

Comprehensive Progress Report

Mission: Wiley Elementary School commits to provide a positive learning environment while involving students, teachers, families, and the community in the education of each student.

Vision: Wiley's vision is to prepare students for real world experiences, global citizenship, and readiness for the future.

Goals:

By June 2020, Wiley Elementary School will increase the school composite scores from 33% to 36% as measured by North Carolina End of Grades test scores.

Priority Goal 3: School Goal By June 2020, Wiley Elementary will decrease the number of office referrals by 10%.

Through the Opportunity Culture program, Wiley's Multi-classroom Leaders will increase the overall teacher effectiveness of Wiley's instructional staff as measured by evaluation ratings in NCEES. Average ratings for instructional staff should be at least at Proficient by June 2020.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Due to the fact that the majority of our staff has changed, we need to establish classroom rules and procedures to support PBIS implementation.	Limited Development 09/30/2019		
How it will look when fully met:			All classroom teachers, students and staff will be familiar with PBIS expectations. Office referrals will be reduced due to PBIS expectations.		Marland Wiggins	06/05/2020
Actions				0 of 4 (0%)		
	9/30/19		PBIS Kickoff to explain PBIS Expectations to students and staff.		Carolyn Turner	01/13/2020

Notes: The 9/16/19 kickoff was a success. We will review classroom expectations as needed and we will have a school wide review in January 2020.

9/30/19 Eagle Tickets

Entire Staff

05/20/2020

Notes: The tickets will be given out daily but students will shop monthly.

9/30/19 Soaring Eagle Award

LaToy Kennedy

06/05/2020

Notes: Teachers will select students that exhibit the SOAR qualities.

9/30/19 The House

LaToy Kennedy

06/05/2020

Notes: This setting will be set up for students to reflect in a small group setting, receive individual conferences and meditation.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

A2.06

ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)

Implementation Status

Assigned To

Target Date

Initial Assessment:

During the 2015-16, 2016-17 and 2017-18 school years Wiley focused on higher order thinking questions and problem solving. This work needs to continue in order to increase mastery. Teachers will create HOT questions and plan to embed them in their daily lessons. Assessments will align to the questioning and rigor of the standards.

Wiley's 2017-18 EOG Scores were as follows: 39.3% Composite, 38.5% Math, 76.3% Science and 31.1% Reading.

For the 2018-19 School Year, Wiley's Student Achieved the following: Composite (33%), Math (18.83%), Science (18.9%), Reading (21.67%)

Limited Development
07/25/2016

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Students will demonstrate their understanding by accurately answering higher order thinking questions and engaging in problem solving. Our goal is to reach 36% in Reading, 44% in Math, and 80% Science on the NC EOGs.

**Objective Met
10/30/19**

Joshua Corbin

06/07/2019

Actions

11/15/16

The School Improvement Team will analyze school-wide data (Student Work, CFAs, Benchmarks, Interims, Dibels/TRC, etc.) in order to plan next steps and determine progress.

Complete 06/09/2017

Latisha McNeil

06/02/2017

<i>Notes:</i>				
8/11/16	Teachers will analyze data to ensure that students are on target for success on the NC EOGs and TRC assessments. This will occur during weekly PLCs and bi-weekly data meetings.	Complete 06/09/2017	Tameka Goods	06/09/2017
<i>Notes:</i> Teachers will analyze data to ensure that students are on target for success on the NC EOGs and TRC assessments.				
8/11/16	Teachers will receive ongoing training during 1st semester on HOTS (Higher Order Thinking Questions) and Problem Solving methods/strategies.	Complete 06/09/2017	Katina Chance	06/09/2017
<i>Notes:</i> Based upon an analysis of Wiley's 1st Quarter Interim assessment data there still needs to be some ongoing work with questions. Wiley's Data for first quarter was: 3rd Grade Reading 34%, Math 42%; 4th Grade Reading 47%, Math 39%; and 5th Grade Reading 41%, Math 34% and Science 50%. Wiley's principal, academic coaches and consultants will focus on providing professional development on Higher Order Thinking and Questioning. These additional modules will be completed by 1/31/2016.				
8/11/16	Teachers will use Question stems from the EOGs and TRC assessments in order to plan their instruction.	Complete 06/09/2017	Katina Chance	06/09/2017
<i>Notes:</i>				
8/11/16	Use of HOTS and Problem Solving will be evident in weekly lesson plans and visible during walkthroughs. Teachers will receive training from ERG on how to push the level of questioning with students during Guided Reading with a specific focus on TRC stems.	Complete 06/09/2017	Ashley Tannehill	06/09/2017
<i>Notes:</i>				
8/31/17	Teachers will use strategies to Activate Prior Knowledge during lessons. This will help to reinforce mastered and pervious knowledge and skills.	Complete 06/07/2019	Scott Van Newkirk	06/08/2019
<i>Notes:</i> Wiley's lesson plan template includes an APK section and teachers utilize this. During PLCs teachers receive support with planning their APKs.				
9/6/17	Teachers will focus on teaching to mastery the foundational math skills necessary for student success with more complex math operations. These foundational math skills include - number sense, number bonds, addition facts, subtraction facts, skip counting, multiplication facts, division facts.	Complete 06/07/2019	Latisha McNeil	06/08/2019
<i>Notes:</i>				
Implementation:		10/30/2019		

