



**Archdale Elementary School**  
**School Improvement Plan**  
**2022-2023**

## Comprehensive Progress Report

**Mission:** We will use a variety of data sources to create lessons that are tailored to student needs. Students will have ownership of their learning by having opportunities to set goals and monitor progress.

**Vision:** To educate all children in a student-centered environment while nurturing a mindset for growth.

- Goals:**
- Archdale Elementary School will increase our FAM-S percentage for Data/Evaluation percentage from 39% to 50% during the 2022 - 2023 school year. (B2.03, C2.04, E1.06, E1.11)
  - Archdale Elementary School will increase our English Language Arts End of Grade proficiency from 54.94% to 60% as evidenced by Spring 2023 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03, D2.02)
  - Archdale Elementary School will increase our Math End of Grade proficiency from 67.9% to 73% as evidenced by Spring 2023 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03, D2.02)
  - Archdale Elementary School will increase our Science End of Grade proficiency from 73.68% to 76% as evidenced by Spring 2023 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03, D2.02)



! = Past Due Objectives      KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	High expectations for all staff and students			
A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Classroom teachers are providing a variety of modes of instruction during their daily instruction. They use small group instruction during guided reading every day.  In addition, our 3-5 teachers are utilizing our 1:1 technology to provide digital instruction each day.	Limited Development 09/25/2019		

	<p>We are also rolling out a new assessment program in K-5 with our new math adoption. This new textbook will provide resources for teachers to present new information in a variety of modalities.</p> <p>8/26/21</p> <p>Currently, we are utilizing a variety of modes of instruction. We are now K-5 1:1 in technology. This year, our focus will be learning more about math stations and the new mClass assessment platform.</p> <p>9/14/22</p> <p>Currently, we are implementing math stations in grades K-5 in order to provide tailored, small group instruction in mathematics. In addition, we are utilizing technology programs purchased with Title I funds (IXL, iReady, and Reading Eggs) to provide differentiated instruction with our students. We are working toward using data provided by these programs to better meet the students' needs in both reading and in math.</p>			
<p><b>How it will look when fully met:</b></p>	<p>ALL teachers will provide research-based instruction in a variety of modes. These modes will include whole group, small group, and independent work times. Teachers will also plan lessons that require the students to utilize technology.</p> <p>Evidence will include: plan books, walk-through feedback, teacher evaluations</p>		<p><b>Lisa Garrison</b></p>	<p><b>06/23/2023</b></p>
<p><b>Actions</b></p>		<p><b>6 of 11 (55%)</b></p>		
<p>9/25/19</p>	<p>Teachers will provide daily research-based small group literacy instruction.</p>	<p>Complete 06/04/2021</p>	<p>Christa Kallam</p>	<p>06/11/2021</p>
<p><i>Notes:</i> Classroom teachers on Leadership Team will scan one guided reading lesson (student names redacted) and turn in to Christa Kallam. Kallam will upload these lesson plans into Google Drive as evidence.</p>				
<p>9/25/19</p>	<p>Teachers will provide data-driven research-based small group math instruction based on student needs.</p>	<p>Complete 06/04/2021</p>	<p>Pam Teator</p>	<p>06/11/2021</p>
<p><i>Notes:</i> Classroom teachers on Leadership Team will collect a sample of one small group math lesson (student names redacted) from their grade</p>				

	level. They will scan the lesson and turn in to Pam Teator. Teator will upload these lesson plans into Google Drive as evidence.			
9/25/19	Teachers will integrate technology into all modes of instruction.	Complete 06/04/2021	Patrick Nordan	06/11/2021
	<i>Notes:</i> Classroom teachers on Leadership Team will scan samples of small group, whole group, and independent lessons that integrate technology (student names redacted) and turn in to Patrick Nordan. Another option would be to include student work samples. Nordan will upload these lesson plans into Google Drive as evidence.			
5/28/20	Teachers will develop lesson plans that can be delivered remotely to students in the 2020-2021 school year.	Complete 06/04/2021	Lisa Garrison	06/11/2021
	<i>Notes:</i>			
4/28/21	3-5 teachers will use NC Check Ins results to drive small group instruction to review concepts at each quarter.	Complete 06/15/2022	June Workman	06/15/2022
	<i>Notes:</i>			
9/14/22	Title I funds will be used to purchase Interactive Read Aloud kits for grades K-5 to strengthen our whole group Shared Reading Block.		Heather Bain	01/31/2023
	<i>Notes:</i>			
4/28/21	Title I funds will be used to hire two tutors and an interventionist to work in small groups with our at risk students.		Tammy Hemric	06/15/2023
	<i>Notes:</i>			
4/28/21	Teachers will continue to provide daily research-based small group literacy instruction.		Jennifer Matthews	06/15/2023
	<i>Notes:</i> We will utilize two part-time tutors and a 50% interventionist to meet the needs of our at-risk students in small groups. These positions will be funded by Title I.			
8/26/21	Classroom teachers will receive professional development in implementing Math Stations.	Complete 06/15/2022	Lauren Ross	06/17/2023
	<i>Notes:</i>			
8/26/21	New classroom teachers will receive training in the mClass platform. All classroom teachers will utilize the data from the platform to drive instruction in our literacy block.		Lisa Garrison	06/17/2023
	<i>Notes:</i>			
9/19/22	Title I funds will be used to hire a class-size reduction teacher in order to provide a lower teacher/student ratio.		Lauren Ross	06/27/2023
	<i>Notes:</i> By providing a lower ratio, there will be more opportunities for direct data-driven instruction with smaller groups of students.			

