



Trindale Elementary School
School Improvement Plan
2018-2019

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.

Vision: 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.

Goals: By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the at the “Expected Growth” Level or higher. “



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date	

Initial Assessment:			<p>Tier 2 MTSS student spreadsheet identifies all students who are below grade level on standards, mCLASS, CFA assessments, Benchmarks, and NC Check-Ins.</p> <p>Remediation plans are developed for those who are below grade level according to the data. Tutor are used to help those below grade level.</p> <p>Using mCLASS progress monitoring for all K-3rd grade students. We have a standards tracking sheets each teacher uses to see which students are below grade level. CFA are developed in PLC, analyzed in PLCs, and instruction is adjusted. Tier 2 MTSS tracking sheets are used to determine progress on a student's strategy and plans are adjusted depending on progress.</p>	Full Implementation 10/08/2018		
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Daily lesson plans demonstrate multi-modal instructional techniques Kindergarten through 5th grade. Administrative observations, remediation plans, standards calendar for each grade level, MTSS strategies being used, weekly student menus of work to be completed in 3rd - 5th grade.</p>	Full Implementation 10/22/2018		

	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
Initial Assessment:			Currently teachers are posting classrooms rules in the classroom. Teachers are discussing rules and consequences with students. The teachers use rewards in the classrooms (treasure box) for behavior. Students help create rules at the beginning of the year though conversations and charting what behaviors look like and sound like. Behavior management system differ from teacher to teacher, but all teachers have a form of positive rewards for good behavior. Rubric based behavior is used in a few grade levels to promote internal locus of control.	Limited Development 08/22/2017		
How it will look when fully met:			Staff will establish a uniform set of rules that will be followed and reinforced by all throughout the entire school year. Teachers and students will establish a set of classroom rules and procedures for their classroom. Classroom behavior and school expectations will be shared with parents to encourage a collaborative partnership to reduce loss of instructional time. Establish a positive student behavior campaign to promote school wide character education.		Todd Henderson	09/21/2020
Actions				6 of 9 (67%)		
	6/11/18	Staff will meet and create school wide expectations.		Complete 08/21/2018	Todd Henderson	08/25/2018
<i>Notes:</i>						
	6/11/18	Teachers and students will create a set of classroom rules, expectations, and procedures.		Complete 08/31/2018	Judi Cagle	09/01/2018
<i>Notes:</i>						
	9/9/18	A school wide positive approach to school discipline will be created to encourage students to behave positively and have recognitions established for those who are showing positive characteristics.		Complete 09/07/2018	Todd Henderson	09/14/2018
<i>Notes:</i>						
	6/11/18	Written communication will be given to parents about school and classroom expectations.		Complete 09/06/2018	Kim Morgan	09/20/2018
<i>Notes:</i>						
	9/11/18	Create a positive student behavior campaign that highlights characteristics that embody a great student.		Complete 09/07/2018	Todd Henderson	09/30/2018
<i>Notes:</i>						
	6/11/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.		Complete 10/31/2018	Sophie Thompson	10/31/2018
<i>Notes:</i>						

6/15/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.		Sophie Thompson	01/18/2019
Notes:				
6/15/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.		Sophie Thompson	04/27/2019
Notes:				
6/15/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.		Sophie Thompson	06/07/2019
Notes:				

6/11/18	Teachers will use the county pacing guides to create an instructional calendar for the first quarter.	Complete 08/16/2018	Whitney Aiken	10/31/2018
<i>Notes:</i>				
6/11/18	Teachers will have quarterly planning for the first quarter of school to align instruction with standards.	Complete 08/16/2018	Whitney Aiken	10/31/2018
<i>Notes:</i>				
6/15/18	PLC conversations during the month of November will be aligned with the implementation of instructional strategies.		Whitney Aiken	11/30/2018
<i>Notes:</i>				
6/15/18	PLC conversations during the month of December will be aligned with the implementation of instructional strategies.		Whitney Aiken	12/30/2018
<i>Notes:</i>				
6/15/18	Teachers will have quarterly planning for the second quarter of school to align instruction with standards.		Whitney Aiken	01/18/2019
<i>Notes:</i>				
6/15/18	Teachers will use the county pacing guides to create an instructional calendar for the second quarter.		Whitney Aiken	01/18/2019
<i>Notes:</i>				
6/15/18	PLC conversations during the month of January will be aligned with the implementation of instructional strategies.		Whitney Aiken	01/30/2019
<i>Notes:</i>				
6/15/18	PLC conversations during the month of February will be aligned with the implementation of instructional strategies.		Whitney Aiken	02/28/2019
<i>Notes:</i>				
6/15/18	PLC conversations during the month of March will be aligned with the implementation of instructional strategies.		Whitney Aiken	03/30/2019
<i>Notes:</i>				
6/15/18	Teachers will use the county pacing guides to create an instructional calendar for the third quarter.		Whitney Aiken	04/27/2019
<i>Notes:</i>				
6/15/18	Teachers will have quarterly planning for the third quarter of school to align instruction with standards.		Whitney Aiken	04/27/2019
<i>Notes:</i>				
6/15/18	PLC conversations during the month of April will be aligned with the implementation of instructional strategies.		Whitney Aiken	04/30/2019

