

## Comprehensive Progress Report

**Mission:** The Brightwood School Community will create a positive learning environment where individual needs are met through: \*Establishing and developing relationships using clear coherent expectations for students, parents, staff and community. \*Consistent implementation of Positive Behavior Intervention Support.(PBIS) \* Rigorous instruction focused on students' development of critical thinking, problem solving, information and technology skills, and collaboration. \*Progression towards highly functioning Professional Learning Communities (PLC).

**Vision:** Brightwood is a community of 21st century learners who value the importance of education by consistently promoting academic excellence, mutual respect, personal responsibility, and high expectations. "An Excellent Education Every Day for Every Child!"

**Goals:**

By the end of the 2020-2021 school year, Brightwood will decrease the number of Out of School Suspensions by 10 % using the direct implementation of a School Wide Social-Emotional Learning Curriculum. A 4.06

By June 2021,Brightwood will increase the overall performance composite from 44.2 to 47.2. (A2.04, A4.01, B3.03, C2.01)

By June 2021, Brightwood will increase the number of Students with Disabilities in 3rd-5th grade who are proficient on Reading, Math, and Science E.O.G. by 2 percentage points. (A2.04, A4.01, B3.03, C2.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional Excellence and Alignment - High expectations for all staff and students: All classrooms have skilled groups, teacher directed whole class, math stations, and independent classwork. K-2 classrooms utilize data from CKLA SKills instruction and othe formative assessments for literacy. Grade 3-5 use IRLA data and other formative assessment data. All certified staff provide weekly lesson plans and monthly calendars in school's sharepoint site. All classrooms have access to at least 3 desktops for literacy and math and computer based stations.	Limited Development 05/30/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>When this is fully met, teachers will be able to differentiate student instruction. Students will have continuous use of the programs throughout the school day as well as at home in the evenings, over holidays and during the summer break. One Reading Interventionist and an Academic Coach will be purchased from Title I funding to assist with providing teachers and students with needed support. ( Small group instruction through LLI and Foundations remediation.)</p> <p>A1.06: Our teachers will design lessons with a variety of instructional modes. 100% of students will participate in a various instructional modes.</p> <p>A1.06: 100% of teachers will provide sound instruction in a variety of modes as evidenced by lesson plans, walkthroughs, and evaluations. ( Core, Tier II and Tier III support). The support from the teacher gradually decreases, with scaffolding for some learners as needed, until guided practice, collaborative learning strategies and ultimately independent practice occurs. Finally the teacher will review and do a final check for understanding using assessment, exit tickets, or some other product that demonstrates student learning.</p>		LaTrice Stokes	06/11/2021
<i>Actions</i>			5 of 10 (50%)		
	5/30/17	Purchase a reading specialist position from Title I funds. An additional core teacher will be purchased to reduce class sizes. A 1/2 time CF will be purchased.	Complete 07/03/2017	Katrina Robinson	07/03/2017

<i>Notes:</i>				
5/30/17	Purchase TenMarks user license for 2-3 students, and Reading Eggs for K-1.	Complete 10/04/2017	Katrina Robinson	10/10/2017
<i>Notes:</i>				
11/14/17	Grade 2 will be provided job-embedded professional development by ERG Education Resource Group as it refers to a strategic approach to developing teacher capacity by grounding the professional learning in day-to-day teaching practices. The job-embedded coaching consists of observation, feedback support cycle, debriefs, goal setting, tips and resources, demonstration lessons and lesson planning assistance.	Complete 04/26/2018	Katrina Robinson	04/15/2018
<i>Notes:</i> ERG Education Resource Group will provide the coaching.				
10/1/19	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. o Support Documents in Canvas: § Design Explicit Instruction § Forms of Scaffolding o Alignment to best practices for Core: 1) Utilize Gradual Release Model/Inquiry Models	Complete 11/05/2019	Latrice Stokes	10/25/2019
<i>Notes:</i> Instructional Calendars on Canvas				
11/5/19	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. o Support Documents in Canvas: § Design Explicit Instruction § Forms of Scaffolding o Alignment to best practices for Core: 1) Utilize Gradual Release Model/Inquiry Models	Complete 02/04/2020	Latrice Stokes	02/04/2020
<i>Notes:</i> Instructional Calendars in Canvas				
11/5/19	ALL teachers provide sound Core instruction in a variety of modes: teacher-directed whole-class ; teacher-directed small-group; independent work; computer-based. o Support Documents in Canvas: § Design Explicit Instruction § Forms of Scaffolding o Alignment to best practices for Core: 1) Utilize Gradual Release Model/Inquiry Models		Latrice Stokes	03/26/2021
<i>Notes:</i> Instructional Calendars in Canvas				

9/29/19	The School Academic Team will conduct regular learning walks with staff to provide feedback for growth to teaching and develop professional development for staff as we see trends of needs across the school.		Latrice Stokes	06/02/2021	
<i>Notes:</i>					
11/5/19	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. o Support Documents in Canvas: § Design Explicit Instruction § Forms of Scaffolding o Alignment to best practices for Core: 1) Utilize Gradual Release Model/Inquiry Models		Latrice Stokes	06/05/2021	
<i>Notes:</i> Instructional Calendars in Canvas					
9/29/19	Academic Team will observe teachers weekly using the weekly instructional calendar and ILT will observe at least one time a month.		Latrice Stokes	06/02/2022	
<i>Notes:</i>					
9/29/19	Academic Team and ILT, along with teachers will plan the next steps based on the collected data from observations/learning walks.		Latrice Stokes	06/02/2022	
<i>Notes:</i>					
<b>Implementation:</b>		09/29/2019			
<b>Evidence</b>	6/7/2018				
<b>Experience</b>	6/7/2018				
<b>Sustainability</b>	6/7/2018				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Positive Behavior Intervention and Support (PBIS) is followed throughout the school in common areas. School norms have been developed and are posted throughout the school. Teachers conduct lessons at the beginning of the school year to review/introduce the school norms in each common area ex: hallways, cafeteria, bathroom. The School norms have been revised to include and address the need to teach new protocols that include social distancing, proper washing of hands, proper wearing of face covering and interactions with one another.	Limited Development 09/15/2016		
	Priority Score: 3                      Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>	<p>Brightwood Elementary has been a part of the Positive Behavior and Intervention Support (PBIS) system. Student expectations are visible throughout the building and students/staff are held accountable to the expectations. Expectations are reviewed school-wide after long breaks and daily through classroom management.</p> <p>By the end of the 2020-2021 school year, Brightwood will increase student engagement on Canvas by setting clear expectations for remote learning and using positive feedback strategies to reward engagement. This objective will be measured by the demonstration of at least a 11.1% increase in student Canvas engagement from 83.9% to 95%.</p> <p>By the end of the 2019-2020 school year, Brightwood will decrease the number of suspensions and office referrals using Positive Behavior Intervention System. This objective will be measured by the demonstration of at least a 10 % reduction in the number of OSS from 8 to 6.</p> <p>By the end of the 2017-2018 school year, Brightwood will decrease the number of suspensions and office referrals using Positive Behavior Intervention System. This objective will be measured by the demonstration of at least a 10 % reduction in the number of OSS (2016-2017 : 23 Suspensions) for the 2017-18 school year as well as a reduction in the number of office referrals.</p>		<b>Rhonda Copeland</b>	<b>06/12/2021</b>
<b>Actions</b>		<b>13 of 16 (81%)</b>		
8/1/17	Each teacher will develop a clear and concise discipline plan with expectations and rewards. Each grade level will develop and implement a plan within the first two weeks.	Complete 09/30/2017	Grade Levels	09/30/2017