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>		<p>August 2020-</p> <p>Currently, Archdale Elementary School uses a variety of data sources to drive instruction. We also are working to strengthen the core through planning during PLCs and after school. We have a system in place with precise steps to follow in order to support struggling students. Teachers discuss student progress with their grade levels during bi-monthly data meetings. They develop intervention follow-up lessons for students who are demonstrating trouble with obtaining goals. If students continue to have issues, teachers meet individually with the Lead Teacher to document concerns in a pre-screener document. This document records efforts that have been made as well as data that supports the need for additional intervention work. Together, the Lead Teacher and the classroom teacher develop an intervention plan and record all progress in the pre-screener with a series of follow-up meetings every 10 days. If a child continues to have issues, a referral is made to MTSS for further intervention. We are beginning to utilize the data mapping template for SLD as a part of the MTSS process.</p> <p>In addition, the administration monitors core instruction through walkthroughs and both formal and informal observations.</p> <p>We are working to strengthen our Exceptional Children's program by allowing our EC teachers opportunities to participate in professional development through the district EC department.</p> <p>We wish to continue actions laid out in the 2019-2020 school year due to the COVID19 closures.</p> <p>8/26/21</p>	Limited Development 04/26/2017		

	<p>We wish to continue actions laid out in the 2021-2022 school year due to the COVID19 closures.</p> <p>We have begun a collection of interventions in the Lead Teacher's office as well as on Google Drive for classroom teachers to access as they need them.</p> <p>9/14/22</p> <p>We have systems in place for meeting with our MTSS team routinely. This year, we have had one whole staff training on MTSS updates &amp; protocols to address misconceptions about the MTSS process. Our MTSS team has had one training this year with Brooke Johnston on the newest protocols.</p>			
<b>How it will look when fully met:</b>	The MTSS team will continue to schedule meetings at least twice a month based on student performance toward learning targets. A system will be used to refer students to the MTSS team. Minutes will be taken at each meeting and student performance will be tracked to determine if interventions are successful.		<b>Kimberly Bowie</b>	<b>06/23/2025</b>
<b>Actions</b>		<b>14 of 19 (74%)</b>		
6/12/17	MTSS team will meet with 2017-2018 classroom teachers to discuss students who we are carrying over from the 2016-2017 school year to discuss previous interventions and develop plan for continued interventions.	Complete 09/11/2017	Sally Voelkert	09/29/2017
	<i>Notes:</i>			
6/12/17	MTSS team leaders will conduct professional development with staff to clarify procedures for referral process.	Complete 10/20/2017	Sally Voelkert	10/20/2017
	<i>Notes:</i>			
6/12/17	Classroom teachers will complete MTSS pre-screener using beginning of the year data.	Complete 10/19/2017	Lisa Garrison	10/20/2017
	<i>Notes:</i> Teachers will note at risk students in pre-screener after BOY assessments and will use this document to track performance.			
6/12/17	MTSS team will report general progress for students in the MTSS process to SIP team once a month.	Complete 06/08/2018	Sally Voelkert	06/15/2018
	<i>Notes:</i>			
6/8/18	2018-2019 classroom teachers will be given a list of students who ended the school year in Tier 2 and Tier 3.	Complete 08/24/2018	Sally Voelkert	09/01/2018
	<i>Notes:</i>			

6/8/18	2018-2019 3-5 classroom teachers will be given access to historical student performance data at the beginning year data meetings.	Complete 08/20/2018	Lisa Garrison	09/14/2018
<i>Notes:</i>				
6/8/18	MTSS team will report general progress for students in the MTSS process to SIP team once a month.	Complete 06/13/2019	Sally Voelkert	06/13/2019
<i>Notes:</i>				
9/16/19	Teachers will be given time at the beginning of the year to review IEP, 504, and MTSS paperwork in order to prepare instruction for students entering their classrooms in August 2019. They will be given a form to record their understandings of these plans.	Complete 08/30/2019	Lisa Garrison	08/30/2019
<i>Notes:</i>				
9/16/19	Our school will utilize the RISE model with first and second-grade students. This intervention model will be delivered by two certified teachers and two assistant teachers using Jan Richardson's RISE Intervention model.	Complete 05/28/2020	Tonia Trotter	06/20/2020
<i>Notes:</i> RISE will occur four days a week. Tonia Trotter will upload scrubbed RISE lesson plans to Google Drive as evidence.				
9/25/19	Teachers will meet with Lead Teacher to develop interventions to meet the academic and/or social-emotional needs of at risk students.	Complete 05/28/2020	Lisa Garrison	06/20/2020
<i>Notes:</i> These meetings will occur as needed. Lisa Garrison will upload a scrubbed sample of the MTSS pre-screener into Google Drive as evidence.				
9/16/19	MTSS team will continue to meet in the 2019-2020 school year. Teachers will begin utilizing a blended model of MTSS paperwork and the SLD data mapping template provided by the district.	Complete 05/28/2020	Tony O'Neal	06/20/2020
<i>Notes:</i> Teanna Young will upload scrubbed MTSS minutes as evidence into Google Drive. Tony O'Neal will upload a scrubbed example of the updated MTSS/SLD data mapping document. Garrison will upload a scrubbed sample of the MTSS pre-screener.				
5/28/20	Teachers will be given time at the beginning of the year to review IEP, 504, and MTSS paperwork in order to prepare instruction for students entering their classrooms in August 2020. They will be given a form to record their understandings of these plans.	Complete 08/31/2020	Teanna Young	08/31/2020
<i>Notes:</i>				

5/28/20	MTSS team will continue to meet in the 2020-2021 school year. Teachers will utilize the SLD data mapping template provided by the district.	Complete 06/04/2021	Tony O'Neal	06/11/2021	
<i>Notes:</i>					
5/28/20	Teachers will continue to meet with Lead Teacher to develop interventions to meet the academic and/or social-emotional needs of at risk students.	Complete 06/04/2021	Lisa Garrison	06/11/2021	
<i>Notes:</i>					
8/26/21	Teachers will meet on a weekly data basis during PLCs in order to discuss student data.		Lisa Garrison	06/17/2023	
<i>Notes:</i>					
9/14/22	Staff will participate in MTSS training with Brooke Johnston throughout the 2022-2023 school year.		Kimberly Bowie	06/17/2023	
<i>Notes:</i>					
9/19/22	Title I funds will be used to hire 2 tutors and an interventionist.		Heather Bain	06/17/2023	
<i>Notes:</i> These positions will help provided needed personnel to work in small groups to meet the needs of our students. The interventionist will also serve on the MTSS team.					
9/19/22	We will utilize Reading Eggs in K-2 and iReady in grades 3-5 to provide research based reading instruction to all students by tailoring lessons that meet the needs of each individual student. These programs are purchased by Title I funds.		Christa Kallam	06/17/2023	
<i>Notes:</i>					
9/24/20	Creation of intervention matrix to support the implementation of targeted interventions and inventory available intervention resources.		Kimberly Bowie	06/17/2025	
<i>Notes:</i>					
	<b>A4.17</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, our professional development is focused on understanding our academic universal screening platforms in K-5 Math and K-3 Reading to support validity and reliability.  We do have some systems in place to develop targeted instruction for our at-risk students.	Limited Development 09/25/2019		



