



**Trindale 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.

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:
Student first in all we do.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		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			
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
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	Objective Met 06/10/19	Todd Henderson	09/21/2020	

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.

Actions				
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.	Complete 01/18/2019	Sophie Thompson	01/18/2019
<i>Notes:</i>				
6/15/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.	Complete 04/26/2019	Sophie Thompson	04/27/2019
<i>Notes:</i>				
6/15/18	Teachers will track discipline, positive and negative, calls as needed based on a student's behavior.	Complete 06/07/2019	Sophie Thompson	06/07/2019
<i>Notes:</i>				
Implementation:		06/10/2019		

<i>Evidence</i>	6/10/2019			
<i>Experience</i>	6/10/2019			
<i>Sustainability</i>	6/10/2019			
A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Currently there is a Battle of the Books team, Student Council, GOFAR running club. In the past we have had a LEGO club, Ukulele Club, Mad Science Club, and Art Club. There is a collaborative effort between the high school and the 1st grade to introduce them to Agriculture at the high school.	Limited Development 12/03/2018		
<i>How it will look when fully met:</i>	<p>Students at Trindale will have a variety of activities to participate in after school and during school. There will be teachers willing to provide high interest activities for students to enjoy and there will be at least 8 clubs formed during the year to include but not limited to GOFAR, Student Council, STEM for 1st-2nd grade, STEM 3rd-4th grade, Garden club, Each certified teacher hosting a book club for students (lead teacher, reading specialist and Media Specialist all doing theirs during the day), Rubic Cube club, Logical Reasoning for Young Minds, Latch hook Christmas rug, intramurals, and others to be determined.</p> <p>Due to COVID-19 this goal will not be able to be met for the 20-21 school year. The goal will be reinstated once schools are allowed to return to normal operation.</p>		Amy Henderson	05/29/2022
Actions		2 of 4 (50%)		
9/30/19	Highlight the need for teachers to find interesting activities for students to be engaged in after school.	Complete 09/30/2019	Todd Henderson	09/30/2019
<i>Notes:</i>				
9/30/19	Secure funding from local tax council to start up clubs that require materials to be operational	Complete 10/30/2019	Todd Henderson	10/30/2019
<i>Notes:</i>				

