



**Tabernacle Elementary School**  
**School Improvement Plan**  
**2020-2021**

## 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.

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;

### Vision:

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.

### Goals:

Students first in all we do.



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>			<p>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.</p> <p>1/28/2020- Teachers were continuing to hand out individual PAWs. Teachers will pay close attention to students needing extra positive behavior incentives. Teachers will be mindful to give individual PAWs regularly. Continue to collect evidence as needed.</p> <p>5/27/2020- During the 2019-2020 school year, individual PAWs were given to students showing positive behavior. Individual PAWs were collected on Friday afternoons and then names were drawn from each class. Weekly PAW winners were announced on Monday mornings. There were also monthly drawings. All students who earned an individual PAW during the month were put in a drawing as well for the monthly winner for each class. If students won that got to visit the kindness store to select a prize. Whole class incentives were also given to the class with the most PAWs at the end of month. Classes were able to choose their incentive.</p> <p>6/1/2020- Tabernacle is continuing to work on this indicator however, as a SIT we feel that some grade levels are doing better than others on handing out PAWs to their class and individual students. We will continue to work to embed this further into our school culture during the 2020-2021 school year.</p> <p>9/8/2020- We are continuing to work on this indicator. Pre-K through Fifth grade is currently using Class Dojo and we are working to provide consistency through all grade levels. We will continue to work on incentives.</p> <p>10/27/2020- A Google Form sent out in September to ask for Dojo feedback. Received 25 responses. 88% of staff is using it (all classroom teachers, administration, and support staff). Using it mostly for parent communication. Giving PAWs has been difficult with the A/B day schedule. Teachers need to make sure they are giving all remote</p>	Limited Development 08/31/2017		

	students PAWs. We are getting more accurate data because we are going all digital with digital PAWs in Dojo.			
<b><i>How it will look when fully met:</i></b>	<p>Students know and follow expectations to earn incentives (PAWs, Dojo points) on a weekly and/or monthly basis.</p> <p>Each student being able to:</p> <ol style="list-style-type: none"> <li>1. Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;</li> <li>2. Manage emotions—regulate feels so that they aid rather than impede the handling of situations;</li> <li>3. 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;</li> <li>4. Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity;</li> <li>5. Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;</li> <li>6. Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;</li> <li>7. Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;</li> <li>8. Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior;</li> <li>9. Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals;</li> <li>10. Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or 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”</li> </ol>		<b>Dionne Currie-Hunsucker</b>	<b>06/08/2021</b>

			which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences.			
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	9/20/18		Whole class incentives (PAWS) will be distributed school-wide. Monthly rewards for behavior will be issued.		Dionne Currie-Hunsucker	06/08/2021
<i>Notes:</i>						
	9/20/18		Individual classroom incentives (PAWS) will be issued to reward individual behavior.		Dionne Currie-Hunsucker	06/08/2021
<i>Notes:</i>						
	9/8/20		Teachers will use ClassDojo for classroom management and communication with parents.		Kim Sweet	06/08/2021
<i>Notes:</i>						
		<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. (5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>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.</p> <p>1/28/2020- Teachers continue to keep growth mindset posters and quotes hanging in their classrooms. They implement growth mindset lessons into their class meetings. They also continue to expect growth mindsets from their students. Teachers will work on giving individual PAWs to students that demonstrate a growth mindset in the classroom.</p> <p>2/25/2020- Classroom reward systems were discussed. 5th grade uses a Classroom Dojo store. Other teachers use a punch-it reward system. For Individual PAW winners, they get to visit the Kindness Store in Ms. CH's office. Discussed the use of self-assessments. Need to continue to work on collecting self-assessments in subject areas as well as locations in the school. Also discussed when class meetings took place and what lessons were used to teach class meetings.</p> <p>5/27/2020- Teachers held classroom meetings weekly to discuss social skill and reinforce appropriate behavior. Most classroom teachers used Classroom Dojo's lessons on growth mindset and social skills during this time.</p>	Limited Development 09/19/2018		

