Character.	Limited Development 09/09/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>All character programs will be up and running during the school year. Character events will take place during the school year. Students will have received instruction on how to follow PBIS expectations. Sumner will maintain the status of being a State School of Character.</p> <p>Teachers will provide daily opportunities for students to discuss their emotions and learn how to manage them. Students will engage and will participate in daily SEL, guidance and character lessons. A tiered system of interventions will be implemented, to include classroom and schoolwide celebrations, positive incentives and behavior management plans, to address student behavior concerns. We will fully implement PBIS interventions to address behavior concerns.</p>		Velda Edwards	06/07/2025
<i>Actions</i>			15 of 18 (83%)		
	9/9/19	Teachers will review PBIS expectations throughout the school	Complete 09/27/2019	Jennifer Hodgin	09/27/2019
	<i>Notes:</i>	Teachers will receive lesson plans for each of the PBIS components			
	9/9/19	Frequent check-ins with students with mental health issues	Complete 09/27/2019	Ms. Little (School Counselor)	09/27/2019
	<i>Notes:</i>	A specific group of students will be assigned to Ms. Little to do weekly check-ins			

9/28/16	Teach/review PBIS expectations with students	Complete 09/27/2019	All classroom teachers	09/27/2019
<i>Notes:</i> This task occurs daily and after any extended break from school. It will continue throughout the school year.				
9/28/16	The character team will receive training for implementation of character development.	Complete 10/25/2019	Character Team	10/25/2019
<i>Notes:</i> The character team is receiving training on how Sumner can continue its status as a National School of Character. They will share with the staff the steps needed to make this a reality.				
9/9/19	Poverty Simulator	Complete 09/17/2019	Lisa Trigg	11/01/2019
<i>Notes:</i> A United Way representative will come to our school and provide training regarding poverty by sharing a poverty simulator				
9/9/19	Social Emotional Learning overview	Complete 11/19/2019	C. Brown (SEL specialist)	12/11/2019
<i>Notes:</i> The staff will receive a social emotional overview from our SEL specialist				
9/9/19	Mr. Brundage will meet with a selected group of boys each Friday	Complete 12/06/2019	Mr. Brundage (PE teacher)	12/12/2019
<i>Notes:</i>				
9/28/16	Ms. Glynn meets with selected boys every morning for encouragement.	Complete 12/03/2019	Ms. Glynn	12/12/2019
<i>Notes:</i> Ms. Glynn continues to meet with selected boys each morning. This task will continue throughout the school year.				
9/29/16	The PBIS store will be set up with items clearly marked with the "prices".	Complete 10/25/2019	Mrs. Wescott (Counselor)	01/24/2020
<i>Notes:</i> The PBIS store has been relocated and set up. Prices have been clearly marked for all items.				
9/30/16	Students will shop often at the School PBIS store as a reward for their good behavior. They will "spend" their tickets on items from the store.	Complete 10/25/2019	Velda Edwards	01/24/2020
<i>Notes:</i> Classroom teachers will be responsible for taking students to the PBIS store at least once per month.				
9/9/19	An MTSS team will be created to help implement MTSS strategies	Complete 10/25/2019	Lisa Trigg	11/12/2020
<i>Notes:</i> The team will meet to discuss the different components of MTSS as well as their implementation at Sumner				
11/2/20	Teachers will use Title I funded SEL curriculum to begin each day and to help them monitor student emotional states. Ms. Wescott will follow up on the curriculum in her course.	Complete 02/08/2021	Velda Edwards	02/12/2021
<i>Notes:</i>				