<i>Notes:</i>				
8/1/17	The PBIS team will revisit during a staff meeting the Major/Minor Flowchart for referring students to the office.	Complete 08/24/2017	Lisa Keith	09/30/2017
<i>Notes:</i> During the Leadership team meeting we discussed many teachers were not familiar with major and minor offense.				
8/30/17	The Brightwood staff and students will participate in a book study entitled "The Energy Bus". This study will help support the continue efforts to build a positive culture and climate of our school.	Complete 04/20/2018	Latrice Stokes	01/31/2018
<i>Notes:</i>				
8/1/17	Using the IST team data and interventions to provide behavior interventions to teachers for students for referred to IST for behavior.	Complete 06/08/2018	Rhonda Copeland	06/08/2018
<i>Notes:</i>				
10/16/19	Expectation Assembly with all students	Complete 09/06/2019	Latrice Stokes	09/05/2019
<i>Notes:</i> Ms. Stokes had expectation assembly with the student on Sept. 5 with K-2 students and Sept. 6 with 3-5.				
10/16/19	Teachers will create and post classroom expectations, consequences/rewards. Teachers will use ClassDojo, Remind and some form of ongoing communication system to communicate with parents consistently.	Complete 09/30/2019	Latrice Stokes	09/27/2019
<i>Notes:</i>				
10/16/19	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The student invite special guest to a Breakfast and Learn celebration.	Complete 09/27/2019	Latrice Stokes	09/27/2019
<i>Notes:</i> During this time we provide parents with tips on attendance, how to help your child be to successful in school, in the community and etc.				
10/16/19	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The student invite special guest to a Breakfast and Learn celebration.	Complete 10/25/2019	Ariele Rivers	10/25/2019
<i>Notes:</i>				
11/5/19	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The students will invite special guests to a Breakfast and Learn celebration.	Complete 11/22/2019	Ariele Rivers	11/22/2019
<i>Notes:</i>				

12/3/19	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The students will invite special guests to a Breakfast and Learn celebration.	Complete 12/20/2019	Ariele Rivers	12/20/2019
<i>Notes:</i> Student of the month award ceremony was held on 12/20/2019. Parents and students were served breakfast and received an award.				
9/29/19	Develop a calendar of events for student celebrations that align with PBIS.	Complete 12/20/2019	Rhonda Copeland	12/20/2019
<i>Notes:</i> Review the data from Educator's handbook in PBIS team meetings setting criteria for attendance to participate in PBIS celebrations.  Starting next week (01/13/2020), every staff member will receive Golden Paws to use for whole class rewards. These can be used in the hallway, recess, lunch, etc. Classes that earn the goal will be included. Each teacher should write their last name on the paw before placing it on the chart posted outside the classroom door. o Calendar of events includes: January Ice Cream Social (Goal 10); February Cotton Candy Party (Goal 10); March Madness Event (Goal 15); April Hot Dog Cookout (Goal 15); May Kickball and Freezepops (Goal 15).				
1/7/20	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The students will invite special guests to a Breakfast and Learn celebration.	Complete 01/31/2020	Aeriele Rivers	01/31/2020
<i>Notes:</i> Character trait = Courage. Students and parents attended a breakfast and ceremony to celebrate students who were recognized for being courageous. Ms. Stokes and Ms. Rivers shared with parents and discussed the importance of attendance and reading at home.				
2/4/20	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. The students will invite special guests to a Breakfast and Learn celebration.	Complete 02/28/2020	Aeriele Rivers	02/28/2020
<i>Notes:</i> Student of the Month celebration was held on 2/28/2020 for students from each class who displayed the character trait: Courage. Parents and students were served breakfast and Ms. Rivers and Ms. Stokes talked to parents about attendance.				

2/4/20	Monthly students and teachers will choose students that exhibit the character trait of the the month. The students will be recognized monthly. This will be done virtually and then once we are back face to face it will happen with safety protocols measures in place.		Rhonda Copeland	12/01/2020
<i>Notes:</i> This will be done virtually.				
11/10/20	Teachers will review and model online, remote-learning expectations for all students.		LaTrice Stokes	12/01/2020
<i>Notes:</i> Teacher logs/evidence of rewards/stickers/etc. provided for students who are following online learning systems.				
9/15/20	Bi-Monthly meetings will be held for teachers and staff members to target social-emotional learning competencies. Professional Development will be provided by the SEL Cohort.		Rhonda Copeland	02/02/2021
<i>Notes:</i> Sign in sheet/attendance sheet from Professional Development, presentation slides or handouts. SEL Team will meet every fourth Tuesday of the month to plan the PD				
<b>Implementation:</b>		09/17/2018		
<b>Evidence</b>	9/17/2018			
<b>Experience</b>	9/17/2018			
<b>Sustainability</b>	9/17/2018			