	<p>9/8/2020- Teachers have growth mindset quotes and posters posted in classrooms and hallways. We will continue to use a variety of resources to teach lesson on social skills and growth mindset.</p> <p>10/27/2020- A Google form was sent out in October. 71% were completing Growth Mindset lessons in the classroom. Majority of teachers were using ClassDojo to teach those lessons. 93% of classrooms or grade levels have a reward system in place. Hope to see even more improvement now that all children have returned. 79% said they would set personal goals. 86% giving PAW for positive behavior.</p>			
<b>How it will look when fully met:</b>	When fully implemented, teachers will conduct digital lessons on growth mindset using ClassDojo, Flocabulary, Seesaw, etc. They will also hold classroom meetings to reinforce lessons and discuss social skills. Teachers will also establish a reward system using Dojo points or grade level preference. Growth Mindset posters will be posted in the classroom as a visual reminder. Teachers and students will use growth mindset language. Data notebooks will be used to set personal and academic goals.		<b>Lori Carter</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>4 of 7 (57%)</b>		
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
<i>Notes:</i>				
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>				
9/18/19	Individual "Paws for Pride" will be given to students displaying positive character traits throughout the school day.		Lori Carter	06/08/2021
<i>Notes:</i>				

10/16/19	Teachers and students will use growth mindset language. Teachers will display growth mindset encouraging statements in the classrooms and halls.		Lori Carter	06/08/2021
Notes:				
9/8/20	Teachers will use ClassDojo to teach growth mindset and social skills lessons.		Lori Carter	06/08/2021
Notes:				

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>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.</p> <p>5/27/2020- Tabernacle staff are continuing to work on creating plans together. Our goal is to work collaboratively to create lesson plans for the core subject areas. Quarterly planning was utilized this year to begin creating lesson plans together. These quarterly planning days were used to analyze assessment data and create lesson plans for remediation and enrichment. We will continue to work towards this goal in the upcoming school year.</p>	Limited Development 04/25/2017		
<i>How it will look when fully met:</i>			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, 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. The school will use academic		Justin Pugh	06/07/2021

			vocabulary K-5 and integrate and coordinate units of student. They will collaborate with instructional support staff and BEP teachers.			
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	9/20/18	Staff will utilize a universal place to upload quarterly and weekly lesson plans to be shared by all.			Justin Pugh	06/07/2021
<i>Notes:</i>						
	9/20/18	Staff will participate in vertical planning sessions monthly to collaborate with other grade level teachers and specialist.			Justin Pugh	06/07/2021
<i>Notes:</i>						
	9/8/20	Staff will participate in quarterly planning sessions to collaborate with their grade level and develop quarterly lesson plans aligned with standards.			Justin Pugh	06/07/2021
<i>Notes:</i>						
	9/8/20	Teachers will integrate NC State Standards vocabulary in their weekly/quarterly lesson plans.			Justin Pugh	06/07/2021
<i>Notes:</i>						
		<b>A2.07</b>	<b>ALL teachers include vocabulary development as learning objectives. (5097)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Teachers received some professional development during the 2019-2020 school year. Tabernacle purchased a school-wide subscription to Flocabulary to be used to enhance vocabulary instruction. After reviewing data we realized that vocabulary was a weakness school-wide.</p> <p>9/8/2020- We will continue working on vocabulary. As part of our professional development this year we will be completing a book study. Teachers are creating content/subject vocabulary walls.</p>	Limited Development 06/01/2020		
<b>How it will look when fully met:</b>			When the objective is fully met, classroom teachers will create vocabulary walls and use them during daily instruction. Vocabulary will be embedded in lesson plans daily. Professional development will be required throughout the school year. Teachers and students will use content vocabulary during classroom discussions.		Paige Motley	06/08/2021
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	6/1/20	Vocabulary professional development will be required for all teachers.			Paige Motley	06/08/2021



Notes:			
6/1/20	Vocabulary will be embedded in lesson plans daily.	Paige Motley	06/08/2021
Notes:			
6/1/20	Teachers will have vocabulary walls displayed in their classroom and will use them regularly during instruction.	Paige Motley	06/08/2021
Notes:			
6/1/20	Teachers will take gallery walks throughout the building to view vocabulary walls and instruction.	Paige Motley	06/08/2021
Notes:			

