

Comprehensive Plan Report with Key Indicators only

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Activity in the last 3 months

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/25/2016

Colfax Elementary NCES - na

Guilford County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Status	No decision has been made Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/04/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Colfax we have instructional teams. We develop and align units of instruction for each subject and grade level. We accomplish this by 1. Determining the concepts, principles, and skills that will be covered within the unit by referencing the pacing guide, standards for each grade level and instructional framework. 2. Identifying the standards/benchmarks that apply to the grade level and unit topic based on the pacing guide and standards/benchmarks for each grade level. 3. Developing all objectives that clearly align to the selected standards/benchmarks. 4. Arranging the objectives in sequential order using the pacing guide as reference for the order. 5. Determining the best objective descriptors. 6. Considering the most appropriate elements for mastery and constructs criteria for mastery. 7. Developing pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. We accomplish these tasks by meeting in grade level teams. We share within our grade level teams as well as plan vertically with upper and lower grades. We use the pacing guide; standards for each grade level; instructional framework; textbook guides; teacher created activities and materials; and benchmarks to help guide and align instruction with the standards.	
Plan	Assigned to:	Michelle Thigpen	
	How it will look when fully met:	By June 2017, our grade level teams will be at the point where they are able to use the curriculum resources (Standards Maps, pacing guides, etc) to identify power standards, deconstruct the standards and develop personalized learning strategies that meet the individual needs of their students ensuring student growth/mastery of the standards.	
	Target Date:	06/09/2017	
	Tasks:		
		1. Teachers will meet weekly for grade level PLC sessions where they will work collaboratively to identify	

	power standards, deconstruct the standards, create backwards maps, reflect on current student data, and share best practices for meeting individual needs of students.
	Assigned to: Dawn Ritter
	Added date: 09/28/2016
	Target Completion Date: 06/09/2017
	Frequency: weekly
	Comments: We will attach the weekly PLC agenda and minutes for documentation of progress. Data spreadsheets will also added.
	2. Teachers and support staff will participate in monthly staff development sessions that are aligned with the school SIP goals and individual teacher PDP goals in order to strengthen teacher knowledge and effectiveness for teaching the standards.
	Assigned to: Michelle Thigpen
	Added date: 09/28/2016
	Target Completion Date: 06/09/2017
	Frequency: twice monthly
	Comments: Staff development agenda and assignments will be posted on the Colfax Canvas page. SIP goals will be reviewed and progress monitored monthly during leadership team meetings.
	3. Teachers will maintain a data spreadsheet to document student progress with individual standards that are taught. Teachers will provide interventions and progress monitor student growth for standards that have not yet been mastered on a weekly basis.
	Assigned to: Julie Kimsey
	Added date: 09/28/2016
	Target Completion Date: 06/09/2017
	Frequency: weekly
	Comments: Data spreadsheets will be housed on One Drive. Teachers will also be able to access the spreadsheets from the Colfax Canvas page as well.
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	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)		
Status	Objective Met 9/21/2016		
Assessment	Level of Development:	Initial: Limited Development 08/04/2016	
		Objective Met - 09/21/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently implement RTI(Response to Intervention) at our school to deliver evidence-based instruction to meet the individual needs of students across all tiers. We use benchmarks, assessments and observations to help group our students into 3 tiers (Tier 1, Tier 2 and Tier 3). Through the tiered model, we identify students who need	

