

Comprehensive Progress Report

Mission: Mission: Preparing the Bulluck Community to excel in a diverse and ever-changing global society.

Vision: Vision: Changing the World, One Child at a Time.

Goals:

During the 2018-2019 school year, G.W. Bulluck Elementary School will increase their composite score from 42.4% to 52.4% (in increase of 10 percentage points).

For the 2018-2019 school year, G.W. Bulluck Elementary School will exceed growth as measured by EVAAS growth standards.

For the 2018-2019 school year, all teachers at G.W. Bulluck Elementary School will exceed growth as measured by EVAAS growth standards.

For the 2018-2019 school year, G.W. Bulluck Elementary School will move from a "D" to a "C" school letter grade.

For the 2018-2019 school year, G.W. Bulluck Elementary School will no longer be recognized as a "Low Performing School."



! = 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>		All teachers in our school will teach classroom routines and procedures. Positive Behavior Intervention Support is maintained throughout our school. Our students work to collect "Bear Bucks" for good behavior. Each Nine Weeks our students	Limited Development 11/01/2017			

	with consistent behavior are rewarded a school-wide celebration.			
How it will look when fully met:	In order for this objective to be fully met, the following evidences will be available: Student Agendas Updated Daily to include academic and behavioral goals; other social/academic events (outlined in action steps) that specifically address positive and productive relationships, proven through research to reduce negative behaviors and increase student achievement; all grade levels/teams will have procedures for the important transitions during the instructional day; the school will establish and share procedures for major school transitions that happen during the instructional day, week, month, quarter, and year; procedures and expectations will be taught to student regularly. Defined, at a minimum of monthly, in conjunction with character education lessons taught in homerooms and during counseling lessons as taught bi-weekly during guidance class.		Holli Matthews	06/04/2019
Actions		0 of 9 (0%)		
11/6/17	Student Agendas Updated Daily to include academic and behavioral goals		Holli Matthews	06/04/2019
	<i>Notes:</i>			
11/6/17	Class Dojo is implemented in all classrooms and occurs at least once per week and more frequently, as needed.		Holli Matthews	06/04/2019
	<i>Notes:</i>			
11/8/17	Procedures and expectations will be taught to student regularly. Defined, at a minimum of monthly, in conjunction with character education lessons taught in homerooms and during counseling lessons as taught bi-weekly during guidance class.		Holli Matthews	06/04/2019
	<i>Notes:</i>			
10/22/18	PBIS Matrix is posted in each classroom.		Holli Matthews	06/04/2019
	<i>Notes:</i>			
10/22/18	3 B's are posted in each classroom.		Holli Matthews	06/04/2019
	<i>Notes:</i>			

10/22/18	Each grade level team will make exemplar behavior videos and then other ones that are less than, to show to students as models for good and bad behaviors.		Holli Matthews	06/04/2019
<i>Notes:</i>				
10/22/18	Rules are posted in each teacher's classroom.		Holli Matthews	06/04/2019
<i>Notes:</i>				
10/22/18	STAR students are recognized on the morning announcements.		Holli Matthews	06/04/2019
<i>Notes:</i>				
11/4/18	PBIS team will define in writing the expectations for daily transitions and will post around the school for constant reminders and redirection.		Holli Matthews	06/04/2019
<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
Initial Assessment:		Teachers follow the district pacing guides and standards set forth by the state of NC. PLCs are used to provide assistance and planning time for teachers to collaborate.	Limited Development 05/25/2016		
How it will look when fully met:		Tuesdays will be reserved for content and/or grade level specific PLCs to ensure that whole staff is fully reviewing and implementing effective practices designed for student progress. These instructional teams will develop standards-aligned units of instructional for each subject and grade level.		Samonica Smith	06/04/2019
Actions			0 of 6 (0%)		
9/14/16		Tuesdays, bi-weekly will be reserved for grade level PLCs to ensure that the whole staff is fully reviewing and implementing effective practices designed for student progress.		Samonica Smith	06/04/2019
<i>Notes:</i>					