<i>Evidence</i>	8/31/2017			
<i>Experience</i>	8/31/2017			
<i>Sustainability</i>	8/31/2017			
A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Students at Wiley enter their grade levels with a severe vocabulary deficit with Tier I and Tier II vocabulary. It is imperative that Wiley staff works to focus on explicit vocabulary instruction with the goal of increasing students' vocabulary acquisition. Students will interact with words and word meaning as well as use newly introduced words in conversation and writing.	Limited Development 07/25/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	Students will acquire essential Tier I and II vocabulary. Teachers will execute a systematic approach to vocabulary instruction (both explicit and implicit). Teachers will teach students strategies to help them understand word meaning and students will independently use those strategies. Evidence of this strategy will be an increase in Reading Comprehension as measured by the NC EOGs in reading.	Objective Met 10/30/19	Michelle Frencher-Bell	06/08/2019
Actions				
8/4/16	Wiley's Master schedule will include a Word Study block and a Writing Block.	Complete 06/07/2019	Tavy Fields	08/12/2016
<i>Notes:</i>				
8/4/16	Students vocabulary notebooks and writing samples will be reviewed in weekly PLCs and bi-weekly Data Meetings.	Complete 06/09/2017	Ashley Tannehill	06/09/2017
<i>Notes:</i>				
9/5/17	Teachers will incorporate Tier II Vocabulary through student debates, padeia seminars, and socratic seminars within the classroom.	Complete 06/07/2019	Scott Van Newkirk	06/08/2019
<i>Notes:</i>				
8/4/16	All new and returning Wiley staff will receive initial and advanced vocabulary training in One Stop Word Shop from PACE (via teacher leaders who have had the training) and Writing from ERG throughout the year.	Complete 06/07/2019	Jeneen Graves & Kathryn Turksy	06/08/2019
<i>Notes:</i>				

9/30/16	Academic Coaches will establish a Tier II vocabulary focus school-wide. Teachers will explicitly teach these words to students in order to increase students' knowledge of Tier II vocabulary. There will be a weekly Tier II focus for each grade level.	Complete 06/07/2019	Jeneen Graves & Kathryn Tursky	06/08/2019	
<i>Notes:</i>					
8/4/16	Administration and Coaches will monitor Word Study, Writing and SKILLS blocks. Feedback will be provided to teachers. Model lessons and co-teaching will occur from coaches.	Complete 06/07/2019	Kathryn Tursky & Jeneen Graves	06/09/2019	
<i>Notes:</i>					
Implementation:		10/30/2019			
Evidence	10/30/2019				
Experience	10/30/2019				
Sustainability	10/30/2019				
	A2.08	ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Students receive instruction on skills and strategies and majority of them are able to apply during the year. Students have difficulty transferring and applying the knowledge/skill in the next grade level and in other subjects areas.	Limited Development 08/04/2016		
Priority Score: 3		Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Students will master foundational skills that are key to each grade level. Students will enter their next grade with mastery of the skills and prior knowledge needed in the previous grades in order to be successful. Teachers will work to ensure that best practices are utilized for teaching and learning. A specific focus will be on goal setting, selecting strategies, monitoring progress and making modifications. Ensuring that students master foundational skills and benchmarks that are specific to each grade level's content. It is imperative that students enter the next grade with the prior knowledge skills necessary to be successful at the next level	Objective Met 04/30/18	Nicole Weeks	06/08/2018
Actions					
8/11/16	School-wide strategies are created, taught to teachers, and taught to students. This includes reading, math and problem solving strategies.	Complete 09/30/2016	Tameka Goods	09/30/2016	