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
<b>Initial Assessment:</b>			<p>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.</p> <p>5/27/2020- During the 2019-2020 school year, quarterly data analysis days were used to review data and discuss the next steps for students. During these meetings we analyzed assessment data and determined what standards needed to be remediated, retaught, or enriched. Next year, we will continue to work on data analysis and using these planning times to work on remediation plans.</p> <p>9/8/2020- All staff members have a PDP goal related to the MTSS process. We will have staff development on MTSS and it's six core components. Teachers are meeting twice a month in PLCs to discuss student data with lead teacher and administration. MTSS team meets twice a month to discuss Tier II and III students. This year's MTSS team is made up of one teacher per grade level or department.</p>	Limited Development 10/15/2019		
<b>How it will look when fully met:</b>			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		Justin Pugh	06/08/2021

	level and beyond. MTSS supports will be in place for students not on grade level.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/15/19	Conversations about at-risk students will begin during Student Data meetings that occur twice a month.		Justin Pugh	06/08/2021
<i>Notes:</i>				
10/15/19	Full day planning sessions will occur to review data and identify students needing additional support and enhancement. Plans will be created for remediation and enrichment.		Paige Motley	06/08/2021
<i>Notes:</i>				
9/8/20	MTSS team meetings will occur twice a month to have data conversations and provide strategies for our Tier II and III students.		Justin Pugh	06/08/2021
<i>Notes:</i>				
9/8/20	Teachers will utilize data captures to identify and track at-risk students.		Justin Pugh	06/08/2021
<i>Notes:</i>				

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>Student support services</b>			
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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		
<b>How it will look when fully met:</b>			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	<b>Objective Met 10/01/19</b>	<b>Ceretha Mitchell</b>	<b>05/31/2018</b>

Exceptional Children Services (EC) team for further consideration while continuing the interventions in the classroom.				
<b>Actions</b>				
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>				
<b>Implementation:</b>		10/01/2019		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			
		<b>A4.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>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.</p> <p>5/27/2020- During the 2019-2020 school year, teachers nominated two students from their classrooms to be their Star Student. Star students were recognized monthly during announcements. Star students were called and invited to the office to receive their certificate, a dog tag necklace, and get their picture taken. Students enjoyed this recognition for their good behavior! Students were unable to complete the end of year survey because of the school closure.</p> <p>9/8/2020- We will continue to work on this indicator by acknowledging star student and star employees. We also recognize our Star students on a monthly basis and PAW winners on a weekly basis. We will conduct quarterly awards assemblies to recognize student achievements. (How this will look with Covid-19 is being determined.)</p>	Limited Development 10/15/2019		
<b>How it will look when fully met:</b>			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. Morning announcements will be held daily. Awards assemblies will be held once a quarter to recognize students' achievements. Our PBIS Matrix will be posted throughout the building and reviewed periodically by teachers. We will hold student competitions throughout the school year to promote students' growth.		<b>Dionne Currie-Hunsucker</b>	<b>06/08/2021</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		

10/15/19			Star of the Month Students will be chosen with a specific attribute for that month for winning the reward. This will be announced monthly and pictures will be taken and displayed in the hallway.		Heather George	06/08/2021
Notes:						
10/15/19			Students will complete a survey at the end of the year to assess their social and emotional well-being.		Heather George	06/08/2021
Notes:						
6/1/20			Award assemblies will be held quarterly to recognize students' accomplishments and progress.		Justin Pugh	06/08/2021
Notes:						
9/8/20			Morning announcements will be made daily. Students accomplishments will be recognized during announcements.		Justin Pugh	06/08/2021
Notes:						
9/8/20			PBIS matrix are posted in designated locations around the school and are reviewed with students periodically.		Amanda Boyd	06/08/2021
Notes:						
		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
Initial Assessment:			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.  1/28/2020- Teachers will continue to work on teaching positive social skills and growth mindset. They use Classroom Dojo lessons to help with teaching these skills. Teachers were also given a list of other resources available at the school to help come up with lessons.  2/25/2020- Had the NED show come to the school and discuss growth mindset using NED and yoyo's to teach growth mindset. Students learned about growth mindset and why you need to have it. Need to be more mindful about growth mindset language in our classrooms. Also need to look at giving individual PAWs for character traits.  5/27/2020- During the 2019-2020 school year, teachers held a weekly class meeting to discuss social skills, growth mindset, and appropriate behavior. Most teachers used the Classroom Dojo lessons to teach these important skills.	Limited Development 10/15/2019		