<i>Notes:</i>				
6/15/18	PLC conversations during the month of May will be aligned with the implementation of instructional strategies.		Whitney Aiken	05/30/2019
<i>Notes:</i>				
6/15/18	Teachers will have quarterly planning for the fourth quarter of school to align instruction with standards.		Whitney Aiken	06/07/2019
<i>Notes:</i>				
6/11/18	Lesson plans will be turned in weekly with standards that will be addressed according to standards calendar.		Judi Cagle	06/07/2019
<i>Notes:</i>				
6/15/18	Teachers will use the county pacing guides to create an instructional calendar for the fourth quarter.		Whitney Aiken	06/07/2019
<i>Notes:</i>				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> K-2 assesses reading 3 times a year through mCLASS K-5th grade assessed in reading and math in i-Ready 3 times a year K-2 math assessment 3rd - 5th quarterly benchmark/ NC Check-ins CFA's in all grade levels 	Full Implementation 10/22/2018		

		A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>K-2 are currently collecting one math and one reading data piece for remediation and enrichment and grouping weekly.</p> <p>3-5 standards tracking based on assignments that are aligned to the standards. Teachers regulate their own spreadsheet.</p> <p>MTSS and PLC conversations utilize the data collected to determine students who need additional help and what strategies should be employed to help.</p>	Limited Development 11/06/2017		
How it will look when fully met:			The data tracking sheets will show who is struggling/ excelling in certain standards. All standards will have assignments/ tasks that address the standard. Teachers will use the spreadsheets to understand students' strengths and weaknesses. The data used will drive small group instruction, remediation, whole group, enrichment and will be present in lesson plans.		Todd Henderson	06/05/2020
Actions				2 of 14 (14%)		
	9/9/18	Objective/ standards tracking sheet will be checked in September during PLCs.			Judi Cagle	09/28/2018
Notes:						
	9/9/18	Each classroom teacher will create an objective/ standards tracking document for each of the objectives/ standards being taught during the year.		Complete 10/22/2018	Judi Cagle	10/29/2018
Notes:						
	9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.		Complete 10/29/2018	Whitney Aiken	10/29/2018
Notes:						
	9/9/18	Objective/ standards tracking sheet will be checked in October during PLCs.			Judi Cagle	10/31/2018
Notes:						
	9/9/18	Objective/ standards tracking sheet will be checked in November during PLCs.			Judi Cagle	11/30/2018

Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in December during PLCs.			Judi Cagle	12/20/2018	
Notes:						
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.			Whitney Aiken	01/17/2019	
Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in January during PLCs.			Judi Cagle	01/31/2019	
Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in February during PLCs.			Judi Cagle	02/28/2019	
Notes:						
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.			Whitney Aiken	03/27/2019	
Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in March during PLCs.			Judi Cagle	03/31/2019	
Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in April during PLCs.			Judi Cagle	04/29/2019	
Notes:						
9/9/18	Objective/ standards tracking sheet will be checked in May during PLCs.			Judi Cagle	05/31/2019	
Notes:						
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.			Whitney Aiken	06/07/2019	
Notes:						
		A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Data is taken and available from:</p> <p>i-Ready (reading and math)</p> <p>mClass (reading)</p> <p>xTra Math (math)</p> <p>Gold Teaching Strategies (reading and math)</p> <p>5th NC Check-in (math)</p> <p>SchoolNet (math, reading, and science)</p> <p>We create groups and guide instruction based off all of the above data.</p>	Full Implementation 11/05/2018		
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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
Initial Assessment:			As it stands now, the MTSS team meets every other week to discuss those students in Tier 3. Students are discussed in PLC meetings to find strategies that can be used in the classroom. The Lead Teacher has been meeting every week with each teacher one on one to talk about data, student results, and what the data means to instruction. All teachers are using a standards tracking form to gain a big picture of what is happening with each child in regards to how well they are mastering the standards.	Limited Development 04/24/2017		
How it will look when fully met:			80% of students will be on grade level with core instruction (Tier 1). The 20% who are not on grade level will be discussed in PLC and assigned small group interventions (Tier 2). The 5% who are still not making significant progress will be sent to the problem solving team for more intense one on one strategies (Tier 3).		Becky Peele	06/08/2021
Actions				50 of 66 (76%)		
	5/22/17	1. Generate group strategy tracking sheets.		Complete 08/24/2017	Becky Peele	08/28/2017
Notes:						
	5/22/17	2. Add additional research based interventions to utilize in PLC conversations when discussing below grade level students.		Complete 06/08/2018	Becky Peele	06/08/2018
Notes: Updated in September						

5/22/17	5. Kindergarten will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
5/22/17	4. Students not making growth on strategies developed in PLCs will be referred to the Problem Solving Team (PST) or Tier 3 for additional support.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> No students referred to Tier 3 in September No students referred to Tier 3 in October				
9/5/17	3. Kindergarten will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	3. First Grade will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	3. Second grade will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				

