



Tabernacle Elementary School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society. The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

- All students can learn;
- All students will be taught in a safe and nurturing learning environment;
- All students deserve a teacher who is qualified and well-prepared;
- All students deserve access to instructional resources managed in a fiscally-responsible manner; and
- All stakeholders share the responsibility and accountability for student learning.

Vision:**Goals:**

Students first in all we do.



! = 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>		The current PBIS team is working to ensure all classrooms have positive behavior management strategies in place. School-wide initiatives continue to remain as a focus for the 2018-2019 school year. The school will begin to transition to individual reward systems for students during the 2018-2019 school year.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		<p>Each student being able to: ☑ Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;</p> <ol style="list-style-type: none"> 1. Manage emotions—regulate feels so that they aid rather than impede the handling of situations; 2. Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans; 3. Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity; 4. Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others; 5. Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups; 6. Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned; 7. Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior; 8. Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals; 9. Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or 		Ceretha Mitchell	06/04/2020

faith-based systems of conduct. These types of behaviors should be taught and not assumed that students come to class with these skills already present. Beyond these social/emotional skills, each school and each classroom should have a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences.

Actions **0 of 2 (0%)**

9/20/18	Whole class incentives (PAWS) will be distributed school-wide. Monthly rewards for behavior will be issued.		Dionne Currie-Hunsucker	06/04/2020
---------	---	--	-------------------------	------------

Notes:

9/20/18	Individual classroom incentives (PAWS) will be issued to reward individual behavior.		Dionne Currie-Hunsucker	06/04/2020
---------	--	--	-------------------------	------------

Notes:

		A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
--	--	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:	We have completed one training on growth mindset as a staff. School staff has created bulletin boards and classroom displays related to Growth mindset. Teachers have used literature to explain growth mindset to students.	Limited Development 09/19/2018		
----------------------------	--	-----------------------------------	--	--

How it will look when fully met:	When fully implemented, students would persevere in problem solving and encourage one another to not give up! Consistent language will be used among teachers regarding growth mindset components. Data notebooks at every grade level will include growth mindset documentation. Evidence of rewards for persistence and effort will be evident through Class DoJo, classroom behavior charts and school rewards.		Lynn Perryman	06/09/2020
---	--	--	---------------	------------

Actions **4 of 6 (67%)**

9/19/18	Purchase resources for staff development to increase teacher understanding of growth mindset components.	Complete 09/18/2018	Melanie Slack	10/01/2018
---------	--	---------------------	---------------	------------

Notes:

9/19/18	Share the story Bubble Gum Brain with each class in the school. Students will make a chart to show the way a bubble gum brain works compared to a brick brain.	Complete 10/15/2018	Melanie Slack	10/07/2018
<i>Notes:</i>				
9/19/18	Guidance Lessons will include growth mindset components. Children's literature will be used to help students understand and develop growth mindset.	Complete 05/17/2019	Dionne Currie-Hunsucker	06/10/2019
<i>Notes:</i>				
9/19/18	Include the "Paws for Pride" system to reward students who show growth mindset, such as persevering in problem solving.	Complete 05/17/2019	Jennifer Kinley	06/10/2019
<i>Notes:</i>				
10/16/19	Teachers will expect growth mindset in their classrooms and display growth mindset encouraging statements in the classrooms and halls.		Paige Motley	06/04/2020
<i>Notes:</i>				
9/18/19	individual "Paws for Pride" will be given to students displaying the character traits throughout the school day.		Dionne Currie-Hunsucker	06/08/2020
<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
Initial Assessment:		In the interest of time, many grade levels assign a particular teacher to create the plans for one subject area that are then shared with the grade level to teach. This is a great way to "share the load" of lesson planning for all the subject areas. In the 2018-2019 school year, we will have PLC meetings specifically focused on the lesson plans for core subject areas. This will be an opportunity for grade level teams to meet together, share the vision for the next week's plans, discuss lesson delivery methods, and generate additional ideas for rigorous lessons and allow each teacher to have a voice in the plans for the following week.	Limited Development 04/25/2017		
How it will look when fully met:		Teachers will work collaboratively as grade level teams and vertically with other grade levels to insure that all instruction is aligned to the curriculum and provides rigorous instruction and practice for all students. Teachers will become experts in their grade level curriculum,		Ceretha Mitchell	06/07/2020

with a full understanding of the standard in the grade below and a grade above their own. Teachers in each grade level will be teaching the same basic lesson at the same time of day which will be observed in walk-throughs and observations.