			9/8/2020- The student parent handbook has been updated for the 2020-2021 school year and has been posted on the school website. Teachers will continue to teach lessons and hold class meetings to reinforce social skills, self-respect, relationships and responsibility of decisions and actions.			
<b>How it will look when fully met:</b>			When fully implemented, teachers will conduct lessons on social skills, relationships, and responsibility for decisions and actions. They will also hold classroom meetings to reinforce lessons and discuss social skills. Teachers will also establish a reward system using Dojo points or grade level preference. We will use a school wide discipline policy to set procedures and expectations for all students. Parents are provided a copy of the Tabernacle Student/Parent Handbook to make them aware of these policies and expectations.		Amanda Boyd	06/08/2021
<b>Actions</b>				<b>0 of 3 (0%)</b>		
		10/15/19	Review class reward systems and individual student self-assessments to determine the rate of improvement over time.		Amanda Boyd	06/08/2021
<i>Notes:</i>						
		10/15/19	Teachers will hold class meetings weekly to discuss social behaviors and how to be a good citizen.		Amanda Boyd	06/08/2021
<i>Notes:</i>						
		9/8/20	The Tabernacle Student/Parent Handbook is posted on the school's website and sent to parents through an email in School Messenger so that parents and students can review policies and expectations.		Justin Pugh	06/08/2021
<i>Notes:</i>						
	KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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...  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-	Limited Development 04/25/2017		

	<p>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.</p> <p>5/27/2020- During the 2019-2020 school year, the school counselor met with various students as needed to discuss their social-emotional needs. Staff members contacted the appropriate staff members to discuss students social-emotional concerns and needs. We will continue to monitor and collect data on our action steps.</p> <p>9/8/2020- We will continue to work on this indicator to help meet the social-emotional needs of our students. Teachers will conduct weekly Olweus and Second Step lessons that will be included in their lesson plans. Our guidance counselor will conduct one on one and small group meetings based on student needs and discussions with teachers.</p>			
<b>How it will look when fully met:</b>	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.		<b>Kimberly Stemple</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>3 of 6 (50%)</b>		
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	06/08/2021
<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	06/08/2021

Notes:

9/8/20 Olweus/Second Step lessons will be used weekly and will be included in lesson plans.

Justin Pugh

06/08/2021

Notes:

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:**

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 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.

5/27/2020- Before the school closure, our staff was working hard on transition night for our Pre-K-Fifth grade students. Their first stop would have been their present classrooms to receive important end of year information. After 30 minutes, students would have the opportunity to visit the next grade level to meet teachers, learn about grade level expectations etc. We invited our Pre-K students and newly registered Kindergartners to attend as well. We also invited the principal and teachers from the middle school to come and talk to our rising 6th graders. 5th graders were supposed to take a field trip to visit the middle school but it was cancelled because of school closure. Our Pre-K will remain in our building for the upcoming year to continue to integrate them into the schedules and school routines. For the 2020-2021 school year, Kindergarten students will receive orientation for the first three days of school and then be placed into classes.

9/8/2020- We will continue to work on this indicator by planning to have transition night and inviting preschools to the school if we are allowed under Covid-19 restrictions.

