

## 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 communication and collaboration from 33% to 50% during the 2021-2022 school year. (B2.03, C2.04, E1.06, E1.11)
  - Archdale Elementary School will increase our English Language Arts End of Grade proficiency from 51.3% to 60% as evidenced by Spring 2022 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 64% to 69% as evidenced by Spring 2022 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% to 76% as evidenced by Spring 2022 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. 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. <b>8/26/21</b>	Limited Development 09/25/2019		

	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.			
<b>How it will look when fully met:</b>	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. Evidence will include: plan books, walk-through feedback, teacher evaluations		<b>Lisa Garrison</b>	<b>06/23/2023</b>
<b>Actions</b>		<b>4 of 9 (44%)</b>		
9/25/19	Teachers will provide daily research-based small group literacy instruction.	Complete 06/04/2021	Christa Kallam	06/11/2021
	<i>Notes:</i> Classroom teachers on Leadership Team will scan one guided reading lesson (student names redacted) and turn in to Kallam who will upload them.			
9/25/19	Teachers will provide data-driven research-based small group math instruction based on student needs.	Complete 06/04/2021	Pam Teator	06/11/2021
	<i>Notes:</i> Classroom teachers on Leadership Team will collect a sample of one small group math lesson (student names redacted) from their grade level. They will scan the lesson and turn in to Teator who will upload them.			
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 Nordan who will upload them.			
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	Teachers will continue to provide daily research-based small group literacy instruction.		Teresa Turner	06/15/2022
	<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.		June Workman	06/15/2022
	<i>Notes:</i>			
4/28/21	K-2 teachers will be trained in the Science of Reading during the 2021-2022 school year.		Lisa Garrison	06/15/2023
	<i>Notes:</i>			
8/26/21	Classroom teachers will receive professional development in implementing Math Stations.		Lauren Ross	06/17/2023

Notes:

8/26/21 Classroom teachers and Kristi Green will receive training in the mClass platform. We will utilize the data from the platform to drive instruction in our literacy block.

Lisa Garrison

06/17/2023

Notes:

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><b>August 2020-</b> Currently, Archdale Elementary School uses a variety of data sources to drive instruction. We are working to strengthen the core through planning during PLCs and after school. We have a system in place 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 and data supports the need for additional intervention work. Together, the Lead Teacher and the classroom teacher develop an intervention plan and record 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 for 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><b>8/26/21</b> 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>	Limited Development 04/26/2017		
<i>How it will look when fully met:</i>		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.		Teanna Young	06/23/2023

<b>Actions</b>		<b>14 of 16 (88%)</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	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> Young will upload scrubbed MTSS minutes. 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.				

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. 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. Garrison will upload a scrubbed sample of the MTSS pre-screener into Google Drive as evidence.				
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>				
9/24/20	Creation of intervention matrix to support the implementation of targeted interventions and inventory available intervention resources.		Teanna Young	06/17/2022
<i>Notes:</i>				
8/26/21	Teachers will meet on a bimonthly data basis during PLCs in order to discuss student data.		Kimberly Bowie	06/17/2022
<i>Notes:</i>				
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>		<b>Implementation Status</b>
<b>Assigned To</b>		<b>Target Date</b>		
<i>Initial Assessment:</i>		Within the first 30 days of each school year, we hold an Annual Public Meeting/Open House to educate parents of the expectations of the current school year. We currently hold a Transition Night in late spring each year so that students and their families can meet teachers and get an overview of the expectations for the next school year. Fifth-grade students visit Braxton Craven in the spring. Kindergarten registration is also held in the spring. <b>8/30/21</b> This year, we held a staggered Kindergarten entrance in which students were observed for two days prior to making permanent class lists. These days provided		Limited Development 08/18/2017

	our teachers with an opportunity to ensure a smooth transition into school for our youngest students. Our Open House night occurred on August 19, 2021 for grades 1-5. The Kindergarten Open House occurred on August 25, 2021 after our initial staggered entrance days. These evenings gave teachers, students, and parents opportunities to learn about expectations for the upcoming school year. We will continue to follow the Title I Transition night protocols as set forth by the district.				
	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>	<p>We will conduct parent engagement meetings to plan effective parent nights for transitions. Parents and students will be aware of expectations and procedures for the upcoming school year.</p> <p>Our Kindergarten families will be able to register for school in the spring of each year. In the fall, the Kindergarteners will participate in staggered entrance in order to make a smooth transition to elementary school.</p> <p>Our 1st-4th grade students will have an opportunity to learn about what the new grade level will be like as well as the expectations from the teachers.</p> <p>Our 5th-grade students will participate in a series of lessons with the guidance counselor to prepare them for middle school. In addition, our 5th-grade teachers will continue to focus on building expectations for independence so that the students are prepared for a successful year in 6th grade. Faculty members from Trinity Middle School will work with our Guidance Counselor to plan for a smooth transition to a new school by helping students to develop a list of appropriate classes.</p>			<b>Lisa Garrison</b>	<b>06/17/2022</b>
<b>Actions</b>			<b>9 of 10 (90%)</b>		
6/8/18	Hold Kindergarten screening session to meet incoming Kindergartners and assess strengths and weakness.		Complete 04/17/2018	Hannah Slaughter	04/17/2018
<i>Notes:</i>					
6/8/18	Meet with Parent Engagement Committee to choose Parent Nights for the 2018-2019 school year.		Complete 05/22/2018	Lisa Garrison	05/22/2018
<i>Notes:</i>					
8/18/17	Principal to visit Braxton Craven on 9/20/18.		Complete 10/08/2018	Lisa Thompson	10/10/2018
<i>Notes:</i>					
8/22/18	Principal to visit Braxton Craven on 1/10/19.		Complete 01/10/2019	Lisa Thompson	02/13/2019
<i>Notes:</i>					
8/22/18	Parent Engagement Committee will meet to discuss Transition Night logistics on 1/2/2019.		Complete 01/02/2019	Lisa Garrison	02/13/2019
<i>Notes:</i>					

