

Comprehensive Progress Report

Mission: "We will develop brilliant, empowered, socially aware and talented scholars in an ever changing world to be prepared for career-college and beyond."

Vision: "We will reach every student every day to support them in reaching their highest potential and educational excellence."

Goals:

By June of 2023 Reedy Fork Elementary will increase the School Performance Composite score from 44.2 to 48.1.

By June 2023, RFE will increase teacher capacity in literacy instruction by ensuring at least 80% completion of LETRS professional development.

By June 2023, Reedy Fork Elementary will use two intervention blocks within the master schedule to provide supports for all students by using small group interventions, EL/EC services, and progress monitoring of students.

By June 2023, Reedy Fork Elementary will reduce the amount of lost instructional hours by 10% through the development of tiered behavior support plan. Measured by, Ranger morning clubs, attendance club, after school tutoring and monthly attendance report.

By June 2023, Reedy Fork Elementary will implement the MTSS calendar to provide supplemental interventions and collect a minimum of 5 progress monitoring data points for students within the interventions.

By June 2023 Reedy Fork Elementary will establish community partnerships with local business to provide additional outreach support services to students families.



! = 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:		All current staff have been trained yearly by PBIS rep.	Limited Development 08/15/2017			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		This action will help to remove school from TSI list By June 2024, All staff and students will implement PBIS with fidelity. Evidences that demonstrates fidelity include logs on meetings, data and PBIS best		Vicky Fowler	06/07/2023	

	practice should be observable. Title 1 funds will be used to provide additional student support.			
Actions		10 of 12 (83%)		
10/1/18	The PBIS team will meet monthly to review data when we have it to be shared at staff meetings.	Complete 01/06/2021	Amy Harrison	09/20/2020
	<i>Notes:</i>			
11/9/20	The admin team will reward students and staff who are implementing PBIS as monitored and nominated by the classroom teacher monthly.	Complete 05/25/2021	Jeanelle Lindsay	12/20/2020
	<i>Notes:</i> January 2021 students have reward system in place. We are working toward staff reward system. April 22 2021 students are rewarded weekly. We need to identify a way to highlight staff in PBIS.			
1/6/21	Revamp. The PBIS system currently in place was revisited by the PBIS team in an effort to increase buy in and excitement into the program. New protocol for incentives and expectations were reviewed and voted on. PBIS lesson plans were shared.	Complete 01/06/2021	Ashley Johnson	01/05/2021
	<i>Notes:</i>			
1/5/21	The Ranger Vows are recited daily as a part of morning announcements to support students showing their BEST behavior and positive classroom behavior.	Complete 01/06/2021	Jeanelle Lindsay	02/20/2021
	<i>Notes:</i>			
10/6/20	The PBIS team will help support the re-teaching of school-wide expectations upon the re-entry to school if/when students return to face-to-face learning. If students do not return face-to-face, we will collaborate on a video to share highlighting important pieces of PBIS.	Complete 01/06/2021	Amy Harrison	02/20/2021
	<i>Notes:</i>			
5/25/21	This year, we will highlight a teacher/staff ranger of the week. Nominations will remain open for teacher/staff who show their B.E.S.T. One teacher/staff will be drawn weekly. These identified folks will be displayed on a shout out board.	Complete 12/07/2021	Vicky Fowler	11/30/2021
	<i>Notes:</i> We have extended the date as we work to establish this schoolwide routine. The team agreed extension was ok.			
10/14/21	Teachers are receiving Harmony and SEL training throughout the year. We also have two reps in house to help support SEL practice at Reedy Fork. We will check in to ensure training is going well and that	Complete 01/11/2022	Tracee Weathersby	01/10/2022

