

Comprehensive Progress Report

Mission:

Irving Park Elementary, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, by providing a high quality learning environment through STEAM, character education and is well prepared for college and career pathways.

Vision:

Irving Park's vision is to ensure every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

Goals:

By June 2019, African-American subgroup will increase the percentage of proficient students by 10% as measured by the EOG.

By June 2019, Irving Park performance composite for all students will increase from 48.% to 49.4%

By June 2019, Fifth grade science proficiency will increase from 49.4% to 53%.

By June 2019, bus discipline referrals will be less than four per month.

By June 2019, Reading proficiency for all students will increase from 48.8% % to 52%



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have school wide behavior rubrics for all areas of the school developed by the staff. Classroom rules and procedures are posted in all classrooms and discussed with students throughout the school year. Our school uses a system entitled Go for the GOLD. We also have our students recite the Pirate pledge each morning. This is to remind our students on how to strive for excellent daily by reminding them of our Pirate and go for the gold pledge. Student Council recite this over the announcements daily is as follows: Pirate Pledge: As a Pirate, I will do my best today, academically and socially; being safe and positive. Go for the Gold: As a pirate I will sail to success and go for the GOLD as I give and earn respect, own my own behavior, listen and follow directions and do my best!!!	Limited Development 08/15/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Each teacher and student will review the "Go for the Gold" and the Pirate pledge as a reminder for students to strive for excellent behavior daily. Students are held accountable for their behavior in all areas of the building including the classroom. Classroom behavior logs and rules and consequences are posted in each room. Voice level charts will be used to manage classroom and hallway disruptions.	Objective Met 10/16/18	Younesa Ortado	09/29/2021
Actions					
	8/15/17	Classroom rules and procedures will be posted in all classrooms.	Complete 10/04/2018	Cynthia McKee	09/29/2018
	<i>Notes:</i> All teachers created and displayed classroom procedures in each classroom. Additional posters have been placed in the hallways as reminders for students about appropriate voice levels and conduct while walking in the halls.				
	9/14/17	The school has created a behavioral expectation matrices in all areas of the building. These lessons will be taught during the first month of school and enforced daily throughout the school year.	Complete 10/04/2018	Cynthia McKee	09/29/2018
	<i>Notes:</i>				
Implementation:			10/16/2018		
	Evidence	2/19/2019 Each teacher included school procedural plans in their lessons during the first two weeks of school.			

<i>Experience</i>	2/19/2019 Every classroom teacher included the behavior models in the lesson plans during the first week of school.			
<i>Sustainability</i>	2/19/2019 All procedures will be reviewed with faculty and students.			

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>	Our staff use Guilford County Schools (GCS) aligned pacing guides. We also create Informal Common Formative Assessments (CFA's)to determine students understanding of specific Common Core standards. Our teachers use district-wide reading (American Reading Company for grades 3-5, Core Knowledge Language Arts for grades k-2) and math (Eureka Math for grades k-5) programs to focus on specific standards for each grade level. Pre and post assessments are created to help differentiate the instructional needs of each student. Teachers are also using Sharepoint to upload lesson plans weekly. Plans are reviewed by administration to ensure all instruction is aligned with with state standards. Plans will be reviewed by administration and feedback will be given.	Limited Development 04/29/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
	<i>How it will look when fully met:</i>	Weekly lesson plans are posted by each staff member and examined for clarity of purpose and relevance to students with all essential components. All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal and formative assessments. Feedback from the administration team will be noted on plans. During our Professional Learning Community (PLC's) meetings, teachers will review data for reading and math to determine best strategies to help improve student understanding. Teachers will follow the suggestions made for teaching using the CKLA, ARC and Eureka Math manuals to guide instruction. Laptops will be purchased to retrieve data from interim assessments, progress monitoring using TRC/Dibels and American Reading Company (ARC) reading program in grades 3-5 to help teachers modify instruction. Substitutes will be used two times during the school year for each garde level to have data days. During this time each grade level will review data from interim assessments, ARC, TRC/Dibels and Eureka Math to determine areas of strengths and weaknesses and modify instruction to meet the needs of all students. Substitutes will be used for the members of the Instructional Leadership Team to plan effective research based strategies, conduct walkthroughs, and attend district meetings to increase student achievement in all kindergarten through fifth grade classes.		Younesa Ortado	06/12/2019
Actions			0 of 9 (0%)		
	9/18/18	Weekly lesson plans will be loaded into Sharepoint by Monday 7:30 am of each week and reviewed , with feedback, by administration.		Younesa Ortado	06/07/2019