		supports and attempt to provide them within the general education setting, such as peer tutoring or small group instruction. For those students who need additional services, outside of the general education setting, we have an intervention time within our day where they can get that additional support. Our interventions are based on skill deficits as seen within the benchmarks, assessments and observations and we use research-based interventions to focus on those skill deficits.
Plan	Assigned to:	Julie Kimsey
	How it will look when fully met:	Teachers will consistently follow the gradual release model of lesson implantation with a specific focus on differentiation and personalized learning activities based on the standards being taught. Formal and informal assessments will be used to monitor student progress. Intervention and enrichment activities will be utilized based on individual student performance of a standard.
	Target Date:	06/09/2017
	Tasks:	
	1. School psychologist will review IST process, Tier Implementation and resources.	
	Assigned to:	Michelle Thigpen
	Added date:	08/16/2016
	Target Completion Date:	08/23/2016
	Comments:	We reviewed IST expectations during our first training. The IST co-coordinators will also be attending all three modules to receive current training as well.
	Task Completed:	09/20/2016
	2. Consistently implement the IST process.	
	Assigned to:	Dawn Ritter
	Added date:	08/16/2016
	Target Completion Date:	09/20/2016
	Frequency:	monthly
	Comments:	Prepare monthly agendas, send parent invitations, monitor the IST folders. Follow up letters will also be sent out for parents who cannot attend.
	Task Completed:	09/20/2016
	3. Progress monitoring of formal and informal assessments.	
	Assigned to:	Michelle Thigpen
	Added date:	08/16/2016
	Target Completion Date:	10/31/2016
	Frequency:	twice monthly
	Comments:	Review Reading 3D data, School Net Data, E-IRLA data. Teachers have been provided math data spreadsheets for math to document progress towards skill and standards. Teachers will also use School Net to progress monitor.
	Task Completed:	09/21/2016
Implement	Percent Task Complete:	
	Objective Met:	9/21/2016
	Experience:	9/21/2016 We have covered the initial training in IST as well as holding our first

		meeting. We provided a training manual for the staff new to the IST process. Our psychologist was present and reviewed procedures for implementing IST correctly. We will continue to reflect and make changes as needed. We also have trained the staff on the use of our math data spreadsheets and will monitor them as students are progress monitored.
	Sustain:	9/21/2016 Twice a month the focus of our Professional Learning Communities across all grade levels will be conversations about data. We will reflect on their data (Reading 3D, IRLA, math data spreadsheets, informal assessments, etc.) and make changes and updates as needed.
	Evidence:	9/21/2016 Administration will monitor the data and follow-up as needed to provide support to ensure progress monitoring is taking place.
Indicator	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)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/04/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently in our 4th year of PBIS implementation at Colfax. We will participate in the GCS diversity professional development activities throughout the 2016-2017 school year. We will continue to include small group staff development sessions that focus on strategies for working with students that have diverse needs. Our EC staff will continue to work collaboratively with the core teachers to reflect on individual student needs.
Plan	Assigned to:	Denise Callaway, 5th
	How it will look when fully met:	By June of 2017, teachers will have increased their knowledge of strategies/resources for building positive working relationships with their students. They will increase their awareness, understanding and acceptance of the diversity within our school.
	Target Date:	06/09/2017
	Tasks:	
	1. Colfax staff will participate in GCS professional development for diversity training.	
	Assigned to:	Kristie Hill, 1st
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	three times a year
	Comments:	Ensure that staff has registered and attends the GCS training sessions at Colfax.
	2. Staff members will have time to reflect on the information that is gained during the GCS professional development sessions during PLCs and ongoing staff development sessions.	
	Assigned to:	Kristen Ogden, 3rd
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017

	Frequency:	three times a year
	Comments:	Help share focus for follow up sessions.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Dimension B - Leadership Capacity		
Strategic planning, mission, and vision		
Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/04/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.
Plan	Assigned to:	Michelle Thigpen
	How it will look when fully met:	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.
	Target Date:	10/17/2016
	Tasks:	
	1. 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.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016
	Target Completion Date:	10/17/2016
	Frequency:	monthly
	Comments:	Follow up with regional and county support people
	2. Principal will participate in monthly principal meetings with GCS central office and regional staff.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016
	Target Completion Date:	11/03/2016
	Frequency:	monthly
	Comments:	Review weekly leadership updates that are sent out to principals
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)	