9/30/19	Require each certified teacher to hold a book club after school with the Lead Teacher, Reading Specialist and Media Specialist having book clubs during the day.		Amy Henderson	01/17/2022
<i>Notes:</i>				
9/30/19	Require each certified teacher to hold a book club after school with the Lead Teacher, Reading Specialist and Media Specialist having book clubs during the day.		Amy Henderson	06/10/2022
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Leadership and MTSS teams both meet twice a month to discuss school and individual student data.	Full Implementation 11/05/2018		
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Currently quarterly planning meetings with county lead teachers and instructional conversations and alignment are discussed in PLCs weekly. Areas of improvement are in EC and AIG planning with Regular Ed teachers and Formative assessments across grade levels.	Limited Development 04/24/2017		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
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How it will look when fully met:	Teachers will use North Carolina Standards, county pacing guides, instructional calendars, and lesson plans to implement standards aligned instruction.	Objective Met 06/10/19	Whitney Aiken	06/08/2020
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Actions				
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6/11/18	PLC conversations during the month of September will be aligned with the implementation of instructional strategies.	Complete 09/28/2018	Whitney Aiken	09/30/2018
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<i>Notes:</i>				
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6/15/18	PLC conversations during the month of October will be aligned with the implementation of instructional strategies.	Complete 10/31/2018	Whitney Aiken	10/30/2018
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<i>Notes:</i>				
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.	Complete 11/30/2018	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.	Complete 12/21/2018	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.	Complete 10/31/2018	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.	Complete 10/31/2018	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.	Complete 01/30/2019	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.	Complete 02/28/2019	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.	Complete 03/29/2019	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.	Complete 01/15/2019	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.	Complete 01/15/2019	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.	Complete 04/30/2019	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.	Complete 05/30/2019	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.	Complete 06/07/2019	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.	Complete 06/07/2019	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.	Complete 06/07/2019	Whitney Aiken	06/07/2019
<i>Notes:</i>				
Implementation:		06/10/2019		
Evidence	6/10/2019			
Experience	6/10/2019			
Sustainability	6/10/2019			
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Tuesday collaborative planning after school by grade level, quarterly grade level planning to unpack standards and utilize instructional framework to create lessons by unit, lessons are submitted weekly and reviewed by administrators, administrator has lesson plan required components that are shared with teachers, CFAs are used to guide remediation and enrichment groupings during planning, remediation plans are discussed during PLCs, some teachers meet with lead teacher to develop plans and groupings for remediation	Full Implementation 01/07/2019		
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers identify new words prior to reading new texts. When using Jan Richardson lesson templates, teachers identify words to review with students, give child-friendly definitions, and address the word in the context of the story. Fifth grade teachers work with science vocabulary words using the Frayer Model. Teachers select Tier 2 vocabulary words in read alouds to explicitly teach.	Limited Development 10/07/2019		
How it will look when fully met:	Content vocabulary words walls will be used throughout the school aside from a word wall that is used for grade-level sight words. Vocabulary will be introduced weekly, used in journals, and used in discussions. A specific vocabulary program will be employed to help explicitly teach academic vocabulary in the classroom. Book clubs will be used in grade 3rd - 5th to help increase vocabulary through reading for pleasure and reading for understanding.		Todd Henderson	06/09/2021
Actions		0 of 2 (0%)		
10/7/19	Grades 3-5 will use Wordly Wise weekly to explicitly teach vocabulary.		Todd Henderson	06/09/2021
<i>Notes:</i>				
10/7/19	K-2 teachers will identify at least three new vocabulary words from Fountas and Pinnell curriculum each week to explicitly teach students. These will be identified in lesson plans.		Todd Henderson	06/09/2021
<i>Notes:</i>				
A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers participate in quarterly planning to create units of instruction and CFAs to assess mastery of those topics.	Limited Development 10/07/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	CFA analysis during PLCs.	Objective Met 09/21/20	Whitney Aiken	06/09/2020
Actions				
10/7/19	Teachers will participate in quarterly planning sessions in order to create pace out curriculum into units and create CFAs to measure student mastery of each standard.	Complete 03/13/2020	Whitney Aiken	06/09/2020
<i>Notes:</i>				

10/7/19	During weekly PLCs, teachers will analyze CFA mastery and establish guidelines for proficiency.	Complete 03/13/2020	Whitney Aiken	06/09/2020
<i>Notes:</i>				
Implementation:		09/21/2020		
Evidence	9/21/2020			
Experience	9/21/2020			
Sustainability	9/21/2020			
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers participate in common planning each Tuesday afternoon and share materials for lessons and common assessments. Common planning has been suspended due to COVID-19 and will resume once schools can begin normal operations.	Limited Development 10/07/2019		
How it will look when fully met:	Teachers will create lessons of instruction, activities for those lessons, and common assessments as instructional teams.		Whitney Aiken	06/09/2021
Actions		1 of 2 (50%)		
10/7/19	Grade level teams will set proficiency levels for standards during weekly CFA analysis in PLCs.	Complete 03/13/2020	Whitney Aiken	06/09/2020
<i>Notes:</i>				
10/7/19	Grade level teams and specials teachers will communicate quarterly to align lesson plans with topics in both classrooms.		Whitney Aiken	06/09/2021
<i>Notes:</i>				

