

## Comprehensive Progress Report

**Mission:** Cultivate growth, embrace differences, inspire creativity.

**Vision:** Cultivate students' academic and personal potential through arts-infused learning centered on exploration, innovation, creativity, and empowerment.

**Goals:**

Increase proficiency rates by 5% (based off of previous year's data) for all students in grades 3-5 for ELA, Math, and Science (5th only).

GWC Elementary will report positive Teacher Working Conditions Survey responses no lower than 85%.

GWC Elementary will maintain the current growth index (-0.79) with a goal of increasing the index by 0.79 as measured through EVAAS in 2020. The growth index for 2018 was measured at -4.82 and was increased to -0.79 in 2019.

Increase TRC proficiency for students meeting or above grade level by 10% in grades K-3.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administrators and the Instructional Coach have worked to establish a flexible framework for collaborative planning that will accommodate the needs of each grade level team and the students they serve. Some teacher teams are well established, some are starting fresh this year; however, they will all establish norms and planning goals to guide them in planning quality instruction for their students. This planning time will also include time for data review to determine which instructional model may best serve their students - either a dedicated IME block, or flexible grouping.	Limited Development 08/06/2019		
<i>How it will look when fully met:</i>		When this objective is fully met GWC grade level teams will collaboratively plan rigorous instruction to meet the academic needs of their students with an arts integration focus. We will experience positive gains in student academic performance and will accommodate student needs flexibly through an IME block or flexible grouping across the grade level.		Lauren Roberts	05/29/2020
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/6/19	Grade level teacher teams will have the opportunity to plan arts integrated lessons with Encore teachers.		Lauren Roberts	05/29/2020
	<i>Notes:</i>				
	8/6/19	Grade level teachers will have the opportunity to co-teach arts integrated lessons with Encore teachers.		Lauren Roberts	05/29/2020
	<i>Notes:</i>				
	8/6/19	Grade level teams will have the opportunity to evaluate the collaboration progress made by their team via a collaborative planning feedback survey.		Lauren Roberts	05/29/2020
	<i>Notes:</i> They will consider the following data sources to accomplish this action: benchmark data, Istation data, Educator's Handbook, Class Dojo, DESSA, etc.				

	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
<b>Initial Assessment:</b>			<p>G.W. Carver has not previously existed. Procedures and expectations will be put in place to address this indicator.</p> <p>12/7/17 - We have developed a school-wide PBIS matrix for all areas within the school including classrooms, hallways, restrooms, cafeteria and playground. We are working to establish regular reward systems that will provide students with positive rewards for making good choices.</p> <p>5/1/18 - The PBIS Team meets regularly to refine school-wide expectations and our existing reward system. The PBIS team also meets for student review and team discussion twice per month.</p> <p>6/1/19 - The PBIS Team has worked to establish expectations for student behavior and consistently monitor implementation progress throughout the year. This has required the use of consistent classroom norms, Class Dojo for awarding student points, Educator's Handbook for data analysis, and regular team meetings for implementation review.</p>	No Development 08/14/2017		
<b>How it will look when fully met:</b>			All teachers at GWC will have a clear system to track positive behaviors. Time will be dedicated to teaching and communicating expectations to students from all staff. Staff will develop expectations and procedures that will be displayed in common areas for students to follow. Students will be regularly awarded and recognized for their achievements.		Rhonda Hiskey	05/29/2020
<b>Actions</b>				<b>12 of 19 (63%)</b>		
	8/14/17		The PBIS Team will implement a positive behavior system that utilizes the term SOAR to establish high expectations for students.	Complete 08/27/2018	Beth Giddings	08/31/2018
<i>Notes:</i>						
	9/14/18		Grade levels will establish consistent classroom norms.	Complete 08/31/2018	Lyndsey Pelusi	08/31/2018
<i>Notes:</i>						
	9/14/18		All homeroom teachers will create a Class Dojo account and share access with appropriate support personnel serving students from their class.	Complete 08/31/2018	Beth Giddings	08/31/2018
<i>Notes:</i>						

9/14/18	The PBIS Team will develop a quarterly incentive system to reward students who display consistent positive behaviors.	Complete 10/26/2018	Beth Giddings	10/26/2018
<i>Notes:</i>				
8/14/17	Staff will reinforce consistent expectations and procedures that will be displayed in common areas for students to follow.	Complete 10/26/2018	Beth Giddings	10/26/2018
<i>Notes:</i>				
9/25/18	Analyze Educator's Handbook data to identify trends in student behavior across all facets of the school.	Complete 10/26/2018	Katie Winchell	10/26/2018
<i>Notes:</i>				
9/14/18	Staff will recognize students displaying positive behaviors by awarding Dojo points. Students will work toward earning a pre-established number of positives per quarter.	Complete 03/13/2019	Beth Giddings	06/12/2019
<i>Notes:</i>				
11/28/18	The PBIS team will continue to analyze Educator's Handbook data to identify trends in student behavior across all facets of the school.	Complete 03/13/2019	Katie Winchell	06/14/2019
<i>Notes:</i>				
11/28/18	The PBIS Team will maintain a quarterly incentive system to reward students who display consistent positive behaviors.	Complete 03/13/2019	Beth Giddings	06/14/2019
<i>Notes:</i>				
11/28/18	Grade levels will maintain consistent classroom norms.	Complete 05/24/2019	Lyndsey Pelusi	06/14/2019
<i>Notes:</i>				
11/28/18	Staff will continue to reinforce consistent expectations and procedures that will be displayed in common areas for students to follow.	Complete 03/13/2019	Beth Giddings	06/14/2019
<i>Notes:</i>				
11/28/18	The PBIS Team will continue to implement a positive behavior system that utilizes the term SOAR to establish high expectations for students.	Complete 03/13/2019	Beth Giddings	06/14/2019
<i>Notes:</i>				
8/6/19	GWC will implement an Eagle Ticket system to reward whole classes for positive behavior choices. Eagle tickets will be tallied for whole-class incentives.		Rhonda Hiskey	09/30/2019
<i>Notes:</i>				
8/6/19	The PBIS team will present a beginning-of-year PBIS assembly / pep rally to introduce and explain school-wide expectations and incentives to all students.		Rhonda Hiskey	09/30/2019