6/19/21	Sumner will apply for a promising practice grant using the dance party character initiative	Complete 04/01/2021	Lisa Trigg	04/01/2021
<i>Notes:</i>				
9/9/19	School based mental health check	Complete 05/05/2021	Ms. Wescott	05/15/2021
<i>Notes:</i> Dr. Jones-Goods is contacting Odessa Hancock to complete classroom observations and will provide teachers with dates to PD for resources and access to information on school mental health.				
9/9/22	Teachers will be provided with PBIS lesson plans and school wide expectations.	Complete 09/02/2022	Ashley Witten/Caroline Crotts	10/01/2022
<i>Notes:</i>				
6/19/21	Sumner will participate in the GCS SEL cohort to support student social emotional learning		Tiffany Hinton/Shelena Chavis	11/30/2024
<i>Notes:</i> Title I funds may be used to support this initiative.				
6/10/22	Teachers will be required to attend SEL Professional Development at least once per semester.		Shelena Chavis	06/10/2025
<i>Notes:</i>				
6/11/20	Monthly check-ins will be created for teachers to share any concerns they have with students in Tier 2 and Tier 3 of MTSS.		Laurie Ijames	06/20/2025
<i>Notes:</i> Title 1 funds will be used to purchase Social worker .5 position to make her fulltime to support MTSS and various students needs.				
Implementation:				
Evidence	1/31/2017 Students are frequently earning PBIS tickets for exhibiting positive behavior. As a result, students are "shopping" frequently at the PBIS store.			
Experience	1/31/2017 Pursuing this objective has made the team, as well as the staff realize how important it is to establish expectations and procedures in all areas of the school. It not only enables us to function in an organized manner, but it also gives the students a sense of safety.			
Sustainability	1/31/2017 Teachers and staff will continue to review, practice and modify PBIS expectations.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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
<i>Initial Assessment:</i>		At Sumner we conduct weekly phone calls from school administration (Blackboard Connect Ed), grade level newsletters, school website, Class Dojo, a Facebook and Twitter page to provide communication to families. We also hold curriculum nights, and teacher conferences to communicate progress and offer materials to help support students at home. Teachers also regularly communicate with parents by telephone and email. the counselor and school social worker provide resources for families. Communication is translated to meet the needs of out families. The attendance team meets periodically to troubleshoot attendance issues. The website is regularly updated with pertinent parent information. Canvas is updated weekly, by grade level.	Limited Development 09/09/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Monthly school newsletters will continue to go home to inform parents of things happening at Sumner, most importantly academics. The newsletter will include information from each grade level, along with upcoming events. Parents will be better informed and will have a clear understanding of the curriculum, policy, and procedures of Sumner. Parental involvement will increase as a result of the improved communication.		Tiffany Hinton	06/10/2027
<i>Actions</i>			16 of 22 (73%)		
	9/10/19	Sumner newsletters	Complete 09/10/2019	Bridget Hrinko-Smith	09/10/2019
<i>Notes:</i> Sumner newsletters will be placed on the school website					
	9/10/19	Curriculum Night	Complete 09/19/2019	Sandra Perez	09/19/2019

	<i>Notes:</i> Sumner will host a curriculum night in which parents can learn about the standards and goals for their child's grade level. Title I money used to help pay for accompanying meal.			
9/28/16	Survey parents after any major school event	Complete 09/23/2019	Velda Edwards	09/23/2019
	<i>Notes:</i> Parents have completed surveys for the following events: Back to School Night, Parent Lunch and Learn, and curriculum night			
9/29/16	Create Connect Ed messages to inform parents of upcoming weekly events and reminders.	Complete 10/02/2019	Kimberly Jones-Goods	10/02/2019
	<i>Notes:</i> A Connect Ed message was sent out to inform parents of this week's events. This task will occur on a weekly basis.			
9/28/16	Create the monthly newsletters for parents	Complete 10/03/2019	Kimberly Jones-Goods	10/03/2019
	<i>Notes:</i> Our October newsletter is final and will be sent home on Oct. 4. This task will occur every month.			
9/28/16	Translate monthly newsletters in Spanish	Complete 10/03/2019	Ms. Martin	10/03/2019
	<i>Notes:</i> Our October newsletter has been translated in Spanish. It will go home with Spanish speaking students on October 4th. This task will occur each month.			
11/2/20	A parent involvement committee will be formed to help monitor the pulse of the parent needs throughout the school	Complete 12/01/2020	Leigh Taylor	12/11/2020
	<i>Notes:</i>			
11/2/20	A Title I funded newsletter about reading improvement called Reading Connection will be sent home monthly. The flyer will be in both English and Spanish	Complete 02/26/2021	Kimberly Jones-Goods	03/01/2021
	<i>Notes:</i>			
9/22/21	A Title I funded newsletter will be purchased to engage families.	Complete 09/22/2021	Kimberly Jones-Goods	09/22/2021
	<i>Notes:</i> The Parent Institute newsletter was purchased with Title I funds. Parents receive a newsletter monthly.			
1/11/22	The school is providing families with monthly Helping Children Learn newsletters from The Parent Institute. These newsletters go home in English and Spanish.	Complete 06/03/2022	Bridget Hrinko-Smith	06/02/2022
	<i>Notes:</i>			
1/11/22	The school school provides families with the Family Report for NWEA and the Home Connect Family letter for mClass so that the school and family maintain transparent and intentional communication for student learning and proficiency.	Complete 06/03/2022	Bridget Hrinko-Smith	06/02/2022