9/14/16	Lesson plans are to be submitted to the administrative team via Google Classroom (i.e., the Principal, Assistant Principal, and Instructional Coach) by the Thursday evening prior to the planned instructional week. The administrative team reviews lesson plans and instructional units, and provides appropriate feedback. Ms. Odom monitors K-1 lesson plans, Ms. Howell monitors 2-3 lesson plans and Mrs. Ballard monitors 4-5 lesson plans.		Samonica Smith	06/04/2019
<i>Notes:</i>				
9/14/16	Vertical PLCs will be held each quarter for teachers to plan more effectively as they deepen their understanding of the vertical alignment within the standards.		Samonica Smith	06/04/2019
<i>Notes:</i>				
10/22/18	Department/grade level meeting minutes should reflect lesson planning focused on standards-aligned instruction.		Samonica Smith	06/04/2019
<i>Notes:</i>				
10/22/18	Ensure all teachers can access district and state pacing guides and supplemental documents (unpacking documents, test specs, etc.) and that they are using them when planning lessons.		Samonica Smith	06/04/2019
<i>Notes:</i>				
10/22/18	Teachers will implement Benchmark Advance core instruction content with fidelity to increase literacy knowledge and performance. This will be evidenced and documented by Teacher Walkthrough Data.		Samonica Smith	06/04/2019
<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>		During the 2016-2017 and 2017-2018 school years, we had an academic interventionist who coordinated student meetings and gathered components for PST	Limited Development 05/26/2016		

	meetings. Individual students were met on with a PST folder. Teachers knew that they were to get a PST folder for students in order to provide tier 2 interventions.			
How it will look when fully met:	<p>G.W. Bulluck will sustain a building-level MTSS Team that supports the faculty through a tiered instructional system that allows all educators the ability to deliver evidence-based instructional that is aligned with the individual needs of students across all tiers. In addition, all grade levels (i.e., Kindergarten - 5th grade) will receive a daily Intervention and enrichment block designed to reinforce classroom content, small-group learning, and problem-based practices.</p> <p>This will be evidenced by: an MTSS Committee will meet with fidelity to ensure that an appropriate tiered instructional system is in place for all children (regardless of identified tier); reading 3D Data will be tracked at a minimum of every two weeks to determine student progress; all students will be progress monitored, but additional emphasis and supports will be placed on the children who are in the PST process; a database for interventions will be created and utilized for tiered students; a data wall will be established to track student progress; standards will be taught, and re-taught, to ensure 80% or more proficiency.</p>		Billie Odom	06/04/2019
Actions		0 of 12 (0%)		
9/14/16	School Guidance Counselors will meet with fidelity to appropriately implement the MTSS approach to involve various levels of stakeholders.		Billie Odom	06/04/2019
<i>Notes:</i>				
9/14/16	Lesson plans are to be submitted to the administrative team (i.e., the Principal, Assistant Principal, and Instructional Coach) by the Thursday evening prior to the planned instructional week. The administrative team will review lesson plans and instructional units, and provide appropriate feedback so that instructional teams are able to support or enhance upcoming lessons. These		Billie Odom	06/04/2019

	lessons must include detailed information on the deliberate use of the I/E (Intervention and Enrichment) block.			
<i>Notes:</i>				
9/14/16	The Instructional Coach, Billie Odom, will work weekly (sometimes even daily) with grade levels to ensure that the school is implementing a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Billie Odom	06/04/2019
<i>Notes:</i>				
9/14/16	Our school counselor, Samantha Eason, will work weekly and/or daily with grade levels to ensure that the school is implementing a tiered instructional system. This process allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Billie Odom	06/04/2019
<i>Notes:</i>				
11/8/17	An MTSS Committee will meet with fidelity to ensure that an appropriate tiered instructional system is in place for all children (regardless of identified tier).		Billie Odom	06/04/2019
<i>Notes:</i>				
11/8/17	Reading 3D Data will be tracked at a minimum of every two weeks to determine student progress.		Billie Odom	06/04/2019
<i>Notes:</i>				
11/8/17	All students will be progress monitored, but additional emphasis and supports will be placed on the children who are in the PST process.		Billie Odom	06/04/2019
<i>Notes:</i>				
11/8/17	A database for interventions will be created and utilized for tiered students.		Billie Odom	06/04/2019
<i>Notes:</i>				
11/8/17	Data walls will be established to track student progress. These walls will remain in the PLC room, a locked instructional room for all certified staff where they will meet with fidelity to analyze and review all appropriate student data.		Billie Odom	06/04/2019
<i>Notes:</i>				