Limited Development  
08/31/2017



	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>	We have developed and consistently implemented intentional and ongoing plans to support students transitions grade-to-grade and elementary to middle and incoming Kindergarten registration. We will host transition night and invite rising Kindergarten families and a representative from the middle school.			<b>Paige Motley</b>	<b>06/08/2021</b>
<b>Actions</b>			<b>5 of 8 (62%)</b>		
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	
Notes:					
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	
Notes:					
8/31/17	Kindergarten will schedule a visitation day for Pre-K students.	Complete 04/18/2018	Erin Hill	05/31/2018	
Notes:					
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	
Notes:					
10/16/19	A transition parent night will be held this school year.		Paige Motley	06/08/2021	
Notes:					
10/16/19	PreK students will moved to the main building to collaborate with Kindergarten and vertical team monthly.	Complete 06/01/2020	Beth Davis	06/08/2021	
Notes: Pre-K has been moved to the main building but during the 2020-2021 school year we will work on collaborating and vertical planning between Pre-K and Kindergarten.					
9/8/20	Tabernacle Elementary will communicate with local daycare facilities and invite them to visit a Kindergarten classroom for an hour at the end of the 2020-2021 school year. Our Pre-K will visit Kindergarten as well.		Beth Davis	06/08/2021	
Notes:					
9/8/20	Tabernacle Elementary 5th graders will visit Uwharrie Ridge Middle School to learn the school expectations for the upcoming 6th grade year. This will be done towards the end of the 2020-2021 school year.		Beth Davis	06/08/2021	
Notes:					

<b>Implementation:</b>		08/24/2018		
<b>Evidence</b>	4/18/2018 4/18/2018- Middle School visitation form, Pre-K visitation form sent to parents.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team. (5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>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.</p> <p>10/16/2019- Dr. Chappell shared evidence was uploaded into our folder.</p>	Full Implementation 10/16/2019		
		<b>B1.02</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff. (5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>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.</p> <p>5/27/2020- After every SIT team meeting, members are asked to share minutes with all staff. After minutes are typed into the minutes document, it is shared with teachers and they are given the log-in to read over the minutes if they would like. The Google Calendar is updated daily with information. All staff has access to the Google Calendar as well as all staff documents in the Staff Documents Shared Drive. Information is added to the Shared Drive as needed.</p>	Limited Development 10/15/2019		

			Priority Score: 2	Opportunity Score: 3	Index Score: 6			
<b>How it will look when fully met:</b>			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.			<b>Objective Met 06/01/20</b>	<b>Lori Carter</b>	<b>06/04/2020</b>
<b>Actions</b>								
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.			Complete 06/01/2020	Rachel Beck	06/04/2020
Notes:								
10/15/19			The school-wide Google calendar will be updated with current activities and events.			Complete 06/01/2020	Ceretha Mitchell	06/04/2020
Notes:								
10/15/19			The Google Shared Drive- Staff Resources folder will be updated to reflect the most current information.			Complete 06/01/2020	Ceretha Mitchell	06/04/2020
Notes:								
<b>Implementation:</b>						06/01/2020		
<b>Evidence</b>			6/1/2020 6/1/2020- A copy of the Google Calendar will be provided as well as minutes from SIT meetings.					
<b>Experience</b>			6/1/2020 6/1/2020- The SIT team has monthly meetings and the SIT representatives share this information with their grade level or team in a timely manner.					
<b>Sustainability</b>			6/1/2020 6/1/2020- SIT representatives will continue to share this information with their grade level or team in a timely manner. Leadership Team will continue to use a Google Calendar to organize events.					
	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
<b>Initial Assessment:</b>			Currently at Tabernacle the Leadership Team meets regularly, at least twice a month, to review implementation of effective practices. Our Leadership Team consists of the principal, teachers who lead			Limited Development 10/13/2020		

	Instructional Teams, and other professional staff. Meetings are dedicated to discussing teaching and learning, professional development, and discussing and assessing NCStar Indicators.			
<b>How it will look when fully met:</b>	School Leadership team will meet and have meaningful conversations related to school and student performance twice per month. Agendas and minutes will be taken at each meeting.		<b>Paige Motley</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/13/20	Create a master schedule for meeting dates throughout the 2020-2021 school year.		Paige Motley	06/08/2021
Notes:				
10/13/20	Create agendas and take minutes at each SIT Meeting.		Paige Motley	06/08/2021
Notes:				

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<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		
			<p>Priority Score: 1</p> <p>Opportunity Score: 2</p> <p>Index Score: 2</p>			
<b>How it will look when fully met:</b>			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.	<b>Objective Met 04/29/19</b>	<b>Ceretha Mitchell</b>	<b>06/07/2019</b>
<b>Actions</b>						
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>				
<b>Implementation:</b>		04/29/2019		
<b>Evidence</b>	4/29/2019 4/29/2019- See the document folder for evidence			
<b>Experience</b>	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.			
<b>Sustainability</b>	4/29/2019 4/29/2019- Continue with quarterly planning days as long as funding allows. Continue with weekly collaborative planning sessions.			