<i>Notes:</i>				
9/18/18	Data Analysis sheet will be reviewed during Professional Learning Community meetings.		Sandy Hunt	06/07/2019
<i>Notes:</i>				
9/18/18	Teachers lesson plans will reflect guidance from GCS pacing guides and teacher manuals for Common Knowledge Language Arts (CKLA), American Reading Company (ARC), and Eureka Math units when planning instruction. Teachers will reflect on student progress weekly through the use of common formative assessments (CFA's), exit tickets and pre /post assessments to differentiate based on student understanding of standards during Professional Learning Communities (PLC's).		Cynthia McKee	06/07/2019
<i>Notes:</i>				
9/27/18	Data days will be provided for each grade level twice a year to review data in reading and math using interim, TRC/Dibels, ARC and math assessments.		Sandy Hunt	06/07/2019
<i>Notes:</i>				
9/27/18	Members of the Instructional Leadership Team (ILT) will conduct walkthroughs, attend school and district meetings to review data and help implement effective strategies to improve student achievement.		Cynthia McKee	06/07/2019
<i>Notes:</i>				
8/15/17	Weekly lesson plans will be loaded into Canvas by Monday 7:30 am of each week and reviewed by administration.		Cynthia McKee	06/08/2019
<i>Notes:</i>				
2/19/18	Pacing guides will be reviewed during Professional Learning Community meetings.		Sandy Hunt	06/08/2019
<i>Notes:</i>				
2/19/18	Teachers will refer to the Guilford County pacing guides and units when planning instruction for American Reading Company (ARC) and Core Knowledge Language Arts.		Sandy Hunt	06/08/2019
<i>Notes:</i>				
9/27/18	Laptops purchased to use to review data during PLC meetings and data days		Younesa Ortado	11/01/2019
<i>Notes:</i> Laptops will be purchased to retrieve data from interim assessments, progress monitoring using TRC/Dibels and American Reading Company (ARC) reading program in grades 3-5 to help teachers modify instruction.				

Implementation:		06/19/2018		
<i>Evidence</i>	6/14/2018			
<i>Experience</i>	6/14/2018			
<i>Sustainability</i>	6/14/2018			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
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Initial Assessment:	Systems are in place to address the needs of students (Detailed lesson plans based on groups) Staff members are not coming to all meetings prepared to review data Teachers collect the data (TRC/DIBELS) before they come to the team During the meeting, teachers need to develop new strategies to help all students in areas of need Weekly Professional Learning Communities (PLC's) meetings are held to discuss all students progress Discussions about the strategies that we are using with each group take place weekly. Teachers, Administration (Admin.), and Curriculum Facilitator (CF) share strategies that are working and not working. All groups low to high are fluid, as each strategy is meet a new goal is set.	Limited Development 05/17/2016		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	All teachers will provide complete data information with current levels for all students to the Instructional Support Team (IST) Intervention sheets are completed, up-to-date and implemented lesson plans are posted in One Drive weekly. Feedback will be given by administration team.		Cynthia McKee	06/07/2021
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Actions		0 of 4 (0%)		
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10/4/16	IST minutes will reflect adherence to IST policies and procedures for record keeping. Minutes will include smart goals for each academic or behavior area of need, schedule of research based intervention provided by the teacher, and progress monitoring will show growth or a need to change the intervention.		Woodall and Troxler	05/31/2021
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<i>Notes:</i>	IST agenda will reflect individual cases for review			
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8/15/17	Monthly IST meeting will occur with minutes to show completion.		Woodall	05/31/2021
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<i>Notes:</i>				
5/17/16	Train IST team members and staff of procedures		Melanie Woodall	06/07/2021
<i>Notes:</i> Make sure all staff members have clear understanding of the responsibilities of IST process and how it can support student success.				
10/4/16	Lesson plans for American Reading Company (ARC), Core Knowledge Language Arts (CKLA), Eureka Math and science posted weekly to One Drive. A coach will meet with all teachers to reinforce explicit strategies to use with all district wide programs implemented in reading and math for all Kindergarten through Fifth grade students.		Cynthia McKee and Younesa Ortado	06/07/2021
<i>Notes:</i> Weekly lesson plans submission				
Implementation:		06/14/2018		
Evidence	<p>6/14/2018 Evidence is provided in the minutes of IST meetings.</p> <p>2/21/2017 Teachers have been trained on Jan Richardson model and IST procedures. Lesson plans are uploaded weekly showing accomplishment of this task. MOY result show our students are growing in reading concepts.</p>			
Experience	<p>6/14/2018 IST was performed and minutes were kept from each meeting.</p> <p>2/21/2017 Teachers have been trained on Jan Richardson model and IST procedures. Lesson plans are uploaded weekly showing accomplishment of this task.</p>			
Sustainability	<p>6/14/2018 IST will continue monthly next school year.</p> <p>2/21/2017 Weekly lesson plans, and monthly IST minutes will continue to be posted.</p>			