	SEL/Harmony practices are being utilized through walkthroughs and feedback in PLC.			
<i>Notes:</i>				
2/8/22	Teachers will conduct SEL check-in during the morning. A walk through tool was created by the SEL team to determine if these meetings are being implemented with fidelity and in a manner that supports students growth within Social and Emotional Learning. The data will be reviewed and supports will be tailored for teachers as needed.	Complete 03/15/2022	Vicky Fowler	03/04/2022
<i>Notes:</i> This tool was just created in January and will support school-wide growth in SEL.				
3/15/22	We will review BEST expectations throughout the year for different areas in the school.	Complete 06/03/2022	Vicky Fowler	06/03/2022
<i>Notes:</i>				
9/9/22	BEST Expectations will be taught to staff at the start of the 2022 school year.	Complete 09/01/2022	Vicky Fowler	09/01/2022
<i>Notes:</i>				
9/9/22	Students will have refresher courses on PBIS after the initial teaching of expectations.		Vicky Fowler	06/03/2023
<i>Notes:</i>				
11/9/20	Teachers will highlight students who are modeling the BEST behavior daily with verbal feedback, dojo, etc.		Jeanelle Lindsay	12/20/2023
<i>Notes:</i> Mrs. Lindsay and others who conduct observations will ensure that positive 4-1 ratio to recognize students showing BEST.				
Implementation:		03/15/2022		
Evidence	6/11/2018 Principal and counselor have regularly met with bus drivers throughout the year, and shared data with staff.			
Experience	6/11/2018 Difficulty controlling bus issues when principal is not over bus drivers			
Sustainability	6/11/2018 Rethink incentives.			

Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>*This strategy supports the schools efforts to exit the CSI/TSI list.</p> <p>Reedy Fork teachers follow the pacing guides and units prepared by the district. Teachers then are given the opportunity to review the pacing guides and units to create high quality lesson plans to meet each standard. This year, teachers will be given four days within the school year to plan in all content areas using the pacing guides and unit plans provided by the district.</p>	Limited Development 08/15/2016			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>*This strategy supports the schools efforts to exit the TSI list.</p> <p>By June 2022 ,Lesson plans will include differentiation to meet the needs of all students, specifically, students with disabilities. Lesson Plans will be monitored to ensure all plans include differentiated instruction and high quality tasks.</p>		Ashley Johnson	06/10/2023	
Actions			13 of 14 (93%)			
	9/10/19	CF will develop lesson plan template that includes RIME for all teachers/grade levels to use this school year.	Complete 08/20/2019	Ashley Johnson	08/20/2019	
		<i>Notes:</i>				
	9/10/19	CF will explain lesson plan template and planning expectations to teachers during faculty meetings.	Complete 08/20/2019	Ashley Johnson	08/20/2019	
		<i>Notes:</i>				
	9/10/19	SLT will select one teacher to become the new literacy lab classroom.	Complete 10/02/2019	Ashley Johnson	10/01/2019	
		<i>Notes:</i>				
	9/10/19	The teachers selected to be the ARC literacy lab teacher will be trained and implement the pilot program, with peer observations and additional coaching days provided.	Complete 01/14/2020	Ashley Johnson	01/14/2020	
		<i>Notes:</i> C. Lineberry (4th grade) was selected to teach the literacy lab classroom.				
	10/1/18	The ILT will help create and monitor teaching strategies to increase student achievement.	Complete 01/14/2020	Lisa Gibbs	01/14/2020	

	<i>Notes:</i>			
9/25/17	CF will monitor implementation of research based strategies for ARC, CKLA, and math.	Complete 03/10/2020	Ashley Johnson	03/10/2020
	<i>Notes:</i>			
9/10/19	Admin will provide timely feedback about grade-level lesson plans on Canvas, where they are submitted weekly.	Complete 01/06/2021	Jeanelle Lindsay	09/12/2020
	<i>Notes:</i>			
9/10/19	Teachers who are new to the county or new to a grade-level will be offered the opportunity to conduct peer-observations to see how experienced teachers in their grade-level teach the curriculum programs.	Complete 04/27/2021	Jeanelle Lindsay	03/10/2021
	<i>Notes:</i> We could not conduct at the start of the year due to Covid and all students weren't in the building until January. Within the last month, all staff have participated in peer observation and debrief, this includes BT teachers.			
1/5/21	Teachers have designated a weekly planning time. The CF and principal attend two planning sessions per month.	Complete 05/25/2021	Ashley Johnson	03/20/2021
	<i>Notes:</i> 2/2/2021 Teachers have an established planning time weekly. It is difficult for admin/cf to attend all planning time weekly. We would like to amend this goal to the admin/cf will attend two planning periods per month.			
9/10/19	Admin, the Eureka coach, the CKLA coach and the ARC coach will work with teachers during PLCs to provide guidance and support in planning using the standards to ensure grade level instruction.	Complete 11/09/2020	Ashley Johnson	05/12/2021
	<i>Notes:</i>			
5/25/21	The Principal/ Assistant Principal and CF will attend planning sessions with each grade level during PLC.	Complete 01/11/2022	Ashley Johnson	12/10/2021
	<i>Notes:</i> We have done planning around CKLA and Eureka. We will come back and revisit by the 10th if some grade level sessions have taken place at that time.			
10/12/21	PLC Meetings will be used for planning with the team.	Complete 02/08/2022	Bridget Forys	01/20/2022
	<i>Notes:</i>			
10/12/21	Tutors work with students and teachers weekly to support Eureka implementation.	Complete 02/08/2022	Cheri Lineberry	01/20/2022
	<i>Notes:</i>			