<i>Notes:</i>				
8/6/19	Updated PBIS posters will be hung around the school identifying positive behaviors for the classroom, cafeteria, playground, bathroom, and hallways.		Jason Irving	10/01/2019
<i>Notes:</i>				
8/6/19	GWC will host quarterly PBIS merit events where students earn access to the event based on positive behavior.		Rhonda Hiskey	05/29/2020
<i>Notes:</i>				
8/6/19	The PBIS team will implement Class Dojo as a way for students and teachers to track positive behaviors.		Courtney Crawford	05/29/2020
<i>Notes:</i>				
8/6/19	Returning and new staff members will implement PBIS school-wide for all students.		Rhonda Hiskey	05/29/2020
<i>Notes:</i>				
8/6/19	GWC teachers will utilize PBIS lesson plans to teach desired, positive behaviors.		Rhonda Hiskey	05/29/2020
<i>Notes:</i>				

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>		<p>Many of our staff participated in the creation of the UbD (Understanding by Design) documents and they utilize them for instructional planning. Some educators may be changing grade levels so they are not as proficient in their knowledge of the plans as others, but we will use collaborative planning to review and update the documents.</p> <p>12/7/17 - The UBD documents are the foundation of our collaborative planning sessions. They are our primary source for curriculum decision-making. We have created art-infused lessons but are still working to add them to the UBD documents.</p> <p>5/1/18 - The UBD documents continue to be our primary source for curriculum and pacing decisions. Collaborative planning teams have begun to unpack standards within the UBD documents to check for assessment alignment and to develop learning plans for each unit. We have collected art-infused lessons that will be linked to the UBD documents this summer.</p> <p>6/3/19 - Grade level teams have continued to utilize the UBD documents during planning as they unpack standards and create learning plans based on formative assessment data. Learning plans are formed using district approved resources for core instruction, intervention, and enrichment. Administrators and the Instructional Coach work to support grade level teams as they plan instruction to meet the needs of their students.</p>	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		All teachers will utilize the district UbD documents consistently during planning while building arts integrated tasks weekly.		Lauren Roberts	05/29/2020
<i>Actions</i>			19 of 30 (63%)		
	5/4/18	Administration and/or coach will schedule monthly A+ Planning days for art collaboration.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>					
	5/6/18	Administration and coach will provide support in strengthening core instruction for all grade levels.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>					

5/6/18	Administration and coach will provide support in differentiating instruction for all grade levels.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/6/18	Grade levels will continue to utilize collaborative planning to unpack the standards and develop learning plans for each UBD unit.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
8/14/17	Administrators and coach will ensure the use of the UBD documents during kindergarten weekly planning time.	Complete 10/26/2018	Brittany Banks	10/26/2018
<i>Notes:</i>				
5/4/18	Administrators and coach will ensure the use of the UBD documents during 1st grade weekly planning time.	Complete 10/26/2018	Julie Yongue	10/26/2018
<i>Notes:</i>				
5/4/18	Administrators and coach will ensure the use of the UBD documents during 2nd grade weekly planning time.	Complete 10/26/2018	Brooke St. Clair	10/26/2018
<i>Notes:</i>				
5/4/18	Administrators and coach will ensure the use of the UBD documents during 3rd grade weekly planning time.	Complete 10/26/2018	Suzanne Haigler	10/26/2018
<i>Notes:</i>				
5/4/18	Administrators and coach will ensure the use of the UBD documents during 4th grade weekly planning time.	Complete 10/26/2018	Lindsey Lipsey	10/26/2018
<i>Notes:</i>				
5/4/18	Administrators and coach will ensure the use of the UBD documents during 5th grade weekly planning time.	Complete 10/26/2018	Courtney Crawford	10/26/2018
<i>Notes:</i>				
5/4/18	Administration and coach will provide support in using and planning with UBD documents.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
11/28/18	Formative assessment data will be used to develop instructional plans and drive differentiation.	Complete 06/03/2019	Lauren Roberts	01/18/2019
<i>Notes:</i>				
11/28/18	Guided reading professional development will be provided to strengthen core literacy instruction.	Complete 12/12/2018	Judith Wherritt	01/18/2019
<i>Notes:</i>				
11/28/18	Grade level teams will continue to utilize the following resources for planning core math instruction: Investigations, iReady, Ready NC, and Math in Practice.	Complete 06/03/2019	Lauren Roberts	01/18/2019

<i>Notes:</i>				
11/28/18	Grade levels will continue to utilize collaborative planning to unpack the standards and develop learning plans for each UBD unit.	Complete 06/03/2019	Lauren Roberts	01/18/2019
<i>Notes:</i>				
11/28/18	Administration and coach will continue to provide support in differentiating instruction for all grade levels.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/28/18	Administration and coach will continue to provide support in strengthening core instruction for all grade levels.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/28/18	Administration and coach will continue to provide support in using and planning with UBD documents.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/28/18	Instructional Leads will continue to ensure the use of the UBD documents during weekly planning sessions with their grade level teams.	Complete 06/03/2019	Instructional Leads	06/14/2019
<i>Notes:</i>				
11/28/18	K-2 grade level teams will continue to implement the Lucy Calkins Writing framework and mini lessons.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Grade level teams will meet 2-3 times per week to collaboratively plan and implement rigorous units aligned to the KCS UBD documents.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Each grade level will have 8 A+ Planning days throughout the year to focus on planning rigorous, standards-based art integration lessons with the Encore team.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	The principal, assistant principal, and instructional data coach will work together with grade level instructional leads to ensure the collaborative planning framework is followed at GWC.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
5/4/18	Kindergarten will develop four art infused performance tasks based on the UBD documents.		Rhonda Hiskey	05/29/2020
<i>Notes:</i>				
5/4/18	First Grade will develop four art infused performance tasks based on the UBD documents.		Megan Deal	05/29/2020



<i>Notes:</i>			
5/4/18	Second Grade will develop four art infused performance tasks based on the UBD documents.		Emily Todd 05/29/2020
<i>Notes:</i>			
5/4/18	Third Grade will develop four art infused performance tasks based on the UBD documents.		Suzanne Haigler 05/29/2020
<i>Notes:</i>			
5/4/18	Fourth Grade will develop four art infused performance tasks based on the UBD documents.		Sarah White 05/29/2020
<i>Notes:</i>			
5/4/18	Fifth Grade will develop four art infused performance tasks based on the UBD documents.		Courtney Crawford 05/29/2020
<i>Notes:</i>			
8/6/19	3-5 grade level teams will implement the Lucy Calkins Writing framework and mini lessons.		Lauren Roberts 06/01/2021
<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>		<p>We will have to evaluate staff continually in order to best know how to match each person's strengths with implementing a tiered instructional system for our students.</p> <p>12/7/17 - We have established an IME (Intervention, Maintenance and Enrichment) block for all grade levels. Students are placed in differentiated groups based on diagnostic assessment data. Students are monitored bi-weekly to determine if they are making progress in the group. If they are not making progress or are progressing at a rate faster than expected they are moved from one group to another.</p> <p>5/1/18 - We have maintained our IME block throughout the year as a means to provide students with intervention, skill maintenance, or enrichment. Formative data points were used to form the flexible groups throughout the year and students were regularly monitored to determine whether their group was meeting their needs. While IME has been successful, we have struggled with consistency due to circumstances outside of our control. Looking ahead to next year, we have several ideas for improving our IME blocks.</p> <p>6/3/19 - Grade level teams have worked to establish and maintain flexible groupings throughout the year to maximize instruction and differentiation. These flexible groupings were formed based on formative assessment data points.</p>	No Development 05/01/2017		
<i>How it will look when fully met:</i>		GWC will become a MTSS school.		Judith Wherritt	05/29/2020
<i>Actions</i>			<b>23 of 33 (70%)</b>		
	8/14/17	Kindergarten will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Brittany Banks	10/26/2018
<i>Notes:</i>					
	8/14/17	Kindergarten will use data to inform instruction.	Complete 10/26/2018	Brittany Banks	10/26/2018
<i>Notes:</i>					