A2.20		All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we are using Chromebooks in K-5th grade with 3rd-5th being one to one. Computers are used for online programs and to engage students in lessons.	Limited Development 03/25/2019		
<i>How it will look when fully met:</i>		Each teacher (PreK-5th Grade) will create a Canvas course for their classroom in which they create and assign assignments for students. Teachers will meet with students through Google Meet in order to meet their remote learning needs.		Todd Henderson	06/02/2021
Actions			1 of 3 (33%)		
9/21/20	All teachers (prek - 5th) will create a Canvas course for their classroom.	Complete 08/17/2020	Judi Cagle	09/01/2020	
<i>Notes:</i>					
9/21/20	Teachers will create and assign assignments in Canvas.		Judi Cagle	06/02/2021	
<i>Notes:</i>					
9/21/20	Teachers will have Google Meeting for students at home		Judi Cagle	06/02/2021	
<i>Notes:</i>					
A2.23		All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers conduct guided reading groups. The Fountas and Pinnell Classroom Curriculum is used as a resource for teachers. The components that are used are shared reading, interactive reading, mini-lessons, book clubs, and guided reading. Level Literacy Interventions, LLI, is used by teacher assistants in small groups for those who need additional support.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		Teachers will provide rich reading opportunities through the Fountas and Pinnell reading program and book clubs. All Kindergarten-5th grade students will journal about their own personal reading and/or books they have read during class. 3rd-5th grade students will have two-way communication through these journals with adults in the building. Identified adults will be paired with students to respond weekly to the journal entries to ensure constant positive feedback and encourage more reading outside of school.		Todd Henderson	06/09/2022

Actions		1 of 6 (17%)		
10/7/19	Fountas and Pinnell kits are being acquired for all grade levels, and teachers will use these materials to provide rich text options for students.	Complete 03/13/2020	Todd Henderson	06/09/2020
Notes:				
9/21/20	Teachers will develop an implementation plan for journaling by grade level.		Whitney Aiken	10/30/2020
Notes:				
9/21/20	Staff and student partnerships are established to read and respond to student entries in 3rd - 5th grade.		Whitney Aiken	10/30/2020
Notes:				
9/21/20	K-5 teachers will have implemented their journaling plan.		Whitney Aiken	11/30/2020
Notes:				
10/7/19	3rd - 5th grade student and staff two-way communication will occur weekly through journaling.		Todd Henderson	06/09/2021
Notes:				
10/7/19	All certified staff members will conduct book clubs throughout the year to encourage reading and discussion with their group members.		Todd Henderson	06/09/2022
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
Initial Assessment:		<p>Common Formative Assessments are created in PLCs by teachers, identify possible mistakes that may occur, and adjust teaching to prevent those mistakes.</p> <p>CFAs are analyzed by team to see what needs to be retaught and how we will reteach the standard.</p> <p>Standards tracking for all grades and teachers is used for immediate remediation and enrichment planning and grouping.</p> <p>Progress monitoring is used in between testing periods to determine student needs for remediation.</p>	Full Implementation 03/25/2019		

			<p>District and state quarterly assessments are reviewed to see what standards need to be retaught or remediated and how instruction will be adjusted.</p> <p>Data wall in PLC room to keep data relevant</p> <p>i-Ready data is used to form math groupings.</p> <p>Student data binders are kept up with by teachers and students in lower grades and by students in upper grades. Data is shared with parents 2 times a year.</p>			
		A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>Individual student data is tracked in ECATS and on teacher record sheets. Data is not shared with the entire staff on overall EC progress. MTSS data is collected and shared with the problem-solving team when deciding strategies to help a child prior to being considered for EC services.</p>	Limited Development 10/07/2019		
		<i>How it will look when fully met:</i>	<p>EC and core teachers will be planning collaboratively to meet the individualized needs of our EC students. EC teachers will use data sheets and ECATS to record student progress towards their goals. The data will be shared with relevant staff and families. Overall EC data will be shared with the staff (non-student specific data) to help school-wide knowledge of EC progress and to guide the decision-making process.</p>		Todd Henderson	06/09/2022
		Actions		0 of 2 (0%)		
	10/7/19		EC teacher will get a planning day each quarter to collaborate with teachers and align lessons and strategies with core curriculum.		Todd Henderson	06/09/2022
			<i>Notes:</i>			
	10/7/19		EC will provide inclusion services in all grade levels, K-5.		Todd Henderson	06/09/2022
			<i>Notes:</i>			
		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The principal observes classroom instruction regularly. The observations are done throughout the day multiple times for each classroom.	Limited Development 10/07/2019		
How it will look when fully met:	Weekly meetings will be scheduled with teachers by grade level to discuss students, assessments, and reflect on data. A feedback form will be used to track practices, both strengths and suggestions to work on, in the classroom, and compiled to share the data with stakeholders. The observation data collected will help, along with multiple other data sources, the leadership team to select Professional Development for staff.		Todd Henderson	06/09/2021
Actions		0 of 2 (0%)		
10/26/20	An observation form will be created to collect strengths and suggestions for improvement that will share the comments with the teacher immediately and collect the results in a collective spreadsheet for analysis.		Todd Henderson	10/30/2020
<i>Notes:</i>				
10/7/19	The principal will observe all classrooms and use a common walk-through instrument to provide feedback.		Todd Henderson	06/09/2021
<i>Notes:</i>				
	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To
Initial Assessment:	<ul style="list-style-type: none"> PLC Conversations are centered around student needs, CFA development, and CFA analysis Grade level curriculum calendars are adjusted based on informal observations, and exit tickets, CFA results CFAs are developed for weekly assessments conversations about CFA results guide grouping and remediation decisions 	Full Implementation 12/17/2018		
	A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To
Initial Assessment:	K-2 are currently collecting one math and one reading data piece for	Limited Development 11/06/2017		