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>		
<b>Effective Practice:</b>			<b>Monitoring instruction in school</b>		
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			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		
<b>How it will look when fully met:</b>			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.	<b>Objective Met 01/15/19</b>	<b>Ceretha Mitchell</b>
<b>Actions</b>					
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>				
<b>Implementation:</b>		01/15/2019		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	1/15/2019 1/15/2019- We will continue giving walk throughs and feedback throughout the remainder of the school year.			

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>		
<b>Effective Practice:</b>			<b>Quality of professional development</b>		
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Currently we review and discuss data as grade levels during grade level Professional Learning Teams. We review data quarterly as a staff. Last year we did professional development on Dr. Richardson's Next Steps Forward in Guided Reading and implemented that this year. We have purchased Dr. Richardson's books to further assist with this professional development. We also looked at data from Istation and Check-Ins and found a weakness in Vocabulary and we will continue working on professional development for that area.	Limited Development 10/13/2020	
<b>How it will look when fully met:</b>			Teachers will understand ways to collect meaningful data from students and use that data to drive their teaching. PLC minutes and lesson plans will be documented and will reflect upon discussions for these meetings to determine change in instruction and learning. Interventions and Enrichment time (TAB) and Guided Reading will include flexible grouping depending on students' needs. Centers and		<b>Justin Pugh</b>  <b>06/08/2021</b>

	small group activities will be targeted to areas of need for each child. Teachers and administrators will have regular discussion around student data. Data will be shared during staff meetings regularly.			
Actions		0 of 7 (0%)		
10/13/20	PLCs will use Istation data, benchmark data at BOY, MOY, and EOY and CFAs to discuss trends and areas of improvement in each grade level. (K-2)		Paige Motley	06/08/2021
Notes:				
10/13/20	PLCs will use quarterly benchmarks, CFA data, Check-Ins, Istation, and EOG data to discuss trends and areas of improvement in each grade level. (3-5)		Paige Motley	06/08/2021
Notes:				
10/13/20	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.		Justin Pugh	06/08/2021
Notes:				
10/13/20	The principal will create a quarterly report card to share school-wide data with teachers and staff.		Justin Pugh	06/08/2021
Notes:				
10/13/20	Administration will create an observation schedule and share it with the staff.		Justin Pugh	06/08/2021
Notes:				
10/13/20	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 and enrichment).		Paige Motley	06/08/2021
Notes:				
10/13/20	Data PLTs will be held twice a month to discuss data and plan intervention and enrichment activities.		Paige Motley	06/08/2021
Notes:				

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Talent recruitment and retention</b>			
	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

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

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Family Engagement</b>
----------------------------	--------------------------

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

<b>Initial Assessment:</b>	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					
--	---	--	--	--	--	--

<b>How it will look when fully met:</b>	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.			<b>Objective Met 04/29/19</b>	<b>Crystal Hughes</b>	<b>03/01/2019</b>
---	--	--	--	-----------------------------------	-----------------------	-------------------

<b>Actions</b>				
----------------	--	--	--	--

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.			
---------------	--	--	--	--

<b>Implementation:</b>		04/29/2019		
------------------------	--	------------	--	--