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet 3 times a Week for PLC meetings that focus on curriculum and data. Data used will be Common Formative assessments, Reading 3D, district local assessments for reading, math and science, writing samples and IRLA (Independent Reading Level Assessment). Strategies used will focus on explicit teaching, gradual release of responsibility, questioning to monitor levels of understanding, and scaffolding for skills and concepts students have not mastered. Curriculum Facilitator meets with PLC teams twice a week to assess data, review standards, map Scope and Sequence, and plan units. Agendas and minutes are created for each PLC meeting. Time is allotted for two planning days throughout the year.	Limited Development 04/26/2016		
<i>How it will look when fully met:</i>		Grade level and departments PLC teams meet at least two times weekly focusing on curriculum and data. The Curriculum Facilitator, Math Coach , administration and teachers will meet twice a week to help facilitate the mapping of scopes and sequences that guide instruction for all students. The instructional teams will determine concepts, principles, and skills that need to be covered within the given units. Work together to consider the most appropriate elements form mastery and construct criteria for mastery. Develop and/or review pre/post test, common formative assessments that are clear and specific and would provide evidence of mastery consistent with the team's established criteria. A variety of resources based on team needs will be utilized to help implement units. Agendas, minutes, scopes and sequences, lesson plans, feedback, coaching comments, and data will be used to determine if the objectives have been met. Title I funds will be used for professional development coaching days and researched based instructional resources.		Katrina Robinson	06/11/2021
<i>Actions</i>			<b>6 of 7 (86%)</b>		
	5/10/16	Task 1: In August 2016 establish PLC norms and protocols for each instructional team.	Complete 09/30/2016	Grade and Department Leadership Representative	09/12/2016

*Notes:* Leadership team discussed establishing norms for PLC's. The leadership team used the article "Norms put the "Golden Rules into Practice for Groups" from the National Staff Development Council as a guide for creating norms and establishing meeting protocols. Roberts Rules of Order was reviewed and will be used to conduct meetings. Each grade level and department will establish their own norms for PLC meeting. Using a designated template for PLC meetings, the teachers will upload their information to the SharePoint.

5/10/16 Task 2: Establish meeting days, agendas, and roles of team members. Complete 09/30/2016 Katrina Robinson 09/12/2016

*Notes:* Each grade level team worked to determine specific PLC meeting dates. Each team determined the roles of the team members and established a common agenda format. Each grade level team will continue to post PLC agendas and minutes to SharePoint.

8/31/17 Academic Team members will provide feedback to teachers from instructional walk throughs that are conducted daily. Complete 06/08/2018 Katrina Robinson 06/08/2018

*Notes:*

10/2/18 Teachers will receive professional development for American Reading Company (ARC), Core Knowledge Language Arts (CKLA), and Eureka Math. Complete 05/02/2019 Katrina Robinson 06/07/2019

*Notes:* This will include but is not limited to modeled lessons, coach observations with feedback, lesson planning, and data analysis.

5/10/16 Task 4: Weekly PLC meetings focus on implementing deliberate practice teaching, use of researched instructional strategies, and individualize learning. Complete 08/26/2019 Katrina Robinson 08/26/2019

*Notes:* Teachers will meet with the Curriculum Facilitator and Math Coach will meet with the teachers to create PLC meetings and determine which meetings are data will be used to drive the instruction in the classes. Common formative assessments will be planned and/or created at appropriate times to align to standards. We will continue to address this task until the SIT team feels this is a systemic practice.

8/31/17 Research-focused reading and writing that engage students in active learning that will increase student achievement in literacy in grades K-5. Teachers in grades 3-5 will fully implement American Reading Company (ARC) on a daily basis. Teachers in grades K-2 will use the Core Knowledge Language Art (CKLA) which incorporates Skills and Listening and Learning. Complete 05/02/2019 Katrina Robinson 08/26/2019

*Notes:* Daily walk through feedback by academic team and ILT

5/10/16	Task 3: Unpack and prioritize standards, utilize district pacing guides and maps to develop weekly mapping of standards and analyze data to drive instructional plans.		Addea Skinner	06/08/2021	
<p><i>Notes:</i> Grade level work continues on the unpacking of standards. Teachers are utilizing the district pacing guides to plan weekly instruction. We will continue to address this task until the SIT team feels this is a systemic practice.</p>					
	<b>A2.05</b>	<b>ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		All teachers complete weekly lesson plans based on the district pacing guides, curriculum maps and other resources. Lesson plans are submitted to administration on a weekly basis.	Limited Development 09/15/2016		
<i>How it will look when fully met:</i>		Teams will develop differentiated lesson plans that align with district units. Learning activities given to each student target that student's level of mastery and are aligned with the objectives included in the units/lesson plans. Unit plans also include pre-assessments and post-assessments aligned to standards-based objectives. Lesson plans will be uploaded in a timely manner to ensure appropriate time for feedback from peers and administration.		<b>LaTrice Stokes</b>	<b>06/11/2022</b>
<b>Actions</b>			<b>6 of 8 (75%)</b>		
9/27/16	Determine suggested lesson plan format and rubric. Share template and rubric with the staff for feedback.	Complete 06/08/2018	Rhonda Copeland	06/08/2018	
<p><i>Notes:</i> Lesson plans formats were presented to the Leadership team and specific items within the lesson plan was decided rather than a specific template.</p>					
9/27/16	Upload lesson plans to SharePoint using suggested new template.	Complete 06/08/2018	Latrice Stokes	06/08/2018	
<i>Notes:</i>					
9/27/16	Review suggested lesson plan template during opening staff meeting.	Complete 06/08/2018	Latrice Stokes	06/08/2018	
<i>Notes:</i>					
9/27/16	Staff members will use the rubric to review/edit individual lesson plans or team plans.	Complete 06/13/2018	Latrice Stokes	06/08/2018	
<i>Notes:</i>					
9/27/16	During the half day Professional development staff will be engaged in the Transformational Teaching and Learning sessions.	Complete 06/13/2018	Latrice Stokes	06/13/2018	
<i>Notes:</i>					
9/29/19	Teachers will unpack the standards to ensure everyone understands the expectations and student outcomes of the lessons.	Complete 06/05/2020	Addea Skinner	06/05/2020	

<i>Notes:</i>				
9/27/16	Pre and post assessments will be created based on standards within the units.		Addea Skinner	06/07/2021
<i>Notes:</i>				
10/10/20	Teachers work together to develop plans, develop common understandings of what is worth teaching based on curriculum pacing guides and student needs. They collaborate and create a calendar to map out their expected student outcomes per grade level per subject area.		Addea Skinner	06/08/2021
<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
<i>Initial Assessment:</i>		The school's lesson planning and curriculum mapping is aligned with Common Core State Standards. The school has ESOL, resource, and reading support. The school utilizes an Intervention Support Team (IST) for research-based interventions to support specific student needs. The will provide differentiated instruction in the areas of math and reading. Data is kept to provide differentiated instruction. Data notebooks will be kept and utilized by classroom teachers to facilitate instructional planning and teaching of differentiated strategies. A digital data platform will be utilized to aid in instructional planning and development of lesson plans, small group instruction and reteaching of strategies. Identified students in grades 2nd-5th will have access to Extended Learning tutoring by classroom teachers.	Limited Development 05/17/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	

**How it will look when fully met:**

By June 2020, Brightwood Elementary will increase overall composite from 44.2 to 45.2.