	remediation and enrichment and grouping weekly. 3-5 standards tracking based on assignments that are aligned to the standards. Teachers regulate their own spreadsheet. MTSS and PLC conversations utilize the data collected to determine students who need additional help and what strategies should be employed to help.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
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.	Objective Met 09/23/19	Todd Henderson	06/05/2020
Actions				
9/9/18	Objective/ standards tracking sheet will be checked in September during PLCs.	Complete 09/28/2018	Judi Cagle	09/28/2018
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
9/9/18	Objective/ standards tracking sheet will be checked in October during PLCs.	Complete 10/29/2018	Judi Cagle	10/31/2018
<i>Notes:</i>				
9/9/18	Objective/ standards tracking sheet will be checked in November during PLCs.	Complete 11/30/2018	Judi Cagle	11/30/2018

	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in December during PLCs.	Complete 12/20/2018	Judi Cagle	12/20/2018
	<i>Notes:</i>			
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.	Complete 01/17/2019	Whitney Aiken	01/17/2019
	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in January during PLCs.	Complete 01/31/2019	Judi Cagle	01/31/2019
	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in February during PLCs.	Complete 02/28/2019	Judi Cagle	02/28/2019
	<i>Notes:</i>			
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.	Complete 03/27/2019	Whitney Aiken	03/27/2019
	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in March during PLCs.	Complete 03/29/2019	Judi Cagle	03/31/2019
	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in April during PLCs.	Complete 04/30/2019	Judi Cagle	04/29/2019
	<i>Notes:</i>			
9/9/18	Objective/ standards tracking sheet will be checked in May during PLCs.	Complete 05/28/2019	Judi Cagle	05/31/2019
	<i>Notes:</i>			
9/9/18	Teachers will using CFA and objective/ standard tracking sheet to plan remediation, small group instruction, enrichment, and whole group lessons.	Complete 06/07/2019	Whitney Aiken	06/07/2019
	<i>Notes:</i>			
Implementation:		09/23/2019		
Evidence	9/23/2019			
Experience	9/23/2019			

<i>Sustainability</i>		9/23/2019			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Data is taken and available from: i-Ready (reading and math) mClass (reading) xTra Math (math) Gold Teaching Strategies (reading and math) 5th NC Check-in (math) SchoolNet (math, reading, and science) We create groups and guide instruction based off all of the above data.	Full Implementation 11/05/2018		

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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				72 of 73 (99%)		

5/22/17	1. Generate group strategy tracking sheets.	Complete 08/24/2017	Becky Peele	08/28/2017
<i>Notes:</i>				
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
<i>Notes:</i> 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

Notes: 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

Notes: 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

Notes: 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

Notes: 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

Notes: 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> September -completed October-completed November - completed December - completed Januarv - 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> September -completed			

	<p>October-completed November - completed December - completed January - completed February - completed</p>			
9/5/17	3. PreK will collect and examine data from formal and informal assessments.	Complete 06/08/2018	Becky Peele	06/08/2018
	<p><i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed</p>			
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
	<p><i>Notes:</i> September - Completed October-Incomplete November - completed December - completed January - completed February - completed</p>			
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
	<p><i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed</p>			
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
	<p><i>Notes:</i> September -completed October-completed November - completed December - completed January - completed February - completed</p>			
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