	<i>Notes:</i>			
9/9/22	Teachers communicate with parents using Class Dojo and award/positive and negative points using Class Dojo.	Complete 03/08/2023	Ashley Witten/Caroline Crotts/Jennifer Hodgin	03/31/2023
	<i>Notes:</i> Leadership Team will check in with their grade levels about DOJO use.			
3/8/23	Teachers will plan and implement a parent math night involving make and take activities.	Complete 06/20/2023	Shelena Chavis	06/20/2023
	<i>Notes:</i>			
3/8/23	Parents will be invited to attend a Wax Museum during Black History Month (February) to view students' performances.	Complete 03/05/2024	Shelia Cathey	03/05/2024
	<i>Notes:</i>			
9/9/22	Quarterly Parent newsletters will be provided to parents with upcoming dates and curriculum information.	Complete 05/21/2024	Tiffany Hinton	06/09/2024
	<i>Notes:</i> Title 1 Funds will be used to purchase Supplies and Materials to support parent Newsletters.			
3/8/23	Parents will be invited to attend musical performances of their students two times a year.	Complete 05/21/2024	Markel Williams	06/10/2024
	<i>Notes:</i>			
3/8/23	Awards day will be reinstated, with parent invitations.		Tiffany Hinton	12/20/2024
	<i>Notes:</i>			
9/12/18	Sumner will host an international night for all.		Tiffany Hinton	12/20/2024
	<i>Notes:</i> Title I helps pay to create a night where parents can learn more about their child's curriculum. United Way participated as well.			
9/9/22	The Parent Engagement committee will meet monthly to create/prepare for parent engagement events.		Tiffany Hinton	06/09/2025
	<i>Notes:</i> Title 1 funds will be used to support parents through SEL and programming throughout the year.			
10/14/24	In order to communicate with Spanish speaking families, we will use Title I funds to purchase 0.5 of an interpreter position for the academic school year. Her responsibilities will include translating for IEP meetings and Parent Conferences, translating parent letters and newsletters, as well as translating at parent Title I meetings.		Tiffany Hinton	06/25/2025
	<i>Notes:</i>			

10/14/24	Parent supplies, materials, and food will be purchased using Title I funds. These materials, supplies, and food will be used for parent nights informing them of their child's progress, ways to assist their child at home, and how to support the relationship between the school and community.		Tiffany Hinton	06/25/2025
<i>Notes:</i>				
10/14/24	Postage for parent communication will be purchased through Title I funds in order to keep parents informed of events and student progress.		Shelena Chavis	06/25/2026
<i>Notes:</i>				
Implementation:		06/10/2022		
Evidence	1/22/2017, 6/3/22 Monthly school newsletters have been uploaded to show one method of communication used for parents. In addition, the results of the parent communication survey have also been uploaded.			
Experience	1/22/2017, 6/3/22 While pursuing this objective, the team had to really evaluate our effectiveness of parent communication. The parent survey enlightened us on exactly how we are doing in this area. It also gave us confirmation that majority of our parents are satisfied with the communication methods we have in place. While pursuing this objective, it made us aware of a communication method that we failed to explore.			
Sustainability	1/22/2017, 6/3/22 We will continue to communicate with parents in as many different ways as we can. We will also add updating our school website with important dates and information as another method of communication. We recognize that in order to reach parents there must be many modes of communications. Therefore we have utilized various tools to communicate with parents. We regularly update our website, we send out weekly announcements via email, many teacher use the REMIND me app to send out reminders, the school also communicates important announcements using parent communication apps We also have created a Twitter and FАcebook page to promote and highlight our school.			