Actions		0 of 2 (0%)		
9/20/18	The state tools for the new standards will be reviewed with all staff. The tools will be embedded in lesson plans for math and ELA.		Paige Motley	06/07/2021
<i>Notes:</i>				
9/20/18	Vertical teaming opportunities will be provided for core staff in the area of ELA and math. Quarterly planning days will be provided for all content areas.		Paige Motley	06/07/2021
<i>Notes:</i>				

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Data analysis and instructional planning

A3.01		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Master Schedule support Intervention/Enrichment time for reading and math instruction. Teachers create informal assessments to determine individual student needs. Data reviews occur bi-monthly to determine next steps for students in the MTSS process.	Limited Development 10/15/2019		
How it will look when fully met:		All students will receive individual support and differentiated instruction based on data. Informal/Formal assessments, anecdotal notes and team conversations will assist in advancing students to grade level and beyond. MTSS supports will be in place for students not on grade level.		Beth Davis	06/04/2020
Actions			0 of 2 (0%)		
10/15/19	Conversations about at-risk students will begin during PLC meetings and communicated with the MTSS team.			Paige Motley	06/04/2020
<i>Notes:</i>					
10/15/19	Full day planning sessions will occur to review data and identify students needing additional support and enhancement.			Paige Motley	06/04/2020
<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>		We have a Multi-Tiered System of Support (MTSS) team where student growth is discussed on a regular basis. Progress Monitoring data is collected and monitored for growth and changes are made to instructional practices based on student need.	Limited Development 04/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Tier 1- 80% of our students will be performing at grade level and limited behavior problems will be referred to the office. Tier 2- MTSS teams will be in place to provide interventions and monitor student performance. All students who do not show growth after 20 days of instruction will have a change in their intervention. After 40 days of instruction, if students are not showing growth, they will be referred to the MTSS team for problem solving and further action. Tier 3- Students who continue to show resistance to intervention will be referred to the Exceptional Children Services (EC) team for further consideration while continuing the interventions in the classroom.	Objective Met 10/01/19	Ceretha Mitchell	05/31/2018
Actions					
	5/25/17	1. Create a space for intervention resources and materials to be housed.	Complete 04/30/2018	Melanie Slack	08/18/2017
<i>Notes:</i>					
	5/25/17	Create a schedule for the support staff that is available for the push in teams	Complete 08/17/2017	Melanie Slack	08/18/2017
<i>Notes:</i> A schedule was created and distributed to all instructional staff during the opening meeting on August 17th, 2017					
	5/25/17	Plan one Professional Learning Team (PLT) meeting per month to begin the planning process for MTSS groups and interventions	Complete 08/17/2017	Melanie Slack	08/31/2017
<i>Notes:</i> The last Tuesday in each month will be dedicated to analyzing MTSS data, reforming groups, and planning for further intervention or enrichment for each student. Part of this will be done in PLTs, and part will be done after school with all instructional staff present.					
	5/25/17	Create intervention activities/games/tasks	Complete 08/18/2018	Rebecca Scott	05/31/2018
<i>Notes:</i>					

5/25/17	Identify students needing intervention and enrichment based on multiple data sources	Complete 04/17/2018	Melanie Slack	05/31/2018	
<i>Notes:</i>					
Implementation:		10/01/2019			
Evidence	9/10/2018 5/21/2018- Evidence has been uploaded into the folder. Evidences such as intervention team schedules, TAB time schedules and examples of intervention activities have been uploaded for viewing.				
Experience	5/21/2018 -The MTSS process was challenging for teachers at first as we learned more effective ways to assess student progress at all levels. As the year progressed, teachers became more comfortable with a variety of assessment types and were able to pin point either areas of struggle and also areas of enrichment. All students were served in intervention or enrichment activities throughout the year according to their needs.				
Sustainability	9/10/2018 5/21/2018- We will continue the "TAB time" groups into the 2018-2019 school year, with intervention teams pushing in to grade levels to assist all students. Groups will be formed based on monthly assessment data.				
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We currently have a PBIS team in place and offer individual and group rewards for students displaying positive behavior. We have a morning announcement team to deliver the news daily. Award recognition events are held quarterly. Student of the Month recognition are a part of the school rituals.	Limited Development 10/15/2019			
How it will look when fully met:	All students will feel confident and important in the school setting. We will focus on growing school leaders. Students will feel a sense of ownership of our school community. A student survey will be given to assess their social and emotional competencies. Student work will be displayed in the classroom and hallway. Teachers will look for opportunities to reward all students.		Heather George	06/04/2020	
Actions		0 of 2 (0%)			