11/8/17	Standards will be taught, and re-taught, to ensure 80% or more proficiency. If not, then all teachers will utilize their intervention and enrichment time to appropriately re-teach standards or objectives. In addition, grades 3-5, have created "Throwback Thursdays", where teachers provide an ample amount of structured time to review introduced content and ensure understanding and comprehension.		Billie Odom	06/04/2019	
<i>Notes:</i>					
10/22/18	Support staff members who have specialized knowledge, including but not limited to EC teachers and AIG teachers, provide assistance and instructional support for teachers.		Billie Odom	06/04/2019	
<i>Notes:</i>					
11/4/18	Sub group data will be monitored by comparing current and on-going assessment data to last year's state assessment subgroup performance data.		Billie Odom	06/04/2019	
<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
<i>Initial Assessment:</i>		Counselors are continuing to work with students as needed to help them manage their emotions. We have a mentor program, through the GAP program, to focus on behaviors and emotional support for at-risk students. Teachers are still requesting a PST folder for students who have behavioral and emotional concerns. Once the teachers have PST folders, they are providing support and interventions specific to the student's needs. EC teachers are continuing to provide social skills sessions for students who are already identified with emotional needs.	Limited Development 05/26/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Our two school counselors will respond to the needs of students to ensure that their emotional states, the management of their emotions, and supports and interventions are being addressed		Samantha Eason	06/04/2019

	when necessary. In addition, the school counselor team will teach appropriate instructional during the essentials block to all classes. Also, our school counselors follow a bi-weekly social skills curriculum during guidance. Current students identified with intense behavioral or social needs receive a series of services: Check In/Check Out, At-Risk Mentor, and Reflective Journaling options.			
Actions		0 of 7 (0%)		
9/14/16	Ms. Eason and Ms. Johnson will teach bi-weekly guidance lessons to all classes among K-5 grade levels during their scheduled 45 minute essentials block.		Samantha Eason	06/04/2019
<i>Notes:</i>				
9/14/16	Ms. Eason and Ms. Johnson will respond to the needs of children, as they arrive immediately to ensure the safety and security of the entire student population at G.W. Bulluck Elementary.		Samantha Eason	06/04/2019
<i>Notes:</i>				
9/14/16	Our School's Social Worker, Mr. John Cooper, will respond to student concerns as they arise, with the assistance of Ms. Eason and Ms. Johnson. Mr. Cooper completes regular visits at assigned schools in the ECPS district, which includes GW Bulluck Elementary School. He is also on-call at all times, should the staff of GW Bulluck need immediate assistance with a student or family situation that calls for a school social worker's input and support.		Samantha Eason	06/04/2019
<i>Notes:</i>				
11/8/17	Current students, identified with intense behavioral or social needs will receive a series of services that include, but are not limited to: check in/check out, at-risk mentor meetings, reflective journaling time.		Samantha Eason	06/04/2019
<i>Notes:</i>				

10/22/18	The counseling department will have teachers refer students struggling with specific issues, such as anger, anxiety, self-esteem, etc. and then bi-weekly small group sessions will be held with these small groups to help students work through their feelings and find a safe place with others.		Samantha Eason	06/04/2019	
<i>Notes:</i>					
11/4/18	A SED class has been established to work intensely with students with severe emotional issues.		Samantha Eason	06/04/2019	
<i>Notes:</i>					
11/4/18	A day-treatment mental health facility has been established to provide services for students to ensure maximum mental health.		Samantha Eason	06/04/2019	
<i>Notes:</i>					
Implementation:		05/18/2018			
Evidence	5/18/2018 Minutes, Agendas, Counseling Reports, Lesson Plans in Social Skills, Discipline Reports.				
Experience	5/18/2018 For Year One of welcoming an At-Risk Mentor and more deliberate planning in School Counseling Department and Mr. Pittman, I believe we have noted significant advancements in this area. However, we recognize that there is much more work to do. For the 2018-2019 school year, we look to continue our efforts in studying the "wounded child" and we plan to receive PD in Conscious Disciplining. Therefore, this indicator will re-open, and additional action steps will be provided.				
Sustainability	5/18/2018 As mentioned above. Prior to the 2018-2019 school year, this area will be re-opened and additional action steps will be provided.				
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
Initial Assessment:		In an Elementary School we have three distinct transition areas: Pre-School to Kindergarten, Second Grade to Third Grade, and	Limited Development 11/06/2017		