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 08/14/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The Guilford County School system understands that nearly 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness. In order for students to have high-quality learning gains year after year, schools must be high-functioning led by an effective principal with effective teachers across the school. The GCS system has a principal selection process in place that allows for the School leadership team, the parents and community as well as the school interview team to have input on the desired candidate for the school. The diverse interview team provides input to the regional superintendent in relation to the candidate's strengths and weaknesses, level of perceived compatibility, etc. The recommendation is inclusive of understanding the prospective principal's marker of success in regards to student achievement, their drive to help develop and support teachers, as well as leading school-wide practices. Additionally, GCS looks at how the perspective principal will create a climate conducive for education, create a culture that is inclusive of all students, and shape a vision of academic success for all students.</p>	
Plan	Assigned to:	Michelle Thigpen	
	How it will look when fully met:	<p>The Guilford County School system understands that nearly 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness. In order for students to have high-quality learning gains year after year, schools must be high-functioning led by an effective principal with effective teachers across the school. The GCS system has a principal selection process in place that allows for the School leadership team, the parents and community as well as the school interview team to have input on the desired candidate for the school. The diverse interview team provides input to the regional superintendent in relation to the candidate's strengths and weaknesses, level of perceived compatibility, etc. The recommendation is inclusive of understanding the prospective principal's marker of success in regards to student achievement, their drive to help develop and support teachers, as well as leading school-wide practices. Additionally, GCS looks at how the perspective principal will create a climate conducive for education, create a culture that is inclusive of all students, and shape a vision of academic success for all students.</p>	
	Target Date:	06/09/2017	
Indicator	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)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 08/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Colfax Leadership team typically meets 1 time per month. In accordance with Wise Ways best practice suggestions, leadership meetings should increase to 2 times per month with all relevant staff (principal, teachers who lead instructional teams, professional staff) present.	
Plan	Assigned to:	Michelle Thigpen	
	How it will look when fully met:	Based on the needs of our school our leadership will meet once per month unless a need arises.	
	Target Date:	06/09/2017	
	Tasks:		
	1. During the August 23rd staff meeting the principal will share information with the staff regarding the school leadership team.		
	Assigned to:	Michelle Thigpen	
	Added date:	08/16/2016	
	Target Completion Date:	08/23/2016	
	Comments:	The new SIP template was reviewed with the staff, along with the 16-17 goals. The goals (plan) was voted on by the staff.	
	Task Completed:	08/23/2016	
	2. During the first leadership team meeting the team will establish team norms and review bylaws.		
	Assigned to:	Julie Kimsey	
	Added date:	08/16/2016	
	Target Completion Date:	08/16/2016	
	Comments:		
	3. The leadership team will meet once per month to discuss progress toward SIP goals. Progress toward goals will be reflected upon and adjustments made as needed.		
	Assigned to:	Michelle Thigpen	
	Added date:	08/16/2016	
	Target Completion Date:	06/09/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
Dimension B - Leadership Capacity			
Distributed leadership and collaboration			
Indicator	B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/04/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	WiseWays indicates 8 practices at the school level that ensure a team	

development:

structure is established and supported.

1. Incorporate team structures into the school improvement plan and school governance policy.

WiseWays indicates best practice is to establish a leadership team, an instructional team, and a school-community council. Colfax has established and utilizes a school wide leadership team and grade level based instructional teams. The leadership team meets at least monthly and the grade level instructional teams meet weekly to evaluate data and discuss grade level goals. One area we can improve is by establishing a more clear school-community structure. We have a very strong Parent Teacher Organization and a school-community council can easily be supported within our current government structure.

2. Develop written statements of purpose and by-laws for each team's operation.

The leadership team has very clear statements of purpose and laws governing the reach and responsibilities of this team. Colfax has a strong PTO with clear laws and purposes within the school. We can improve by developing common goals and establish rules for the grade level academic teams.

3. Provide teams with work plans for the year and specific work products to produce.

Each team at Colfax has specific plans for the year and products to produce. The leadership team and academic teams have goals to achieve each year. Student involved groups such as SGA, EnergyWISE, and Service Learning also have clear guidelines, goals, and anticipated products.

4. Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.

All teams currently prepare agendas, maintain minutes, and catalog their work products.

5. Maintain a file of the agendas, work products, and minutes of the all teams.

All agendas, products, and minutes are recorded and maintained.

6. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. Time is provided for teams to meet, conduct business, and meet district and school expectations.

7. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.

All times are organized and receive timely access to information as needed.