10/15/19	Star of the Month Students will be chosen with a specific attribute in mind for winning the reward. This will be announced monthly and pictures will be taken and displayed in the hallway.			Heather George	06/04/2020	
<i>Notes:</i>						
10/15/19	Students will complete a survey at the end of the year to assess their social and emotional well-being.			Heather George	06/04/2020	
<i>Notes:</i>						
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Teachers hold class meetings weekly to teach positive social skills and reinforce appropriate behavior. Classroom Dojo is used by the majority of staff for communication of social skill development.	Limited Development 10/15/2019			
<i>How it will look when fully met:</i>		Students will be able to communicate their part in social situations and develop into successful citizens. Students will collect data to show improvement overtime. Data will be kept in data notebooks and Class Dojo.		Kim Sweet	03/31/2020	
Actions			0 of 2 (0%)			
10/15/19	Review class reward systems and individual student self assessments to determine the rate of improvement over time.			Kim Sweet	03/31/2020	
<i>Notes:</i>						
10/15/19	Teachers will hold class meetings weekly to discuss social behaviors and how to be a good citizen.			Kim Sweet	03/31/2020	
<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
<i>Initial Assessment:</i>		Programs are being used through EC services including "Teach Town" to support the social/emotional needs of students. "Lunch Bunch" groups are formed by the guidance counselor to provide support and instruction for students regarding social skills, coping with stress etc. We have an active PBIS team and have implemented many rewards for school wide behaviors. Students participate in OLWEUS classes every other week to discuss topics such as bullying, self-esteem, anger management, friendships etc...	Limited Development 04/25/2017			

		In the 2018-2019 year, we will continue the strategies listed above. In addition, we received Olweus training as a school which is an anti-bullying program for elementary students. Teachers teach special lessons which begin with a read-aloud selection and foster student conversations about how to care for others in their classes and in the school.			
How it will look when fully met:		The classroom and school wide behavior expectations are fully implemented in all classrooms. An established procedure for reporting students who are in need of emotional support will be used by all teachers. Additional programs will be in place to provide support to students through peers, teachers, Guidance Counselor and administrative team.		Angie Scott	06/07/2020
Actions			3 of 5 (60%)		
	9/20/18	All classroom teachers will hold family meetings weekly to discuss issues with students related to social and emotional needs.	Complete 05/31/2019	Dionne Currie-Hunsucker	06/07/2019
	<i>Notes:</i>				
	9/20/18	The school counselor will provide small group counseling with students during a "lunch bunch".	Complete 05/17/2019	Dionne Currie-Hunsucker	06/07/2019
	<i>Notes:</i>				
	9/20/18	Buddy benches will be used for students that are feeling left out or discouraged. The school counselor will provide lessons and strategies for when to join peers at the bench.	Complete 05/17/2019	Dionne Currie-Hunsucker	06/07/2019
	<i>Notes:</i>				
	9/18/19	The counselor will utilize PBIS strategies and the PAW matrix to affirm feelings and emotions.		Dionne Currie-Hunsucker	06/04/2020
	<i>Notes:</i>				
	10/16/19	All staff members will contact an appropriate staff member for assistance when a child is struggling emotionally.		Beth Davis	06/04/2020
	<i>Notes:</i>				
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have a Pre-K tour day where Pre-K kids visit the Kindergarten classes. We hosted a play-date open house for rising Kindergarten students to get to know their peers and teachers. We host a middle school night for parents and middle school staff to ask questions about the middle school programs and policies, the middle school band	Limited Development 08/31/2017		