<i>Notes:</i> There should be a revisiting of these strategies throughout the year.				
8/11/16	The Instructional Leadership Team will continuously identify priority standards (CCSS) at each grade level for Reading, Science and Math content as data is received throughout the school year. These areas of focus will become top priority for teachers.	Complete 06/09/2017	Tavy Fields	06/09/2017
<i>Notes:</i>				
8/11/16	Teachers will attend weekly PLCs and bi-weekly data meetings in order to discuss and monitor progress of teaching strategies and data in order to achieve mastery.	Complete 06/09/2017	LaTessa Sharpe	06/09/2017
<i>Notes:</i> Teachers attend weekly PLCs.				
8/11/16	Since Wiley is an early start school preliminary assessments will be taken by every student during the first two weeks. These assessments will help teachers to gauge what content has been mastered and what needs to be retaught.	Complete 08/25/2017	Tameka Goods	08/31/2017
<i>Notes:</i>				
9/30/16	Administration and Coaches will continue to conduct daily walkthroughs and provide feedback to teachers for improvement. Administration and coaches will follow up with teachers to ensure improvements are made.	Complete 06/09/2017	Tameka Goods	06/08/2018
<i>Notes:</i> A clear walkthrough schedule has been established.				
9/5/17	Walkthroughs will be conducted weekly by Academic Coaches and Administration. Academic Coaches and administration will follow up with teachers to ensure that improvements are made based upon observed teaching practices..	Complete 04/27/2018	Tameka Goods	06/08/2018
<i>Notes:</i>				
Implementation:		04/30/2018		
Evidence	4/30/2018 Please see documents.			
Experience	4/30/2018 The structures are in place to accomplish this goal.			
Sustainability	4/30/2018 Maintenance of these components.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team has developed a master schedule that allows small group instruction for reading and math. Teachers utilize this time to pull small groups of students based on their instructional level and data that is collected through formal and informal assessments. Teachers cater to students above, on and below grade level to meet their specific instructional needs.	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>		Teachers engage in the data analysis process regularly and adjust instruction to meet the needs of students on an individual basis.		LaToy Kennedy	06/05/2020
Actions			4 of 6 (67%)		
	9/5/17	Teachers will use proven, research based practices in order to provide re-teaching and remediation. Resources will include but are not limited to "Power Strategies for Effective Teaching", "Strategies that Work", "Classroom Instruction that Works", "Hattie's Visible Learning", etc.	Complete 06/07/2019	Alice Gosser	06/08/2019
<i>Notes:</i>					
	10/11/17	Teachers or volunteers will provide after school tutoring opportunities to students who have individual academic needs. For the 2018-19 school year GCS has indicated that Priority funds cannot be used for tutoring of any kind. Teachers and volunteers will have to provide after school tutoring for free.	Complete 06/07/2019	Alice Gosser	06/08/2019
<i>Notes:</i>					
	10/11/17	Teachers will attend training designed to provide them with strategies to reach individual students. These trainings include but are not limited to Leadership and Learning Center Training, PACE, Ron Clark Academy, ERG Trainings, Guided Math, Guided Reading Training, NCTM training, local, state and national conferences, etc.	Complete 06/07/2019	Alice Gosser	06/08/2019
<i>Notes:</i>					
	9/5/17	Teachers will be trained on the IST process. Teachers who have students who are not on grade level will refer students to IST.	Complete 09/05/2017	Tonya Daniels	12/05/2019
<i>Notes:</i>					

10/11/17	Specialist Teachers and Instructional Assistants will continue to push-in to grade level classes during Differentiated Small Group instruction for Reading and Math. During this time they will provide interventions and enrichment opportunities for all students based on data supporting individual needs.		Robin Hill-Tucker	06/05/2020	
<i>Notes:</i> Adjustments will take place after Interim Assessments.					
9/5/17	Teachers will analyze student data during weekly PLCs and quarterly Data meetings. The data analysis will be used in order to make adjustments to instruction.		LaToy Kennedy	06/05/2020	
<i>Notes:</i> ILT will meet with teachers in grades 3-5 after each interim assessment (Math, Reading, and Science) to discuss data and determine a plan of action for the next steps in the teaching and learning process. Teachers in grades K-2 will meet with ILT (MCLs) to discuss Core Assessment and Istation data to create a plan of action for the next steps in ELA instruction for small and whole groups.					
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>		This is a new priority goal for our school.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		Students will feel safe at school. They will be supported socially and emotionally as well as academically.		Mallie Burton	06/05/2020
Actions			0 of 4 (0%)		
9/30/19	IST Referrals			Staff members	03/31/2020
<i>Notes:</i> The IST will meet the 1st & 3rd Mondays					
9/30/19	Present Parent Information Session			Mallie Burton	05/21/2020
<i>Notes:</i> Individual community leaders will come to provide resources and information for our parents.					
9/30/19	Home Visits			Mallie Burton	06/05/2020
<i>Notes:</i> The Social Worker and Counselor will make home visits as needed to support students.					
9/30/19	Check In/Check Out			Tonya Daniels	06/05/2020
<i>Notes:</i> Students will have designated staff members to check in/out daily.					