5/4/18	First grade will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Julie Yongue	10/26/2018
<i>Notes:</i>				
5/4/18	Second grade will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Brooke St. Clair	10/26/2018
<i>Notes:</i>				
5/4/18	Third grade will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Suzanne Haigler	10/26/2018
<i>Notes:</i>				
5/4/18	Fourth grade will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Lindsey Lipsey	10/26/2018
<i>Notes:</i>				
5/4/18	Fifth grade will implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 10/26/2018	Courtney Crawford	10/26/2018
<i>Notes:</i>				
5/4/18	First grade will use data to inform instruction.	Complete 10/26/2018	Julie Yongue	10/26/2018
<i>Notes:</i>				
5/4/18	Second grade will use data to inform instruction.	Complete 10/26/2018	Brooke St. Clair	10/26/2018
<i>Notes:</i>				
5/4/18	Third grade will use data to inform instruction.	Complete 10/26/2018	Suzanne Haigler	10/26/2018
<i>Notes:</i>				
5/4/18	Fourth grade will use data to inform instruction.	Complete 10/26/2018	Lindsey Lipsey	10/26/2018
<i>Notes:</i>				
5/4/18	Fifth grade will use data to inform instruction.	Complete 10/26/2018	Courtney Crawford	10/26/2018
<i>Notes:</i>				
11/28/18	Fifth grade will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Courtney Crawford	01/18/2019
<i>Notes:</i>				
11/28/18	Fourth grade will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Lindsey Lipsey	01/18/2019

<i>Notes:</i>				
11/28/18	Third grade will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Suzanne Haigler	01/18/2019
<i>Notes:</i>				
11/28/18	Second grade will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Brooke St. Clair	01/18/2019
<i>Notes:</i>				
11/28/18	First grade will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Julie Yongue	01/18/2019
<i>Notes:</i>				
11/28/18	Kindergarten will continue to use formative data to drive instruction and differentiation.	Complete 06/03/2019	Brittany Banks	01/18/2019
<i>Notes:</i>				
11/28/18	Fifth grade will continue to implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 06/03/2019	Courtney Crawford	01/18/2019
<i>Notes:</i>				
11/28/18	Third grade will continue to implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 06/03/2019	Suzanne Haigler	01/18/2019
<i>Notes:</i>				
11/28/18	Fourth grade will continue to implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 06/03/2019	Lindsey Lipsey	01/18/2019
<i>Notes:</i>				
11/28/18	First grade will continue to implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 06/03/2019	Julie Yongue	01/18/2019
<i>Notes:</i>				
11/28/18	Kindergarten will continue to implement flexible grouping as a way to provide students with core instruction, intervention, and enrichment.	Complete 06/03/2019	Brittany Banks	01/18/2019
<i>Notes:</i>				
8/6/19	MTSS professional development will be provided for new staff members. This professional development will focus on GWC's MTSS process as well as interventions utilized.		Assistant Principal	05/29/2020

<i>Notes:</i>				
8/6/19	Teachers will adhere to the GWC MTSS framework that outlines the MTSS process for students to move from one tier to the next (specifically moving from Tier 2 to Tier 3).		Assistant Principal	05/29/2020
<i>Notes:</i>				
8/6/19	Coaching will be provided to teachers regarding the MTSS process during bi-weekly data meetings.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Coach will facilitate data analysis discussions during weekly / bi-weekly student review meetings.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	All three tiers of MTSS will be clearly established / defined for teachers.		Assistant Principal	05/29/2020
<i>Notes:</i>				
8/6/19	Instructional coach will monitor the fidelity of interventions.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Interventions will be completed in classrooms. Intervention times will be embedded into teachers' daily classroom schedules (IME or Flex Grouping).		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Support will be provided for new teachers to observe veteran teachers in an effort to strengthen core instruction.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Progress monitoring will take place in classrooms with fidelity to improve student achievement.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Tier 2 and 3 tracking documents will be utilized to track student progress.		Lauren Roberts	05/29/2020
<i>Notes:</i>				

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
<b>Initial Assessment:</b>		<p>Most teachers at GWC have gone through PBIS training and understand the processes and procedures for implementing character education and PBIS.</p> <p>12/7/17 - We are still working to establish a formal character education program. Students do receive guidance lessons regularly. Teachers discuss the social / emotional / academic well-being of students during our collaborative planning sessions and MTSS student data review meetings. We have provided professional development to assist staff members in identifying students who may be struggling socially and emotionally.</p> <p>5/1/18 - We are still working to establish a formal character education program. Students continue to receive guidance lessons regularly. Teachers continue to discuss the social / emotional / academic well-being of students during our collaborative planning sessions and MTSS student data review meetings. We have provided professional development to assist staff members in identifying students who may be struggling socially and emotionally.</p> <p>6/3/19 - We have worked to establish a CCR "trait of the month" and celebration to recognize students exemplifying the character traits outlined in the KCS College And Career Readiness Compass. These traits are also infused into classroom morning meetings and guidance lessons. A heightened focus on the compass traits has increased the awareness of the behaviors desired throughout the building for both students and staff members.</p>	Limited Development 05/01/2017		
<b>How it will look when fully met:</b>		Teachers will be equipped to identify students with emotional/social needs and be able to support those students with proper interventions and resources.		Keri Cauble	05/29/2020
<b>Actions</b>			5 of 15 (33%)		
	8/14/17	Teachers will discuss social and emotional needs of students during team and MTSS Tier 3 conversations to identify students needing small group or one-on-one counseling / therapeutic support.	Complete 10/26/2018	Assistant Principal	10/26/2018
<i>Notes:</i>					
	5/4/18	The school counselor will provide regular guidance lessons supporting and aligning with character education.	Complete 10/26/2018	Christina Moore	10/26/2018