10/12/21	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.		Angela Hooper	06/03/2023
<i>Notes:</i>				
Implementation:		08/12/2019		
Evidence	6/11/2018 Minutes from planning sessions, PLCs, and CKLA/ARC visits. Sign in sheets from Transformational meetings.			
Experience	6/11/2018 This was completed successfully due to continued feedback throughout the year.			
Sustainability	6/11/2018 Continue CKLA and ARC professional development as well as meetings with representatives. Monitor School Pace.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently utilize formative/summative classroom assessments, interims, EOG and Istation data. This year we will continue utilizing the data collected at these points throughout the year. We have added NWEA and MTSS support tools to review data and support students.	Limited Development 01/05/2021		
How it will look when fully met:		All assessment tools will be utilized consistently with fidelity and to support student growth.		Aleshia Penn	02/02/2021
Actions					
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>Current level of evidence based on individual student needs are not being met on a consistence bases. Teachers need to include differentiated instruction in all content areas. Math instruction is delivered in small guided math groups, as well as, whole group. We are not operationalizing yet with MTSS.</p>	<p>Limited Development 08/15/2016</p>		
			<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
			<p><i>How it will look when fully met:</i></p> <p>This action step will help us get off TSI list.</p> <p>By June 2022 ,Technology will be listed in lesson plans and used consistently by the teacher to enhance instruction in all areas. Lesson plans will be differentiated to meet the needs of our students. Title 1 funds will be used to purchase an extra EUREKA coaching visit. Coaches will provide model lessons, observations, and support. The MTSS/IST team will meet with each grade level monthly to help determine the work in the different tiers. Utilizing A3.05 to support student needs will serve as another action step towards this key indicator.</p> <p>By June 2023, we will be operationalizing with two blocks for intervention time. Students will go through (as needed) multiple rounds of intervention with fidelity.</p>		<p>Ashley Johnson</p>	<p>06/10/2023</p>
Actions				10 of 13 (77%)		
		<p>9/8/19</p>	<p>CF will develop lesson plan template that includes RIME (remediation, intervention, monitoring, enrichment) for all teachers/grade levels to use this school year.</p>	<p>Complete 08/21/2019</p>	<p>Ashley Johnson</p>	<p>08/20/2019</p>
			<p><i>Notes:</i></p>			
		<p>9/8/19</p>	<p>CF will explain lesson plan template and planning expectations to teachers during faculty meetings.</p>	<p>Complete 08/14/2019</p>	<p>Ashley Johnson</p>	<p>08/20/2019</p>
			<p><i>Notes:</i></p>			