	<p>Fifth Grade to Sixth Grade (Elementary School to Middle School). Pre-School to Kindergarten: "Popsicles on the Playground," Open House, Family Visits, Kindergarten classes hosting Pre-K students, Global nights (PreK and Kindergarten present the program in December), Conference Nights for Report Card Round-Up. Second Grade to Third Grade: We are able to align the standards, and analyze the Reading 3D and K-2 Math Assessment data. Fifth Grade to Sixth Grade/Elementary School to Middle School: Our fifth graders visit our feeder Middle School, have a school tour, meet the Principal and School Counselors. We had our End of the Year Awards Ceremony for fifth graders at the Middle School. Families were invited to this new event.</p>			
<p>How it will look when fully met:</p>	<p>To be fully implemented in the transition from Pre-School to Kindergarten we would continue to work on aligning the standards, collection of data from other Pre-K's (pre-K's not housed on our campus), and plan/execute additional family engagement activities. From Second Grade to Third Grade we would increase the number of vertical team meetings to discuss how to assist our students and teachers to be more successful, and plan more family engagement activities to include Second Grade parents being invited to Read to Achieve informational meetings to help them prepare for the rigor of third grade assessments. From Fifth Grade to Sixth Grade we would work to assist our students to be more independent, responsible students who can manage their time and behavior.</p>		<p>Peggy Buck</p>	<p>06/04/2019</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>11/6/17</p>	<p>Plan vertical team meetings for: Pre-School teachers and Kindergarten teachers, Second Grade Teachers and Third Grade teachers, and Fifth Grade Teachers and Sixth Grade Teachers.</p>		<p>Peggy Buck</p>	<p>06/04/2019</p>
<p><i>Notes:</i></p>				

11/8/17	A transition plan will be created for GW Bulluck Elementary School that will allow all students to smoothly and effectively transition from grade to grade, with particular focus on the most troublesome transitions (i.e., PreK to K, 2nd to 3rd).		Peggy Buck	06/04/2019
<i>Notes:</i>				
11/8/17	Kindergarten Orientation will be effectively created and implemented to ensure a smooth and positive transition.		Peggy Buck	06/04/2019
<i>Notes:</i>				
10/22/18	Pre-K teachers will work with Kindergarten teachers to schedule multiple events and observations throughout the year to acclimate Pre-K students to Kindergarten teachers and expectations.		Peggy Buck	06/04/2019
<i>Notes:</i>				
10/22/18	Students will be strategically scheduled into homeroom groups using teacher data and input in June, for the following school year.		Peggy Buck	06/07/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Full Implementation 11/08/2017		
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>		School Improvement Team meets twice each month. This team includes representatives from each grade level and department,	Limited Development 05/25/2016		

	administration, instructional supports, guidance, media, parents, and community members. Staff members of this team are elected by their colleagues and serve two years before rotating off. The School Leadership Team is involved in developing the School Improvement Plan. They also work with administration to make decisions affecting policies, procedures and expectations of the school.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	The G.W. Bulluck Elementary School Improvement Team will meet twice a month to review the implementation of effective practice and student progress. Agendas and meeting minutes will provide evidence that this objective is fully met. The G.W. Bulluck Elementary School Faculty will meet every month to review items from the School Improvement Team meetings and to review the implementation of effective practice and student progress. Agendas and meeting minutes will provide evidence that this objective is fully met.		Lisa Howell	06/04/2019
Actions		0 of 4 (0%)		
9/14/16	The G.W. Bulluck Elementary School Improvement Team will meet 2 times per month to review the implementation of effective practices and student progress. Agendas and meeting minutes will provide evidence that this objective is fully met.		Lisa Howell	06/04/2019
<i>Notes:</i>				
9/14/16	The G.W. Bulluck Elementary School Faculty will meet every month to review items from the School Improvement Team meetings and to review the implementation of effective practices and student progress. Agendas and meeting minutes will provide evidence that this objective is fully met.		Lisa Howell	06/04/2019
<i>Notes:</i>				
10/22/18	Grade level and department chairs submit concerns and issues that need to be addressed to the SIT/Administrative team via a google form. The form is reviewed at least monthly and concerns are addressed, monitored and followed up with.		Lisa Howell	06/04/2019