9/5/17	3. Third grade will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	3. Fourth grade will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	3. Fifth grade will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	5. First grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	5. Second grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018

	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	5. Third grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	5. Fourth grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	5. Fifth grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. Kindergarten will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018

	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. First grade will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. Second grade will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. Third grade will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. Fourth grade will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	6. Fifth grade will identify group applicable strategies for students during weekly PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018

	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	7. Kindergarten will implement strategies identified in PLCs in the classroom.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September - Completed October-Incomplete November - completed December - completed January - completed February - completed			
9/5/17	7. First grade will implement strategies identified in PLCs in the classroom.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	7. Second grade will implement strategies identified in PLCs in the classroom.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	7. Third grade will implement strategies identified in PLCs in the classroom.	Complete 06/08/2018	Becky Peele	06/08/2018
	Notes: September -completed October-completed November - completed December - completed January - completed February - completed			
9/5/17	7. Fourth grade will implement strategies identified in PLCs in the classroom.	Complete 06/08/2018	Becky Peele	06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17 7. Fifth grade will implement strategies identified in PLCs in the classroom.

Complete 06/08/2018

Becky Peele

06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17 7. PreK grade will implement strategies identified in PLCs in the classroom.

Complete 06/08/2018

Becky Peele

06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17 6. PreK grade will identify group applicable strategies for students during weekly PLCs.

Complete 06/08/2018

Becky Peele

06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17 5. PreK will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.

Complete 06/08/2018

Becky Peele

06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	3. PreK will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	8. Kindergarten will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September - Completed October-Incomplete November - completed December - completed January - completed February - completed				
9/5/17	8. Prek will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	8. First grade will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	8. Second grade will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				

9/5/17	8. Third grade will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	8. Fourth grade will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	8. Fifth grade will revisit and monitor progress of students' interventions within two weeks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	9. PreK will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed				
9/5/17	9. Kindergarten will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
<i>Notes:</i> September - Completed October-Incomplete November - Incomplete December - Incomplete January - completed February - completed				
9/5/17	9. First grade will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018

Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	9. Second grade will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
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Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	9. Third grade will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
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Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	9. Fourth grade will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
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Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	9. Fifth grade will maintain classroom data notebooks.	Complete 06/08/2018	Becky Peele	06/08/2018
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Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/5/17	10. Maintain grade level data notebooks in PLCs.	Complete 06/08/2018	Becky Peele	06/08/2018
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Notes: September -completed
October-completed
November - completed
December - completed
January - completed
February - completed

9/19/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of September.	Complete 09/28/2018	Whitney Aiken	09/30/2018
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Notes:

9/19/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of September.	Complete 09/28/2018	Becky Peele	09/30/2018
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Notes:

9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of October.	Complete 10/30/2018	Becky Peele	10/31/2018
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Notes:

9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of October.	Complete 10/31/2018	Whitney Aiken	10/31/2018
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Notes:

9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of November.		Whitney Aiken	11/30/2018
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Notes:

9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of November.		Becky Peele	11/30/2018
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Notes:

9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of December.		Whitney Aiken	12/20/2018
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Notes:

9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of December.		Becky Peele	12/20/2018
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Notes:

9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of January.		Whitney Aiken	01/31/2019
<i>Notes:</i>				
9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of January.		Becky Peele	01/31/2019
<i>Notes:</i>				
9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of February.		Whitney Aiken	02/28/2019
<i>Notes:</i>				
9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of February.		Becky Peele	02/28/2019
<i>Notes:</i>				
9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of March.		Whitney Aiken	03/31/2019
<i>Notes:</i>				
9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of March.		Becky Peele	03/31/2019
<i>Notes:</i>				
9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of April.		Whitney Aiken	04/30/2019
<i>Notes:</i>				
9/24/18	Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of April.		Becky Peele	04/30/2019
<i>Notes:</i>				
9/24/18	Tier 1 - teachers will focus on CORE instruction during PLCs by analyzing CFAs and their misconceptions prior to instruction for the month of May.		Whitney Aiken	05/31/2019
<i>Notes:</i>				

9/24/18			Tier 2 - students will have interventions monitored and adjusted in classroom and not just on PLC meeting dates to better meet students' needs for the month of May.		Becky Peele	05/31/2019
Notes:						
9/19/18			Master calendar to keep track of Tier 3 student progress and meeting dates (MTSS master calendar)		Becky Peele	06/06/2020
Notes:						
9/24/18			Tier 3 - students will have more intensive interventions monitored and adjusted in problem solving meetings to better meet students' needs.		Becky Peele	06/07/2020
Notes:						
	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
Initial Assessment:			Classroom teachers spend the beginning of the year developing a classroom culture, but tend to not address it during the year. There are tools available to be implemented in the classroom. Teachers address situations as they arise.	Limited Development 04/24/2017		
How it will look when fully met:			Teachers will conduct weekly classroom meetings focusing on socio-emotional needs. All certified staff will make monthly, positive contacts home. School counselor will conduct small groups with students referred by teachers. Counselor will also meet with students individually with students as needed. Evidence will be communication log, lessons plans, and master schedule.		Becky Peele	06/05/2020
Actions				1 of 13 (8%)		
6/11/18			Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of September.	Complete 09/28/2018	Vickie Flowers	09/30/2018
Notes:						
6/11/18			Teachers will refer students to school counselor and social worker for emotional support. Number of visits will be tracked by the counselor and social worker during the first quarter.		Becky Peele	10/30/2018
Notes:						
6/15/18			Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of October.		Vickie Flowers	10/30/2018
Notes:						