9/10/19	CF will provide teachers with a RIME assessment data template. CF will train teachers on how to use the template in order to effectively plan their WIN (What I Need) time.	Complete 11/12/2019	Ashley Johnson	11/12/2019
<i>Notes:</i>				
9/10/19	All staff will participate in four MTSS webinars.	Complete 06/05/2020	Denise Schroeder	06/05/2020
<i>Notes:</i>				
9/8/19	A refresher course will be delivered to staff about the IST/IPS model at the beginning of the 2020 school year all staff.	Complete 10/16/2020	Cherie Moore	10/09/2020
<i>Notes:</i> Bigsby and Moore will be a part of this process as well.				
9/8/19	Teachers will enroll in the county-offered MTSS Canvas course. Teachers will use the resources to learn more about the MTSS model. All stakeholders will utilize the MTSS/IPS process as it develops to support student needs on all tiers of instruction.	Complete 02/02/2021	Ashley Johnson	01/05/2021
<i>Notes:</i>				
1/6/21	A3.05 - The school assesses each student at least 3 times each year to determine progress towards standards based objectives. Reedy Fork will conduct all assigned assessments with the intention of analyzing the data to evaluate how students are progressing and to determine what supports are needed.	Complete 04/27/2021	Jeanelle Lindsay	02/02/2021
<i>Notes:</i>				
1/6/21	Teachers will continue to transition toward using the process for creating supplemental groups, gathering baseline data, using the appropriate intervention, progress monitoring and using that data to inform.	Complete 04/27/2021	Ashley Johnson	03/08/2021
<i>Notes:</i>				
9/8/19	The IPS team will work together ensure the correct interventions are being selected as well as delivered to students.	Complete 11/09/2020	Cherie Moore	06/05/2021
<i>Notes:</i>				
10/14/21	Teachers will carry out Tier 3 interventions for the students who were sent to tier 3 after the end of the year last year.	Complete 01/11/2022	Ashley Johnson	01/10/2022
<i>Notes:</i> We will check in on the data at PLC and monthly at the IPS meetings. Observations from the team will ensure these were carried out with fidelity.				

	9/9/22	The MTSS team will create support documents with a schedule of when intervention cycles and progress monitoring should take place.		Ashley Johnson	06/03/2023
	<i>Notes:</i>				
	9/9/22	The MTSS team will review the schedule after the first round of MTSS interventions to ensure the schedule is functioning properly and to determine if it needs adjustments.		Ashley Johnson	06/03/2023
	<i>Notes:</i> While this is noted for the first of the year, this action step may be expanded if necessary.				
	10/14/21	Teachers will utilize the updated standard treatment protocols and data to create supplemental groups for the 2022-2023 school year.		Ashley Johnson	06/10/2023
	<i>Notes:</i> We will review the data at PLC for all students weekly but, specifically the MTSS groups at the minimum of monthly. The MTSS team will conduct observations to ensure these are being done with fidelity.				
Implementation:			04/27/2021		
	Evidence	6/9/2017 Throughout the year, teachers have submitted lesson plans showing the types of math stations they will you that are aligned with Common Core. Through observations, the administration team will note all practices that reflect the instruction of the consultant from for ERG. The fourth and fifth grade teachers followed the teaching strategies in each manual provided by ARC. The teachers also watched lessons modeled by the ARC coach and modify lessons and teaching styles according to the observation of the coach.			
	Experience	6/9/2017 The teachers had scheduled professional development sessions, modeled lessons and constructive feedback from the consultants of the Education Resource Group (ERG) and the American Reading Company.			
	Sustainability	6/9/2017 Teachers will continue to use resources provided for instruction, in grades four and five, by the American Reading Company (ARC). The teachers will continue small group math instruction for all grade levels. Students will continue to work on independent math stations to review previous standards.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Counselor, psychologist, and social worker will address providing emotional support of all stakeholders.		Limited Development 08/23/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>This action will help to get off TSI list</p> <p>By June 2023, Teachers will provide feedback to students that encourages them to continue striving to reach their full potential. Parents will be notified throughout the day of academic and behavior concerns. Students who need additional support will be referred to the counselor, social worker, or Intervention Support Team (IST). Relationships between staff and students are positive. Teachers will use SEL training when applicable to support students emotional health. Title 1 funds will be used to purchase SEL resources.</p>			Stephen Guenzi	06/05/2023
Actions			8 of 9 (89%)		
9/8/19	Administration will create daily classroom schedules that include ten minutes at the beginning of each day for every classroom to have a morning meeting.		Complete 08/14/2019	Ashley Johnson	08/14/2019
	<i>Notes:</i>				
9/8/19	The school counselor will send out morning meeting tips, guidance, and suggestions to classroom teachers on a weekly basis.		Complete 01/14/2020	Ashley Doom	01/14/2020
	<i>Notes:</i>				
9/8/19	SLT will evaluate the impact of the Youth Development Coordinator position and decide if the position will be funded for the 2020-2021 SY.		Complete 06/05/2020	Ashley Johnson	06/05/2020
	<i>Notes:</i>				
1/6/21	Students identified with a BIP are being constantly supported with behavior. Trained staff members are available to complete a functional behavior assessment if/when needed.		Complete 01/06/2021	Amy Harrison	01/06/2021
	<i>Notes:</i> Recurrence- this option exists all of the time.				
1/6/21	While creating supplemental groups, staff will consistently review behavioral needs of all students.		Complete 04/27/2021	Ashley Johnson	03/10/2021
	<i>Notes:</i>				
9/8/19	Teachers will collaborate with the School Counselor, School Social Worker and Youth Development Coordinator to respond to and meet individual students' behavioral and emotional needs.		Complete 11/09/2020	Jeanelle Lindsay	05/31/2021
	<i>Notes:</i>				
3/9/20	Staff will participate in the SEL cohort and attend trainings put on by the district SEL department.		Complete 05/25/2021	Amy Harrison	05/31/2021