<i>Notes:</i>				
10/22/18	Professional development is provided to teachers and staff members in small, manageable chunks in PLC time and Staff Meeting time.		Lisa Howell	06/04/2019
<i>Notes:</i>				
Implementation:		05/18/2018		
Evidence	5/18/2018 We are able to provide minutes and agendas from all meetings. Again, we intend to re-open this indicator before the start of the next school year to continue our work in this area.			
Experience	5/18/2018 I would say that we were compliant in these meetings, but still have much work to do in making these meetings more intense and meaningful.			
Sustainability	5/18/2018 We intend to create more intense, deliberate, actions steps for this indicator prior to the 2017-2018 school year. While I believe we met the "requirements" of this area, there is still much work to be done.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Time for daily instructional planning for all teachers is represented in the master schedule. Team structures and committees with specific duties have been organized for the 2018-2019 school year. Currently: School Leadership Team (School Improvement Team) meets twice each month for at least one hour. This team includes representatives from each grade level and department. The members of this team are elected by their colleagues and serve two years before rotating off; the School Leadership Team is involved in developing the School Improvement Plan. They also work with administration to make decisions affecting	Limited Development 05/25/2016		

	<p>policies, procedures and expectations of the school; Professional Learning Communities: These teams meet twice each month for at least 45 minutes. Our paraprofessional PLC meets monthly to discuss concerns and solutions to these concerns. Our grade level and department PLC's meet to discuss student data and how to utilize data to plan for instruction and remediation. We meet in our data room that currently displays our Beginning of Year data. Topics discussed include, but are not limited to, Reading 3D, benchmark assessments, discipline data, attendance, Personal Education Plans, and other relevant needs of our students; Grade level teams meet weekly 2-3 times for instructional planning. They collaborate on a draft of what is to be taught and when. They share instructional practices that have proven effective and also research different ways to meet the students needs.</p>			
How it will look when fully met:	<p>Tuesdays will be reserved for content and/or grade level specific PLCs to ensure that whole staff is fully reviewing and implementing effective practices designed for student progress. These instructional teams will develop standards-aligned units of instructional for each subject and grade level. Lesson plans are to be submitted to the administrative team (i.e., the Principal, Assistant Principal, and Instructional Coach) by the Thursday evening prior to the planned instructional week. The administrative team will meet and provide appropriate feedback so that feedback can support or enhance upcoming lessons.</p>		Lori Edmondson	06/04/2019
Actions		0 of 4 (0%)		
9/14/16	<p>Tuesdays will be reserved for content and/or grade level specific PLCs to ensure that whole staff is fully reviewing and implementing effective practices designed for student progress.</p>		Lori Edmondson	06/04/2019
<i>Notes:</i>				
9/14/16	<p>Vertical PLCs are taking place in order to help teachers design and plan more rigorous and standard aligned lessons, as a result of their deeper understanding of the standards through vertical progression activities and collaboration with same subject teachers in other grade levels.</p>		Lori Edmondson	06/04/2019

<i>Notes:</i>				
11/8/17	The Principal, Assistant Principal, and Instructional Coach will create, share, and maintain a protocol and expectations list for effective PLCs.		Lori Edmondson	06/04/2019
<i>Notes:</i>				
10/22/18	The administrative team will schedule and plan Data Days following each benchmark for 3-5 grade, at minimum, with the goal to provide Data Days for K-2 teachers as well, as funds allow.		Lori Edmondson	06/04/2019
<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>		The Administration and Instructional team monitors curriculum and classroom instruction regularly by formal observations, informal walk-throughs, attending professional learning community meetings, and monitoring essential standards questions.	Limited Development 05/25/2016		
<i>How it will look when fully met:</i>		Tuesdays will be reserved for content and/or grade level specific PLCs to ensure that whole staff is fully reviewing and implementing effective practices designed for student progress.		Rebecca Mills	06/04/2019
Actions			0 of 5 (0%)		
11/8/17		The leadership team (Principal, Assistant Principal, and Instructional Coach) will meet to review lesson plans and instructional units, and provide appropriate feedback so that instructional teams are able to support or enhance upcoming lessons.		Rebecca Mills	06/04/2019
<i>Notes:</i>					
11/8/17		Walkthroughs will be conducted on all certified staff members on a weekly basis in an effort to provide timely, clear, and		Rebecca Mills	06/04/2019