	<p>9/7/21</p> <p>We are continuing to use data to identify students . This data comes from mClass, HMH, CFAs, and classroom performance.</p> <p>9/14/22</p> <p>We have restructured our PLC model to include a time to study standards, create common formative assessments, and evaluate the data generated by the assessments in order to develop a plan of action for our students. We have budgeted Title I funds for planning days to include data dives as a part of long term planning at each grade level.</p>			
<p><b>How it will look when fully met:</b></p>	<p>There will be a reliable school-wide screening process for math and reading three times a year. We will determine at-risk students based on cut scores (developed either at the school level or provided by the state). We will also hold PLC meetings to discuss student progress toward goals throughout the year.</p> <p>Our classroom teachers and guidance counselor will use a common system to track students who may be at risk in social, emotional, and behavioral areas.</p> <p>Evidence: historical datasheet, established cut scores, pre-screener forms, MTSS documentation, screener results, dynamic, and fluid student groupings</p>		<p><b>Lisa Garrison</b></p>	<p><b>06/23/2024</b></p>
<p><b>Actions</b></p>		<p><b>2 of 4 (50%)</b></p>		
<p>9/25/19</p>	<p>Classroom teachers will meet with Lead Teacher to develop interventions for at-risk students at Tier 1.</p>	<p>Complete 05/28/2020</p>	<p>Lisa Garrison</p>	<p>06/19/2021</p>
	<p><i>Notes:</i> These meetings will occur as needed. Lisa Garrison will upload scrubbed pre-screener into Google Drive as evidence.</p>			
<p>9/25/19</p>	<p>Teachers will administer testing measures at the beginning of the year, middle of the year, and end of the year in both reading and math.</p>	<p>Complete 06/18/2021</p>	<p>Anna Foster</p>	<p>06/19/2021</p>
	<p><i>Notes:</i> Anna Foster will upload a scrubbed historical datasheet from each grade level by the end of the year as evidence. Lisa Garrison will upload a testing schedule into Google Drive as evidence.</p>			

	We are going to continue this action throughout the 2020-2021 school year, as we were forced into remote learning in March due to the COVID19 school closure.			
10/29/20	As part of the MTSS process, teachers will work with the MTSS team to gather intervention, comparative, and historical data to support students receiving Tier 2 and Tier 3 interventions.		Kimberly Bowie	06/19/2023
	<i>Notes:</i> The focus will be on the completion of the SLD criteria planning template as part of the MTSS process.			
9/14/22	We will develop a school wide discipline plan which will include high expectations for students, along with consequences for not meeting those expectations. As a part of the plan, we will develop a system for collecting discipline data in order to best study the trends of our students over time.		Christa Kallam	06/17/2024
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Archdale Elementary School has established a team structure among our staff. Within this structure, staff members share duties and responsibilities to effectively operate our school. We have a Leadership Team which is comprised of the principal, assistant principal, lead teacher, guidance counselor, secretary, media specialist, as well as grade level and EC representatives. We also have a classified staff member and parent representative serving on the team.</p> <p>Our Parent Engagement Team and PTO both work to ensure that families are included as stakeholders at our school.</p> <p>We also hold PLC meetings and afterschool planning meetings in order to allow teachers time to plan with their grade level as well as vertically across grade levels.</p> <p>9/7/21</p> <p>Current level of performance is indicated in the statement above.</p> <p>3/3/22-</p>	Limited Development 04/26/2017		

	<p>Indicator evidence is loaded into the folder.</p> <ul style="list-style-type: none"> <li>Schedules are uploaded</li> <li>Minutes for January meetings</li> <li>Minutes for March meetings</li> </ul> <p>9/14/22</p> <p>Archdale Elementary School has many team structures in place. There are grade level chairs and the leadership team as well. These staff members help to make decisions, thus distributing leadership across many people. We also have a team of people attending the DuFour Professional Learning Communities training. This training will help us to develop stronger collaborative team time for planning and evaluation of data.</p>			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	<p>There will be team structures in the school improvement plan and school governance policy. There will be written statements of purpose and by-laws for each team's operation. The leadership team will meet twice each month. Teams will receive timely access to information, including student progress data and summaries of classroom observations.</p>		<b>Heather Bain</b>	<b>06/17/2023</b>
<b>Actions</b>			<b>7 of 9 (78%)</b>	
8/18/17	A list of committees is included in the back to school teacher resources.	Complete 08/13/2018	Lisa Thompson	08/20/2018
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Family Game Night on 10/17/18.	Complete 10/17/2018	Lisa Garrison	11/14/2018
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Science Night on 1/2/19.	Complete 01/02/2019	Lisa Garrison	02/13/2019
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Annual Public Meeting on 8/30/18.	Complete 08/30/2018	Lisa Garrison	09/12/2019