Notes: 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

Notes: 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

Notes: 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

Notes: 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

Notes: 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

Notes: 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	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
	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
	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
	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
	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.	Complete 11/30/2018	Becky Peele	11/30/2018
	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.	Complete 11/30/2018	Whitney Aiken	11/30/2018
	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.	Complete 12/20/2018	Becky Peele	12/20/2018
	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.	Complete 12/20/2018	Whitney Aiken	12/20/2018
<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.	Complete 01/31/2019	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 January.	Complete 01/31/2019	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 February.	Complete 02/28/2019	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 February.	Complete 02/28/2019	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 March.	Complete 03/29/2019	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 March.	Complete 03/29/2019	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 April.	Complete 04/30/2019	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 April.	Complete 04/30/2019	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 May.	Complete 05/31/2019	Becky Peele	05/31/2019
<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 May.	Complete 05/31/2019	Whitney Aiken	05/31/2019
<i>Notes:</i>				
9/24/18	Tier 3 - students will have more intensive interventions monitored and adjusted in problem solving meetings to better meet students' needs.	Complete 06/07/2019	Becky Peele	06/07/2019
<i>Notes:</i>				
9/19/18	Master calendar to keep track of Tier 3 student progress and meeting dates (MTSS master calendar)	Complete 06/07/2019	Becky Peele	06/07/2019
<i>Notes:</i>				
9/30/19	Principal and School Counselor will attend a summer training from NCDPI consultants on the process for determining SLD.	Complete 07/22/2019	Todd Henderson	08/17/2019
<i>Notes:</i>				
9/30/19	Adjust paperwork to better track duration and intensity of interventions in both tier 2 and 3.	Complete 09/27/2019	Becky Peele	09/30/2019
<i>Notes:</i>				
9/30/19	Isolate iStations's "Tier 3" strategies to be used only with school based MTSS identified Tier 2 students.	Complete 10/30/2019	Becky Peele	10/30/2019
<i>Notes:</i>				
9/30/19	Use Title I money to hire a MTSS interventionist to work with all Tier 3 students.	Complete 12/09/2019	Todd Henderson	10/31/2019
<i>Notes:</i>				
9/30/19	Purchase Soday System with 031, state funds, to be used with Tier 3 students by the MTSS interventionist.	Complete 10/30/2019	Todd Henderson	10/31/2019
<i>Notes:</i>				
9/30/19	School Counselor will research strategies to show they are evidence based or research based interventions to be used in tier 2 and 3.	Complete 03/13/2020	Becky Peele	05/30/2020
<i>Notes:</i>				
9/30/19	The administration will complete NCDPI online MTSS modules in NCEES to better understand the MTSS process while the MTSS team members will be assigned modules to review and present to the team as a whole.		Todd Henderson	06/10/2021

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	06/05/2022
Actions			14 of 16 (88%)		
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.	Complete 10/31/2018	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.	Complete 10/31/2018	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.	Complete 11/30/2018	Vickie Flowers	11/30/2018
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 December.	Complete 12/21/2018	Vickie Flowers	12/30/2018
Notes:					
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	Complete 01/18/2019	Becky Peele	01/18/2019

	and social worker during the second quarter.			
	<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.	Complete 01/30/2019	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.	Complete 02/28/2019	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.	Complete 03/29/2019	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.	Complete 04/26/2019	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.	Complete 04/30/2019	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.	Complete 05/31/2019	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.	Complete 06/07/2019	Becky Peele	06/07/2019
	<i>Notes:</i>			
9/30/19	Classroom teachers PreK - 5th grade will read the book Morning Meeting to help understand the significance and purpose of a morning meeting.	Complete 08/16/2019	Todd Henderson	08/17/2019
	<i>Notes:</i>			
9/30/19	Teachers will be required to have Morning Meetings at the start of the day in their lesson plans.		Todd Henderson	06/10/2021