	constructive feedback to teachers. This level of walkthroughs are supported with a detailed plan to ensure all certified staff is visited at a minimum of once per week. GW Bulluck walkthrough observers include Principal, Assistant Principal and Instructional Coach			
<i>Notes:</i>				
11/8/17	The Principal and Assistant Principal monitors curriculum and classroom instruction regularly by formal observations as scheduled and submitted to the district for review and approval.		Rebecca Mills	06/04/2019
<i>Notes:</i>				
11/8/17	At the beginning of the second quarter when Teacher Effectiveness Data is released, individual teacher data conversations will take place to analyze data and create next steps.		Rebecca Mills	06/04/2019
<i>Notes:</i>				
10/22/18	Audits/checks of Data Notebooks.		Rebecca Mills	06/04/2019
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our School Improvement Team and Professional Learning Communities meet regularly to analyze school performance data.	Limited Development 05/27/2016		
How it will look when fully met:		G.W. Bulluck Elementary School will regularly look at school performance data and assessment data to make decisions about school improvement and professional development needs. Review of data will occur in varying ways: District Leadership Team, School Leadership Team, School Improvement Team,		Megan Steever	06/04/2019

Content/Grade Level PLCs, and Individual Educator Evaluation Meetings.				
Actions		0 of 7 (0%)		
9/14/16	Tuesdays will be reserved for content and/or grade level specific PLCs to ensure that the whole staff is fully reviewing and implementing effective practices designed for student progress.		Megan Steever	06/04/2019
<i>Notes:</i>				
9/14/16	The administration team monitors curriculum and classroom instruction regularly by formal observations as scheduled and submitted to the district for review and approval.		Megan Steever	06/04/2019
<i>Notes:</i>				
9/14/16	Walkthroughs will be conducted on all certified staff members on a weekly basis in an effort to provide timely, clear, and constructive feedback to teachers.		Megan Steever	06/04/2019
<i>Notes:</i>				
11/8/17	In addition to teacher data, all students (K-5) will update and monitor their personal and academic data. All students have been provided a data folder. Students will update their data folders, at a minimum weekly. This initiative is used to engage students in goal setting, and be responsible for their own learning and educational progress.		Megan Steever	06/04/2019
<i>Notes:</i>				
10/21/18	Staff members will be surveyed to determine their desired PD topics.		Megan Steever	06/04/2019
<i>Notes:</i>				
10/21/18	Staff will be given several early release days whereas the afternoon is devoted to a time of intense planning and professional development.		Megan Steever	06/04/2019
<i>Notes:</i>				
10/21/18	The school will sponsor "Data Days" for all 3-5 teachers to allow for an intense data breakdown and remediation planning. This will also look at remediation strategies for individual sub groups.		Megan Steever	06/04/2019
<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>		The LEA and school have established procedures for recruiting staff by local and state job fairs, North East Leadership Academy, Teach for America, etc. Instructional staff are evaluated by formal observations, informal walk-throughs, and EVAAS data. On the school level, teachers are recognized by monthly recognition of the "Star Teacher" and "Star Support Staff." Our district sponsors "Employee of the Month" and the possibility of a sign-on bonus for specific areas. The interview process with administration and teacher leaders is the process by which staff members are hired.	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		In an effort to recruit, evaluate, and reward staff, ECPS Public Schools has been successful in raising the county teacher supplement and giving potential of signing bonuses for some content areas. At the school level, G.W. Bulluck rewards staff monthly "Star Teacher Recognition." To appropriately evaluate highly effective staff, G.W. Bulluck conducts both formal and informal observations and walk-throughs equipped with deliberate feedback designed to support the teacher and grow our unique and loved student population. In addition, our highly visible and involved PTO will continue to reimburse all staff with up to \$200.00 spent out of pocket to support students, and also fund various relationship building activities. For example, school gear, snacks at meetings, celebrations for students and staff, etc. The school also has a very active New Teacher Support Committee for our newest Bulluck family members to ensure that we are not only recruiting highly qualified educators, but retaining them as well.		Melissa Gay	06/04/2019
Actions			0 of 10 (0%)		