	comes to visit multiple times. 5th grade teachers go to the middle school to share information about the students and their mastery of the curriculum each year. 5th grade students visit the middle school on a field trip to see the building and hear information about the school programs. During planning days, teams of teachers work together to discuss how the curriculum continues from year to year. We host a parent meeting to discuss the Read to Achieve law and how it affects 3rd grade students.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:	All students will experience a smooth transition to the next grade or level. Student success will be maximized with the creation of multiple support systems which include: effective career coaching, counseling services and extracurricular activities.		Ceretha Mitchell	06/04/2020
Actions		4 of 6 (67%)		
8/31/17	Kindergarten teachers will plan some curriculum tips and manipulatives to be handed out at Kindergarten registration night for parents to use in order to prepare students for Kindergarten.	Complete 05/07/2018	Erin Hill	04/30/2018
	<i>Notes:</i>			
8/31/17	5th grade teachers will plan and schedule a 5th grade transition field trip to the middle school	Complete 04/20/2018	Lori Carter	05/31/2018
	<i>Notes:</i>			
8/31/17	Kindergarten will schedule a visitation day for Pre-K students.	Complete 04/18/2018	Erin Hill	05/31/2018
	<i>Notes:</i>			
8/31/17	5th Grade teachers will schedule dates and times for the middle school band to come and perform for the 5th grade students.	Complete 12/19/2017	Lori Carter	05/31/2018
	<i>Notes:</i>			
10/16/19	A transition parent night will be held this school year.		Paige Motley	04/15/2020
	<i>Notes:</i>			
10/16/19	PreK students will moved to the main building to collaborate with Kindergarten and vertical team monthly.		Beth Davis	06/04/2020
	<i>Notes:</i>			
Implementation:		08/24/2018		
Evidence	4/18/2018 4/18/2018- Middle School visitation form, Pre-K visitation form sent to parents.			

Experience	4/18/2018 4/18/2018- Teachers have worked together with both the Pre-K program and the middle school to make sure that transitions are as smooth as possible.			
Sustainability	4/18/2018 4/18/2018- We will continue to use the same strategies each year since they have been successful so far. Additional ideas for helping students with these difficult transitions will be generated each year by the collaborative teams.			

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 LEA School and Improvement Team was updated by Dr. Larry Chappell and entered in the evidence folder. This team leads the system in support and directives.	Full Implementation 10/16/2019		
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team members deliver information to grade level peers in a timely manner. PLC time is used to discuss Leadership Meeting information. Staff members have access to NCStar.	Limited Development 10/15/2019		
How it will look when fully met:		Staff members will receive a code to review and check status of each indicator. Leadership Team notes will be collected to show information collected and shared.		Rachel Beck	06/04/2020
Actions			0 of 3 (0%)		
	10/15/19	Faculty will be notified of Leadership Team minutes by their grade level representative. A login to NCStar will be shared with staff so they can review agenda, minutes, and school improvement plan.		Rachel Beck	06/04/2020
	<i>Notes:</i>				
	10/15/19	The school-wide Google calendar will be updated with current activities and events.		Ceretha Mitchell	06/04/2020
	<i>Notes:</i>				

10/15/19	The Google Shared Drive- Staff Resources folder will be updated to reflect the most current information.		Ceretha Mitchell	06/04/2020	
<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>	We currently have a leadership team in place that consists of administrators, teachers and other professional staff. However, we do not currently meet two times per month.		Limited Development 04/25/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	School Leadership team will meet and have meaningful conversation related to school and student performance twice per month. Agendas and minutes will be taken at each meeting. One meeting will be dedicated to discussion about teaching and learning, professional development, parent engagement and student safety. The other meeting will be dedicated to discussions involving MTSS and intervention/enrichment with each student in the building.		Objective Met 09/10/18	Ceretha Mitchell	05/31/2018
Actions					
5/25/17	Create a master schedule for meeting dates throughout the 2017-18 school year.		Complete 09/06/2017	Ceretha Mitchell	08/31/2017
	<i>Notes:</i> One meeting per month will be for all SIT members. One meeting per month will be an open meeting for any SIT members or teacher representatives who would like to come.				
10/17/17	The school leadership team will review the Wise Ways article to further assess the implementation of this standard.		Complete 11/21/2017	Ceretha Mitchell	05/29/2018
	<i>Notes:</i>				
5/25/17	Create agendas and take minutes at each SIT team meeting.		Complete 05/15/2018	Melanie Slack	05/31/2018
	<i>Notes:</i>				
Implementation:			09/10/2018		
Evidence	9/10/2018 5/21/2018- Evidence has been uploaded to the folder. Evidences such as agendas and meeting minutes are available for viewing.				
Experience	9/10/2018 5/21/2018- We met once a month with our Leadership team and once				

	a month with our administrative team to review and update our goals.			
Sustainability	9/10/2018 5/21/2018- We will continue to meet twice a month to review and update our goals.			