<i>Notes:</i>						
9/30/19	Teachers will plan at least one structured activity during recess each week and have it in their lesson plans.				Todd Henderson	06/10/2022
<i>Notes:</i>						
	A4.08	ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.(5126)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>				Limited Development 10/07/2019		
<i>How it will look when fully met:</i>					Vicki Kennedy	06/09/2022
<i>Actions</i>				0 of 2 (0%)		
10/7/19	PreK teachers will document general education goal progress for all students enrolled in PreK program using Creative Curriculum Objectives.				Harmony Abee	06/09/2022
<i>Notes:</i>						
10/7/19	PreK teachers will identify specific weekly goals in lesson plans.				Harmony Abee	06/09/2022
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>				Limited Development 08/22/2017		

	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.			
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.	Objective Met 06/10/19	Becky Peele	06/05/2020
Actions				
6/11/18	5th grade students will attend a tour of Braxton Craven to see the school and ask questions.	Complete 03/15/2019	Sarah Wood	04/01/2019
	<i>Notes:</i>			
6/11/18	Teachers will plan and schedule a transition night for rising students.	Complete 05/24/2019	Sarah Wood	05/10/2019
	<i>Notes:</i>			
6/11/18	PreK teachers will schedule a tour of kindergarten classrooms during the school day.	Complete 06/07/2019	Sara Ford	06/07/2019
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	The LEA has a district Support and Improvement Team.	Full Implementation 10/02/2019		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	The leadership team meets twice a month. During the meeting, indicators are discussed and checked off when indicators are accomplished. The team discussed how to increase and adjust the	Full Implementation 10/26/2020		

indicator if the implementation is not working. Data is reviewed to help guide the decision-making process. In addition to the 2 leadership meetings, the school MTSS team meets twice a month to discuss student progress and interventions needs to assist individual students based on data.

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
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<i>Initial Assessment:</i>	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		
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	Priority Score: 1	Opportunity Score: 2	Index Score: 2	
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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.	Objective Met 10/19/20	Todd Henderson	06/05/2020
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Actions

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
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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
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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
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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
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Notes:

6/15/18	Trindale teachers will have a collaborative planning sessions after school on Tuesday afternoon during the second quarter to build a	Complete 01/18/2019	Todd Henderson	01/18/2019
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	community culture, cross curricular planning, and student conversations.			
<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.	Complete 04/26/2019	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.	Complete 06/07/2019	Todd Henderson	06/07/2019
<i>Notes:</i>				
9/30/19	PreK - 5th grade classroom teachers will have a quarterly planning session during the year to plan CFAs, CFA calendar, align instruction to county pacing guide, and begin weekly plans for the upcoming quarter.	Complete 08/16/2019	Whitney Aiken	08/27/2019
<i>Notes:</i>				
9/30/19	PreK - 5th grade classroom teachers will have a quarterly planning session during the year to plan CFAs, CFA calendar, align instruction to county pacing guide, and begin wekkly plans for the upcoming quarter.	Complete 10/31/2019	Whitney Aiken	10/31/2019
<i>Notes:</i>				
9/30/19	PreK - 5th grade classroom teachers will have a quarterly planning session during the year to plan CFAs, CFA calendar, align instruction to county pacing guide, and begin wekkly plans for the upcoming quarter.	Complete 01/31/2020	Whitney Aiken	01/31/2020
<i>Notes:</i>				
9/30/19	PreK - 5th grade classroom teachers will have a quarterly planning session during the year to plan CFAs, CFA calendar, align instruction to county pacing guide, and begin wekkly plans for the upcoming quarter.	Complete 03/13/2020	Whitney Aiken	03/30/2020
<i>Notes:</i>				
Implementation:		10/19/2020		
Evidence	9/21/2020			
Experience	9/21/2020			
Sustainability	9/21/2020			