6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of November.		Vickie Flowers	11/30/2018
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of December.		Vickie Flowers	12/30/2018
<i>Notes:</i>				
6/15/18	Teachers will refer students to school counselor and social worker for emotional support. Number of visits will be tracked by the counselor and social worker during the second quarter.		Becky Peele	01/18/2019
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of January.		Vickie Flowers	01/30/2019
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of February.		Vickie Flowers	02/28/2019
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of March.		Vickie Flowers	03/30/2019
<i>Notes:</i>				
6/15/18	Teachers will refer students to school counselor and social worker for emotional support. Number of visits will be tracked by the counselor and social worker during the third quarter.		Becky Peele	04/27/2019
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of April.		Vickie Flowers	04/30/2019
<i>Notes:</i>				
6/15/18	Teachers will plan weekly lessons on multiple social and emotional topics as part of their classroom meeting for bullying and violence prevention for the month of May.		Vickie Flowers	05/30/2019
<i>Notes:</i>				

6/15/18			Teachers will refer students to school counselor and social worker for emotional support. Number of visits will be tracked by the counselor and social worker during the fourth quarter.		Becky Peele	06/07/2019
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:			PreK - In order to assist our PreK students during the year, students attend specials throughout the school year, eat in the cafeteria with other grade levels, participate in school activities, and attend meetings during the year, 5 in total, to discuss transition to kindergarten, Students are given packets to work on over the summer from each school they will attend. 2nd - 3rd - Students are invited to attend a school wide transition night where parents visit the next year classroom to learn the expectations. 5th - 6th - Block scheduling is used in 4th and 5th grade that allow students to become used to changing classes. Students take a 2 hour field trip to visit the middle school, guidance lessons focus on middle school schedule, middle school principal visits 5th grade classrooms, and the band director comes to school to meet with students.	Limited Development 08/22/2017		
How it will look when fully met:			PreK students will tour kindergarten classrooms during the school day. Students transitioning to 3rd grade will have a transition day for students during the day so they are aware of the expectations. 5th grade students will tour Braxton Craven and meet the their principal during the school day. All parents will have a parent transition night scheduled in the spring to help transition students to the next grade.		Becky Peele	06/05/2020
Actions				0 of 3 (0%)		
6/11/18			5th grade students will attend a tour of Braxton Craven to see the school and ask questions.		Sarah Wood	04/01/2019
Notes:						
6/11/18			Teachers will plan and schedule a transition night for rising students.		Sarah Wood	05/10/2019
Notes:						
6/11/18			PreK teachers will schedule a tour of kindergarten classrooms during the school day.		Sara Ford	06/07/2019
Notes:						

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
Initial Assessment:			LEA evidence	Full Implementation 04/24/2017		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Leadership Team has not met twice a month on a regular basis. There have been months where we met once or not at all.	Limited Development 04/24/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			The leadership team will have at least two meetings a month which will be either leadership, MTSS, or administrative meetings. The team will have grade level representation, a media specialist, lead teacher, teacher assistant representative, and multiple parent representatives.	Objective Met 09/19/18	Todd Henderson	06/08/2018
Actions						
	9/6/17		3. Leadership will be voted on by the staff with a rep for K/1, 2/3, 4/5, special teachers (EC & BEPs), and teacher assistants.	Complete 08/08/2017	Todd Henderson	08/16/2017
Notes:						
	9/6/17		1. The master calendar will reflect at least two leadership meetings each month	Complete 08/28/2017	Todd Henderson	09/11/2017
Notes:						
	9/6/17		2. The master calendar will reflect two monthly meetings during the 2017-18 school year.	Complete 08/25/2017	Todd Henderson	09/11/2017
Notes:						
	9/6/17		5. Leadership team or MTSS will meet twice a month to discuss student data, school improvement activities, or school based issues.	Complete 06/08/2018	Todd Henderson	06/08/2018
Notes: September -completed October-completed November - completed December - completed January - completed February - completed						

9/6/17	4. Two parents will be add to the leadership team for a family and community perspective.	Complete 08/08/2017	Todd Henderson	08/16/2018
<i>Notes:</i>				
Implementation:		09/19/2018		
Evidence	6/11/2018 Evidence has been upoaded in file B1.03			
Experience	6/11/2018 The team was able to secure 2 parents for the 2017-18 school year to be on leadership, meet 2 times a month, and discuss data, school leadership topics, and concerns.			
Sustainability	6/11/2018 We will continue to have parent representation and meet 2 times a month.			