- 3rd Grade Reading from 42.6 to 45.6.
- 4th Grade Reading from 44.3 to 47.3.
- 5th Grade Reading from 40.5 to 43.5
- Grade 3-5 Average Growth Proficiency in Reading 45.5
- 3rd Grade Math from 31.7 to 34.7.
- 4th Grade Math from to 30.7 to 33.7.
- 5th Grade Math from 50.6 to 53.6.
- Grade 3-5 Average Growth Proficiency in Math 40.6

By June 2020, Brightwood Elementary will increase overall Science composite from 74.7 to 77.7.

By June 2020, Brightwood will increase the number of Students with Disabilities in 3rd-5th grade who are proficient on Reading, Math, and Science E.O.G. by 2 percentage points from 21.3 to 22.3 in Reading, from <5 to 5% in Math, and from 33.3 to 35.3 in Science.

Teachers will receive the new MTSS training (2019-2020).

- Teachers core instruction and behavior plans will strong which will mean lessen the number of students needing Tier 2 and 3 interventions.
- Students will receive research based interventions aligned to the individual needs of the students.
- Students will receive researched-based interventions aligned to the individual needs of the students.
- We will ensure that teachers are implementing the research based intervention strategies with fidelity.
- IST team will meet as needed and be data driven.
- Teachers will create small groups and differentiate instruction based off students need and the groups will be fluid.
- Teachers will analyze the data at weekly PLCs.

Evidence...

LaTrice Stokes

06/08/2021

1. Student growth (progress monitoring data) results

2. Interim and common assessments

By the end of the 2017-2018 school year, Brightwood will increase the number of 3rd-5th grade students who are proficient on Reading EOG by 8 percentage points from 32.1% to 40.1%. By the end of the 2017-2018 school year, Brightwood will increase the number of 3rd-5th grade students who are proficient on the Math EOG by 8 percentage points from 35.8% to 43.8%. By the end of the 2017-2018 school year, Brightwood will increase the number of Students with Disabilities in 3rd-5th grade who are proficient on Reading EOG by 8 percentage points from 10.4% to 18.4%. By the end of the 2017-2018 school year, Brightwood will increase the number of 5th grade students proficient on the Science EOG by 6 percentage point from 47.5% to 53%

<b>Actions</b>		<b>16 of 17 (94%)</b>		
8/30/17	Proper implementation of the American Reading Company will be conducted through the use of ARC coach.	Complete 06/15/2018	Katrina Robinson	06/15/2018
<i>Notes:</i>				
8/30/17	Expert teachers in Science will offer support with science lessons and experiments. K-4 teachers will be intentional with the integrations of science across disciplines. Fifth grade students will model the Scientific Method to K-4 classrooms.	Complete 06/15/2018	Natasha Richmond	06/15/2018
<i>Notes:</i>				
8/30/17	Guided Math will be implemented in all K-5 classrooms. Small group instruction will help with differentiation of skills and strategies.	Complete 06/15/2018	Rhonda Copeland	06/15/2018
<i>Notes:</i>				
8/30/17	Guided Reading will be implemented in K-3 classrooms. It is designed to provide differentiated teaching that supports students in developing reading proficiency.	Complete 06/15/2018	Katrina Robinson	06/15/2018
<i>Notes:</i>				
3/14/18	Identified students in grades 2nd-5th will have tutoring by classroom teachers 2 days a week during the months of April and May. Students will be identified based on Reading 3D MOY data and Interim Assessment 2 data. Students will be tutored in math and reading.	Complete 06/15/2018	Katrina Robinson	06/15/2018

<i>Notes:</i>				
8/30/17	We will use Title one Funds to purchase a Poster machine to create Anchor Charts keep current and relevant learning and thinking visible by recording content, strategies, cues, processes, and/or guidelines during the learning process.	Complete 05/07/2019	Latrice Stokes	06/11/2019
<i>Notes:</i> The use of Anchor Charts will be on-going				
9/29/19	Master schedule will include an intervention block for K-4 classrooms.5th Grade is departmentalized for instruction focus with intervention time built in.	Complete 09/20/2019	Latrice Stokes	09/20/2019
<i>Notes:</i>				
9/29/19	Staff will be fully trained on the new MTSS framework in an effort to meet the academic needs of the students at the classroom level before moving.	Complete 10/09/2019	Latrice Stokes	10/08/2019
<i>Notes:</i>				
10/1/19	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.	Complete 11/05/2019	Katrina Robinson	11/05/2019
<i>Notes:</i> We will discuss student tiered groupings from the data. Coaching with Eureka, CKLA, and ARC Coaches.				
10/16/19	Instructional Leadership Team will meet monthly to look at student data,teacher focused observation data to improve teacher instructional practices which will have a direct impact on student performance. Our initial focus is on Core instruction.	Complete 11/13/2019	Latrice Stokes	11/22/2019
<i>Notes:</i>				
11/5/19	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.	Complete 12/03/2019	Katrina Robinson	12/02/2019
<i>Notes:</i> We will discuss student tiered groupings from the data. Coaching with Eureka, CKLA, and ARC Coaches.				
12/3/19	Instructional Leadership Team will meet monthly to look at student data,teacher focused observation data to improve teacher instructional practices which will have a direct impact on student performance. Our initial focus is on Core instruction.	Complete 12/11/2019	Latrice Stokes	12/20/2019
<i>Notes:</i> Team met to plan teacher professional development during staff meetings, based on teacher needs survey results.				