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



<b>Experience</b>			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.			
<b>Sustainability</b>			4/29/2019 4/29/2019-Continue sending home content letters to parents. Continue with online formats for sending home quick reminders daily.			
		<b>E1.03</b>	<b>ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>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.</p> <p>5/27/2020- Parents/Guardians are kept informed of mastery of standards. Teachers have regular conversations with parents via phone calls, in person conferences, weekly classroom folders, interim report, report cards, and Class Dojo or Remind messages. Parent nights were held throughout the year to help parents with learning at home. Reading/Title I parent night was held October 10, 2019. Math parent night was held December 3, 2019. Read to Achieve and Science Parent Night was held February 13, 2020. Transitional parent night was scheduled to be held on March 31, 2020, however, we were unable to have it because of school closure. Surveys were collected at the end of each parent night for comments or suggestions. The Title I survey was sent out to parents beginning on March 1st and the window ended on March 31st.</p> <p>6/1/2020- Teachers have conferences regularly with parents, twice a year. We also send home interim reports and report cards to communicate.</p> <p>9/8/2020- We will continue to address this indicator by the use of ClassDojo by all teachers to have ongoing-communication with all parents. Interim reports and report cards will be sent home based on dates provided by the county office. Teachers will conduct at least 2 parents conferences a year for all students. Weekly/daily class folders will be sent home.</p>	Limited Development 10/15/2019		

<b>How it will look when fully met:</b>			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. Teachers will use ClassDojo to have on-going communication about students' progress and needs. Teachers will hold at least 2 parent conferences with all parents during the school year to discuss students' mastery of standard content. During these conferences teachers can use report cards, interim reports, data notebooks, and work samples to show student progress and areas of need. Weekly/daily folders will be sent home with graded work and any communication notes.		Crystal Hughes	06/08/2021
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	10/15/19	Parents are invited for parent nights to learn how to help their children with the standards at home. A survey will be collected at the end of parent nights for suggestions on how the school can improve communication.			Crystal Hughes	06/08/2021
	<i>Notes:</i>					
	6/1/20	Teachers will offer 2 parent conferences during the school year to discuss their child's standards' mastery.			Crystal Hughes	06/08/2021
	<i>Notes:</i>					
	6/1/20	Tabernacle will have a Data Notebook show off day where students will show off their data notebook to their parents or guardians.			Crystal Hughes	06/08/2021
	<i>Notes:</i>					
	6/1/20	Teachers will send home weekly classwork folders for parents to review with completed work.			Crystal Hughes	06/08/2021
	<i>Notes:</i>					
		<b>E1.05</b>	<b>The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Teachers use a variety of communication tools to have discussions with parents.  5/27/2020- Teachers continue to use a variety of communication tools to have discussions with parents. In Kindergarten and First grade teachers use Remind101 to communicate with parents. In Second through Fifth grade teachers use ClassDojo to communicate with	Limited Development 09/18/2019		

	<p>parents. Teachers also held at least 2 conferences per child this school year as part of our NCStar plan. Because of school closure from Covid-19 communication with parents and students has become key. Teachers are continuing to work hard to communicate with parents during this time of school closure as well.</p> <p>9/8/2020- We will continue to work on this indicator by encouraging parent engagement in their students' learning. Kindergarten through 5th grade teachers are using ClassDojo to have ongoing communication with parents. Teachers will have at least 2 parents conferences this school year. Grade levels will send home monthly newsletters. Administration will send out weekly and as needed phone and email messages through School Messenger. A contact log has been created and teachers must update on a weekly basis to log all communication with parents.</p>			
<b>How it will look when fully met:</b>	Kindergarten through Fifth grade teachers will utilize ClassDojo to have ongoing conversations with parents. We will also use Canvas, Google Meet, and Seesaw, which allows teachers to have two-way communication with students and parents. Teachers will have at least two parent conferences a school year for all students. Administration will send out weekly, and as needed, phone messages and emails through School Messenger. Teachers/Grade levels will send home newsletters monthly. All certified teachers must update their contact log on a weekly basis.		<b>Rachel Beck</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/18/19	Documentation log for communication with parents both face to face and digitally.		Rachel Beck	06/08/2021
<i>Notes:</i>				
9/18/19	Grade level and School-wide newsletters will be shared on a monthly basis to keep parents informed of current content being covered in the classroom. Two-way communication will be used to discuss positive behavior and areas of need.		Rachel Beck	06/08/2021
<i>Notes:</i>				
6/1/20	Weekly ConnectEd phone calls will be utilized to communicate upcoming events and announcements.		Justin Pugh	06/08/2021
<i>Notes:</i>				
9/8/20	Kindergarten through 5th grade will utilize ClassDojo as a behavior management and communication tool to have ongoing contact with parents.		Rachel Beck	06/08/2021

Notes:

9/8/20 Teachers will hold at least 2 parent conferences for all students.