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:			Teachers have a protected PLC time each week and afternoon planning for 2 hours each Tuesday. Currently the school requests a waiver for duty free lunch.	Limited Development 04/24/2017		
How it will look when fully met:			The master schedule will continue to reflect a protected two hour planning each Tuesday, a 45 minute planning during the school day, and all certified, K-5 teachers have no afternoon duties.		Todd Henderson	06/05/2020
Actions				4 of 7 (57%)		
	6/11/18		All certified teachers will be responsible for serving on one committee that serves twice a month.	Complete 08/17/2018	Todd Henderson	08/25/2018
Notes:						
	6/11/18		Principal will assign non-classroom teachers to morning and afternoon student supervision duties allowing classroom teachers time to prep and organize their classroom for the students.	Complete 08/17/2018	Todd Henderson	08/30/2018
Notes:						
	6/11/18		Master schedule will reflect that BEP teachers will teach students while classroom teachers have a 45 minute planning each day.	Complete 08/17/2018	Amy Henderson	09/10/2018
Notes:						

6/11/18	Trindale teachers will have a collaborative planning sessions after school on Tuesday afternoon during the first quarter to build a community culture, cross curricular planning, and student conversations.	Complete 10/30/2018	Todd Henderson	10/30/2018
<i>Notes:</i>				
6/15/18	Trindale teachers will have a collaborative planning sessions after school on Tuesday afternoon during the second quarter to build a community culture, cross curricular planning, and student conversations.		Todd Henderson	01/18/2019
<i>Notes:</i>				
6/15/18	Trindale teachers will have a collaborative planning sessions after school on Tuesday afternoon during the third quarter to build a community culture, cross curricular planning, and student conversations.		Todd Henderson	04/27/2019
<i>Notes:</i>				
6/15/18	Trindale teachers will have a collaborative planning sessions after school on Tuesday afternoon during the fourth quarter to build a community culture, cross curricular planning, and student conversations.		Todd Henderson	06/07/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Walk through forms are in place but have not been used the second semester. Administration is in the classrooms on a regular basis, but no feedback is given. Lesson plans have been reviewed and comments are made on lesson plans.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>		Principal will create a digital, walk-through form to give immediate feedback to teachers. Lessons plans are reviewed, with comments weekly.		Todd Henderson	06/05/2020
Actions			2 of 18 (11%)		
6/11/18		A written communication will be developed to provide feedback to teacher after an informal observation.	Complete 08/24/2018	Todd Henderson	08/25/2018
<i>Notes:</i>					

6/11/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of September.	Complete 09/28/2018	Todd Henderson	09/30/2018
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of October.		Todd Henderson	10/30/2018
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the first quarter.		Todd Henderson	10/30/2018
<i>Notes:</i>				
6/11/18	Administration will review and comment on lesson plans during the first quarter.		Todd Henderson	10/31/2018
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of November.		Todd Henderson	11/30/2018
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of December.		Todd Henderson	12/30/2018
<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the second quarter.		Todd Henderson	01/18/2019
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the second quarter.		Todd Henderson	01/18/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of January.		Todd Henderson	01/30/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of February.		Todd Henderson	02/28/2019

<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of March.		Todd Henderson	03/30/2019
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the third quarter.		Todd Henderson	04/27/2019
<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the third quarter.		Todd Henderson	04/27/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of April.		Todd Henderson	04/30/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of May.		Todd Henderson	05/30/2019
<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the fourth quarter.		Todd Henderson	06/07/2019
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the first quarter.		Todd Henderson	06/07/2019
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Data is used to determine school improvement. The data that has been used to determine needs and areas of improvement are classroom data, Common Formative Assessments, Benchmark assessments, iReady diagnostics, mClass reading assessments, writing prompts, and standards tracking of classroom work. These areas are then addressed in small group and remediation.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>			Leadership and grade level PLC teams will analyze school performance data (mCLASS, NC Check-ins, EOG's, benchmarks, local data) to determine professional development needs, allocate money based on need, identify areas of strength and weakness for students.		Whitney Aiken	06/08/2020
Actions				25 of 41 (61%)		
	9/5/17	3. Train all K-2 grade Teacher Assistants to use Leveled Literacy Interventions (LLI) with students in small groups.		Complete 09/28/2017	Judi Cagle	10/01/2017
<i>Notes:</i>						
	9/5/17	8. Schedule PD with district reading lead teacher to support reading strategies.		Complete 08/28/2017	Whitney Aiken	10/01/2017
<i>Notes:</i>						
	9/5/17	7. Hire additional .5 reading specialist to work with at-risks students thus allowing full time reading specialist to focus additional time on 3rd - 5th grade.		Complete 10/11/2017	Todd Henderson	10/20/2017
<i>Notes:</i>						
	9/5/17	5. Purchase LLI kit for 3rd grade reading specialist to use with small group intervention.		Complete 10/23/2017	Whitney Aiken	11/01/2017
<i>Notes:</i>						
	9/5/17	6. Purchase additional guided reading books for levels A-J.		Complete 11/20/2017	Whitney Aiken	11/01/2017
<i>Notes:</i>						
	9/5/17	4. Kindergarten will implement LLI program in K-2 using Teacher Assistants.		Complete 06/08/2018	Whitney Aiken	06/08/2018