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.	Objective Met 06/10/19	Todd Henderson	06/05/2020	
Actions						
	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.	Complete 10/31/2018	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.	Complete 10/29/2018	Todd Henderson	10/30/2018	
<i>Notes:</i>						
	6/11/18	Administration will review and comment on lesson plans during the first quarter.	Complete 10/31/2018	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.	Complete 11/30/2018	Todd Henderson	11/30/2018	
<i>Notes:</i>						
	6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson	Complete 12/20/2018	Todd Henderson	12/30/2018	

	development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of December.			
	<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.	Complete 01/18/2019	Todd Henderson	01/18/2019
	<i>Notes:</i>			
6/15/18	Administration will review and comment on lesson plans during the second quarter.	Complete 01/18/2019	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.	Complete 01/30/2019	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.	Complete 02/28/2019	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.	Complete 03/29/2019	Todd Henderson	03/30/2019
	<i>Notes:</i>			
6/15/18	Administration will review and comment on lesson plans during the third quarter.	Complete 04/27/2019	Todd Henderson	04/27/2019
	<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.	Complete 04/26/2019	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.	Complete 04/26/2019	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.	Complete 05/30/2019	Todd Henderson	05/30/2019

<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the fourth quarter.	Complete 06/07/2019	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.	Complete 06/07/2019	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
Initial Assessment:		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		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
How it will look when fully met:		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.	Objective Met 06/10/19	Whitney Aiken	06/08/2020
Actions					
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		Complete 10/11/2017	Todd Henderson	10/20/2017

	- 5th grade.			
	<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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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	Complete 06/08/2018	Whitney Aiken	06/08/2018

	progress of 100% of students who are below grade level in specific reading standards during PLCs.			
	<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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<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.	Complete 10/31/2018	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.	Complete 10/31/2018	Whitney Aiken	10/31/2018
<i>Notes:</i>				
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
<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.	Complete 10/30/2018	Becky Peele	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.	Complete 11/30/2018	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.	Complete 12/20/2018	Whitney Aiken	12/20/2018
<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.	Complete 01/17/2019	Kim Morgan	01/17/2019
<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.	Complete 01/17/2019	Becky Peele	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.	Complete 01/31/2019	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.	Complete 02/28/2019	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.	Complete 03/28/2019	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.	Complete 03/28/2019	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.	Complete 03/31/2019	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.	Complete 04/30/2019	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.	Complete 05/31/2019	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.	Complete 06/07/2019	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.	Complete 06/07/2019	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.	Complete 06/07/2019	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.	Complete 06/07/2019	Becky Peele	06/07/2019
	<i>Notes:</i>			
Implementation:		06/10/2019		

<i>Evidence</i>	6/10/2019			
<i>Experience</i>	6/10/2019			
<i>Sustainability</i>	6/10/2019			
C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers sign up for PD based on school needs and based on what interests them. Teachers are then assigned professional development from PTEC when courses are available. District trains lead teachers to come back to school and deliver PD to select staff.	Limited Development 09/23/2020		
<i>How it will look when fully met:</i>	A comprehensive school-wide 5 year plan for Professional Development for all staff based on academic and social needs. Teachers will identify areas of need for personal PD, and make a long-range plan for acquiring the PD. Feedback data will be used to select staff and individual PD needed. Teachers will use their self-assessment in the PDP to help them to identify the PD that is needed for their own growth.		Judi Cagle	06/01/2022
Actions		0 of 4 (0%)		
9/23/20	Create a survey to help teachers self-assess their understanding of previous school-wide PD and initiatives.		Judi Cagle	02/28/2021
<i>Notes:</i>				
9/23/20	Teachers will use survey results to priortize their professional development needs.		Judi Cagle	06/02/2021
<i>Notes:</i>				
9/23/20	Develop a 5-year school-wide plan for professional development based on academic and social needs.		Judi Cagle	10/31/2021
<i>Notes:</i>	Plan will be developed and adjusted yearly based on staff, needs, and vision.			
9/23/20	Teachers will use prioritized list, school PD plan, and individual needs to develop a long range PD plan.		Judi Cagle	06/01/2022
<i>Notes:</i>				