1/7/20	Instructional Leadership Team will meet monthly to look at student data, teacher focused observation data to improve teacher instructional practices which will have a direct impact on student performance. Our initial focus is on Core instruction.	Complete 01/14/2020	Latrice Stokes	01/31/2020
<i>Notes:</i> ILT met in January to plan a professional development for teachers based on results from the teacher survey. January focuses included engaging strategies for mathematics, problem solving in mathematics, and modifying assignments/accommodating struggling learners. The team led the professional development at the January staff meeting.				
11/5/19	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.	Complete 02/12/2020	Katrina Robinson	02/12/2020
<i>Notes:</i> We will discuss student tiered groupings from the data. Coaching with Eureka, CKLA, and ARC Coaches. Grade level teachers participated in an extended planning session to continue mapping curriculum and standards for the year.				
11/5/19	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.	Complete 02/24/2020	Katrina Robinson	03/08/2020
<i>Notes:</i> We will discuss student tiered groupings from the data. Coaching with Eureka, CKLA, and ARC Coaches. Teachers participated in planning with the Eureka Coach on February 14th and 24th.				
11/5/19	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.	Complete 04/07/2020	Katrina Robinson	04/07/2020
<i>Notes:</i> We will discuss student tiered groupings from the data. Coaching with Eureka, CKLA, and ARC Coaches.				
9/15/20	Teachers and curriculum facilitators will utilize the academic planning agenda to create tiered instructional plans by unit for CKLA, ARC, Science, and Eureka Math.		Terry Fenwick	06/08/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/29/2019		
<b>Evidence</b>	9/29/2019			
<b>Experience</b>	9/29/2019			
<b>Sustainability</b>	9/29/2019			



	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>	We have a full time Counselor and a part time social worker on staff who provide small group sessions that focus on social and emotional development. Counselor meets with classes on an as needed basis. African American Male (AAM) and Girls Support group meets weekly to support identified male students with character development, social and etiquette skills. All teachers have access to counselor and social worker as needed.	Limited Development 05/17/2016				Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>The counselor meets monthly with each classroom to address the social and emotional development of students as well as address character development. A boys club and girls club meets monthly with selected students to address social and emotional needs of these students. Teachers have the opportunity to schedule individual student appoints with the counselor and/or social worker on a as needed basis.</p> <p>There will be weekly guidance lessons to support student ability to deal with managing their emotions. Students will be able to use these strategies to de-escalate any emotionally charged situation in any setting. Teacher/Guidance Counselor collaboration for student support with emotional situations, conferences, academics, and attendance. Students will be informed about where and how to seek assistance when needed. Committees will be aligned to communicate and identify any students that need support and develop strategic plans to meet student needs. There will be a reduction in referrals. Teachers and Administration will work with students and parents to implement behavioral plans for students to use in every setting. Guidance will utilize the SEL curriculum Second Step</p>		Rhonda Copeland	06/08/2021	<i>Actions</i>		5 of 8 (62%)		
8/30/17	Counselor will schedule monthly classroom lessons to address character development.	Complete 06/08/2018	Ariele Rivers	06/08/2018	<i>Notes:</i>				
8/30/17	Boys club advisors will plan an implement activities to support the needs of the boys.	Complete 06/08/2018	Mayhue Kevin	06/08/2018	<i>Notes:</i>				

8/30/17	Girls club advisors meet monthly with the girls to support the needs of the girls.	Complete 06/08/2018	Ariele Rivers	06/08/2018
<i>Notes:</i>				
8/31/17	Connect with community churches and other organizations to the school by utilizing volunteers and outside resources for student, teacher and family support.	Complete 06/08/2018	Ariele Rivers and Smalls	06/08/2018
<i>Notes:</i>				
8/31/17	Identify and target counseling for students that need emotional and social support.	Complete 06/08/2018	Ariele Rivers	06/08/2018
<i>Notes:</i>				
9/29/19	Students who are struggling with engagement during remote learning will be assigned an adult buddy with our CICO system (daily monitoring, goal setting, celebrating, and encouraging).		Rhonda Copeland	12/01/2020
<i>Notes:</i> PLCs will identify students who need additional support with engagement during remote learning.				
9/29/19	Canvas login/engagement data will be collected and analyzed as a tool to measure student attendance and engagement.		Rhonda Copeland	12/01/2020
<i>Notes:</i> Positive virtual referrals for students showing up for class and completing work online.				
10/6/20	Social-Emotional Learning Cohort for Professional Development for Teachers		Rhonda Copeland	02/02/2021
<i>Notes:</i> Teachers will participate in professional development in the area of social-emotional learning to support students in developing positive social-emotional skills in the classroom.				
<b>Implementation:</b>		09/19/2018		
<b>Evidence</b>	9/17/2018 Counselor Schedule			
<b>Experience</b>	9/17/2018 Counselor Schedule			
<b>Sustainability</b>	9/17/2018 Counselor has not been included in the specials rotation with the support of the School Social Worker.			

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date			
<i>Initial Assessment:</i>	Pre-K students visit kindergarten classrooms during the month of May to become acclimated to the structures and procedures of Kindergarten. Fifth grade students visit the feeder middle school to tour and learn about the middle school experience. In the spring we host a Move-Up night in which students and parents can visit the next grade level to learn about the expectations and curriculum of the upcoming grade level.	Limited Development 08/30/2017			<i>How it will look when fully met:</i>	Students will have the opportunity to experience the next grade level participating in tours and move-up days to help calm fears and reduce anxiety.		Katrina Robinson	06/10/2022
<b>Actions</b>				<b>0 of 2 (0%)</b>					
9/29/19	5th grade teachers will visit Northeast Middle School share ideas and answer questions.		Katrina Robinson	05/20/2022	<i>Notes:</i>				
8/30/17	Pre-K and fifth grade students will tour upcoming grade levels to help with releasing fears of parents and students.		Katrina Robinson	06/10/2022	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 05/17/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		LaTrice Stokes	06/12/2021
<i>Actions</i>			0 of 1 (0%)		
	8/30/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all under-performing schools in the district.		Latrice Stokes	06/12/2021
<i>Notes:</i> Principal, CF and Assistant Principal attends monthly district meetings and share with new information, initiatives and etc.					
<i>Implementation:</i>			09/23/2019		
<i>Evidence</i>	9/23/2019	Principal quarterly reviews with SSO			
<i>Experience</i>	9/23/2019	The principal met with her SSO quarterly to review the SIP and update the goals as needed.			
<i>Sustainability</i>	9/23/2019	Continue to monitor the SIP goals.			