		8. Provide professional development on effective teaming practices. Colfax could continue improving by offering professional development on effective teaming practices for relevant teachers and staff.
Plan	Assigned to:	Michelle Thigpen
	How it will look when fully met:	Teachers will be allotted 45 minutes of planning time each day. Teachers will participate in weekly PLC sessions. Teachers will participate in monthly staff development. Teacher survey information will be used to develop staff development and PLC agendas. Teacher leaders will be utilized to help lead professional development and staff development sessions. Monthly staff, student, and volunteer recognitions will be celebrated. Character education traits will be embedded into lesson activities. Students will participate in service learning activities throughout the school year.
	Target Date:	06/09/2017
	Tasks:	
	1. Committees will meet once a month.	
	Assigned to:	Michelle Thigpen
	Added date:	08/16/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	Committee chairs are responsible for ensuring committee notes are sent out within a week of meeting.
	2. Create staff survey in order for staff to provide input on PLC and staff development sessions.	
	Assigned to:	Julie Kimsey
	Added date:	08/16/2016
	Target Completion Date:	06/09/2017
	Frequency:	twice a year
	Comments:	
	3. School counselor will help provide resources with the service learning committee for character education.	
	Assigned to:	Michelle Thigpen
	Added date:	08/16/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	Follow GCS character traits for the month.
	4. Teacher leaders will be utilized to help lead professional development and staff development sessions.	
	Assigned to:	Julie Kimsey
	Added date:	10/12/2016
	Target Completion Date:	12/05/2016
	Frequency:	twice monthly
	Comments:	
	5. Certified staff members will participate in weekly PLC sessions to reflect on student data, lesson activities, expectations of the standards, and sharing of best practices.	
	Assigned to:	Dawn Ritter
	Added date:	10/12/2016

	Target Completion Date:	12/05/2016
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
Dimension B - Leadership Capacity		
Monitoring instruction in school		
Indicator	B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/14/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Guilford County Schools requires schools to submit to their regional offices Extended learning plans each school year. These plans include specific strategies on how schools will use their extended learning time and the impact on student achievement. While these plans are collected, these are not consistently monitored at the district level and no consistent feedback is given to all schools. This will be an area that can be improved upon.
Plan	Assigned to:	Michelle Thigpen
	How it will look when fully met:	By June 2017, every grade level will utilize the 45 minutes of intervention and enrichment time designated in the master calendar. This is a time for the teachers, specialists, TA, and tutors to provide one on one and small group assistance based on the individual needs of students. Progress monitoring data is maintained weekly on the students that have not yet mastered a specific standard that has been taught in the classroom.
	Target Date:	06/09/2017
	Tasks:	
	1. Every grade level will perform pre-assessments for standards that are taught and use this data to organize instructional lessons for the students.	
	Assigned to:	Denise Callaway, 5th
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	Teachers will follow the GCS pacing guides, refer to the unit plans and standards maps to develop pre-assessments. Teachers will use the student data to develop daily lesson plans and instructional activities for the students.
	2. Grade levels will meet in weekly PLCs to reflect on student data, share best practices, and make adjustments to the I/E groups.	
	Assigned to:	Dawn Ritter
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017

	Comments:	Teachers and specialist will have access to the student data spreadsheets to maintain progress monitoring data and reflect on student progress.
	3. Progress monitoring data is maintained weekly on the students that have not yet mastered a specific standard that has been taught in the classroom.	
	Assigned to:	Michelle Thigpen
	Added date:	10/12/2016
	Target Completion Date:	12/05/2016
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/04/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal and assistant principal will perform daily walk-through visits in the classrooms. Feedback is sent electronically to the teacher and administrators. A weekly focus for classroom walk-through visits is posted in the principal's weekly memo to the staff. Formal observations are performed according to the evaluation cycle as well as individual teacher need. Feedback discussions will be held with grade levels and individual teachers to address specific areas of concern.
Plan	Assigned to:	Michelle Thigpen
	How it will look when fully met:	By June 2017, School administrators will maintain consistent communication with teachers/specialist on instructional practices as well as student progress within the classroom resulting in teacher effectiveness and student growth/proficiency levels. School administrators will maintain walk-through feedback logs on the walk-throughs that are done throughout the school year.
	Target Date:	06/09/2017
	Tasks:	
	1. School administrators will perform daily walk-through visits in the classrooms	
	Assigned to:	Julie Kimsey
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	daily
	Comments:	use electronic feedback and personal conversations
	2. Principal will notify teachers and staff of the weekly focus for walk-through visits in the weekly memo.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016