	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>	Teachers in previous grade levels are exposed to the next grade level standards during PLCs and Staff Meeting professional development. Throughout the year teachers engage in Vertical Planning with other grade levels.	Limited Development 08/28/2017				
<i>How it will look when fully met:</i>	<p>Students will be introduced to the curriculum and grade level expectations for the following school year.</p> <p>Pre Kindergarten students will visit Kindergarten classes.</p> <p>Kindergarten students will visit first grade classes.</p> <p>First grade students will visit second grade classes.</p> <p>Second grade classes will visit third grade classes.</p> <p>Third grade classes will visit fourth grade classes.</p> <p>Fourth grade classes will visit fifth grade classes.</p> <p>Fifth grade classes will visit sixth grade at the feeder middle school.</p>		LaShanya Clark	06/05/2020		
Actions				0 of 2 (0%)		
9/6/17	Teachers will engage in vertical planning with other grade levels on a monthly basis. These meetings are prescheduled for one Tuesday afternoon out of the month according to the master calendar.		LaToy Kennedy	06/05/2020		
<i>Notes:</i>						
9/6/17	Wiley staff will continue to engage students in grade level transition activities during the months of April and May. These activities include but are not limited to visiting the next grade level to shadow (PK to K), 5th grade visit to the middle school, etc.		LaShanya Clark	06/05/2020		
<p><i>Notes:</i> Ms. Clark will be responsible for PK-K transitions and Fly Up Night. Fligh Up Night is when students of current grades levels visit rising grade levels.</p> <p>Ms. Flowers will be responsible for 5th-6th grade transitions.</p>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA Response: (Limited Implementation) Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>		Dr. LaToy Kennedy will meet annually with her SSO, Ms. Laurie Carr, to review all reports for Wiley as related to Title I Priority or Focus school.		LaToy Kennedy	06/05/2020
<i>Actions</i>			0 of 1 (0%)		
	9/18/17	<p>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.</p> <p>Wiley will receive additional support from Eureka, ARC, and CKLA coaches as related to core instruction.</p> <p>Multi-Classroom Leaders, MCLs, have been hired to coach teachers in an effort to close the achievement gap and increase student growth/proficiency.</p>		LaToy Kennedy	06/07/2020
<i>Notes:</i>					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Wiley's Instructional Leadership Team (ILT) will meet once a month with district leaders to be trained on effective instructional practices that is designed to meet the needs of all learners. The team will create plans with the district leaders based current on school improvement goals.</p> <p>Wiley Instructional Leadership Team will conduct weekly walk-throughs to gather data that will determine the effectiveness of teaching and learning strategies.</p> <p>The team meets weekly to to discuss instructional trends amongst the staff as related to the trainings received in ILT Training.</p> <p>Opportunity Culture, Multi-Classroom Leaders meet weekly with administrator to discuss teacher progress on action steps determined by informal observations and teacher debrief.</p>	Limited Development 10/30/2019		
<i>How it will look when fully met:</i>			<p>Instructional Leadership Team will take place in Dr. Kennedy's office weekly.</p> <p>Instructional Leadership Team will conduct walk-throughs every 1st and 3rd to gather data to support teaching and learning trends at Wiley Elementary.</p> <p>Mid and End Module assessments, Istation (MOY and EOY), Interim Assessment Data, and EOG data (Math, Science, and Reading) will be used to determine the effectiveness of ILT and MCLs.</p>		LaToy Kennedy	06/05/2020
Actions						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Dr. Kennedy and the ILT will conduct informal observation to provide feedback to teachers that will improve teaching and learning opportunities.</p> <p>Dr. Kennedy will conduct formal observation as determined by North Carolina and district mandates.</p> <p>She will meet with teachers to complete pre-observsation forms and provide feedback.</p> <p>MCLs will meet weekly with assigned grade levels and individual teachers to discuss plans that will support what the students need to learn, how to determine if they have learned it, how the teacher withs respond if some students do not learn, and how to extend learning for students who are already proficient.</p>	Limited Development 10/30/2019		
<i>How it will look when fully met:</i>		<p>All teachers will have observation data in NCEES.</p> <p>Dr. Kennedy will have copies of all pre-observation forms.</p> <p>MCLs will have classroom visit forms as provided by Dr. Kennedy and/or Opportunity Culture.</p> <p>ILTs will have observation forms from walk-throughs that were conducted every 1st and 3rd Friday.</p>		LaToy Kennedy	06/05/2020
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		LEA Response: (Limited Implementation) Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School Response: The team regularly looks and analyzes data in weekly PLCs, bi-weekly data meetings, and entire staff data days. Instruction is modified to meet the needs of students based on data that is disaggregated. Also professional development is created to address teacher needs.	Limited Development 04/25/2016		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		The team regularly looks and analyzes data in weekly PLCs, bi-weekly data meetings, and entire staff data days. Instruction is modified to meet the needs of students based on data that is disaggregated. Also professional development is created to address teacher needs. 9/30/2019 Teachers will use their data to make instructional decisions.		Mallie Burton	06/05/2020
Actions			6 of 8 (75%)		
	9/5/17	A master calendar and schedule has been created which allots time for bi-weekly data meetings, grade level planning, PLCs, SIT meetings, IST meetings and Data Days.	Complete 08/11/2017	Tavy Fields	08/11/2017
<i>Notes:</i>					
	9/5/17	Ms. Fields will continue to meet with the ILT (instructional leadership team) twice a week in order to review student achievement/teacher effectiveness data. Ms. Fields will continue to meet with Cabinet (Counselor, Social Worker, CIS and Behavior Support) bi-weekly in order to review behavioral and student well-being data.	Complete 08/11/2017	Tavy Fields	08/11/2017
<i>Notes:</i>					