<i>Notes:</i>				
11/28/18	Grade levels will plan and lead daily morning meetings.	Complete 06/03/2019	B. Banks & Hiskey	01/18/2019
<i>Notes:</i>				
11/28/18	A Google folder will be created to house CCR resources for the school.	Complete 06/03/2019	B. Banks & Hiskey	03/27/2019
<i>Notes:</i>				
11/28/18	Morning meeting and/or CCR ideas are available for teachers monthly.	Complete 06/03/2019	Rhonda Hiskey	06/14/2019
<i>Notes:</i>				
8/14/17	Teachers will be provided with professional development to identify students with social and emotional needs as student data highlights a need.		Keri Cauble	05/29/2020
<i>Notes:</i>				
11/28/18	A school-wide CCR "word of the month" will be established and communicated to staff.		Jason Irving	05/29/2020
<i>Notes:</i>				
11/30/18	Each month, one student will be selected from each class who exemplifies the CCR "word of the month". This student will be recognized for their outstanding character at the quarterly award ceremony.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	Educator's Handbook data will be reviewed to determine the most commonly documented undesired behaviors and teaching strategies for addressing these deficits.		Keri Cauble	05/29/2020
<i>Notes:</i>				
8/6/19	Attendance and Educator's Handbook data will be shared quarterly at SLT meetings.		Keri Cauble	05/29/2020
<i>Notes:</i>				
9/14/18	Students who have been identified as needing alternate levels of support - of which we are unable to provide at the school level - will be referred to the KCS Trilogy Classroom with supporting data.		Jason Irving	05/29/2020
<i>Notes:</i>				
11/28/18	The school counselor will continue to provide regular guidance lessons supporting and aligning with character education.		Keri Cauble	05/29/2020
<i>Notes:</i>				

11/28/18	Teachers will continue to discuss social and emotional needs of students during team and MTSS Tier 3 conversations to identify students needing small group or one-on-one counseling / therapeutic support.		Assistant Principal	05/29/2020	
<i>Notes:</i>					
8/14/17	School counselor and grade level representatives will develop a character education program that incorporates PBIS principles and the district's Character Education Compass and skills.		Keri Cauble	05/29/2020	
<i>Notes:</i>					
8/14/17	School counselor will develop small group instructional time for students needing social and emotional support.		Keri Cauble	05/29/2020	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>G.W. Carver has not previously existed. Procedures and expectations will be put in place to address this indicator.</p> <p>12/7/17 - Due to the time of year we have not been able to address these actions yet.</p> <p>5/1/18 - All grade levels participated in activities to assist students in transitioning to the rising grade level.</p> <p>6/3/19 - All grade levels, including support staff, participated in activities to assist students in transitioning to the rising grade level.</p>	No Development 08/14/2017		
<b>How it will look when fully met:</b>		Staff will support a smooth transition for all students through vertical communication in order to ensure all students' needs are met.		Jason Irving	05/29/2020
<b>Actions</b>			<b>7 of 15 (47%)</b>		
8/14/17	Rising 6th grade students will visit the middle school in the spring.		Complete 04/19/2018	Jason Irving	06/08/2018
<i>Notes:</i>					



8/14/17	GWC will offer a spring / summer open house for new kindergarten students.	Complete 06/03/2019	Jason Irving	06/12/2019
<i>Notes:</i>				
8/14/17	GWC will participate in transition meetings for Pre-K students with EC services.	Complete 06/03/2019	Kim Dean	06/12/2019
<i>Notes:</i>				
8/14/17	EC teachers will hold transition meetings for EC students transitioning from 5th grade to KMS.	Complete 06/03/2019	Kim Dean	06/12/2019
<i>Notes:</i>				
5/4/18	Classroom teachers in grades 1-5 will participate in a day-long opportunity for students to experience their rising grade level.	Complete 06/03/2019	Kim Dean	06/12/2019
<i>Notes:</i>				
5/4/18	Rising 6th grade students will visit KMS in the spring of 2019.	Complete 06/03/2019	Lyndsey Pelusi	06/12/2019
<i>Notes:</i>				
9/25/18	Grade levels will complete student placement cards and sort into rising grade level homeroom classes.	Complete 06/03/2019	Lauren Roberts	06/12/2019
<i>Notes:</i>				
8/6/19	GWC will establish a Safety Patrol to assist with morning arrival and afternoon dismissal.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	Rising 6th grade students will visit the middle school in the spring of 2020.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	GWC will offer a spring / summer 2020 open house for new kindergarten students.		Rhonda Hiskey	05/29/2020
<i>Notes:</i>				
8/6/19	GWC will participate in transition meetings for Pre-K students with EC services in the spring of 2020.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	EC teachers will hold transition meetings for EC students transitioning from 5th grade to KMS in the spring of 2020.		Kim Dean	05/29/2020
<i>Notes:</i>				
8/6/19	Classroom teachers in grades 1-5 will participate in an opportunity for students to experience their rising grade level in the spring of 2020.		Jason Irving	05/29/2020
<i>Notes:</i>				

8/6/19	Grade levels will complete student placement cards (electronically via google form) and sort into rising grade level homeroom classes.		Assistant Principal	05/29/2020
<i>Notes:</i>				
9/25/18	GWC will establish a Student Ambassador's Club to facilitate the arrival of new students and visitors to the campus.		Jason Irving	05/29/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We currently have central office staff that meets in cabinet meetings to make decisions on policy and procedures for the district. This information is disseminated to the other system leaders through principal, curriculum and instruction, data, special needs administrator, technology facilitator and instructional coach meetings. We continue to work on improving communication among directors and school based leaders.</p> <p>12/7/17 - Leadership members are attending designated meetings as scheduled and sharing information as needed. District leaders are visiting and providing support for GWC. We are implementing PBIS at GWC and making improvements to our routines and procedures.</p> <p>9/25/18 - All schools are assigned a CO contact person to provide ongoing, specific, timely support. Data are used to make decisions about the allocation of financial, human and instructional resources.</p> <p>6/3/19 - Central Office leaders have supported GWC throughout the year through weekly and monthly meetings that focused on MTSS implementation, PBIS feedback and resources, and instructional best practices.</p>	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		District leaders will deliver differentiated support to schools in a proactive and strategic way. The school leaders will feel supported by the district and student achievement will increase.		Jason Irving	05/29/2020
<i>Actions</i>			<b>7 of 9 (78%)</b>		
9/25/18		The district MTSS team will allocate resources and support based on the number of students needing interventions according to the decision rules.	Complete 06/03/2019	Dr. Kelly Burgess	01/15/2019