	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>			A full time Social Worker and Counselor are accessible to all students and staff Boys and Girls groups meet once a week based on the needs of students emotional states Lunch buddies are provided to support emotional needs of students Guilford College Basketball Team, Men on the Move, a program that promotes an interactive, fun, and informative approach in helping male adolescents make wiser and more responsible decisions, is used to support our male students. Girls on the Run and Girls Charge will promote an interactive, fun, and informative approach in helping male adolescents make wiser and more responsible decisions, is used to support our female students. Kindergarten will implement the Second Step program to support the our kindergarten through second. Classroom Guidance will be provided throughout the school year. Department of Social Services (DSS) is contacted as needed Referrals are made to outside agencies based on students social-emotional needs School-wide behavior plan is used by all teachers (pirate cash and Stars). Grade levels will discuss student issues that may require intervention groups.	Limited Development 05/17/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Social worker and counselor will work with classroom teachers to establish small group/guidance and intervention groups. Full time social worker is hired to provide assistance to students, families and community. Social worker will meet with teachers frequently to identify individual student needs and work together to support and monitor individual student progress, behavior, and social-emotional development.		Sandy Hunt	06/07/2019
Actions				1 of 5 (20%)		
8/15/17			Guidance counselor and social worker will develop monthly plans in collaboration with staff to assist students and families.	Complete 06/08/2018	Woodall and Troxler	06/08/2018
			<i>Notes:</i>			
9/19/18			Men on the Move and Guilford College Basketball team will meet with students to provide to support emotional needs of students. Mentors will be assigned by teachers based upon student emotional needs.		Younesa Ortado	05/24/2019
			<i>Notes:</i> Men on the Move will meet with students weekly.			

9/19/18	Girls on the Run and Girls Charge will promote an interactive, fun, and informative approach in helping male adolescents make wiser and more responsible decisions, is used to support our female students.		Amanda Hagen	05/24/2019
<i>Notes:</i>				
9/19/18	A full time Social Worker and Counselor are accessible to all students and staff. Boys and Girls groups meet once a week based on the needs of students emotional states.		Melanie Woodall and Sharrell Troxler	06/07/2019
<i>Notes:</i>				
9/19/18	Kindergarten will implement the Second Step program to support the our kindergarten through second emotional needs. Teachers will continue to ensure strategies from the Step Program is implemented throughout the school year.		Marieke Maccione	06/08/2019
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 Kindergarten implemented second step, a social emotional curriculum and will continue in 1st grade and continue with kindergarten students.			
Experience	6/14/2018 Small groups were formed with Troxler and Woodall.			
Sustainability	6/14/2018 We will be adding more groups next year.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Rising K- Open House, play dates, Popsicle on the playground, Pre-k visits and kinder- camp orientations will be implemented throughout the school year. Rising six graders will attend middle school visits, middle school clubs visit elementary, guidance counselor assist with registration, family middle school visits.	Limited Development 08/15/2017				Priority Score: 2 Opportunity Score: 3 Index Score: 6
<i>How it will look when fully met:</i>	We will continue to provide a Rising K- Open House, play dates, popsicles on the playground, Pre-k visits and kinder- camp. Rising six graders do middle school visits, middle school clubs visit elementary, guidance counselor assist with registration, family middle school visits. Pre-k program located at the school and we include them to various activities throughout the year to prepare them ready for Kindergarten.		Marieke Maccione	06/07/2021	<i>Actions</i>	0 of 1 (0%)
8/15/17	Kindergarten team, fifth grade team and Pre-k along with guidance counselor will plan the events to support each transition for student.		Marieke Maccione	06/08/2021	<i>Notes:</i>	
<i>Implementation:</i>		06/14/2018			<i>Evidence</i>	6/14/2018 Evidence is in the information sent to parents about kindergarten and middle schools.
<i>Experience</i>	6/14/2018 Transition was complete from pre-k to kindergarten, and 5th to middle school.				<i>Sustainability</i>	6/14/2018 We will continue to have transition services for these grade levels.