<i>Notes:</i>				
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Math/Reading Night on 9/19/18.	Complete 10/01/2018	Lisa Garrison	10/10/2019
<i>Notes:</i>				
9/7/21	On the 2nd and 4th Tuesday of each month, teachers will meet in the media center for common planning in the afternoon.	Complete 06/17/2022	Lisa Garrison	06/17/2022
<i>Notes:</i>				
8/22/18	Teachers will meet in PLC groups on the first and third Tuesday of every month to plan lessons.	Complete 06/28/2022	Teresa Turner	06/28/2022
<i>Notes:</i>				
9/14/22	Grade level members will meet once a week with the Lead Teacher and the Administration for collaborative team time. During this time, we will study standards, create common formative assessments, and review data generated by the common formative assessments.		Lisa Garrison	06/17/2023
<i>Notes:</i>				
9/14/22	Teachers will meet on Tuesday afternoons for grade level planning. These planning sessions will be scheduled to occur on every Tuesday when LETRS training is not occurring.		Jodi Burkholder	06/17/2023
<i>Notes:</i>				
<b>Implementation:</b>		09/16/2019		
<b>Evidence</b>	9/16/2019 9/16/2019- Minutes from these meetings are found on Google Drive and the Title I box.			
<b>Experience</b>	9/16/2019 9/16/2019- Each year, teachers are given an opportunity to sign up for committees for which they would like to serve. These committees include parent engagement, hospitality, student council, safety patrols, and MTSS. In addition, grade levels vote for their representative on the Leadership Team.			
<b>Sustainability</b>	9/16/2019 9/16/2019- Each committee will continue to have a clear purpose. We have added a literacy committee in order to roll out our new literacy policies.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>

	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Currently, each teacher completes a historical data sheet that follows the students through 5th grade. This sheet is shared with the administration, the lead teacher, EC, and the MTSS team.</p> <p>The historical data sheets are used to facilitate data discussions during PLCs. They are used as a data source during the MTSS process.</p> <p>In addition, the leadership team completes a CFA data collection sheet which is viewed during meetings to evaluate progress toward student goals and to make financial decisions about the allocation of funds.</p> <p>9/7/21</p> <p>Current level of performance is reflected in statements above.</p> <p>9/14/21</p> <p>Current level of performance is reflected in statements above. In addition, our PLC structure involves weekly student data discussion.</p>	Limited Development 09/25/2019			
<b>How it will look when fully met:</b>	<p>The principal collects and acts on data from a variety of sources and in a timely manner.</p> <p>Evidence: PLC minutes, historical datasheet, feedback</p>		Kimberly Bowie	06/23/2023	
<b>Actions</b>		<b>5 of 7 (71%)</b>			
9/25/19	The principal will actively participate in PLC meetings and data discussions.	Complete 05/28/2020	Paula LaPlant	06/19/2020	
	<i>Notes:</i> Lisa Garrison will upload PLC meeting agendas/minutes into Google Drive as evidence.				
9/25/19	The principal will use data to prioritize and allocate resources.	Complete 05/28/2020	Cateria Davis	06/19/2020	
	<i>Notes:</i> Cateria Davis will upload Title I prioritized plan as evidence into Google Drive.				
9/26/19	The principal will actively participate in the MTSS process, including providing PD to the staff.	Complete 05/28/2020	Paula LaPlant	06/20/2020	
	<i>Notes:</i> Paula LaPlant will upload information given at PD sessions as evidence in Google Drive.				

5/28/20	The principal will actively participate in PLC meetings and data discussions throughout the 2020-2021 school year.	Complete 06/04/2021	Paula LaPlant	06/11/2021	
<i>Notes:</i>					
4/30/21	The principal will continue to actively participate in PLC meetings and data discussions in the 2021-2022 school year.	Complete 06/10/2022	Kimberly Bowie	06/15/2022	
<i>Notes:</i>					
9/14/22	We will hold weekly PLC meetings with the lead teacher and principal to discuss student progress toward goals. In addition, we will develop next steps for students who are in need of intervention, spiral review, or enrichment.		Lisa Garrison	06/17/2023	
<i>Notes:</i> We will use our interventionists and tutors (funded by Title I) to support our remediation efforts. Our lead teacher position is also funded by Title I.					
9/19/22	We will utilize data from iReady, Reading Eggs, Scholastic News, and IXL to plan instruction in Literacy and Math.		Patrick Nordan	06/17/2023	
<i>Notes:</i> iReady, Reading Eggs, Scholastic News & IXL are funded by Title I.					
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>At Archdale Elementary School, the principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The administration is visible in classrooms each day through the use of informal walk-throughs.</p> <p>In addition, formal observations are conducted as a part of teacher professional development plans. The feedback on these observations is stored in the NCEES platform. The principal attends weekly planning sessions in the media center.</p> <p>In order to monitor the progress of our exceptional students, the principal or assistant principal sits in on each IEP meeting and is involved in goal setting for those students.</p> <p>The principal also participates in data discussions with our leadership team to better understand student progress toward specific goals as monitored by common formative assessments at each grade level.</p> <p>9/7/21</p> <p>Current level of performance is reflected in statement above.</p>	Limited Development 04/26/2017		

	9/14/22	Current level of performance is reflected in the statement above. In addition, we are working with the Lead Teacher and the Principal to study standards during our weekly PLC time. This time is valuable because teachers get actionable, timely feedback while planning lessons.			
<b>How it will look when fully met:</b>		The principal will be highly visible on the school campus and in classrooms. This will lead to positive effects on students' and teachers' attitudes and behaviors.		<b>Kimberly Bowie</b>	<b>06/16/2023</b>
<b>Actions</b>			<b>8 of 9 (89%)</b>		
8/22/18		Our school will participate in Instructional Rounds with district personnel on 9/11/18. Feedback will be provided to teachers.	Complete 10/01/2018	Lisa Thompson	10/10/2018
		<i>Notes:</i>			
8/22/18		Our school will participate in ELA Instructional Rounds with Deanna Wiles on 10/10/18. Feedback will be provided to teachers.	Complete 11/14/2018	Lisa Thompson	11/14/2018
		<i>Notes:</i>			
8/22/18		Our school will participate in Math Instructional Rounds with Ana Floyd on 11/5/18. Feedback will be provided to teachers.	Complete 11/14/2018	Lisa Thompson	11/14/2018
		<i>Notes:</i>			
8/22/18		Our school will participate in Instructional Rounds with district personnel on 2/7/19. Feedback will be provided to teachers.	Complete 03/07/2019	Lisa Thompson	02/13/2019
		<i>Notes:</i>			
9/25/19		The principal will complete the Teacher Evaluation Instrument for each certified staff member.	Complete 05/28/2020	Paula LaPlant	06/19/2020
		<i>Notes:</i> Paula LaPlant will upload PD presentation for the NCEES instrument into Google Drive as evidence.			
8/18/17		Principal, assistant principal, and lead teacher have access to all teachers' lesson plans through PlanbookEdu.	Complete 05/28/2020	Lisa Garrison	06/19/2020
		<i>Notes:</i> Lisa Garrison will upload teacher lesson plan samples into Google Drive as evidence.			
9/25/19		The principal will develop a schedule for classroom walkthroughs (informal and formal). In addition, she will provide constructive feedback from these walkthroughs.	Complete 06/17/2022	Kimberly Bowie	06/17/2022
		<i>Notes:</i>			