<i>Notes:</i>				
9/10/17	Assignment of one / two district leader(s) to support and provide improvement feedback to Carver Elementary.	Complete 06/12/2019	Dr. Chip Buckwell	06/12/2019
<i>Notes:</i>				
9/10/17	Membership of district level leader(s) on building leadership team.	Complete 06/12/2019	Dr. Chip Buckwell	06/12/2019
<i>Notes:</i>				
9/10/17	District-wide implementation of PBIS.	Complete 06/12/2019	Dr. Chip Buckwell	06/12/2019
<i>Notes:</i>				
9/25/18	The district MTSS team will allocate resources and support based on the number of students needing interventions according to the decision rules.	Complete 06/03/2019	Dr. Kelly Burgess	06/15/2019
<i>Notes:</i>				
9/25/18	The district MTSS team will create and share decision rules for literacy with resources and an implementation plan.		Assistant Superintendent	05/29/2020
<i>Notes:</i>				
9/25/18	The district MTSS team will create and share decision rules for math with resources and an implementation plan.		Assistant Superintendent	05/29/2020
<i>Notes:</i>				
9/10/17	KCS will establish a year-long meeting schedule aimed at providing professional learning and support for the following groups of professionals: District Cabinet Members, Curriculum and Instruction, Principals, Elementary Principals, Technology, Instructional Leadership, Instructional Coaches, Teacher Advisory, Parent Advisory, Student Services Management Team, and Students Needing Assistance.	Complete 06/12/2018	Dr. Chip Buckwell	06/05/2020
<i>Notes:</i>				
9/10/17	District leaders will increase frequency in school / classroom visits to support learning and instruction.	Complete 06/12/2019	Dr. Chip Buckwell	06/05/2020
<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We have not had an opportunity to create a calendar or process for this, but will once the Carver team is established.</p> <p>12/7/17 - We have established correlate teams to lead our school initiatives and improvement process. Each correlate has a representative on the Building Leadership Team (BLT) which is a smaller group that meets to discuss initiatives and school wide expectations. Communication flows from Administration through the BLT and then throughout correlate teams via scheduled meetings, face to face conversations and staff emails. In addition, grade level teams meet each week to plan collaboratively and monitor student progress.</p> <p>5/1/18 - Our correlate groups continue to meet to discuss and plan school initiatives. As we look ahead to next year, we plan to meet on a more consistent basis and link our NC Star Indicators to the agendas to ensure our goals are met in a timely fashion.</p> <p>6/3/19 - Our correlates continue to meet to implement and review the progress of school initiatives. As we look ahead to next year, we plan to restructure our correlate teams and set consistent meeting dates with structured agendas. This will be necessary due to staffing changes for the 2019-2020 school year.</p>	No Development 05/01/2017		
<i>How it will look when fully met:</i>			Our correlate / BLT members meet once a month to share information and review progress toward goals. Any changes / revisions are discussed and implemented if needed. The administrative team meets weekly with focused agenda. Each grade level team meets weekly to plan instruction and discuss the integration of arts into daily lesson plans.		Jason Irving	05/29/2020
<i>Actions</i>				13 of 16 (81%)		
	9/10/17	Correlate teams have been established for the teams to discuss the different school improvement initiatives.		Complete 05/01/2018	Erik Johnson	06/08/2018
<i>Notes:</i>						
	9/10/17	Leadership team communicates initiatives and school wide expectations to correlate members via correlate meetings, face-to-face conversations, and staff emails.		Complete 05/01/2018	Erik Johnson	06/08/2018
<i>Notes:</i>						

5/4/18	Create a calendar for bimonthly correlate team meetings.	Complete 08/27/2018	Erik Johnson	08/31/2018
<i>Notes:</i>				
5/4/18	Create a calendar for the BLT to meet monthly.	Complete 08/27/2018	Erik Johnson	10/26/2018
<i>Notes:</i>				
5/4/18	Create a calendar for the PBIS team to meet bi-weekly.	Complete 08/27/2018	Lyndsey Pelusi	10/26/2018
<i>Notes:</i>				
9/10/17	Each grade level will meet weekly to plan collaboratively for their instruction.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/6/18	The SAM leadership team, responsible for implementation of MTSS, will report out at each BLT meeting for alignment of initiatives, enhanced communication, and general support / feedback.	Complete 06/03/2019	Lyndsey Pelusi	01/18/2019
<i>Notes:</i>				
9/10/17	The SAM leadership team, responsible for implementation of MTSS, will meet at least twice per month to discuss alignment of initiatives, enhance communication, and provide general support / feedback.	Complete 06/03/2019	Lyndsey Pelusi	01/18/2019
<i>Notes:</i>				
5/4/18	Create a calendar for administrative team and coach to meet weekly to review progress and share information.	Complete 06/03/2019	Erik Johnson	01/18/2019
<i>Notes:</i>				
5/4/18	Establish an agenda for weekly administrative team / coach meetings.	Complete 06/03/2019	Erik Johnson	01/18/2019
<i>Notes:</i>				
5/4/18	The BLT will have a parent liaison member.	Complete 06/03/2019	Erik Johnson	01/18/2019
<i>Notes:</i>				
5/4/18	Establish the Building Leadership Team (BLT) through a selection process based on nominations by teachers in each grade level / team. The members serve a two-year term.	Complete 09/05/2018	Erik Johnson	06/12/2019
<i>Notes:</i>				
11/29/18	Each grade level will continue to meet weekly to plan collaboratively for their instruction.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
5/4/18	Invite staff to choose their committee participation that will be for a one year term.		Jason Irving	10/01/2019
<i>Notes:</i>				

8/6/19	Administrators will perform the appropriate number of formal observations based on a teacher's licensure status, to monitor effective practice in the school building.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	The School Leadership Team will meet once per month to review the School Improvement Plan to discuss the progress.		Jason Irving	05/29/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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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
<i>Initial Assessment:</i>		<p>G. W. Carver is a brand new school where nothing has been implemented at this point. Creating a structure among teachers of duties, as well as time for instructional planning, is a top priority for us at this time.</p> <p>12/7/17 - Our master schedule provides teachers with collaborative planning time each day of the week. Agendas provide structure and goals for this time as well as a place for recording meeting notes. Each month we have an A+ Planning day which allows classroom teachers to collaborate with encore teachers. These sessions are also structured with agendas and goals.</p> <p>5/1/18 - Our master schedule provides teachers with collaborative planning time each day of the week. Agendas for each collaborative planning session provide structure, goals, as well as a place for recording meeting notes. While it seems as if we have met the actions listed below, we plan to continue to refine our practice of unpacking standards, aligning assessments, and creating learning plans into next year.</p> <p>6/3/19 - We plan to create a committee to build the master schedule for the 2019-2020 school year in June of 2019.</p>	No Development 05/01/2017		
<i>How it will look when fully met:</i>		Each grade level team will partake in collaborative planning sessions with the instructional coach weekly.		<b>Lauren Roberts</b>	<b>05/29/2020</b>
<b>Actions</b>			<b>8 of 10 (80%)</b>		
9/10/17		A master schedule has been made to allow collaborative planning time for teachers.	Complete 05/01/2018	Erik Johnson	06/08/2018