9/5/17	Data will continue to be displayed throughout Wiley's building. Data will be visible in classrooms, outside of classrooms, in hallways and in the PLC room. The data will be updated on a consistent basis.	Complete 04/27/2018	Katina Chance	06/08/2018
<i>Notes:</i>				
9/5/17	Data will be easily accessible via teacher portals and school-wide/district data will provided to teachers in a timely manner.	Complete 04/27/2018	Katina Chance	06/08/2018
<i>Notes:</i>				
9/5/17	Wiley will continue to host its annual "Data Days". These are school-wide meetings in which all grade levels present data and action steps to the faculty.	Complete 04/27/2018	Robin Hill-Tucker	03/31/2020
<i>Notes:</i> Teachers will meet to analyze their data and develop plans and goals based on their Benchmark data.				
9/30/19	Daytime Tutors		Robin Hill-Tucker	05/21/2020
<i>Notes:</i> 4 Daytime Tutors were hired in order to provide targeted instruction to select students.				
9/30/19	Student Data Notebooks		Classroom teachers	05/22/2020
<i>Notes:</i> Students will update their notebooks after benchmarks, informal assessments and create goals based on their data.				
9/5/17	Teachers will review data in PLCs and Data Meetings in order to drive their instruction.	Complete 04/27/2018	LaToy Kennedy	06/05/2020
<i>Notes:</i> Classroom teachers will meet with MCLs to discuss data and instructional practices.				
Implementation:		04/30/2018		
Evidence	9/5/2017 *See Wiley's Master schedule.			
Experience	9/5/2017 Easy to achieve. Wiley has a data driven culture with data based practices.			
Sustainability	9/5/2017 Monitoring. Continue our data based norms.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response: The administration team utilizes the process of prescreening phone interviews, face to face interviews, reference checks, and job fairs to recruit quality teachers. In an effort to retain teachers, the team has worked to establish a positive climate that is conducive for working and collaborating. Teachers are rewarded monthly through incentives and daily recognition. The staff comes together throughout the year for various outings in the community.</p>	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		See plan for details.	Limited Development 09/12/2018		
<i>How it will look when fully met:</i>		See plan for details.		Mallie Burton	06/05/2020
Actions			0 of 4 (0%)		
9/30/19	Donuts for Dads, Muffins for Moms & Grits for Grandparents			Mallie Burton	05/07/2020
<i>Notes:</i> These events will encourage parent involvement.					
9/30/19	Present Parents Info Sessions			Mallie Burton	05/21/2020
<i>Notes:</i> Invite Community Leaders to come to inform parents of resources available in the community.					
9/30/19	Parent Monthly Newsletters			LaToy Kennedy	06/01/2020
<i>Notes:</i> Parents will receive monthly newsletters with tips and updated calendar of events for the school.					
9/30/19	Class Dojo			All classroom teachers	06/05/2020
<i>Notes:</i> This will serve as a form of communication with teacher and parents.					