9/7/21	Twice a month, we will hold data discussions during PLCs in order to identify at-risk students.	Complete 06/17/2022	June Workman	06/17/2022
<i>Notes:</i>				
9/14/22	The principal will complete daily walk-throughs and provide feedback to teachers.		Kimberly Bowie	06/17/2023
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Currently, our certified staff engages in high-quality, ongoing, job-embedded, and differentiated professional development.</p> <p>This professional development is tailored to the current needs of certified staff and provided in a timely manner.</p> <p>September 7, 2021</p> <p>We have a few teachers using math stations as a consistent part of daily instruction. In order to provide ongoing professional development on differentiation in mathematics, our staff is scheduled to participate in a series of trainings with Dr. Ana Floyd, RCSS District Math/Science Lead Teacher.</p> <p>K-5 teachers are learning to use the mClass platform to assess student abilities in Reading. We have two classroom teachers who have a good deal of background knowledge on the Science of Reading. Our lead teacher attended two conferences on the Science of Reading during the 2020-2021 school year.</p> <p>We have four BT teachers who are participating in professional development through the district and are paired with mentors to help them navigate the 2021-2022 school year. In addition, these teachers will work closely with the lead teacher to ensure they have the tools they need to be successful.</p> <p>Our K-2 teachers are focusing their efforts on utilizing the Letterland program to fidelity this year. They attended a Letterland training</p>	Limited Development 09/25/2019		



	<p>session on August 20, 2021. They will have follow-up training with RCSS District ELA/Social Studies Lead Teacher, Karen Binns this year.</p> <p>Teachers who are new to a grade level will participate in Just in Time training modules through the RCSS staff development website.</p> <p>9/20/22</p> <p>During the 2022-2023 school year, all classroom teachers, the reading specialist, the ESL teacher, the EC teachers, and the lead teacher are participating in LETRS training. This training is part 1 of a 2 year program. In addition, teachers have completed a CANVAS refresher course. There is optional PD being provided by the district in areas of math, social studies, and reading. Our district is also providing additional training on the DuFour PLC model with principals, assistant principals, lead teachers, and select teachers in each school. There is also continued SEL training being provided by the district.</p>			
<p><b>How it will look when fully met:</b></p>	<p>The School will provide all staff with high-quality, ongoing, job-embedded, and differentiated professional development.</p> <p>Evidence: PD sign-in sheets; agendas, presentation slides from PD sessions; certificates of completion from mClass modules</p>		<p><b>Lisa Garrison</b></p>	<p><b>06/23/2024</b></p>
<p><b>Actions</b></p>		<p><b>14 of 16 (88%)</b></p>		
<p>9/25/19</p>	<p>Classroom teachers will participate in Math textbook training with the HMH publishing company.</p>	<p>Complete 08/30/2019</p>	<p>Lisa Garrison</p>	<p>08/30/2019</p>
<p><i>Notes:</i> Lisa Garrison will upload notes from the HMH training into Google Drive as evidence.</p>				
<p>9/25/19</p>	<p>K-3 teachers will participate in Istation implementation training to roll out the beginning of year assessments.</p>	<p>Complete 09/19/2019</p>	<p>Lisa Garrison</p>	<p>09/30/2019</p>
<p><i>Notes:</i> Lisa Garrison will upload PD presentation for Istation BOY training into Google Drive as evidence.</p>				
<p>9/25/19</p>	<p>Two of our assistants will be trained in the RISE model in order to implement instruction with first and second-grade students.</p>	<p>Complete 09/20/2019</p>	<p>Tonia Trotter</p>	<p>09/30/2019</p>
<p><i>Notes:</i></p>				
<p>9/25/19</p>	<p>K-3 teachers will meet with the Lead Teacher to learn how to score ORF assessment. In addition, they will learn to interpret the data in order to make instructional decisions.</p>	<p>Complete 10/30/2019</p>	<p>Lisa Garrison</p>	<p>10/30/2019</p>
<p><i>Notes:</i></p>				

5/28/20	Both certified and classified staff will participate in PD during the remote work experiences. These PD sessions will be available as options so that staff can choose to learn about information that is relevant to them.	Complete 05/28/2020	Lisa Garrison	06/11/2020
<i>Notes:</i>				
9/25/19	K-3 teachers will watch Istation modules to better understand the platform.	Complete 05/28/2020	Lisa Garrison	06/19/2020
<i>Notes:</i> There are 10 modules. Lisa Garrison will upload sample Certificates of Completion into Google Drive as evidence.				
9/25/19	The EC staff is participating in ECATS training to learn the new platform for IEP documentation.	Complete 05/28/2020	Tammy Hemric	06/20/2020
<i>Notes:</i>				
5/28/20	There will be a focus on utilizing technology for delivering blending learning experiences (face to face and online).	Complete 04/30/2021	Lisa Garrison	06/11/2021
<i>Notes:</i>				
9/25/19	Certified teachers will participate in additional MTSS training throughout the year.	Complete 06/04/2021	Paula LaPlant	06/11/2021
<i>Notes:</i> Paula LaPlant will upload sample staff sign-in sheets into Google Drive as evidence.				
9/24/20	Certified teachers will participate in SEL PD Canvas course.	Complete 06/11/2021	Lisa Garrison	06/20/2021
<i>Notes:</i>				
4/30/21	Certified teachers will continue to participate in additional MTSS training throughout the 2021-2022 year.	Complete 06/09/2022	Kimberly Bowie	06/17/2022
<i>Notes:</i>				
8/26/21	Classroom teachers will participate in Math Stations training with District Math Lead Teacher, Ana Floyd.	Complete 06/09/2022	Lisa Garrison	06/17/2022
<i>Notes:</i> September 14 - During afternoon planning, K-2 will do training from 3:15 - 4:00. September 28 - During afternoon planning, 3-5 will do training from 3:15 - 4:00. October 12 - During afternoon planning, K-2 will do training from 3:15 - 4:00. October 26 - During afternoon planning, 3-5 will do training from 3:15 - 4:00. January 25 - During PLC meetings, all grade levels will meet with Ana Floyd to discuss specific grade level questions/issues/etc.				