	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>The evidence that supports B1.03 as continuing implementation is: 1) School Improvement Team (SIT) meets once per month and Instructional Leadership Team (ILT) meets once per month. Calendar is posted on Indistar along with weekly reminders via TigerNews and Google Calendar via Brightwood's website. 2) The minutes for each meeting are posted within Indistar and provide evidence that these meetings have taken place. This evidence may be found within our Indistar platform. SIT and ILT teams will continue meeting at least two times per month as the indicator states as evidenced by posted agendas through the close of the school year, and we will continue to keep our school's Google calendar current and updated with all meetings clearly identified and accessible to the public.</p>	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>			<p>The evidences for implementation are:</p> <p>1) School Improvement Team (SIT) meets once per month and Instructional Leadership Team (ILT) meets once per month. Calendar is posted on Indistar along with weekly reminders via TigerNews and Google Calendar via Brightwood's website.</p> <p>2) The minutes for each meeting are posted within Indistar and provide evidence that these meetings have taken place. This evidence may be found within our Indistar platform. SIT and ILT teams will continue meeting at least two times per month as the indicator states as evidenced by posted agendas through the close of the school year, and we will continue to keep our school's Google calendar current and updated with all meetings clearly identified and accessible to the public.</p>		Joanna Pendleton	06/20/2021
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/1/19		SIT will meet monthly to review implementation of effective practices.		Joanna Pendleton	06/20/2021
			<i>Notes:</i>			
	10/1/19		ILT will meet monthly to review implementation of effective instructional practices.		Addea Skinner	06/20/2022
			<i>Notes:</i>			

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>		<p>The Leadership Team is comprised of the principal, Instructional Team representatives, and a parent representative. The Leadership Team meets (one/two) time(s) per month to review implementation of goals addressed in the school improvement plan. Members offer input for consideration by the principal regarding school-wide decisions related to school improvement. Members serve as representatives of the instructional team to which they are assigned, thereby bringing concerns and ideas for consideration by the Leadership Team, and taking information from the Leadership Team back to instructional team members. The principal assures clear understanding of the school's mission, goals, and member roles. Instructional Teams are comprised of teaching staff grouped by grade level or instructional specialty. Instructional Teams meet at least two times per month to review student data and make adjustments to instructional plans and delivery. The work of the Instructional Teams is monitored by the principal to maintain focus on instructional improvement. The Parent Teacher Association (PTA) is comprised of the principal, teachers, and parents, with the majority of the membership made up of parents. With support of the principal, the PTA council advises and assists in planning and carrying out initiatives that impact homework, open houses, parent-teacher conferences, communication, and parent education. The PTA board meets at least one time per month, is organized by a constitution and by-laws, prepares agendas, and records minutes, to be maintained in a file kept by the principal.</p>	Limited Development 05/16/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>The Leadership Team is comprised of the principal, Instructional Team representatives, and a parent representative. The Leadership Team meets (one/two) time(s) per month to review implementation of goals addressed in the school improvement plan. Members offer input for consideration by the principal regarding school-wide decisions related to school improvement. Members serve as representatives of the instructional team to which they are assigned, thereby bringing concerns and ideas for consideration by the Leadership Team, and taking information from the Leadership Team back to instructional team members. The principal assures clear understanding of the school's mission, goals, and member roles. Instructional Teams are comprised of teaching staff grouped by grade level or instructional specialty. Instructional Teams meet weekly to review student data and make adjustments to instructional plans and delivery. The work of the Instructional Teams is monitored by the principal to maintain focus on instructional improvement. A master schedule has been developed that allows for daily collaborative planning. Teachers formally meet three times a week with one meeting time designated for meeting with Curriculum Facilitator and/or administration. Teachers utilize district pacing and curriculum maps to develop lesson plans that incorporate effective researched best practices. Teachers also implement, assess, and adjust instruction based on data from assessments. Teachers will meet quarterly to map curriculum units and set goals for developing continuous improvement planning frameworks. The Parent Teacher Association (PTA) is comprised of the principal, teachers, and parents, with the majority of the membership made up of parents. With support of the principal, the PTA council advises and assists in planning and carrying out initiatives that impact homework, open houses, parent-teacher conferences, communication, and parent education. The PTA board meets at least one time per month, is organized by a constitution and by-laws, prepares agendas, and records minutes, to be maintained in a file kept by the principal. Teams will prepare and maintain documentation of meeting agendas, minutes, and work products to provide evidences of meeting the indicator.</p>			<b>Katrina Robinson</b>	<b>06/11/2021</b>
<b>Actions</b>			<b>5 of 6 (83%)</b>		
5/16/16	2. Meeting schedules for each team will be arranged.		Complete 08/30/2016	Angela Graves	09/01/2016
	<i>Notes:</i> Determined the team would meet the 2nd and 4th Tuesday of each month.				

5/16/16	3. Team protocols regarding member roles, agendas, minutes, etc. will be developed.	Complete 08/30/2016	Grade and Department Leadership Representative	09/01/2016
<p><i>Notes:</i> Roles were assigned and protocols for agendas, minutes, etc. were discussed.</p> <p>Cleared up confusion about how to compile minutes into the agenda. Discussed the best format for departmentalization meetings in 4th and 5th grade.</p>				
5/16/16	1. Team membership will be voted on by school staff assuring proper make-up and representation.	Complete 09/20/2016	Angela Graves	09/02/2016
<p><i>Notes:</i> Team membership was voted on August 20, 2016 and approved by 88.1 % of the staff via electronic voting.</p>				
10/24/16	Teachers will meet for a half day first, second, and third quarter for planning to unpack standards, review data, map curriculum, and develop lesson plans.	Complete 06/08/2018	Katrina Robinson	06/08/2018
<p><i>Notes:</i></p>				
8/13/18	Establishing a strong instructional leadership team will accelerate improved school practice, resulting in improved outcomes for students. Brightwood will establish an instructional leadership team, ILT team (Paw Patrol), to support teachers with effective practices and quality classroom management. This team will provide support through walk-throughs, coaching, and debriefing.	Complete 05/07/2019	Latrice Stokes	06/07/2019
<p><i>Notes:</i></p>				
9/29/19	Data days will continue to discuss grade level and student data to plan next steps (groups, objectives, skills, resources needed) for increased student performance		Addea Skinner	05/20/2021
<p><i>Notes:</i> Meetings will occur on Saturday and teachers will be paid stipends.</p>				
<b>Implementation:</b>		09/29/2019		
<b>Evidence</b>	9/29/2019			
<b>Experience</b>	9/29/2019			
<b>Sustainability</b>	9/29/2019			