	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	maintain weekly memo with focus for walk-through visits
	3. School administrators will use the information gained during walk-through visits to help make adjustments to staff development, PLCs and PDPs.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	Refer to walk-through logs
	4. School administrators will maintain walk-through feedback logs on the walk-throughs that are done throughout the school year.	
	Assigned to:	Michelle Thigpen
	Added date:	10/12/2016
	Target Completion Date:	12/05/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Dimension C - Professional Capacity		
Quality of professional development		
Indicator	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)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/04/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.
Plan	Assigned to:	Dawn Ritter
	How it will look when fully met:	Every teacher will maintain a current student data spreadsheet that focuses on interventions and progress monitoring of standards that have not yet been mastered by individual students.
	Target Date:	06/09/2017
	Tasks:	
	1. Every teacher will have a data spreadsheet that outlines the power standards that have been taught within each unit and maintain progress monitoring data of students that have not mastered a specific standard.	
	Assigned to:	Dawn Ritter
	Added date:	

	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	Administrators will be reviewing the data spreadsheets weekly for updates. Teachers are to update spreadsheets and Grade Book at least once a week.

2. Teachers and administrators will reflect on current student data twice a month during PLC sessions.

	Assigned to:	Dawn Ritter
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	Project data spreadsheets during PLC sessions.

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator **C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 08/04/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

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.

Plan Assigned to: Julie Kimsey

How it will look when fully met:

	How it will look when fully met:	School administration will work collaboratively with grade level staff and leadership team to hire highly qualified staff members when there is a specific vacancy at the school. Administrators and staff will be held accountable for providing effective classroom instruction that ensures at least expected growth for the Colfax students.
	Target Date:	06/09/2017
	Tasks:	
	1. School administrator will notify the effected grade level when a vacancy occurs at school and begin interviews for the position.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Comments:	Use Appli-track to assist with finding candidates.
	2. School administrators will monitor student progress monitoring data weekly and reflect with teachers/specialist on student progress.	
	Assigned to:	Michelle Thigpen
	Added date:	09/28/2016
	Target Completion Date:	06/09/2017
	Comments:	Look at data spreadsheets, Reading 3D, and e-IRLA weekly.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Dimension E - Families and Community

Family Engagement

Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 08/04/2016
	Evidence:	<p>The administration and staff at Colfax Elementary regularly communicates with parents and guardians regarding expectations and methods to support learning at home. According to WiseWays indicates that parents want to be involved in their children's academics regardless of economic status, ethnicity, and location. Communication with parents must be comprehensive and teachers must be trained to work with families of different cultures. Finally, interactive homework in addition to regular communication has been shown to support parental involvement.</p> <p>To engage families regardless of socioeconomic status, ethnicities, and locations Colfax regularly sends the social worker and teachers to homes to visit with families and conduct at home conferences. Teachers engage parents with a variety of communication methods including phone calls, texting, e-mails, web pages, newsletters, daily communication in agendas, and notes home.</p> <p>Our methods of reaching families is incredibly comprehensive, spanning various methods of communication. Teachers communicate with families frequently through daily behavior reports, weekly newsletters, and additional communication as needed. Administration reaches out to parents weekly through phone calls, with additional communications via text, email, and letters as needed.</p>

Communications include positive behavior reports, scheduling updates, community nights, academic nights, home visits, insights into homework support, as well as academic support to aid parents in helping their students grow at home.

Teachers and staff have been given opportunities to attend trainings to support their instruction of students of varying cultures. In the past Colfax has hosted the GCS AAM Symposium and all teachers received instruction on how to motivate elementary aged boys through a workshop called "Boys Will Be Boys." Teachers also receive instruction on up-to-date communication methods, most notably our push to have all teachers use the Remind App to contact parents via texting.

To continue this level of communication with parents and guardians the staff will utilize various methods of communication to reach parents on a regular basis. Communication logs will support our sustained progress in this area.