February 17 - Ana Floyd will be here this day to focus on observing math stations for those who are doing them and want feedback.

8/26/21 Classroom teachers and our reading specialist, Kristi Green, will participate in mClass training throughout the 2021-2022 school year, beginning with an initial training meeting in August and additional follow up meetings throughout the year with a focus on using data to drive instruction.

Complete 06/09/2022

Lisa Garrison

06/17/2022

Notes:

9/7/21 K-2 teachers will participate in a series of trainings on the Letterland curriculum and have support from Karen Binns, district Lead Teacher throughout the implementation process.

Complete 06/09/2022

Ann Marie Johnson

06/17/2022

Notes:

9/19/22 Principal, assistant principal, lead teacher, and select teachers will attend training in the DuFour PLC model.

Lauren Ross

06/17/2023

Notes:

4/30/21 Certified teachers will participate in LETRS training during the 2022-2023 & 2023-2024 school years.

Lisa Garrison

06/17/2024

Notes:

**C2.04**

**The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

8/25/21:

Our master schedule provides adequate time for grade-level collaboration during the school day.

We also have planning sessions with the whole faculty on the second and fourth Tuesday of each month. This is a time when all certified staff will be able to collaboratively plan and have vertical conversations.

9/7/21

Current level of performance is indicated in the statement above.

3/2/22

We have a dedicated PLC meeting time during BEPs each Tuesday. In addition, we have dedicated planning time every Tuesday afternoon.

We have also had all-day planning sessions for each grade level in January. We are currently holding all-day planning sessions in March as

Limited Development  
09/25/2019

	<p>well. EC is also having planning days. Samples of agendas and minutes have been uploaded into the Indicator folder.</p> <p>9/19/2022</p> <p>We hold PLC meetings with each grade level every Tuesday to discuss/plan standards as well as develop common assessments. On Wednesdays, teachers participating LETRS professional development are given 90 minutes within the school day to work on their modules for the week. Our district has provided 4 early release days to work on the 3 hour LETRS modules. We have earmarked funds from Title I to provide time for teachers to work together to develop both short term and long term plans.</p>			
<b>How it will look when fully met:</b>	<p>The school will structure professional development to provide adequate time for collaboration with certified and classified staff as appropriate to their job descriptions.</p> <p>Evidence: master schedule, weekly afterschool collaborative planning minutes/agendas, lesson plans via Planbook Edu, Google Drive with grade-level folders</p>		<b>Kimberly Bowie</b>	<b>06/09/2023</b>
<b>Actions</b>		<b>9 of 10 (90%)</b>		
9/25/19	The principal will reallocate time for classified employees who are on time restrictions to participate in professional development. This could include early release days that classified employees are required to work.	Complete 05/28/2020	Tonia Trotter	06/20/2020
	<p><i>Notes:</i> Tonia Trotter will upload notes from PD sessions into Google Drive as evidence.</p> <p>The assistants were actually provided with substantial PD opportunities during the remote work experiences.</p>			
9/25/19	The master schedule will be created to ensure that teachers have a planning period each day. Once a week, teachers will meet as a grade level PLC with the Lead Teacher and administration to discuss progress toward goals.	Complete 05/28/2020	Lisa Garrison	06/20/2020
	<p><i>Notes:</i> Lisa Garrison will upload a copy of the master schedule into Google Drive as evidence.</p>			
9/25/19	The master schedule will be created to ensure that teachers have a planning period each day. Once a week, teachers will meet as a grade level to discuss housekeeping items and lesson planning.	Complete 05/28/2020	Lisa Garrison	06/20/2020

	<i>Notes:</i> Lisa Garrison will upload the PLC/Grade Level Meeting schedule into Google Drive as evidence.			
5/28/20	During the 2020-2021 school year, the master schedule will be created to ensure that teachers have a planning period each day. Once a week, teachers will meet as a grade level PLC with the Lead Teacher and administration to discuss progress toward goals.	Complete 06/04/2021	Lisa Garrison	06/11/2021
	<i>Notes:</i>			
3/2/22	In January, we will hold all day planning sessions with the Lead Teacher for each grade level in order to plan for Quarter 2.	Complete 01/31/2022	Lisa Garrison	01/31/2022
	<i>Notes:</i>			
3/2/22	We will hold all-day planning sessions with each grade level in the Lead Teacher's room to plan for Q4.	Complete 03/21/2022	Lisa Garrison	03/21/2022
	<i>Notes:</i> Lead Teacher is funded by Title I.			
4/30/21	During the 2021-2022 school year, the master schedule will be created to ensure that teachers have a planning period each day. On the first and third Tuesday of each month, teachers will meet as a grade level PLC with the Lead Teacher and administration to discuss curriculum and receive professional development. On the second and fourth Tuesday of each month, teachers will meet for data discussions with administration and the Lead Teacher.	Complete 06/09/2022	Lisa Garrison	06/17/2022
	<i>Notes:</i> Lead Teacher position is funded by Title I.			
9/17/22	A master schedule will be developed in order to provide time and resources for teachers to collaborate and plan together.	Complete 09/05/2022	Lisa Garrison	09/20/2022
	<i>Notes:</i>			
9/19/22	Coverage will be provided as a part of our BEP schedule so that teachers may work on LETRS professional development modules.	Complete 09/04/2022	Kimberly Bowie	09/20/2022
	<i>Notes:</i>			
9/19/22	We will utilize Title I funds to provide a time for teachers to collaborate with the lead teacher to plan for upcoming quarters.		Heather Bain	06/17/2023
	<i>Notes:</i> Teachers will use Planbook Edu for collaborative planning.  Teachers will also work together to discuss data/planning for resources purchased by Title I funds (Scholastic News, iReady, IXL, Reading Eggs, Brain Pop, Reading A to Z, Reading Coach books, Interactive Reading Kits, & Handwriting without Tears). In addition, they will develop plans regarding which students will be			

served by our tutors and interventionist (also funded by Title I dollars).  
Lead teacher is funded by Title I.