Rachel Beck

06/08/2021

Notes:

	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
<b>Initial Assessment:</b>			<p>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.</p> <p>5/27/2020- The School stays in regular communication with parents/guardians about how they can help their child at home. Parent nights were held throughout the year to help parents with learning at home. Reading/Title I parent night was held October 10, 2019. Math parent night was held December 3, 2019. Read to Achieve and Science Parent Night was held February 13, 2020. Transitional parent night was scheduled to be held on March 31, 2020, however, we were unable to have it because of school closure.</p> <p>9/8/2020- We continue to work on this indicator. We have added additional action steps to work towards better communication with families.</p>	Limited Development 04/25/2017		
<b>How it will look when fully met:</b>			Parents will know daily classroom activities as well as school wide events. We will offer math, reading, science, and transition parent nights. Administration will provide weekly phone messages to parents. Parents will receive classroom newsletters month as well as updates on our school social media accounts and web page.		Justin Pugh	06/08/2021
<b>Actions</b>				<b>0 of 9 (0%)</b>		
9/20/18			Tabernacle will provide 4 parent engagement nights. Areas of focus will include: ELA, Math, Science, and Transition Night.		Paige Motley	06/08/2021
Notes:						
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.		Justin Pugh	06/08/2021
Notes:						

		9/8/20	Establish a parent engagement committee consisting of teachers and parents to set up parent engagement activities consistent with Title I requirements.		Paige Motley	06/08/2021
		Notes:				
		9/8/20	Parent Engagement committee will plan at least four engaging Title I parent nights to increase parent engagement.		Paige Motley	06/08/2021
		Notes:				
		9/8/20	Each child at Tabernacle Elementary will have a data notebook that will follow them from Kindergarten to 5th grade.		Beth Davis	06/08/2021
		Notes:				
		9/8/20	The daily schedule will include a time for remediation and enrichment. Teachers will use this time to reteach/enrich students on NC State Standards not mastered based on CFA and Classroom data.		Justin Pugh	06/08/2021
		Notes:				
		9/8/20	SIT Members will present professional development ideas to the SIT team based on PLC discussions and available funding.		Lori Carter	06/08/2021
		Notes:				
		9/8/20	Create a data committee that will standardize data collection notebooks.		Justin Pugh	06/08/2022
		Notes:				
		9/8/20	Grade levels will plan differentiated activities and assessments based on data from individual classrooms.		Beth Davis	06/08/2022
		Notes:				
		<b>E1.11</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>At this time, a minimum of one parent conference is held per teacher (face to face).</p> <p>5/27/2020- We were working towards having these completed by the end of the school year. With the school closure, some teachers were unable to have the second conference with parents. The conferences were centered around classroom data and data notebooks were shared at the conferences.</p>	Limited Development 09/18/2019		

	9/8/2020- Teachers will continue to hold two parent teacher conferences for all students. We are continuing this goal due to the school closure in 2019-2020 school year where teachers were unable to have face-to-face meetings.			
<b>How it will look when fully met:</b>	Teachers will meet formally with all parents at least two times a year.		<b>Beth Davis</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/18/19	Documentation of conferences will be submitted to the administrative leadership team.		Paige Motley	06/08/2021
<i>Notes:</i>				
9/30/19	The spring parent conference will center around mastery of standards and student data.		Paige Motley	06/08/2021
<i>Notes:</i>				





## NCStar/SIP Mandatory Components

School Name: Tabernacle Elementary School

School Year: 2020-2021

### 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 45 minutes of duty free instructional planning daily. Once a month all certified staff are provided 90 minutes of duty free instructional planning afterschool. Certified staff are not able to adjust schedules to have the full plan time daily due to case load 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 Middle School on the last workdays of the year. Exceptional children's meeting 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 5<sup>th</sup> grade students. The middle school band visits yearly to promote the music and arts to all 5<sup>th</sup> grade students.