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:		<p>We currently have grade level teams who meet weekly for instructional planning. Grade level teams do not currently keep minutes or catalog work products.</p> <p>In the 2018-2019 school year, grade level teams will participate in vertical planning sessions which will result in products such as assessment tools, activity banks, and vertical progressions for vocabulary, math concepts and sustained reading strategies.</p>	Limited Development 04/25/2017		

	Priority Score: 1	Opportunity Score: 2	Index Score: 2		
--	-------------------	----------------------	----------------	--	--

How it will look when fully met:	Professional Learning Teams will be teacher-led. Meetings will be focused on either lesson planning or data analysis, with grade levels working together to create assignments, common assessments, and group-scoring assignments.	Objective Met 04/29/19	Ceretha Mitchell	06/07/2019
---	--	-----------------------------------	-------------------------	-------------------

Actions				
----------------	--	--	--	--

9/20/18	Weekly team meetings will occur with the lead teacher to build high quality lesson plans for the next week.	Complete 02/19/2019	Melanie Slack	06/07/2019
---------	---	---------------------	---------------	------------

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

9/20/18	Teachers will be provided two planning days to outline quarterly goals and standards alignment.	Complete 05/17/2019	Melanie Slack	06/07/2019
---------	---	---------------------	---------------	------------

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

Implementation:		04/29/2019		
------------------------	--	------------	--	--

Evidence	4/29/2019 4/29/2019- See the document folder for evidence			
-----------------	--	--	--	--

Experience	4/29/2019 4/29/2019- Teachers have responded well to collaborative planning sessions to share the work load. We will continue with quarterly planning days as long as funding allows.			
Sustainability	4/29/2019 4/29/2019- Continue with quarterly planning days as long as funding allows. Continue with weekly collaborative planning sessions.			

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
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	Administrators and Lead Teacher visit classrooms regularly and view lesson plans. The teachers value feedback and would like to continue developing this standard.	Limited Development 04/25/2017		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
--	-------------------	----------------------	----------------	--

How it will look when fully met:	The principal will complete classroom walk-throughs daily, providing constructive feedback for teachers on a regular basis. Trend data will be considered when planning for professional development opportunities for the staff.	Objective Met 01/15/19	Ceretha Mitchell	06/07/2019
---	---	-----------------------------------	-------------------------	-------------------

Actions				
----------------	--	--	--	--

9/19/18	Create a digital walk-through tool to be used by the administrative team for classroom culture, lesson delivery, math and ELA which will email feedback to teachers.	Complete 10/01/2018	Ceretha Mitchell	10/01/2018
---------	--	---------------------	------------------	------------

	<i>Notes:</i> A digital format will be filled out on iphones as administrative team members complete walk throughs.			
--	---	--	--	--

9/19/18	A checklist will be used to ensure equity in walk through frequency for each grade level and teacher.	Complete 10/01/2018	Melanie Slack	10/01/2018
---------	---	---------------------	---------------	------------

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

9/19/18	Align district and school level expectations through the walk through instrument.	Complete 10/01/2018	Ceretha Mitchell	10/01/2018
---------	---	---------------------	------------------	------------

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

Implementation:		01/15/2019		
------------------------	--	------------	--	--

Evidence	1/15/2019 1/15/2019- Walk-through tool, walk-through feedback, staff roster of observation frequency, use observed patterns to drive our staff PD.			
Experience	1/15/2019 1/15/2019- Teachers felt reaffirmed in their teaching and learning practices. The ability to reflect on our daily instructional practices was helpful. Equity between classes was a great outcome of this tool.			
Sustainability	1/15/2019 1/15/2019- We will continue giving walk throughs and feedback throughout the remainder of the school year.			