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>		We currently acknowledge staff with RCSS Pride Pins and the STAR 3 employee nominations. No plan for recruitment is in place. New teachers are assigned to meet with the lead teacher once a week for their first year. Mentors are assigned to new teachers. Staff is involved in the hiring process to help ensure the right fit.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		A system of recognitions will be in place for staff to recognize each other for all the things they do above and beyond for the school. Handwritten notes will be given to teachers for encouragement, praise, and uplifting staff. A partnership is established with an area university to house teaching interns as a way to recruit high-quality teachers out of school and have the pick of the group.		Judi Cagle	06/10/2021
Actions			1 of 4 (25%)		
	9/21/20	A shoutout board will be established for all staff to give recognition and positive feedback from peers.	Complete 10/05/2020	Emily Fredericks	10/31/2020
	<i>Notes:</i>				
	9/21/20	Provide feedback from administration walk-throughs to individual teachers.		Todd Henderson	06/02/2021
	<i>Notes:</i>				
	9/30/19	Pride pins will be passed out to staff from the administration throughout the year.		Judi Cagle	06/02/2021
	<i>Notes:</i>				
	9/30/19	The administration will give out handwritten notes for accomplishments, successes, and work above and beyond.		Todd Henderson	06/02/2021
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date

Initial Assessment:	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		
How it will look when fully met:	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.	Objective Met 06/10/19	Sophie Thompson	06/08/2019
Actions				
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	Complete 10/30/2018	Todd Henderson	10/30/2018

			during October and document on a shared spreadsheet.			
			<i>Notes:</i>			
	6/15/18		Certified non classroom teachers will document 4 parent contacts during November and document on a shared spreadsheet.	Complete 11/30/2018	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.	Complete 12/30/2018	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.	Complete 01/30/2019	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.	Complete 03/02/2019	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.	Complete 03/30/2019	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.	Complete 04/30/2019	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.	Complete 05/30/2019	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		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
	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	Objective Met 06/10/19	Whitney Aiken	06/05/2020

to inform parents about grade level curriculum and instruction.

Actions

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.	Complete 11/30/2018	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.	Complete 12/20/2018	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.	Complete 01/30/2019	Todd Henderson	01/30/2019
<i>Notes:</i>				
6/11/18	Leadership will schedule student led conference for each grade level.	Complete 02/01/2019	Judi Cagle	02/01/2019
<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 February.	Complete 03/01/2019	Todd Henderson	03/02/2019
<i>Notes:</i>				
6/15/18	Administration will send weekly phone and email messages to parents	Complete 03/30/2019	Todd Henderson	03/30/2019

	outlining what is happening at the date during the week for the month of March.			
<i>Notes:</i>				
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.	Complete 04/30/2019	Todd Henderson	04/30/2019
<i>Notes:</i>				
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.	Complete 05/31/2019	Todd Henderson	05/30/2019
<i>Notes:</i>				
Implementation:		06/10/2019		
Evidence	6/10/2019			
Experience	6/10/2019			
Sustainability	6/10/2019			
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.	Objective Met 09/30/19	Amy Henderson	06/12/2020
Actions				
5/8/17	1. All teachers will have a communication log to track communication.	Complete 09/08/2017	Sophie Thompson	09/08/2017
<i>Notes:</i>				
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
<i>Notes:</i>				
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	Complete 11/30/2017	Sophie Thompson	11/30/2017

	November 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	Complete 02/26/2018	Sophie Thompson	02/28/2018

	of February 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.	Complete 11/01/2018	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.	Complete 12/03/2018	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.	Complete 01/01/2019	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.	Complete 02/01/2019	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.	Complete 03/01/2019	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.	Complete 03/29/2019	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.	Complete 05/01/2019	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.	Complete 05/31/2019	Todd Henderson	06/01/2019
<i>Notes:</i>				



School: Trindale Elementary

School Year: 2020-21

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals , instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Todd Henderson		09/21/2020
Asst. Principal	Judi Cagle		09/21/2020
Lead Teacher	Whitney Aiken		09/21/2020
Media/ Chair	Amy Henderson		09/21/2020
Counselor	Becky Peele		09/21/2020
Teacher Assistant	Lisa Wilson		09/21/2020
Kinder/ 1 st rep	Ashley Lanier		09/21/2020
2 nd / 3 rd rep	Emily Caudill		09/21/2020
4 th / 5 th rep	Sarah Remery		09/21/2020
Parent	Erin Webb		09/21/2020



NCStar/SIP Mandatory Components

School Name: Trindale Elementary

School Year: 2020-21

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.

During Plan B of the Governor's start to school, teachers will have a revised schedule to allow for duty free planning for 60 minutes daily.

When students are back 5 days a week, 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.