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.		Cynthia McKee	06/19/2021
<i>Actions</i>			0 of 1 (0%)		
	9/6/17	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.		Cynthia McKee	06/19/2021
<i>Notes:</i>					
<i>Implementation:</i>			06/19/2018		
<i>Evidence</i>		6/19/2018 All documentation for meetings and communication efforts by the school support officers have been noted.			
<i>Experience</i>		6/19/2018 The district mandated all under performing schools provide additional support through district mandated training throughout the school year. The district also provided additional support for all principals through the use of school support officers and professional development sessions through New Leaders training.			
<i>Sustainability</i>		6/19/2018 The district will continue to provide school support officers for each principals and provide training for all administration team and full time curriculum facilitators will be provided for each school for the 2018-2019 school year. The district will also plan several professional development sessions for all administrators and support staff to provide strategies to promote academic grow for all students.			

	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>			The master calendar will indicate 1st and 3rd Tuesdays for Leadership meetings.	Limited Development 05/17/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			We meet twice a month with the first Tuesday being a leadership curriculum meeting where a Area 2 SSO comes to give us updates and possible strategies to use. The third Tuesday is a leadership meeting where we discuss School Improvement Plan goals and Title I goals to evaluate progress on completing our Title I goals and concerns. We also discuss faculty and parent concerns. We will develop action plans to assist us in achieving our school improvement goals through regular data analysis and conducive conversations. Laptops will be used to retrieve data from interim assessments, progress monitoring using TRC/Dibels and American Reading Company (ARC) reading program in grades 3-5 to help teachers modify instruction. An Instructional Leadership Team will implement walkthroughs to help target areas of strenghts/weaknesses in reading in math for all teachers.		Katie Hager	06/08/2021
<i>Actions</i>				0 of 3 (0%)		
	10/18/16	Goals and current data will be discussed at each meeting to ensure that we are on a path for growth in all areas. This discussion will bring forth areas of need so that American Reading Company (ARC), Core Knowledge Language Arts (CKLA) and Eureka Math strategies are addressed and implemented successfully. The areas that are not successful will be changed to help meet our goals. School Support Officers will help lead discussions on successful interventions for the success of all Irving Park goals.			Cynthia McKee	06/09/2021
<i>Notes:</i>						
	5/17/16	Master calendar will reflect 2 meetings a month for the 2018-2019 school year in order to review curriculum needs, new data points, and progress towards all school plan goals.			Katie Hager	08/21/2021
<i>Notes:</i> Make sure dates are on the calendar and shared with all staff.						
	8/15/17	Master calendar will reflect two a month for the 2018-2019 school year.			Cynthia McKee	08/21/2021
<i>Notes:</i>						
<i>Implementation:</i>				08/29/2017		

Evidence	9/6/2016 Two leadership meetings are scheduled on the master calendar monthly.			
Experience	9/6/2016 We have looked at our master schedule and added the two leadership meetings. All members are aware of the meeting dates.			
Sustainability	9/6/2016 We will continue to meet twice a month, reviewing and updating or plans			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All committees meet with fidelity keeping minutes and sharing with all stakeholders. The instructional leadership team roles and responsibilities are clear and transparent. Our staff understands the roles and responsibilities of the instructional leadership team.	Limited Development 05/17/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Team minutes will be kept in a notebook for each committee. New committees will be developed to address curriculum needs. The leadership team members use consistent protocols and processes to lead their grade level.		Jonathan Drye	06/08/2021
Actions			0 of 2 (0%)		
	5/17/16	Committee and Grade level Team notebooks to keep minutes will reflect goals set to help with the implementation of all school plans. Minutes will be shared with the leadership team to discuss the completion of set goals by the team for the success of our task for our students.		Committee Chair	10/02/2021
		<i>Notes:</i> Meeting dates will be decided at the beginning of the school year			
	10/18/16	Each team member will report progress at meetings with success and needs and how each will be addressed by the team.		Committee Chair	10/02/2021

Notes:

Implementation:		02/19/2018		
Evidence	2/19/2018 The minutes from the committees are logged and shared with the staff.			
Experience	2/19/2018 Each committee meets once a month to determine the necessary changes for the school.			
Sustainability	2/19/2018 After each committee meets, the chair person for each committee shares information with the leadership team.			