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:		We review data monthly as a staff. Professional Learning Teams collect and discuss data monthly during grade level meetings. We need to continue working towards using the data to drive professional development for our staff.	Limited Development 04/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will understand ways to collect meaningful data from students and use that data to drive their teaching. Intervention and Enrichment time (TAB) and Guided Reading will include flexible grouping depending on student needs. Centers and small group activities will be targeted to areas of need for each child. Teachers and administration will have regular discussions around student data.	Objective Met 09/10/18	Ceretha Mitchell	06/07/2018
Actions					
	9/22/17	Professional development opportunities at the school and at the county level will be placed on a professional development calendar for teachers to pick from. Professional development will be conducted in teaching nonfiction, teaching fiction, fluency, and technology.	Complete 09/05/2017	Kimberly Stemple	09/05/2017
Notes:					
	9/22/17	A survey will be taken at the end of the year to get feedback from teachers regarding professional development they feel is needed to move their grade level and/or the whole school forward.	Complete 04/27/2018	Melanie Slack	05/22/2018

<i>Notes:</i>				
9/22/17	One PLT per month will be dedicated to discussing student data and performance in the areas of reading and math. Grade level teams will work together to create groups for intervention and enrichment so that all students are being met on their level during our "TAB" time (Intervention/Enrichment time).	Complete 03/27/2018	Melanie Slack	05/29/2018
<i>Notes:</i>				
9/22/17	Leadership team will conduct walk-throughs using the accountability form for each teacher several times per month. The forms will be saved in teacher's Google Doc folders for each teacher to review. Coaching conversations will take place one-on-one with teachers.	Complete 05/21/2018	Melanie Slack, Stacy Holden and Ceretha Mitchell	06/08/2018
<i>Notes:</i>				
9/22/17	Leadership team will meet weekly to discuss walk-through data to see if any trends are emerging among grade levels or whole-school. These trends will be analyzed to determine what level of professional development is needed.	Complete 05/21/2018	Stacy Holden, Melanie Slack, Ceretha Mitchell	06/08/2018
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/10/2018 5/21/2018- Evidence has been uploaded to the folder. Evidences such as anchor chart examples are available for viewing.			
Experience	9/10/2018 5/21/2018- Our book study of Notice and Note provided a system and outline for our school's expectation for fiction and non-fiction comprehension strategies. This provided a rigorous structure for teachers to use daily with students. This rigor was affirmed many times during the instructional round process.			
Sustainability	9/10/2018 5/21/2018- Teachers will continue using the Notice and Note structures in the 2018-2019 school year.			

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

Initial Assessment:	Randolph County School System have a plan for recruiting, evaluating, rewarding, and replacing staff. Evidences have been uploaded.	Full Implementation 10/16/2019		
----------------------------	---	-----------------------------------	--	--

Core Function:	Dimension E - Families and Community			
-----------------------	---	--	--	--

Effective Practice:	Family Engagement			
----------------------------	--------------------------	--	--	--

	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
--	--------------	--	------------------------------	--------------------	--------------------

Initial Assessment:		Teachers use a variety of methods to collect and record regular contacts with parents.	Limited Development 09/19/2018		
----------------------------	--	--	-----------------------------------	--	--

		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
--	--	---	----------------	--	--

How it will look when fully met:		All teachers will have a system established for documenting parent contacts. Contacts will not only include information about behavior and attendance, but also how students are progressing through the curriculum and ways parents can help at home.	Objective Met 04/29/19	Erin Baker	03/01/2019
---	--	--	-----------------------------------	-------------------	-------------------

Actions					
----------------	--	--	--	--	--

	9/19/18	Grade levels will develop a system for frequent communication and a way to record those communications.	Complete 11/27/2018	Julie Perdue	11/27/2018
--	---------	---	---------------------	--------------	------------

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

	9/19/18	Parent Engagement nights will include curriculum tips for helping students at home such as websites, reading games, take-home books etc...	Complete 01/17/2019	Mollie Hopkins	11/27/2018
--	---------	--	---------------------	----------------	------------

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

	9/19/18	Send home curriculum resources monthly for parent review.	Complete 02/19/2019	Tammy Routh	03/01/2019
--	---------	---	---------------------	-------------	------------

<i>Notes:</i> Some teachers are sending curriculum newsletters, however it is not happening in every grade level at this time. We will continue working on this as part of our weekly lesson-planning meetings.					
---	--	--	--	--	--

	9/19/18	Including technology and media in our communication with parents.	Complete 05/17/2019	Heather George	05/02/2019
--	---------	---	---------------------	----------------	------------

<i>Notes:</i> We have only had one parent engagement night so far. We will continue to host these events and hand out resources.					
--	--	--	--	--	--

Implementation:			04/29/2019		
------------------------	--	--	------------	--	--

Evidence		4/29/2019 4/29/2019- See the folder for evidence documents			
-----------------	--	---	--	--	--