Notes: Staff can register for the course in Performance Matters to receive CEUs.
 Staff will participate in any SEL staff development.
 4/27/21 - Mrs. Harrison will follow up with the SEL leads to determine which PD have and will be offered. There have been two trainings this year before Thanksgiving break.

10/14/21	The PBIS team has met and shared all documentation at the beginning of the year for procedures and expectations. As a school, we will review those objectives after winter and spring break. We will do this with providing the lesson plans and asking for documentation those lesson plans were taught.	Complete 02/08/2022	Ashley Johnson	02/01/2022
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Notes:

2/8/22	Students participate daily in SEL morning meetings. These meetings are supported by structures and suggestions from the SEL team daily and are announced over morning meetings.		Cherie Moore	06/03/2023
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Notes: This will be assigned to Mrs. Weathersby to check-in with Mrs. Moore who is on the SEL team.

Implementation:

05/25/2021

Evidence

5/25/2021
 We have attended both trainings offered via Teams. The counselor has a record of those dates.

Experience

5/25/2021
 Two SEL PD were offered this year and we participated.

Sustainability

5/25/2021
 As more SEL opportunities are available, our staff will continue to engage.

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

KEY B1.01

The LEA has an LEA Support & Improvement Team.(5135)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.

Limited Development
 08/15/2016

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:		This action will help to remove school from TSI list By June 2024, The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Jeanelle Lindsay	06/01/2023
Actions			0 of 1 (0%)		
	9/8/19	The ILT team has and will continue to work on analyzing data to identify trends in instruction in the building. These will be shared SBLT to help determine what pd would be beneficial to work on these trends.		Jeanelle Lindsay	06/20/2023
<i>Notes:</i>					
Implementation:			08/12/2019		
	Evidence	6/11/2018 All evidence in Indistar. 8/12/2019 New members have been added to Indistar, attended first meeting, and made aware of their new responsibility and role as a leadership team representative.			
	Experience	6/11/2018 All required notes were taken by Process Manager, admin team met with district representatives.			
	Sustainability	6/11/2018 Continue meeting district requirements.`			
	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
Initial Assessment:		The school currently meets once a month. Our meetings will increase from once to twice a month.	Limited Development 08/15/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		This Action will help to remove school from TSI list By June 2023, The full committee will always meet the second First of the month while sub committees (ILT team) will meet every second		Ashley Johnson	06/08/2023