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Facilities and technology</b>			
	<b>D2.02</b>	<b>ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Currently, K, 1, 2, 3, 4 students have a paper-based data notebook.</p> <p>5th grade utilizes a data notebook digitally.</p> <p>9/7/2021</p> <p>Currently, we are still in the beginning phases of creating digital portfolios. We need to establish guidelines and expectations for each grade level in order for the portfolio to grow with each child over the years.</p>	No Development 09/25/2019		
<b>How it will look when fully met:</b>		<p>Students will place selected work into a digital portfolio that is, in essence, a data notebook. It will be updated throughout the student's elementary career, providing a picture of interests, skills, competencies, and growth over time.</p> <p>Evidence: Selected digital notebooks, student-led conferences, videos on platforms like Canvas.</p>		Bailey Toomes	06/13/2025
<b>Actions</b>			<b>1 of 4 (25%)</b>		
	9/24/20	<p>Fourth-grade teachers and students will work together to devise a digital portfolio that reflects student progress toward goals. In addition, student aspirations will be included in this portfolio. Our goal is to upload items in the portfolios at least three times this year.</p>	Complete 04/30/2021	Anna Foster	06/20/2021

<i>Notes:</i>				
9/26/19	Fifth-grade teachers and students will work together to devise a digital portfolio that reflects student progress toward goals. In addition, student aspirations will be included in this portfolio. Our goal is to upload items in the portfolios at least three times this year.		Jodi Burkholder	06/17/2023
<i>Notes:</i> Jodi Burkholder will upload samples from a scrubbed 5th-grade digital portfolio into Google Drive as evidence.				
9/26/19	Third-grade teachers and students will work together to devise a digital portfolio that reflects student progress toward goals. In addition, student aspirations will be included in this portfolio. Our goal is to upload items in the portfolios at least three times this year.		Bailey Toomes	06/17/2025
<i>Notes:</i> Bailey Toomes will upload samples from a scrubbed 3rd-grade digital portfolio into Google Drive as evidence.				
9/26/19	A committee will work to develop expectations and procedures for creating and maintaining a student portfolio.		Rebecca McClure	06/17/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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). We send home parent compacts each year in order to outline the expectations of each shareholder group.  Teachers communicate daily through Remind and Class Dojo. They also send home newsletters and emails to help families plan for upcoming events. We also utilize our website and Facebook page to communicate with families. The Peachjar platform allows us to send flyers digitally to parents on their mobile devices as well as their emails.	Limited Development 04/26/2017		

Our parent nights occur four times a year, with a focus on content areas and how parents can partner with schools to support their children. We use survey results to plan effective engagement evenings in order to meet the needs of our stakeholders.

We hold conferences twice a year to outline student progress toward goals. These conferences help parents understand the expectations in order for their child to be successful in school.

9/7/21

Current level of performance is reflected in above statement.

12/9/2021

All classroom teachers have developed a CANVAS page that is being utilized for classroom instruction and remote learning. Students are proficient in maneuvering through the CANVAS platform and accessing activities.

9/19/22

Currently, we have several systems in place for communicating expectations with parents and guardians. We hold 4 parent nights that are funded by Title I each year. These nights discuss grade level expectations in Reading, Math, and Science. One night is dedicated specifically to support transitions from one grade level to the next. Teachers also hold conferences in the fall to help parents further understand grade level expectations and individual student progress toward those goals. During those conferences, we go over the Title I Parent/School compacts that outline expectations for students, teachers, parents, and principals.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

***How it will look when fully met:***

The school will consistently interface with parents at many points, in many venues, over the course of the schooling years, resulting in significant positive results in student behavior and performance.

**Rebecca McClure**

**06/09/2023**



	Evidence: Parent/School Compact, Parent Nights, Parent/Teacher Conference Logs, Beginning of the Year postcards, School Messenger reports, Reading Homework Policy			
<b>Actions</b>		<b>9 of 11 (82%)</b>		
6/8/18	Meet with Parent Engagement Committee to schedule parent information meetings for the 2018-2019 school year.	Complete 05/22/2018	Lisa Garrison	05/22/2018
	<i>Notes:</i> Lisa Garrison will upload minutes from Parent Engagement meetings into Google Drive as evidence.			
8/22/18	Our school will hold conferences for parents to discuss quarter 1 progress.	Complete 11/14/2018	Lisa Garrison	11/14/2018
	<i>Notes:</i> Teachers will turn in scrubbed conference schedules to Lisa Garrison to be uploaded as evidence by 11/10/19.			
9/26/19	Parents will be given a new Reading Homework policy at meet the teacher night.	Complete 08/30/2019	Lisa Garrison	08/30/2019
	<i>Notes:</i>			
9/26/19	Parent Engagement Committee will meet to plan four parent nights for the 2019-2020 school year.	Complete 05/28/2020	Lisa Garrison	06/19/2020
	<i>Notes:</i>			
8/18/17	We will hold four parent nights in the school year to help parents better understand the curriculum and how to help their child at home.	Complete 04/16/2021	Lisa Garrison	06/11/2021
	<i>Notes:</i> Lisa Garrison will upload flyers for parent nights into Google Drive as evidence.			
9/24/20	Our school will offer 2 conferences for parents to discuss progress during the 2020-2021 school year.	Complete 04/09/2021	Teresa Turner	06/20/2021
	<i>Notes:</i> As of 12/3/21, evidence of fall conferences for the 2021-2022 school year were uploaded into the indicator folder.			
9/7/21	Teachers will provide one positive communication with each family by the end of the first quarter.	Complete 11/19/2021	Lauren Ross	11/19/2021
	<i>Notes:</i>			
9/7/21	Canvas will be utilized to communicate with parents. It will also house interactive lessons and resources for students and their families.	Complete 06/09/2022	Kimberly Bowie	06/17/2022
	<i>Notes:</i>			
9/17/22	All classroom teachers will reach out to parents to make a positive contact home within the first 3 weeks of school.	Complete 10/17/2022	Kimberly Bowie	10/01/2022