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>		Administration is in classroom daily. They will be utilizing an online walk through form to monitor instruction and to give feedback on instruction. Administration does meet with teams in PLCs to discuss instruction and data.	Limited Development 05/17/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Administration will utilize the online walk through form regularly (each teacher at least once a week) to give clear and constructive feedback. Administration will regularly visit and participate in grade level planning on each grade level. Modeling will be done if needed by coaches assigned by the district for all reading and math programs and curriculum facilitator.		Cynthia McKee	09/29/2021
<i>Actions</i>			0 of 4 (0%)		
	10/10/16	Administration will begin utilizing regularly the online walk through form to give constructive feedback on instruction.		Cynthia McKee	06/09/2021
		<i>Notes:</i> Office 365 has been developed and sent to all teachers. McKee and Ortado will use this weekly for feedback for walkthroughs			
	10/10/16	Administration will regularly attend grade level planning in order to monitor implementation of all district wide reading and math programs with fidelity and using best practices.		Cynthia McKee	09/29/2021
		<i>Notes:</i>			
	8/15/17	All teachers will implement reading and math strategies using the district wide reading and math programs during classroom instruction. Teachers will utilize Eureka math lesson plans as a resource to facilitate math instruction.		Sandy Hunt	09/29/2021
		<i>Notes:</i>			
	8/15/17	All thrid through fifth grade English Language Arts (ELA) teachers will be trained in American Reading Company (ARC) and implement the program. All kindergarten through second grade teachers will implement reading instruction using the Core Knowledge Language Arts program. Additional materials will be purchased to facilitate instruction. Teachers will create Common Formative Assessments (CFAs) to assist in providing explicit instruction and intervention.		Sandy Hunt	09/29/2021
		<i>Notes:</i>			

Implementation:		02/19/2018		
Evidence	2/19/2018 Documentation of feedback on walk-through documents. Documented meeting with ARC coach.			
Experience	2/19/2018 A walkthrough is conducted and feedback is given to each teacher. ARC training will continue throughout the school year for ARC.			
Sustainability	2/19/2018 Conduct more walkthroughs. ARC team teaching with ARC coach has taken place in addition to planning time with the ARC coach. ARC has also been implemented in 3rd grade and the coach has modeled a lesson and peer monitoring has taken place.			

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 though 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. Irving Park looks at school data at PLCs and school leadership meetings. Teachers use the data to help form groups and appropriate skills based instruction. Teachers create CFAs based off formal and informal assessments. The results from those CFAs are discussed and used to drive instruction.	Limited Development 05/17/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Data discussions will show growth in all areas during the school year. Every student will receive instruction based on their individual needs. Teachers will track the learning of each student using multiple measures to determine individualized student goals and plans. Teachers will be given two data days during the school year to meet as a grade level with the administration team to determine all academic areas of focus of each student. Laptops will be purchase for teachers to use to analyze data to determine the needs of all students. An Instructional Leadership Team (ILT) conduct walkthroughs to determine areas of strengths and weaknesses in instruction and provide support where needed. The ILT will also be given four days to attend district level professional development sessions throughout the school year.		Sandy Hunt	06/08/2021
<i>Actions</i>			0 of 4 (0%)		
	8/15/17	Data days will be provided during the course of the year where staff members meet together to analyze data in order to determine best practices for students to		Sandy Hunt	06/08/2021
		<i>Notes:</i>			
	8/15/17	ARC and Foundations coaching will be provided for teachers implementing these programs to ensure fidelity of the programs.		Sandy Hunt	06/08/2021
		<i>Notes:</i>			