<i>Notes:</i>				
5/4/18	Share the master schedule with staff prior to A+ planning week in Greensboro (Aug. 2018).	Complete 08/07/2018	Erik Johnson	08/07/2018
<i>Notes:</i>				
5/4/18	Create a calendar for Encore collaborative planning.	Complete 08/20/2018	Erik Johnson	08/20/2018
<i>Notes:</i>				
5/4/18	Create a calendar for EC collaboration.	Complete 08/20/2018	Erik Johnson	08/20/2018
<i>Notes:</i>				
5/6/18	Create a calendar for A+ Collaborative Planning days.	Complete 08/20/2018	Erik Johnson	08/20/2018
<i>Notes:</i>				
5/4/18	Solicit feedback to create a master schedule based on needs of all staff.	Complete 08/07/2018	Erik Johnson	08/20/2018
<i>Notes:</i>				
5/4/18	Create a committee to build a master schedule draft based on the staff feedback.	Complete 08/14/2019	Judith Wherritt	08/30/2019
<i>Notes:</i>				
8/6/19	A team of Instructional Leads will be established for ensuring the success of the collaborative planning model. A list of expectations and/or responsibilities will be available and professional development will be provided.	Complete 08/30/2019	Lauren Roberts	08/30/2019
<i>Notes:</i>				
8/6/19	During collaborative planning, teachers will utilize the UBD documents to ensure instruction is aligned with the district expectations.		Lauren Roberts	05/29/2020
<i>Notes:</i>				
8/6/19	Grade level teams will establish PLC norms and adhere to the expectations for each collaborative planning session (according to the GWC Collaborative Planning Framework).		Lauren Roberts	05/29/2020
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We currently have walk through observation documents and evaluation calendars and systems in place to meet this goal.</p> <p>12/7/17 - Administrators have been observing a select group of teachers and providing them with specific feedback throughout the first quarter. A formal observation schedule has been established and observations are taking place. Teachers receive lesson planning feedback during collaborative planning sessions and coaching conversations.</p> <p>5/1/18 - The informal mini observations have continued throughout the spring semester with feedback given to teachers following each observation. A formal observation schedule has been established and observations are taking place. Teachers continue to receive lesson planning feedback during collaborative planning and coaching sessions.</p> <p>6/3/19 - Teachers have received clear, constructive feedback throughout the year from formal and peer observations, walkthroughs, and collaborative planning sessions.</p>	No Development 05/01/2017		
<i>How it will look when fully met:</i>		The administrative team members visit classrooms daily, providing feedback in a timely manner. All interested teachers are provided opportunities to observe others' classrooms and are granted co-teaching opportunities which will sharpen their crafts.		Jason Irving	05/29/2020
<i>Actions</i>			<b>9 of 12 (75%)</b>		
	5/6/18	GWC will establish a common lesson planning format.	Complete 08/07/2018	Erik Johnson	08/20/2018
<i>Notes:</i>					
	5/6/18	Administrators and coach will develop a method for submission of lesson plans for review.	Complete 08/31/2018	Erik Johnson	10/26/2018
<i>Notes:</i>					
	9/28/18	Administrators and coach will develop a method for submission of lesson plans that allows for constructive feedback.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>					



9/10/17	Pilot method of observation paired with conversation for one teacher per grade level for Q1.	Complete 06/07/2018	Erik Johnson	10/26/2018
<i>Notes:</i>				
9/10/17	Develop instructional walk-thru and formal observation schedule for all teachers.	Complete 06/07/2018	Erik Johnson	10/26/2018
<i>Notes:</i>				
9/10/17	Implement walk-thru document to track observation frequency and type of feedback given to identify trends and align professional development as needed.	Complete 06/07/2018	Erik Johnson	10/26/2018
<i>Notes:</i>				
9/10/17	The admin team will apply strategies from the Leverage Leadership book to increase classroom observation frequency that leads to quality of growth-oriented feedback.	Complete 06/07/2018	Erik Johnson	01/18/2019
<i>Notes:</i>				
9/10/17	Provide lesson planning feedback to teachers during collaborative planning.	Complete 06/03/2019	Lauren Roberts	06/12/2019
<i>Notes:</i>				
9/10/17	Staff will have opportunity to observe each other through peer walk-throughs.	Complete 06/03/2019	Erik Johnson	06/12/2019
<i>Notes:</i>				
8/6/19	Administrators will have access to teacher lesson plans for monitoring and review.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	Administrators will conduct the appropriate amount of formal observations on teachers based on their license.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	Either the Principal or Assistant Principal will attend collaborative planning and data meetings to discuss data and curriculum.		Jason Irving	05/29/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

	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
<p><i>Initial Assessment:</i></p>			<p>A majority of the staff has participated in this process at their previous schools, however, we have not yet completed this at G. W. Carver. We will have resources to pull from in the Carver building, but do not yet have the process in place at our current setting.</p> <p>12/7/17 - Each grade level has disaggregated student data during collaborative planning to form IME groups. Student data is tracked using an electronic data wall that is easily manipulated during collaborative planning conversations. Students and teachers are maintaining data notebooks to demonstrate growth throughout the year. Teachers are differentiating instruction for their students; we are working to be more explicit with those plans. Our monthly A+ planning days and weekly collaborative planning sessions provide teachers with the opportunity to plan purposeful art infused lessons. Much of our professional development has been devoted to purposeful art integration this year as well as to build the capacity of our IAs for IME support.</p> <p>5/1/18 - Grade levels continue to disaggregate formative assessment data when it is available. Teachers have established student data notebooks and use them for goal-setting conversations with students. While teachers continue to differentiate instruction for their students, we have noted this as an area of improvement for next year. Art integration continues to be a focus during our monthly collaboration / professional development days while we continue to support our IAs with any instructional needs they may have.</p> <p>6/3/19 - Teachers have been provided professional development opportunities based on school performance and classroom observation data. These opportunities included: A+ Arts, MTSS, PBIS, Guided Reading, mClass Assessments, Academic Conversations, Morning Meeting, and Leveled Literacy Intervention (LLI).</p>	<p>No Development 05/01/2017</p>		