		<i>Notes:</i> 10-17-2022 All classroom teachers made contact with parents to being a positive relationship within the first three weeks of school.			
	9/19/22	All classroom teachers will sign and review Title I Parent/School compacts with students and parents/guardians.		Lisa Garrison	12/31/2022
		<i>Notes:</i>			
	9/19/22	The Parent Engagement Committee will meet to schedule parent information meetings for the 2022-2023 school year.		Lisa Garrison	06/17/2023
		<i>Notes:</i> Title I funds and local funds will be used to provide resources for the four parent nights. The lead teacher, who is paid for with Title I funds, will chair the Parent Engagement committee and plan for the allocation of Title I parent engagement funds.			
<b>Implementation:</b>			04/30/2021		
	<b>Evidence</b>	4/30/2021 4/30/2021- This evidence is in Google Drive.			
	<b>Experience</b>	4/30/2021 4/30/2021- As a part of our Title I requirements, we have an extensive parent involvement program. Our parent nights have had to be virtual this year due to COVID restrictions, but parents were very happy with our Canvas presentations.			
	<b>Sustainability</b>	4/30/2021 4/30/2021- Continued parent engagement funds; continued allotted times for conferences.			
	<b>E1.11</b>	<b>All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently, classroom teachers formally meet with family members one time per year to discuss student progress toward academic and behavioral goals.  In addition, our EC staff meets with family members yearly to review IEP documentation and goals.  9/7/21	Limited Development 09/25/2019		

	<p>Currently, classroom teachers formally meet with family members twice a year to discuss student progress toward academic and behavioral goals.</p> <p>12/9/2022</p> <p>As of 12/3/2022 Teachers have held fall conferences for the 2021 - 2022 school year. Conference schedules were uploaded in the indicator folder. Our first Title 1 Parent Night was held virtually through CANVAS. It had a focus on how to help children with vocabulary. Teachers conduct at risk conferences to help keep parents informed of student progress.</p> <p>3/3/22</p> <p>Indicator evidence is loaded into the folder.</p> <ul style="list-style-type: none"> <li>• Conference schedules</li> <li>• Parent Nights</li> </ul> <p>9/19/22</p> <p>During the 2022-2023 school year, we will continue to hold conferences to provide communication with parents. Classroom teachers also utilize the Remind or the Class Dojo platforms to have daily two way communication with parents.</p>				
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>All teachers meet with parents or guardians formally at least two times a year to discuss students' progress toward goals. These meetings should inform parents about how they can help students at home.</p> <p>Evidence: Conference schedules, data notebooks/digital portfolios</p>			Christa Kallam	06/17/2023
<b>Actions</b>		<b>4 of 6 (67%)</b>			
9/26/19	Classroom teachers will schedule conferences with parents to discuss student progress from the first quarter. There will be protected times for teachers to hold conferences on 11/1/19 and 11/4-11/8/19.		Complete 12/03/2019	Lisa Garrison	11/15/2019
Notes:		Teachers will turn in conference schedules to Lisa Garrison to be uploaded as evidence by 11/10/19.			

	As of 12/3/21- Teachers have held fall conferences for the 2021-2022 school year. Conference schedules were uploaded in the indicator folder.			
9/26/19	Classroom teachers will schedule conferences with parents to discuss mid-year student progress. This conference window will be 2/24-2/28/2020. Support staff (reading interventionist, ESL teacher, EC teachers) will be invited to attend, if applicable.	Complete 03/06/2020	Lisa Garrison	03/06/2020
	<i>Notes:</i> Classroom teachers will turn in conference schedules to Lisa Garrison by 3/2/2020.			
9/26/19	All certified staff will participate in four parent nights. During these nights, the teachers will work with parents to help them understand ways they can help their child at home.	Complete 05/28/2020	Lori Swiggett	06/19/2020
	<i>Notes:</i> We will upload sample activities as indicators. We were only able to hold three meetings due to the COVID19 school closures.			
9/26/19	EC teachers will conference with parents to evaluate student progress toward IEP goals.	Complete 05/28/2020	Tammy Hemric	06/19/2020
	<i>Notes:</i> Tammy Hemric will be responsible for providing a sample EC conference schedule (student names redacted) as a piece of evidence.			
5/28/20	All certified staff will participate in four parent nights. During these nights, the teachers will work with parents to help them understand ways they can help their child at home.		Lisa Garrison	06/17/2023
	<i>Notes:</i> On 10/28/21, we held our first parent night virtually on Canvas. It had a focus on how to help children with Vocabulary. We also held our Title I Annual Public Meeting and RTA presentations during this night as well.  9/19/22 Title I and local funds are used to implement these parent nights.			
9/7/21	When we send home potential retention notifications, we will hold follow up conferences with parents of at-risk students.		Lisa Garrison	06/17/2023
	<i>Notes:</i> As of 12/9/21, this action step was reviewed, but not deemed relevant for this time of year.			
<b>Implementation:</b>		04/30/2021		
<b>Evidence</b>	4/30/2021 4/30/2021- These pieces of evidence are housed in our Google Drive.			
<b>Experience</b>	4/30/2021 4/30/2021- Our conferences have proven to be helpful for families. They allow us to help families to see progress toward goals.			

**Sustainability**

4/30/2021

4/30/2021- Allotted times for conferences each year.





## NCStar/SIP Mandatory Components

School Name: Archdale Elementary School

School Year: 2022-2023

### 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.

With the current personnel, it is not possible to provide sufficient student supervision and a daily duty-free lunch period.

### 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.

Resources will be used to provide teachers with 40 minutes of planning during the instructional day as well as bi-monthly grade-level planning after school. Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time. We have also incorporated time on Wednesdays so that grade level teams can work on LETRS together.

### Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

The Multi-Tiered-System of Support Team meets at the beginning of the year to inform teachers of students who engaged in the MTSS process the previous year. We also hold beginning of year data meetings with each grade level to identify at-risk students and to develop remediation plans. We also hold conferences at the end of the second and third quarters for at-risk students.