8/15/17	TEACH, INSPIRE, CHANGE LIVES will be delivered to staff members monthly by administration as GCS releases each module.		Sandy Hunt	06/08/2021
<i>Notes:</i>				
8/15/17	An Instructional Leadership Team and administration will be used to assist with data analysis to ensure that student needs are being met. The Instructional Leadership Team will also attend district wide professional development sessions to help enhance instruction for our staff. Laptops will be purchased to review data weekly. Data Days will be given to each grade level twice a year to review results from district and state mandated assessments.		Sandy Hunt	08/21/2021
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 Increase in proficiency in 3rd, 4th and 5th grade ELA shows evidence of success of these programs.			
Experience	6/14/2018 ARC/CKLA coaching will continue through next year and EUREKA coaching will be added through title I and GCS.			
Sustainability	6/14/2018 Scheduling, planning, coaching to continue efforts for successful implementation of these plans.			

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. Administrators at Irving Park will be utilizing a walk through form for immediate feedback.	Limited Development 05/17/2016			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Walk through's will stress positive comments along with coaching strategies. Vacant position are interviewed by a school based team and administration. Mentors will be provided for all beginning teachers (BT) . Highly effective teachers will formally develop and support teachers on their teams who are not as strong. Long-term substitutes or staff who are taking on additional responsibilities to provide coverage when there is a vacancy are supported while being held to high standards.		Younesa Ortado	06/08/2021	
<i>Actions</i>			0 of 1 (0%)			
	6/19/18	A team will be organized to interview teachers who are listed as highly effective by the state and district.		Interview team (members of the leadership team)	08/21/2021	

Notes:

Implementation:		09/28/2018		
Evidence	6/19/2021 All teachers have been approved by the district as highly effective teachers and teaching license have been approved by the state.			
Experience	9/28/2018 6/19/2021 Each teacher recommendation was selected by the district. Once approved by the district, the team selects several teachers to interview and the best candidate will be selected.			
Sustainability	6/19/2021 We will continue to use the interview team to conduct interviews and the grade level will meet with the top three candidates to determine the best candidate for the grade level.			

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>		Weekly connect ed in English and Spanish will be recorded and sent to parents each Sunday. Monday folders will include PTA involvement through spreading communication Curriculum nights (invitations in different languages provided as needed). Offer parent information nights Admin talks with parents Grade level news letters Conferences with translators as needed. Newsletters will be sent home weekly. Teachers will update web-pages in order to communicate with families.	Limited Development 05/17/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Weekly connect ed Monday folders PTA involvement through spreading communication Curriculum nights (invitations in different languages provided as needed). Grade level news letters will be sent home weekly to keep parents abreast of what updates are taking place within the school and grade level. Teachers will use Class Dojo and /or Remind to communicate with parents about individual student needs. ConnectEd messages will be sent weekly informing parents about upcoming events and school wide concerns of staff. Teachers will update web-pages in order to communicate with families.		Allison Lemmons	06/07/2019
Actions			3 of 6 (50%)		
	8/15/17	Parent Nights , conferences will be held to include all parents. Invitations will be translated to address the needs of our LEP parents. Translators will be assigned as needed.	Complete 06/12/2018	Sandy Hunt	06/08/2018
<i>Notes:</i>					
	2/19/18	Weekly connect ed messages will be sent to all the parents in English and Spanish.	Complete 06/12/2018	Cynthia McKee	06/08/2018
<i>Notes:</i>					
	2/19/18	School website will be updated with SIP minutes along with upcoming dates of importance.	Complete 06/12/2018	Melanie Mendenhall	06/08/2018
<i>Notes:</i>					
	9/18/18	Parent Nights , conferences will be held to include all parents. Invitations will be translated to address the needs of our LEP parents. Translators will be assigned as needed.		Younesa Ortado	06/07/2019

<i>Notes:</i>				
9/18/18	Weekly connect ed messages will be sent to all the parents in English and Spanish.		Cynthia McKee	06/07/2019
<i>Notes:</i>				
9/18/18	School website will be updated with SIP minutes along with upcoming dates of importance. Teacher websites will be updated monthly.		Christine Anderson	06/07/2019
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 Connect ed log, web page information, Title I notebook.			
Experience	6/14/2018 Connect ed messages were sent home in multiple languages on a weekly basis. Parent nights were held inviting parents to come for ELA and math nights. Web page updated daily.			
Sustainability	6/14/2018 Messages will continue through next year with translations and interpreters will be provided as needed.			