Experience	4/29/2019 4/29/2019- Teachers have utilized online formats to communicate with parents. This has been very popular with our parents as it is an easy format to read and respond. We have also switched to an email format for weekly announcements. This has also been well-received by parents. Teachers have sent home content-related letters at the beginning of each unit of study.			
Sustainability	4/29/2019 4/29/2019-Continue sending home content letters to parents. Continue with online formats for sending home quick reminders daily.			
E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:	There are many ways that parents/guardians are kept informed of mastery of standards. These ways include Class Dojo messages, reports cards, interim reports, weekly classwork folders, data notebooks, and parent conferences.	Limited Development 10/15/2019		
How it will look when fully met:	Parents will complete a parent survey for Title I. Parents are invited for parent nights to learn how to help their children with the standards at home. A visual survey is collected at the end of parent nights for suggestions on how the school can improve communication.		Beth Whitener	06/04/2020
Actions		0 of 2 (0%)		
10/15/19	Parents will complete the Title I survey and results will be shared school wide for improvement.		Ceretha Mitchell	06/04/2020
<i>Notes:</i>				
10/15/19	Parents are invited for parent nights to learn how to help their children with the standards at home. A visual survey is collected at the end of parent nights for suggestions on how the school can improve communication.		Paige Motley	06/04/2020
<i>Notes:</i>				
E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers use a variety of communication tools to have discussions with parents.	Limited Development 09/18/2019		

How it will look when fully met:		Communication efforts will be school-wide both digitally and person to person. All certified staff will keep a log of documentation throughout the school year.		Paige Motley	06/09/2020
Actions			0 of 2 (0%)		
	9/18/19	Documentation log for communication with parents both face to face and digitally.		Ceretha Mitchell	06/09/2020
<i>Notes:</i>					
	9/18/19	Newsletters will be shared digitally on a monthly basis to keep parents informed of current content being covered in the classroom. A Digital Tool will be used to discuss positive behavior and areas of need.		Ceretha Mitchell	06/09/2020
<i>Notes:</i>					
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:		We have increased the level of parent engagement this year. We need to continue developing ways to reach out to families and include them in their child/children's learning.	Limited Development 04/25/2017		
How it will look when fully met:		Teachers and staff will regularly communicate ways for parents to help at home and provide materials and support to help parents to understand the curriculum expectations for their children.		Ceretha Mitchell	06/07/2020
Actions			0 of 2 (0%)		
	9/20/18	Tabernacle will provide 4 parent engagement nights. Areas of focus will include: ELA, Math, Science, and Transition Night.		Paige Motley	06/07/2020
<i>Notes:</i>					
	9/20/18	Semester meetings will be scheduled for parents to meet with the principal to discuss ways to support instruction and learning in the home.		Ceretha Mitchell	06/07/2020
<i>Notes:</i>					
	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At this time, a minimum of one parent conference is held per teacher (face to face).	Limited Development 09/18/2019		

How it will look when fully met:	All core classroom teachers will hold 2 face to face conferences each year.		Paige Motley	06/09/2020
Actions		0 of 2 (0%)		
9/18/19	Documentation of conferences will be submitted to the administrative leadership team.		Ceretha Mitchell	05/30/2020
<i>Notes:</i>				
9/30/19	The spring parent conference will center around Data Notebook conversations.		Ceretha Mitchell	06/08/2020
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Tabernacle Elementary

School Year: 2019-2020

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Tabernacle strives to provide one quarterly opportunity for teachers to have a duty free lunch compliments of parent teams collaborating with school staff. Tabernacle will continue to look for additional ways to provide duty-free lunch opportunities in the future.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All certified core classroom teachers are provided with 50 minutes of duty-free instructional planning daily. Certified support staff are not able to adjust schedules to have the full plan time daily due to caseload requirements. Certified support staff will have a minimum of 30 minutes each day and a duty free lunch.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

MTSS folders are transitioned to the middle school on the last workdays of the year. Exceptional Children's Meetings are held with elementary and middle school staff to promote a positive transition for students. The principals at both the elementary and middle school conduct vertical walkthroughs in both schools to discuss academic and environmental considerations. A middle school visitation is scheduled for late spring to tour the middle school for all 5th grade students. The middle school band visits yearly to promote the music and arts to all 5th grade students.