	Tuesday of each month.			
Actions		2 of 6 (33%)		
10/9/18	Team members will report out to their grade-levels information from leadership team meetings using the site-specific agenda, minutes, and sign-in sheets. All paperwork/documentation will be sent to CF.	Complete 04/27/2021	Aleshia Penn	05/31/2021
	<i>Notes:</i> The feedback has been requested via e-mail to date. Starting now and moving forward, a physical feedback form will be distributed.			
10/6/20	The ILT team will meet monthly. The teams will report back to the whole group when applicable. Example- if a Kindergarten observation is completed, the team doing the observation will report back to the whole team.	Complete 04/27/2021	Tracee Weathersby	05/31/2021
	<i>Notes:</i>			
9/9/22	A minimum of 5 data points will be presented before making decisions about student movement in the tiered instructional model after each round of intervention.		Ashley Johnson	01/20/2023
	<i>Notes:</i>			
9/9/22	Supplemental interventions will be reviewed during PLC to ensure proper implementation.		Ashley Johnson	06/03/2023
	<i>Notes:</i>			
10/14/21	The SBLT and ILT will meet monthly to review data that consists of all team members.		Jeanelle Lindsay	06/10/2023
	<i>Notes:</i>			
10/14/21	The MTSS team will consult with the leadership team for a portion of each SBLT meeting to discuss MTSS data and review needs.		Vicky Fowler	06/10/2023
	<i>Notes:</i>			
Implementation:		04/27/2021		
Evidence	6/11/2018 All evidence is in Indistar and linked on our webpage.			
Experience	6/11/2018 Easy to complete since we implemented regular schedule. 4/27/21 The ILT team has documentation of meeting and meets regularly.			
Sustainability	6/11/2018 Keep using regularly scheduled day for meetings.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers collaborate during weekly Professional Learning Communities. Teachers also meet outside of PLC time to plan.	Limited Development 08/15/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		This action will help to remove school from TSI list. By June 2024, Teachers will meet weekly to collaborate during Professional Learning Community meetings as well as monthly Vertical Team Meetings. Teachers will develop lesson plans, weekly common formative assessments and pull resources as needed. Teachers will have a selected time for planning outside of PLC time established.		Jeanelle Lindsay	05/31/2023
Actions			7 of 8 (88%)		
8/29/17	Principal and/or Curriculum Facilitator will monitor weekly Professional Learning Community Meetings and monthly Vertical Team Meetings to ensure fidelity.		Complete 06/11/2018	Telisa Williams	06/08/2018
<i>Notes:</i> Professional Learning Communities will be conducted on a weekly basis. Vertical Team Meetings will be conducted on a monthly basis. The Curriculum Facilitator, Telisa Williams, will also participate in the assignment of this action.					
8/29/17	Teachers will develop teacher leadership by facilitating Professional Learning Community meetings.		Complete 08/12/2019	Telisa Williams	06/08/2019
<i>Notes:</i>					
10/1/18	An ILT will be developed to focus on high-impact instructional strategies.		Complete 08/12/2019	Denise Schroeder	06/12/2019
<i>Notes:</i>					
1/6/21	ILT Team will support analyzing of school wide data.		Complete 05/25/2021	Jeanelle Lindsay	03/10/2021
<i>Notes:</i> This action item has been difficult to do remote. The training/mentorship with that process hasn't taken place this year on a district level.					

	The the remainder of the year the ILT team will identify data trends (NWEA, interim assessments,etc.) Is there anything within the data that helps us plan moving into the 2021-2022 school year?			
10/1/18	Weekly PLC meetings will be held where teachers are transitioning into teacher leaders.	Complete 04/27/2021	Ashley Johnson	05/31/2021
	<i>Notes:</i>			
10/6/20	Admin will attend planning sessions that occur outside of PLC times as designated by the grade level teams.	Complete 05/21/2021	Jeanelle Lindsay	05/31/2021
	<i>Notes:</i> Teachers will meet with their team to determine their weekly planning day. Teachers will share that date with administration.			
10/14/21	Teachers will meet during weekly PLC and other designated times to plan.	Complete 01/11/2022	Ashley Johnson	01/10/2022
	<i>Notes:</i>			
10/14/21	Teachers will plan monthly (for 6/7 visits) with the CKLA and Eureka coach.		Vicky Fowler	06/03/2023
	<i>Notes:</i>			
Implementation:		05/25/2021		
Evidence	5/25/21			
Experience	5/25/21			
Sustainability	5/25/21			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The principal provides feedback, but needs to ensure all feedback given will help improve teacher instruction.		Limited Development 08/15/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The principal, CF, and coaches will provide specific feedback pertaining to the areas of strengths and opportunities for each teacher. The observer will provide feedback the same day an observation has occurred. Walkthroughs will be target and supportive.			Jeanelle Lindsay	06/03/2023