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>		Classroom walkthroughs are conducted with limited feedback to teachers. Lesson plans are collected and posted to Sharepoint, feedback is not given in a timely manner to effect instruction, no uniformed template is utilized . There is no rubric or monitoring system for evaluating lesson plans and alignment to standards. Lesson plans are to be posted on SharePoint and visible in classroom. I Can and EQ statements are posted on lesson plans and in classrooms.	Limited Development 05/17/2016		
<i>How it will look when fully met:</i>		The administrative team meets weekly to develop a focused walk-through schedule that provides feedback for teachers to support student growth and teacher professional growth. The feedback is used to help develop ongoing professional development and to help build teacher leadership capacity. The academic team will be focusing on instruction daily in an effort to monitor the curriculum and classroom instruction regularly and provide timely and clear, constructive feedback to teachers. The teachers will have a focus each month which will be identified by the ILT and utilized in practice at staff meetings on what will be looked for when completing daily walk-throughs (principal, AP, and CFs ).	<b>Add Actions</b>	<b>LaTrice Stokes</b>	<b>06/11/2022</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	8/30/17	Provide teachers with immediate feedback on observed instructional practices.	Complete 08/26/2019	Latrice Stokes	08/26/2019
<i>Notes:</i>		Entire Academic Team			
	8/30/17	Create weekly walk-through schedules that allows for time to debrief and create an action plan. Academic Team create and use a weekly instructional schedule.	Complete 09/06/2019	Latrice Stokes	09/06/2019
<i>Notes:</i>		Carry over			
	10/9/19	The school improvement team will meet once a month to assess indicator progress and review student data. ILT team will meet once a month and focus on learning and continuous improvement across grade levels.		Latrice Stokes	09/16/2022
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 performance data is reviewed monthly with the leadership team as well as the entire staff. Teachers review classroom data on a weekly basis during their PLC meetings. Data is used to inform core instruction and teacher lesson planning. The leadership team uses data to help guide the team in identifying professional development opportunities for the staff. Professional Development is purchased through Title I funds.	Limited Development 05/18/2016		
<i>How it will look when fully met:</i>		Leadership team meets monthly to review data that supports teacher instructional strengths and weaknesses. The team also provides effective research based instructional practices to support teachers in creating clear expectations for learning in the classroom.		LaTrice Stokes	06/08/2021
<i>Actions</i>			<b>7 of 8 (88%)</b>		
	8/30/17	Each staff will be placed on a goal team.	Complete 11/01/2017	Latrice Stokes	11/01/2017
<i>Notes:</i>					
	8/30/17	Each goal team will meet monthly to discuss data and instructional practices.	Complete 06/08/2018	Latrice Stokes	06/08/2018
<i>Notes:</i>					
	9/18/18	The Instructional Leadership Team (ILT) will create a system to formally look at data through the use of walkthroughs, formative assessments, and summative assessments to inform instruction. The team will strategically analyze data throughout the year and provide time to continuously align data results to instructional practices and strategies.	Complete 05/07/2019	Addea Skinner	06/07/2019
<i>Notes:</i>					

9/29/19	Teachers will be provided professional development to address weaknesses that address highlighting strategies that are research based, webinars, workshops and other opportunities that will increase the teachers skills and needs. CKLA Title One funds will be used to purchase PD coaching days.	Complete 11/05/2019	Katrina Robinson	10/30/2019
<i>Notes:</i>				
10/15/19	Teachers will be provided professional development to address weaknesses that address highlighting strategies that are research based, webinars, workshops and other opportunities that will increase the teachers skills and needs. Eureka Math . Title One funds will be used to purchase PD coaching days.	Complete 11/15/2019	Addea Skinner	11/12/2019
<i>Notes:</i> Eureka Math Coaching Day				
12/3/19	Teachers will be provided professional development to address weaknesses that address highlighting strategies that are research based, webinars, workshops and other opportunities that will increase the teachers skills and needs. Eureka Math . Title One funds will be used to purchase PD coaching days.	Complete 01/09/2020	Addea Skinner	01/09/2020
<i>Notes:</i> The Eureka Coach visited on January 7th and 9th to work with teachers on areas of need and to support student achievement in the classroom.				
10/15/19	Teachers will be provided professional development to address weaknesses that address highlighting strategies that are research based, webinars, workshops and other opportunities that will increase the teachers skills and needs. ARC Title One funds will be used to purchase PD coaching days.	Complete 03/10/2020	Katrina Robinson	03/10/2020
<i>Notes:</i>				
9/15/20	Teachers will be provided professional development to address weaknesses that address highlighting strategies that are research based, webinars, workshops and other opportunities that will increase the teachers skills and needs. ARC Title One funds will be used to purchase PD coaching days.		Terry Fenwick	12/31/2020
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. The school uses the North Carolina Effective Evaluation System for all formal and informal observations. Teachers are provided feedback after each evaluation. Walkthroughs are used to give teachers feedback between evaluations. There needs to be a more formal system for giving feedback to teachers using a designated instrument for walkthroughs.	Limited Development 05/17/2016		
<i>How it will look when fully met:</i>		The school will increase effect teacher retention by reducing teacher turnover rate by 1%. All Faculty and staff members will be at a proficient or above rating. Teachers and staff will continue to serve on the interview team for vacant positions. Teachers will be empowered to take on leadership roles in their area of expertise.		LaTrice Stokes	06/18/2021
<i>Actions</i>			0 of 2 (0%)		
	9/29/19	Administrative staff will provide meaningful feedback in post conferences to help teachers achieve the next level of expertise.		Latrice Stokes	06/05/2021
<i>Notes:</i>					

8/30/17	The administration team will create a climate that is conducive for working and collaborating. Teachers are rewarded through weekly rewards and recognition.		Latrice Stokes	06/07/2021
<i>Notes:</i> Still occurring				

<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
-----------------------	---	--	--	--

<b>Effective Practice:</b>	<b>Facilities and technology</b>			
----------------------------	----------------------------------	--	--	--

D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	Teachers are currently utilizing several blended learning tools such as Canvas, Near Pod, Jamboard and other Microsoft Tools.	No Development 10/10/2020		
----------------------------	---	------------------------------	--	--