Notes: Trained Teacher Assistants in September
 October - Complete
 November - Complete
 December - Complete
 January - complete
 February - complete

9/5/17	4. First grade will implement LLI program in K-2 using Teacher Assistants.	Complete 06/08/2018	Whitney Aiken	06/08/2018
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Notes: Trained Teacher Assistants in September
 October - Complete
 November - Incomplete
 December - Incomplete
 January - complete
 February - complete

9/5/17	4. Second grade will implement LLI program in K-2 using Teacher Assistants.	Complete 06/08/2018	Whitney Aiken	06/08/2018
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Notes: Trained Teacher Assistants in September
 October - Complete
 November - Incomplete
 December - Incomplete
 January - complete
 February - complete

9/5/17	4. Third grade will implement LLI program.	Complete 06/08/2018	Whitney Aiken	06/08/2018
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Notes: September - Title I funds have not been released by the state of North Carolina. Will purchase as soon as money is available.
 October - Title I funds have not been released by the state of North Carolina. Will purchase as soon as money is available.
 November - Title I funds were released and the kits have arrived and will be distributed to Reading Specialist to use for starting in December.

 December - Assistants were trained, but groups have not begun as of yet.
 January - complete
 February - complete

9/5/17	1. Kindergarten will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
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Notes: Sept 2017 - completed
 October-Below expectations

9/5/17	1. First grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> September - completed October - Met				
9/5/17	1. Second grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed October-met				
9/5/17	1. Third grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed October-Below Expectation				
9/5/17	1. Fourth grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 -Met October - Met				
9/5/17	1. Fifth grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed October-Met				
9/5/17	2. Kindergarten will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data October-Incomplete November - Incomplete December - Incomplete				
9/5/17	2. First grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 06/08/2018	Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data October - Completed November - Completed December - Completed				
9/5/17	2. Second grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 06/08/2018	Whitney Aiken	06/08/2018

	Notes: Not 100% for September - Getting started with limited data October- Incomplete November - Completed December - Completed			
9/5/17	2. Third grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 06/08/2018	Whitney Aiken	06/08/2018
	Notes: Not 100% for September - Getting started with limited data October - Completed November - Completed December - Completed			
9/5/17	2. Fourth grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 06/08/2018	Whitney Aiken	06/08/2018
	Notes: Not 100% for September - Getting started with limited data October - Completed November - Incomplete December - Incomplete			
9/5/17	2. Fifth grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.	Complete 12/20/2018	Whitney Aiken	06/08/2018
	Notes: September - Completed October - Completed November - Completed December - Completed			
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.	Complete 09/28/2018	Whitney Aiken	09/30/2018
	Notes:			
9/19/18	Use Title I funding to purchase Fountas and Pinnell Classroom literacy components for 1st grade	Complete 10/31/2018	Todd Henderson	10/31/2018
	Notes:			
9/19/18	3rd - 5th grade will analyze data from NC Checkins and Benchmarks to form remediation groups and determine standards to reteach.	Complete 10/30/2018	Becky Peele	10/31/2018
	Notes:			
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.	Complete 10/31/2018	Whitney Aiken	10/31/2018

<i>Notes:</i>				
6/11/18	Kindergarten - 3rd grade will use mCLASS progress monitoring data to drive instruction, create reading groups, plan remediation, and enrichment.		Kim Morgan	10/31/2018
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	11/30/2018
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	12/20/2018
<i>Notes:</i>				
9/19/18	3rd - 5th grade will analyze data from NC Checkins and Benchmarks to form remediation groups and determine standards to reteach.		Becky Peele	01/17/2019
<i>Notes:</i>				
9/19/18	Kindergarten - 3rd grade will use mCLASS progress monitoring data to drive instruction, create reading groups, plan remediation, and enrichment.		Kim Morgan	01/17/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	01/31/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	02/28/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will analyze data from NC Checkins and Benchmarks to form remediation groups and determine standards to reteach.		Becky Peele	03/28/2019
<i>Notes:</i>				
9/19/18	Kindergarten - 3rd grade will use mCLASS progress monitoring data to drive instruction, create reading groups, plan remediation, and enrichment.		Kim Morgan	03/28/2019
<i>Notes:</i>				

9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	03/31/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	04/30/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will create CFAs that are standards aligned in PLCs, discuss potential misunderstandings, analyze data upon completion, and use data to group and remediate students.		Whitney Aiken	05/31/2019
<i>Notes:</i>				
9/19/18	Kindergarten - 3rd grade will use mCLASS progress monitoring data to drive instruction, create reading groups, plan remediation, and enrichment.		Kim Morgan	06/07/2019
<i>Notes:</i>				
9/19/18	All grade levels will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.		Whitney Aiken	06/07/2019
<i>Notes:</i>				
9/19/18	Kindergarten- 5th grade will implement LLI program in class (3rd-5th) and using Teacher Assistants.		Whitney Aiken	06/07/2019
<i>Notes:</i>				
9/19/18	3rd - 5th grade will analyze data from NC Checkins and Benchmarks to form remediation groups and determine standards to reteach.		Becky Peele	06/07/2019
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			LEA Evidence	Full Implementation 04/24/2017		