<b>How it will look when fully met:</b>	Teachers will collaboratively disaggregate student performance data, develop lesson plans to address misconceptions and enrichment needs, differentiate lessons as needed, and group students accordingly. Student and classroom data will drive professional development needs. The arts will be incorporated into all disciplines.		<b>Lauren Roberts</b>	<b>05/29/2020</b>
<b>Actions</b>		<b>19 of 24 (79%)</b>		
5/4/18	Each grade level will utilize Common Formative Assessment data to determine current student performance.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Each grade level will disaggregate student data during collaborative planning sessions.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Each grade level will develop student groups based on data for intervention, skill maintenance, and enrichment.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Each grade level will track student performance using an electronic data wall.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Teachers will note differentiation strategies in lesson plans.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Provide time for teachers to identify opportunities for purposeful art integration planning.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/6/18	Each teacher will track student performance using a teacher data notebook.	Complete 10/26/2018	Judith Wherritt	10/26/2018
<i>Notes:</i>				
5/4/18	Provide opportunities for support staff to participate in professional development.	Complete 06/03/2019	Lauren Roberts	01/18/2019
<i>Notes:</i>				
5/4/18	Each teacher will facilitate the use of student data notebooks in their classroom.	Complete 06/03/2019	Lauren Roberts	01/18/2019
<i>Notes:</i>				
5/4/18	Provide time for teachers to identify opportunities for purposeful vertical alignment planning.	Complete 06/03/2019	Lauren Roberts	06/12/2019
<i>Notes:</i>				
5/4/18	Design professional development based on classroom and school data.	Complete 06/03/2019	Lauren Roberts	06/12/2019

<i>Notes:</i>				
11/29/18	Each teacher will continue to track student performance using a teacher data notebook.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Continue to provide time for teachers to identify opportunities for purposeful art integration planning.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Teachers will continue to note differentiation strategies in lesson plans.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Each grade level will continue to track student performance using an electronic data wall.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Each grade level will continue to develop student groups based on data for intervention, skill maintenance, and enrichment.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Each grade level will continue to disaggregate student data during collaborative planning sessions.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
11/29/18	Each grade level will continue to utilize Common Formative Assessment data to determine current student performance.	Complete 06/03/2019	Lauren Roberts	06/14/2019
<i>Notes:</i>				
8/6/19	Every grade level will have a planning block dedicated to data review to support the MTSS process.	Complete 08/14/2019	Judith Wherritt	08/30/2019
<i>Notes:</i>				
8/6/19	PD for the 2019-2020 school year will be planned utilizing school personnel.		Lauren Roberts	12/01/2019
<i>Notes:</i>				
8/6/19	All certified staff will develop a Professional Development Plan (PDP) that incorporates the following goals: (1) school-wide goal, (1) collaborative planning goal, and (1) personal goal.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/6/19	Ongoing Lucy Calkins PD will be provided to staff.		Lauren Roberts	05/29/2020
<i>Notes:</i>				

8/6/19	Data sources will be used to evaluate the implementation and impact of GWC's MTSS implementation (Educator's Handbook, Class Dojo, Benchmark Data, DESSA, etc.).		Assistant Principal	05/29/2020
<i>Notes:</i>				
8/6/19	The school leadership team will look at school performance data to identify achievement gaps. Using these gaps, administrators will provide PD to staff to boost achievement.		Jason Irving	05/29/2020
<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>		<p>We have worked with the Central Office to create a staff list for Carver based on staff wishes and KCS needs. This has created a staff roster at Carver. We have surveyed staff and tried to place them in their grade level of choice. We plan to use the same schedule and method next year for evaluating teachers including walk-throughs and the NCEES teacher evaluation system.</p> <p>12/7/17 - Our staff members have been recruited in a variety of ways and are all in the process of being evaluated using the NCEES tool. Staff members are recognized monthly with traveling awards selected by their peers.</p> <p>5/1/18 - Staff members continue to receive evaluations using the NCEES tool and are recognized monthly for their accomplishments and efforts.</p> <p>6/3/19 - The leadership team at GWC has focused on retaining and recruiting staff members by offering specific, constructive feedback and a wide variety of professional development opportunities. They have also focused on recognizing staff members for their contributions at monthly staff meetings. School leaders continue to promote GWC through social media platforms, community ties, and family events.</p>	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		Staff members will promote GWC and the A+ initiative. Teachers will be evaluated using NCEES, student surveys, and the classroom walkthrough instrument. Teachers will be recognized by administration and peers for creative and innovative teaching and leadership.		Lauren Roberts	05/29/2020
<i>Actions</i>			<b>12 of 18 (67%)</b>		
	5/4/18	Staff members and/or grade level teams will have the opportunity to participate in the hiring process for new teammates.	Complete 10/26/2018	Erik Johnson	10/26/2018
<i>Notes:</i>					
	5/4/18	Staff will promote GWC using social media.	Complete 10/26/2018	Kathleen Willi	10/26/2018
<i>Notes:</i>					
	5/4/18	Staff will promote GWC through grade level informances and school performances during the Fall 2018 semester.	Complete 12/20/2018	Adele Vensel	12/20/2018

*Notes:* Each grade level will coordinate one informance or performance per semester. Encore teachers will coordinate at least one performance per semester.

5/4/18 Staff will be evaluated using the NCEES tool. Complete 06/03/2019 Erik Johnson 01/18/2019

*Notes:*

5/4/18 Staff will be evaluated through quarterly walkthroughs. Complete 06/03/2019 Lyndsey Pelusi 01/18/2019

*Notes:*

5/4/18 Staff members will receive timely observation feedback. Complete 06/03/2019 Erik Johnson 01/18/2019

*Notes:*

5/4/18 Staff members will be recognized by their peers for their creative and innovative teaching and leadership at monthly staff meetings. Complete 06/03/2019 Erik Johnson 01/18/2019

*Notes:*

5/4/18 Staff members will be recognized for their creative and innovative teaching and leadership through opportunities to lead professional development. Complete 06/03/2019 Lauren Roberts 01/18/2019

*Notes:*

5/4/18 Staff will promote GWC through community partnerships and connections. Complete 06/03/2019 Lauren Roberts 06/12/2019

*Notes:*

11/17/18 Staff will promote GWC through grade level informances and school performances during the Spring 2019 semester. Complete 06/03/2019 Adele Vensel 06/14/2019

*Notes:* Each grade level will coordinate one informance or performance per semester. Encore teachers will coordinate at least one performance per semester.