9/14/16	A new Star Teacher will be recognized monthly at faculty meetings.		Melissa Gay	06/04/2019
<i>Notes:</i>				
9/14/16	Walkthroughs will be conducted on all certified staff members on a weekly basis in an effort to provide timely, clear, and constructive feedback to teachers.		Melissa Gay	06/04/2019
<i>Notes:</i>				
9/14/16	The administrative team monitors curriculum and classroom instruction regularly by formal observations as scheduled and submitted to the district for review and approval.		Melissa Gay	06/04/2019
<i>Notes:</i>				
9/14/16	PTO will reimburse all staff with up to \$200.00 spent out of pocket to support students (e.g., given twice a year up to \$100.00, to total to \$200.00 for the entire school year).		Melissa Gay	06/04/2019
<i>Notes:</i>				
9/14/16	PTO will fund various relationship building activities. For example, school gear, snacks at meetings, celebrations for students and staff, etc.		Melissa Gay	06/04/2019
<i>Notes:</i>				
9/14/16	The school will continue with its very active New Teacher Support Committee for our newest Bulluck family members to ensure that we are not only recruiting highly qualified educators, but retaining them as well.		Melissa Gay	06/04/2019
<i>Notes:</i>				
10/21/18	Periodically, teachers will be given "Free Jean Fridays."		Melissa Gay	06/04/2019
<i>Notes:</i>				
10/21/18	Staff members will sit in on interviews for potential new hires.		Melissa Gay	06/04/2019
<i>Notes:</i>				
11/4/18	Write a culture plan for staff, outlining action steps to build a healthy school culture for staff.		Melissa Gay	06/04/2020
<i>Notes:</i>				

11/4/18	Write a culture plan for students, outlining action steps to build a healthy school culture for students.		Melissa Gay	06/04/2020
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school has communicated with parents in multiple ways, the most frequently being student agendas, calls home, weekly Class Dojo messages and Global Nights.	Limited Development 05/26/2016		
How it will look when fully met:		Multiple communication efforts, possibility including but not limited to: student agendas, Connect Ed calls, Parent Conference Nights, Kindergarten Data Nights, Read to Achieve Parent Nights, Class Dojo, PTO Global Nights, All Pro Dads/iMoms, grade level newsletters, Parent-School Contracts, Parent Portal, Open House, Fall Carnival, Spring Fling, Communication on the School Website and Facebook Page, Letters sent home, Check In/Out folders, Signing report cards and progress reports, Report Card pickup nights, PTO meetings, Partnerships with the ECPS Family Resource Center, etc.		Stacey Gardner	06/04/2019
Actions			0 of 15 (0%)		
9/14/16	Student agendas were distributed on the first day of school and are monitored daily.			Stacey Gardner	06/04/2019
<i>Notes:</i>					
9/14/16	Connect Ed calls will occur on Sunday evenings, but also as needed.			Stacey Gardner	06/04/2019
<i>Notes:</i>					
9/14/16	Parent conferences may be scheduled as needed.			Stacey Gardner	06/04/2019

<i>Notes:</i>				
9/14/16	Kindergarten "Popsicles in the Park" event.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	Read to Achieve Parent Night will occur in November 2018.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	Class Dojo is implemented in all classrooms and occurs daily.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	PTO Global Nights will occur in December, January, and February.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	All Pro Dads/iMoms will occur on a quarterly basis.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	Grade level newsletters will occur on a monthly basis.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
9/14/16	Other events will occur throughout the year to include, but not limited to: Parent-School Contracts, Parent Portal, Open House, Fall Carnival, Spring Fling, and other smaller but equally as important outreach events.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
11/8/17	Utilization of the ECPS Family Resource Center. This initiative is to increase the capacity of the parent/student relationship, and commitment to education within the home.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
11/8/17	As a Title I School, in addition to fun events, increase active family engagement through parent nights, such as curriculum nights, read to achieve sessions and Title I info sessions.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
10/21/18	Parent Contact Logs are maintained by each teacher.		Stacey Gardner	06/04/2019
<i>Notes:</i>				
10/21/18	Marquee at the front of the school will communicate important events to parents and community members.		Stacey Gardner	06/04/2019

<i>Notes:</i>			
11/4/18	Pre-K teachers will make home visits to build connections with their students and ease the transition to school for students and parents.	Stacey Gardner	06/04/2019
<i>Notes:</i>			