<i>How it will look when fully met:</i>	As a learning community that is working to expand the delivery methods of instruction to create a more personalized learning experience for students. We will us the Flex Model with the use of rotation model included. Where students learn the Core their teacher. The students' instructional paths are customized and fluid based on student's need. Station Rotation – Similar to the classroom center rotation, students work through a circuit of activities in the classroom (or classrooms) during one or more class periods, with at least one of these activities involving instruction via technology. We will use Title one Funds to purchase headphones, stylus, amplifiers for teachers due to social distancing. When blended learning incorporates adaptive technology, real-time progress monitoring, full implementation of personalize instruction and use mastery-based learning will be indicated by Reading, Math and Science Instructional Goals being met.		LaTrice Stokes	06/11/2021
---	--	--	----------------	------------

<b>Actions</b>		<b>0 of 2 (0%)</b>		
----------------	--	--------------------	--	--

10/10/20	Expand oppotunities for online and blended learning experiences for all students.		Joanna Pendleton	12/01/2020
----------	---	--	------------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

10/10/20	Provide additional professional learning opportunities for teachers and staff on how to differentiate instruction to meet the needs of each student.		Terry Fenwick	12/01/2020
----------	--	--	---------------	------------

<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>		<p>The school currently sends home a Title I Home/School Compact each year in September which outlines the school, parent and student's agreement to support students academically. The school currently host quarterly parent events in which parents are provided with strategies to help support students in reading and math. The school holds monthly Student of the Month recognition assemblies. A face to face conference is held after first and second quarters. PBIS is used to promote positive behavior and character. Weekly folders are sent home with student work and school information. Parents are also notified of all events through Connect-ed, school calendar, event flyers and school's website.</p> <p>Title I funds will be used to support parent involvement activities.</p>	Limited Development 05/16/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When this objective is met the parents will have a clear connection between the school and the home. This is essential to school improvement and school success. Parents will not only be aware but fully engaged in their child's academic success maintaining a consistent message of what is expected of them. Parents will be engaged in activities that relate directly to their students' academic progress, with a consistent message of what is expected of parents and how they can support the school and their student. Communication will focus on how families can foster attitudes, habits, knowledge and skills that students acquire that facilitates school learning.		Terry Fenwick	06/12/2022
<i>Actions</i>			<b>10 of 13 (77%)</b>		
	5/16/16	Revise current School/Parent Compact.	Complete 11/21/2016	Katrina Robinson	06/10/2016
		<i>Notes:</i> School/Parent Contract was revised and sent to Title I for reviewing and printing. Upon delivery, the contract Will be distributed via the Thursday folder to parents by the end of September. We will also review the compact with parents during the annual Title I meeting on September 22.			

10/19/16	Revisit PBIS norms with students and staff members to ensure consistency with expectations of protocols.	Complete 10/10/2016	Rhonda Copeland	09/30/2016
	<i>Notes:</i> The PBIS team conducted an assembly to provide insights on the school-wide expectations and norms. The continued efforts in ensuring that the norms are consistent and followed will include having the teachers to revisit the norms and expectations throughout the year (return from Christmas break and Spring break).			
10/19/16	Three staff members will be trained in Restorative Practice.	Complete 12/13/2016	Rhonda Copeland	10/31/2016
	<i>Notes:</i> Three staff members ( Mrs. Copeland, Ms. Rivers, Ms. Miller) attended the Restorative Practice training September 21 & 22,2016. Presentations were made to the staff during early release day October 7th. Ms. Rivers the counselor has begun using the practice in her weekly lessons with grade levels.			
10/19/16	School Counselor will present an overview to the staff of Restorative Practices.	Complete 10/04/2016	School Counselor	06/09/2017
	<i>Notes:</i>			
10/19/16	School Counselor will begin presenting lessons during her grade level sessions.	Complete 06/08/2018	School Counselors	06/08/2018
	<i>Notes:</i>			
5/16/16	Increase parental involvement for Title I family events, such as class incentives.	Complete 06/08/2018	Title I Team	06/08/2018
	<i>Notes:</i> -Title I committee has been formed. Future meetings scheduled to address class incentives.  -Dinner for families that attend, drawings for parents, book fair drawings for students as incentives to attract them to events.  -PTA willing to sponsor class wide incentive for most participation.			
5/16/16	Social media sites (Facebook and Twitter) are updated regularly by the media specialist. Teachers are also using the following technology sources: regular text messaging , Remind, ClassDojo, Connect-ED, and Homework Helper to update parents on current student progress. Folders created in SharePoint are used to collect evidence of parent communication.	Complete 06/08/2018	Katrina Robinson	06/07/2019
	<i>Notes:</i>			

10/2/18	Teachers/ Grade levels will send home monthly newsletters containing important dates, standards, up coming events, test taking skills, and helpful websites. Teachers will document regular communication. Weekly folders will be sent home with student work, school announcements, and community fliers. Use of Schoolwide ClassDojo/Remind.	Complete 08/26/2019	Katrina Robinson	08/26/2019
<i>Notes:</i>				
9/29/19	Teachers will routinely telephone parents with news on how the children are doing, first two weeks of school.	Complete 09/30/2019	Rhonda Copeland	09/30/2019
<i>Notes:</i>				
9/29/19	PTA General Meetings- School Sponsored Events ( Curriculum Nights, Monthly Parent information sessions, on Attendance. Parenting and etc.)	Complete 06/05/2020	Joanna Pendleton	06/05/2020
<i>Notes:</i> Title one funds will be used to purchase refreshments and material. October 11, 2019 - Fall Festival October 17, 2019 - Title I Night/PTA November 21, 2019 - Title I Curriculum Night December 19, 2019 - PTA/Holiday Program January 30, 2020 - Title I Coding Night February 27, 2020 - PTA/Black History Program				
9/29/19	A parent contact will be made with parents when a student misses his or her 3rd, 5th and 10th day of school cumulatively.		Kevin Mayhue	06/10/2021
<i>Notes:</i>				
9/29/19	Principal will complete weekly Connect Ed call, send flyers and announcements through class dojo.		Joanna Pendleton	06/10/2021
<i>Notes:</i>				
9/29/19	Parents receive communication through social media outlets (Twitter, FB, and School Webpage)		Joanna Pendleton	06/20/2021
<i>Notes:</i>				
<b>Implementation:</b>		10/02/2018		
<b>Evidence</b>	9/17/2018 We increased our volunteer hours this school year and was able to establish a solid PTA board for the 2017 -2018 school. We look forward to growing our PTA this upcoming school year.			
<b>Experience</b>	9/17/2018 Parent Involvement Increased			
<b>Sustainability</b>	9/17/2018 Increase PTA membership			