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
<i>Initial Assessment:</i>			PreK currently has communication logs. There is no school wide standard for keeping up with communication. Each teacher handles this differently.	Limited Development 06/09/2017		
<i>How it will look when fully met:</i>			All teachers will have a communication log kept throughout the year. Teachers will be required to make two positive communications quarterly to parents. Team member will monitor teachers logs quarterly.		Sophie Thompson	06/08/2019
Actions				7 of 15 (47%)		
	10/4/17		All classroom teachers will have a communication log in their classroom to document communications with parents via phone, email, face to face, and conferences.	Complete 09/07/2017	Sophie Thompson	09/07/2017
<i>Notes:</i>						
	10/4/17		Student report cards will have comments on them from at least one teacher in the first quarter.	Complete 11/07/2017	Todd Henderson	11/08/2017
<i>Notes:</i>						
	4/11/18		Student report cards will have comments on them from at least one teacher in the second quarter.	Complete 01/31/2018	Todd Henderson	01/31/2018
<i>Notes:</i>						
	4/11/18		Student report cards will have comments on them from at least one teacher in the third quarter.	Complete 04/11/2018	Todd Henderson	04/16/2018
<i>Notes:</i>						
	4/11/18		Student report cards will have comments on them from at least one teacher in the fourth quarter.	Complete 06/08/2018	Todd Henderson	06/08/2018
<i>Notes:</i>						
	10/4/17		Certified non classroom teachers will document 4 parent contacts each month and document on a shared spreadsheet.	Complete 06/08/2018	Todd Henderson	06/08/2018
<i>Notes:</i>			September-not met October-not met November - not met December - Met January - Met February - not met			

6/11/18	Certified non classroom teachers will document 4 parent contacts during September and document on a shared spreadsheet.	Complete 09/28/2018	Todd Henderson	09/30/2018
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during October and document on a shared spreadsheet.		Todd Henderson	10/30/2018
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during November and document on a shared spreadsheet.		Todd Henderson	11/30/2018
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during December and document on a shared spreadsheet.		Todd Henderson	12/30/2018
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during January and document on a shared spreadsheet.		Todd Henderson	01/30/2019
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during February and document on a shared spreadsheet.		Todd Henderson	03/02/2019
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during March and document on a shared spreadsheet.		Todd Henderson	03/30/2019
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during April and document on a shared spreadsheet.		Todd Henderson	04/30/2019
<i>Notes:</i>				
6/15/18	Certified non classroom teachers will document 4 parent contacts during May and document on a shared spreadsheet.		Todd Henderson	05/30/2019
<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:			Currently communication goes home to parents via newsletters, weekly phone calls, and parent nights, there is a need to reach out to parents for more communication about curriculum.	Limited Development 04/24/2017		
How it will look when fully met:			Teachers will send home weekly classroom newsletters, Remind101 announcements, data notebooks and increase usage of Parent Portal in Gradebook. Four Title one nights will be conducted throughout the year to inform parents about grade level curriculum and instruction.		Whitney Aiken	06/05/2020
Actions				4 of 12 (33%)		
	6/11/18	Title I parent committee will establish dates and times for parent nights.		Complete 08/17/2018	Whitney Aiken	08/25/2018
<i>Notes:</i>						
	6/11/18	Leadership will schedule student led conference for each grade level.		Complete 08/21/2018	Judi Cagle	08/25/2018
<i>Notes:</i>						
	6/11/18	Administration will send weekly phone and email messages to parents outlining what is happening at the dale during the week for the month of September.		Complete 09/28/2018	Todd Henderson	09/30/2018
<i>Notes:</i> do 10 separate tasks						
	6/15/18	Administration will send weekly phone and email messages to parents outlining what is happening at the dale during the week for the month of Ocotber.		Complete 10/31/2018	Todd Henderson	10/30/2018
<i>Notes:</i>						
	6/15/18	Administration will send weekly phone and email messages to parents outlining what is happening at the dale during the week for the month of November.			Todd Henderson	11/30/2018
<i>Notes:</i>						
	6/15/18	Administration will send weekly phone and email messages to parents outlining what is happening at the dale during the week for the month of December.			Todd Henderson	12/30/2018
<i>Notes:</i>						
	6/15/18	Administration will send weekly phone and email messages to parents outlining what is happening at the dale during the week for the month of January.			Todd Henderson	01/30/2019
<i>Notes:</i>						