Actions		1 of 2 (50%)		
10/1/18	Walk-throughs for CKLA, ARC, and Eureka will occur weekly. Instructional feedback will be shared with teachers after an observation has taken place.	Complete 04/27/2021	Jeanelle Lindsay	05/31/2021
<i>Notes:</i>				
2/8/22	Walk-throughs for core instruction will occur. The principal, assistant principal, CF, peers and external coaches will provide feedback after an observation has taken place to support growth.		Ashley Johnson	06/03/2023
<i>Notes:</i>				
Implementation:		04/27/2021		
Evidence	6/9/2017 The use of small group instruction and math stations during math on all grade levels. The use of units provided by the American Reading Company used for instruction in grades four and five.			
Experience	6/9/2017 The principal conducted walkthrough and observations for each teacher using the teacher evaluation system for North Carolina and using walkthrough documents provided by the American Reading Company and the Educational Resource Group. 4/27/21 The principal has been through a full evaluation cycle with staff. We have conducted as many walkthroughs as possible with covid restrictions.			
Sustainability	6/9/2017 Providing constructive feedback for each teacher allowed each teacher to tweak instruction based on routines and strategies suggested by the both coached. By conducting the walk-throughs it better prepared the administration team to observe lessons conducted by each teacher more clearly.			

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:		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data.	Limited Development 09/17/2016		

	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.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	This action will help to remove school from TSI list. By June 2023,The leadership team will review multiple data points (student achievement data, PLC feedback) to determine professional development needs/wants for the school.		Ashley Johnson	06/01/2023
Actions		0 of 5 (0%)		
5/25/21	We will use the data to determine what PD is needed.		Ashley Johnson	06/01/2023
	<i>Notes:</i> While we were able to create and utilize a walkthrough tool to find trends, we didn't prescribe any PD or solutions for those trends school-wide. We gave feedback in small bites.			
9/9/22	The team will implement tiered reading interventions with fidelity to promote reading growth and achievement.		Jeanelle Lindsay	06/03/2023
	<i>Notes:</i>			
9/9/22	We will ensure staff are trained in MTSS in terms of reading support (interventions, role and progress monitoring).		Cheri Moore	06/03/2023
	<i>Notes:</i>			
9/9/22	The MTSS team (including grade level) will meet after the appropriate intervention cycle to determine next BEST steps for each scholar moving through the tiers.		Vicky Fowler	06/03/2023
	<i>Notes:</i> There will be roughly three cycles of intervention.			
8/30/17	The ILT team will utilize the Walkthrough Observation trends and other data points to determine professional development needs.		Bridget Forys	06/08/2023
	<i>Notes:</i>			
Implementation:		08/12/2019		
Evidence	6/9/2017 The students progress and strategies used by teachers are documented online.			
Experience	6/9/2017 The administration team reviewed the data entered by teachers			

	implementing the resources provided by American Reading Company twice a month to review students growth.			
Sustainability	6/9/2017 The teachers documentation of student conferencing will have to be monitored extremely close to ensure all data for each student is updated twice a month.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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Initial Assessment:	It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 09/17/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	This action will help to remove school from TSI list.		Jeanelle Lindsay	06/01/2023
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By June 2024, Reedy Fork will select members of the leadership team, who have classroom experience, and teachers from the grade level of vacancy when hiring for any vacant position. The principal and curriculum facilitator will conduct daily walkthroughs to monitor instruction. Constructive feedback will be given as walkthroughs are conducted to incorporate teacher self-reflection and personal goal-setting to help increase student engagement and academic success. Teachers will also be provided the opportunity to observe colleagues to help support areas of weakness. Professional development sessions will be provided onsite with admin and content coaches, to help increase student academic success. District wide professional development sessions will also be provided to support each teacher's understanding of specific content areas. Mentors are assigned to new teachers to support professional growth.

Actions		3 of 4 (75%)		
9/24/17	Provide incentives to staff members who demonstrate best practices and random acts of kindness.	Complete 04/27/2021	Jeanelle Lindsay	05/31/2021
<i>Notes:</i>				
10/1/18	Principal and CF will attend GCS job fairs to recruit a diverse group of teachers and staff.	Complete 05/25/2021	Jeanelle Lindsay	05/31/2021
<i>Notes:</i>				
10/6/20	The leadership team will work to give incentive to staff for positive contribution.	Complete 05/25/2021	Aleshia Penn	05/31/2021
<i>Notes:</i>				
5/25/21	Reedy Fork will utilize a diverse representation when tasked with hiring for a new position.		Vicky Fowler	06/01/2023
<i>Notes:</i> The group will be established and utilized all year.				
Implementation:		05/14/2019		
Evidence	6/11/2018 Minutes from meetings with CKLA and ARC representatives. Feedback from walk-through documents and evaluations. Jeans passes. 5/14/2019- Principal and CF attended GCS Job Fair. They hired 2 kindergaten, 1 first grade, and a PreK TA position(s).			
Experience	6/11/2018 Difficulty completing objective fully due to time constraints and ratio of staff to administrators.			