11/29/18 Staff members and/or grade level teams will continue to have the opportunity to participate in the hiring process for new teammates. Complete 06/03/2019 Erik Johnson 06/14/2019

*Notes:*

11/30/18 Staff will continue to promote GWC using social media. Complete 06/03/2019 Kathleen Willi 06/14/2019

*Notes:*

8/6/19 An interview committee will be utilized to interview and recruit new staff members. Jason Irving 10/01/2019

*Notes:*

8/6/19 Staff are rewarded by peers for outstanding practice each month. Jason Irving 05/29/2020

*Notes:*

8/6/19	A certified staff member will be chosen at the end of the 2019-2020 school year to represent the school as the Teacher of the Year.		Jason Irving	05/29/2020
<i>Notes:</i>				
8/15/19	Provide school-wide professional development for creation apps / programs where each grade level chooses 1-2 to master with their students.		Kathleen Willi	05/29/2020
<i>Notes:</i>				
8/15/19	Teachers will provide opportunities for students to use technology as a form of creation to demonstrate learning.		Kathleen Willi	05/01/2021
<i>Notes:</i>				
8/15/19	Teachers will have access to new technology and professional development to support the learning process for implementing new tech resources.		Kathleen Willi	05/01/2021
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>		<b>Family Engagement</b>				
	<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



<p><b>Initial Assessment:</b></p>	<p>Carver has held an informational session for interested parents and their children where the philosophy of an A+ school was presented, as well as the process for joining the school family. We will need to schedule follow up family nights and schedule informances that are used in A+ schools.</p> <p>12/7/17 - We have held a Open House and Parent Night for families to come into the school and learn about art integration and standards based grading. Teachers communicate with parents via Tuesday Folders, Class Dojo, School Messenger, social media, and the school website. We have, and will continue to, establish community connections through local visiting artists that share their talents with our students. Parent involvement and communication will continue to be a work-in-progress for Carver.</p> <p>5/1/18 - GWC has continued to hold events for families to learn about the things their children are experiencing in the classroom. Communication for these events has been via Tuesday Folders, Class Dojo, School Messenger, social media, and the school website. We continue to seek out opportunities for our students to experience resident artists.</p> <p>6/3/19 - GWC teachers have focused on consistent communication between school and home this year. This communication takes place in the form of weekly student work samples that are sent home and Dojo messages. Parent phone calls are made as-needed. Parent conferences are required at the end of first quarter and a student-led conference is required at the end of third quarter. Each of these opportunities for parent contact is used for communicating a child's academic and behavioral progress and needs.</p>	<p>Limited Development 05/01/2017</p>		
<p><b>How it will look when fully met:</b></p>	<p>This is achieved when parents are fully informed about school expectations and class events. The school continually collaborates with the community leaders, stakeholders, and local businesses by implementing a variety of culturally relevant and content-related programs and opportunities. The school works with its parent populations to expose them to the different avenues offered by the arts.</p>		<p><b>Jason Irving</b></p>	<p><b>05/29/2020</b></p>
<p><b>Actions</b></p>		<p><b>12 of 18 (67%)</b></p>		
<p>5/4/18</p>	<p>Hold a meet-the-teacher open house night at the beginning of the year.</p>	<p>Complete 10/01/2018</p>	<p>Lyndsey Pelusi</p>	<p>08/27/2018</p>
<p>Notes:</p>				

5/4/18	Communicate with parents via conferences, Tuesday Folders, SchoolMessenger messages, Facebook, Dojo, etc.	Complete 10/26/2018	Kathleen Willi	10/26/2018
<i>Notes:</i>				
5/6/18	Establish a committee to seek-out grant opportunities and complete applications.	Complete 10/26/2018	Kathleen Willi	10/26/2018
<i>Notes:</i>				
5/6/18	Provide parents with opportunities to learn more about our Standards Based Grading system and how student growth is reported.	Complete 10/26/2018	Lyndsey Pelusi	10/26/2018
<i>Notes:</i>				
5/6/18	Increase parent attendance / involvement at academic events and performances.	Complete 06/03/2019	Lyndsey Pelusi	06/12/2019
<i>Notes:</i>				
5/6/18	Provide opportunities for students to experience instruction through artists-in-residence.	Complete 06/03/2019	Adele Vensel	06/12/2019
<i>Notes:</i>				
5/6/18	Partner with the Cabarrus Arts Council to provide artistic opportunities for students to attend.	Complete 06/03/2019	Adele Vensel	06/12/2019
<i>Notes:</i>				
5/4/18	Hold two evening parent performances with art, dance, and music showcases.	Complete 06/03/2019	Adele Vensel	06/12/2019
<i>Notes:</i>				
11/30/18	Teachers will continue to communicate with parents via conferences, Tuesday Folders, SchoolMessenger messages, Facebook, Dojo, etc.	Complete 06/03/2019	Kathleen Willi	06/14/2019
<i>Notes:</i>				
11/30/18	The grant writing committee will continue to seek-out grant opportunities and complete applications.	Complete 06/03/2019	Willi & Vensel	06/14/2019
<i>Notes:</i>				
8/6/19	Develop a staff handbook to communicate expectations and procedures.	Complete 08/01/2019	Assistant Principal	08/01/2019
<i>Notes:</i>				
8/6/19	Develop a parent handbook for newcomer students and parents.	Complete 08/14/2019	Judith Wherritt	08/30/2019
<i>Notes:</i>				
8/6/19	GWC will hold student led conferences during the spring 2020 semester to allow students to take responsibility for their learning plans.		Lauren Roberts	05/29/2020
<i>Notes:</i>				

8/6/19	Teachers will check student agendas for parent signatures daily.		Lauren Roberts	05/29/2020
	<i>Notes:</i>			
8/6/19	GWC will use Connect Ed Messages to communicate important information with parents from the school.		Jason Irving	05/29/2020
	<i>Notes:</i>			
8/6/19	GWC social media sites (Facebook, Instagram) will be utilized to display school events.		Kathleen Willi	05/29/2020
	<i>Notes:</i>			
8/6/19	Teachers will send home quarterly report cards and progress reports to inform parents / guardians of their child's academic progress.		Assistant Principal	05/29/2020
	<i>Notes:</i>			
8/6/19	GWC will hold quarterly informances and award ceremonies for students and their families.		Assistant Principal	05/29/2020
	<i>Notes:</i>			

## SLT Representatives For GW Carver

<b>Leadership Committee</b>
<b>Point of Contact:</b>
Rhonda Hiskey - K
Stephanie Jordan -1st
Emily Todd -2nd
Laytora Dash - 3rd
Kristin Head - 4th
Courtney Crawford-5th
Melissa Stanley - EC
Kim Roche - IA
Keri Cauble - Encore