6/11/18			Leadership will schedule student led conference for each grade level.		Judi Cagle	02/01/2019
Notes:						
6/15/18			Administration will send weekly phone and email messages to parents outlining what is happening at the date during the week for the month of February.		Todd Henderson	03/02/2019
Notes:						
6/15/18			Administration will send weekly phone and email messages to parents outlining what is happening at the date during the week for the month of March.		Todd Henderson	03/30/2019
Notes:						
6/15/18			Administration will send weekly phone and email messages to parents outlining what is happening at the date during the week for the month of April.		Todd Henderson	04/30/2019
Notes:						
6/15/18			Administration will send weekly phone and email messages to parents outlining what is happening at the date during the week for the month of May.		Todd Henderson	05/30/2019
Notes:						
		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:			Teachers currently communicate with parents after the first quarter and then on an as need basis there after. Interaction is face to face and over the phone.	Limited Development 05/08/2017		
How it will look when fully met:			100% of classroom teachers will make positive communication with each child in their classroom at least twice by the end of Feb. 2018.		Amy Henderson	06/12/2020
Actions				17 of 25 (68%)		
5/8/17			1. All teachers will have a communication log to track communication.	Complete 09/08/2017	Sophie Thompson	09/08/2017
Notes:						
5/8/17			2. PreK teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Kim Morgan	11/30/2017
Notes:						
5/8/17			2. Third grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Sophie Thompson	11/30/2017

<i>Notes:</i>				
9/5/17	2. Kindergarten teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>				
9/5/17	2. First grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>				
9/5/17	2. Second grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>				
9/5/17	2. Fourth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Sophie Thompson	11/30/2017
<i>Notes:</i>				
9/5/17	2. Fifth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Sophie Thompson	11/30/2017
<i>Notes:</i>				
9/5/17	3. Kindergarten teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
<i>Notes:</i>				
9/5/17	3. First grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
<i>Notes:</i>				
9/5/17	3. Second grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
<i>Notes:</i>				
9/5/17	3. Fourth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Sophie Thompson	02/28/2018
<i>Notes:</i>				

9/5/17	3. Fifth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Sophie Thompson	02/28/2018
<i>Notes:</i>				
5/8/17	3. PreK teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
<i>Notes:</i>				
5/8/17	3. Third grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Sophie Thompson	02/28/2018
<i>Notes:</i>				
6/9/17	4. Every certified non classroom teacher will make 4 positive parent contacts monthly from September to May.	Complete 06/08/2018	Amy Henderson	06/08/2018
<i>Notes:</i> September-not met October-not met November - not met December - Met January - Met February - not met				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in September.	Complete 09/28/2018	Todd Henderson	10/01/2018
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in October.		Todd Henderson	11/01/2018
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in November.		Todd Henderson	12/01/2018
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in December.		Todd Henderson	01/01/2019
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in January.		Todd Henderson	02/01/2019
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in February.		Todd Henderson	03/01/2019

<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in March.		Todd Henderson	04/01/2019
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in April.		Todd Henderson	05/01/2019
<i>Notes:</i>				
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in May.		Todd Henderson	06/01/2019
<i>Notes:</i>				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Academic family nights occur 5 times a year. Other outside events with the community include, McTeacher Night, Skate Night, Fall Festival, Spring Fling, partnership with local high school students, theater and Agriculture departments as well as High Point University buddies attend weekly. We are also partnered with UNCG student interns/teachers. Quarterly information sessions are held in the form of Donuts for Dads and Muffins for Moms. During the book fair two special events, Grandparents breakfast and Family Night are held to encourage community involvement. The Principal holds quarterly forums with randomly selected parents from each grade level to get feedback. School electronic media pages; Twitter, Facebook, Gradebook, school website, DoJo, Remind 101, Alert Now, Peachjar and classroom newsletters are used weekly to communicate with the community and to inform them of events. A monthly Principal newsletter as well as weekly classroom newsletters are sent home with students. Weekly students are randomly called to see if they get "Caught Reading". Conferences, K-5 are encouraged for all parents to come and discuss their students progress.	Full Implementation 10/23/2017		

[illegible]



NCStar/SIP Mandatory Components

School Name: Trindale Elementary

School Year: 2018-19

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.

Leadership team decided that they would rather utilize teacher assistants in the classroom instead of monitoring the lunch room.

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.

Teachers have 5 days a week during elective times to plan with team and attend PLCs once a week. Teachers are also given every Tuesday afternoon from 3:00-4:30 to team plan and plan vertically and with special teachers.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

PreK - In order to assist our PreK students during the year, students attend specials throughout the school year, eat in the cafeteria with other grade levels, participate in school activities, and attend meetings during the year, 5 in total, to discuss transition to kindergarten, Students are given packets to work on over the summer from each school they will attend.

2nd - 3rd - Students are invited to attend a grade level transition night where parents visit the next year classroom to learn the expectations.

5th - 6th - Block scheduling is used in 4th and 5th grade that allow students to become used to changing classes. Students take a 2 hour field trip to visit the middle school, guidance lessons focus

on middle school schedule, middle school principal visits 5th grade classrooms 2 times a year, and the band director comes to school to meet with students.

Safe School Plan for

Trindale Elementary School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**