Sustainability	6/11/2018 Find ways to spend more time in classrooms during instructional times.			
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Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The school currently communicates through Connect-Ed Messages, Newsletters and Twitter. All of the aforementioned communication efforts are translated in Spanish.	Limited Development 09/17/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	This action will help to remove school from TSI list. By June 2024,The school will continue to communicate using Connect-Ed Messages, Newsletters, Dojo and Twitter. Additionally, the school website will be kept up to day- by uploading Newsletters and school information. Facebook will also be updated with information. The school will hold parent engagement nights of different variety. The school will publish FAQ documents to help establish expectations.		Vicky Fowler	06/05/2023
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Actions		10 of 12 (83%)		
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10/6/20	All pro parents is held to help educate parents on how to support students at home.	Complete 05/25/2021	Cherie Moore	05/31/2020
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	<i>Notes:</i> We have had two All-Pro parents. This has been communicated and set up ready to go. Mrs. Scott will touch base with Mrs. Moore to get more updates on All-Pro parents.			
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9/6/19	The Title 1 Parent and School Compacts have been updated and posted on the school website.	Complete 04/27/2021	Stephen Guenzi	10/06/2020
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	<i>Notes:</i>			
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1/6/21	Materials pick up have been held each quarter while students were remote.	Complete 01/06/2021	Ashley Johnson	01/05/2021
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	<i>Notes:</i>			
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1/6/21	Connect Ed Messages are sent home with pertinent information weekly.	Complete 01/06/2021	Jeanelle Lindsay	01/06/2021
<i>Notes:</i>				
1/6/21	Teachers and the school utilize Class Dojo to keep families up to date with important information.	Complete 04/27/2021	Debra Mills	02/14/2021
<i>Notes:</i>				
9/6/19	School will regularly communicate school or district provided opportunities for parents to learn more about what their child is learning (Parent Academy opportunities, Eureka Math nights, All-Pro Parents, etc.) through the school website and Twitter.	Complete 04/27/2021	Stephen Guenzi	05/31/2021
<i>Notes:</i>				
9/6/19	School will regularly communicate school or district provided opportunities for parents to learn more about what their child is learning (Parent Academy opportunities, Eureka Math nights, All-Pro Parents, etc.) through the school's Facebook account.	Complete 04/27/2021	Mr. Guenzi	05/31/2021
<i>Notes:</i>				
10/6/20	Title I nights serve to educate families with supporting their student at home. These typically occur four times a year.	Complete 05/25/2021	Ashley Johnson	05/31/2021
<i>Notes:</i> Reading Night is complete. Math Night is complete.				
5/25/21	All-Pro parents and title one nights will be included on our school wide calendar. This way we can be sure these events happen regularly.	Complete 09/29/2021	Jeanelle Lindsay	09/01/2021
<i>Notes:</i>				
10/14/21	Teachers utilize class DoJo and phone calls to communicate with families.	Complete 01/20/2022	Angela Hooper	01/20/2022
<i>Notes:</i>				
10/14/21	The principal sends out weekly connect-ed messages to share upcoming information and events.		Jeanelle Lindsay	06/10/2023
<i>Notes:</i>				
10/14/21	The school hosts four title one events funded with title monies as needed. These events give information about beginning of year, curriculum, math and reading.		Ashley Johnson	06/10/2023
<i>Notes:</i>				
Implementation:		08/12/2019		

<i>Evidence</i>	6/11/2018 Social Media accounts, ConnectEd transcripts			
<i>Experience</i>	6/11/2018 Most parents are receptive to ConnectEd phone calls, newsletters, and Dojo. We've had increased engagement with our social media accounts.			
<i>Sustainability</i>	6/11/2018 We will continue to update social media accounts, webpage, and create new Dojo accounts for the next school year.			