8/22/18	We will hold Kindergarten Registration on 3/5/19.	Complete 03/05/2019	Sally Voelkert	03/13/2019
<i>Notes:</i>				
8/22/18	We will hold Transition Night for parents on 4/25/19.	Complete 05/01/2019	Lisa Garrison	05/08/2019
<i>Notes:</i>				
8/30/21	Hold Kindergarten Open House after two days of the staggered entrance after formal class lists are made.	Complete 08/25/2021	Hannah Slaughter	08/25/2021
<i>Notes:</i>				
8/30/21	Participate in a staggered Kindergarten entrance in which students were observed for two days prior to making permanent class lists.	Complete 08/25/2021	Hannah Slaughter	08/31/2021
<i>Notes:</i>				
9/7/21	We will hold a transition night for all students to prepare them to move to the next grade level.		Lisa Garrison	06/17/2022
<i>Notes:</i>				
<b>Implementation:</b>		09/16/2019		
<b>Evidence</b>	9/16/2019- We have sign in sheets on file in our Title I box.			
<b>Experience</b>	9/16/2019- Being a Title I school has certainly helped us with our goals toward increasing parental engagement. We have been able to use our Title I funds to host parents in the evenings to learn ways to help their child in reading, math , and science.			
<b>Sustainability</b>	9/16/2019- We will continue to hold parent engagement nights this year.			
<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>
<b>Initial Assessment:</b>	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. <b>9/7/21</b> We are continuing to use data to identify students. This data comes from mClass, HMH, CFAs, and classroom performance.	Limited Development 09/25/2019		
<b>How it will look when fully met:</b>	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		<b>Lisa Garrison</b>	<b>06/23/2023</b>

	<p>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>			
<b>Actions</b>		<b>2 of 4 (50%)</b>		
9/25/19	Classroom teachers will meet with Lead Teacher to develop interventions for at-risk students at Tier 1.	Complete 05/28/2020	Lisa Garrison	06/19/2021
<i>Notes:</i> These meetings will occur as needed. Garrison will upload scrubbed pre-screener into Google Drive as evidence.				
9/25/19	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.	Complete 06/23/2023	Anna Foster	06/19/2021
<i>Notes:</i> Foster will upload a scrubbed historical datasheet from each grade level by the end of the year as evidence. Garrison will upload a testing schedule into Google Drive as evidence. 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.				
9/7/21	Identify at-risk students with data capture sheets. These sheets will initiate conversations about core instruction/intervention in order to support these students.		Hannah Slaughter	06/17/2022
<i>Notes:</i>				
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	06/19/2022
<i>Notes:</i> The focus will be on the completion of the SLD criteria planning template as part of the MTSS process.				
<b>A4.22</b>	<b>All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>At Archdale Elementary, we focus on trying to make our school an inclusive environment where all students are valued and made to feel welcome. Our teachers work to ensure that a variety of cultures are represented in visual representations (ie: bulletin boards, flyers). In addition, our ESL teacher works to help our newcomers acclimate to our school while respecting their culture. She helps the classroom teachers better understand any cultural issues that may be relevant to supporting the students.</p> <p>Communication with families is important to us. Having shareholders who speak different languages can be especially challenging. We have several practices in place to assist us. We utilize human resources for better communication. The EC department ensures access to information during IEP conferences by providing translation services. We have utilized a volunteer to help us communicate with Urdu</p>	Limited Development 09/25/2019		



	<p>families. In addition, we have a receptionist that translates in Spanish for our school. We have a transliterator who uses cued speech with a hearing-impaired student. Our District Title I coordinator also helps us to communicate with Spanish-speaking families. We also utilize written communication to work with families. Our forms, handouts, and flyers are sent home in multiple languages.</p> <p><b>January 2021</b> Archdale Elementary School has hired an Urdu translator to help us better communicate with our families.</p> <p><b>September 7, 2021</b> We are currently in the process of hiring a new receptionist who speaks Spanish to help us communicate with families. We are able to utilize our social worker's translation skills in the interim.</p>			
<b>How it will look when fully met:</b>	<p>Teachers are responsive to our students' cultural backgrounds and incorporate culturally-relevant material in their lessons and classroom traditions.</p> <p>Evidence: Class Dojo/Remind/Google Translate messages, lesson plans, read alouds, ESL services, classroom guidance lesson plans</p>		<b>Teanna Young</b>	<b>06/23/2023</b>
<b>Actions</b>		<b>5 of 7 (71%)</b>		
9/25/19	<p>Our school motto is One World, Many Stories. We are utilizing texts as a part of our One Book, One School program that facilitates cultural sensitivity and responsiveness.</p> <p><i>Notes:</i> LaPlant will upload our One Book, One School book list. Davis will upload our One World Many Stories t-shirt art.</p>	Complete 05/28/2020	Paula LaPlant	06/19/2020
9/25/19	<p>Classroom teachers are using the Scholastic Book Club program to incorporate culturally relevant materials in their libraries.</p> <p><i>Notes:</i> Nordan and Garrison will upload samples of Scholastic Book orders.</p>	Complete 05/28/2020	Patrick Nordan	06/19/2020
9/24/20	<p>As a part of third grade social studies, students study cultures around the world and compare them to the cultures here in the United States. They will be sure to include and represent the cultures of the students in their room (Vietnam, Afghanistan, Pakistan, etc...).</p> <p><i>Notes:</i></p>	Complete 12/31/2020	Doc Cecil	12/31/2020
9/25/19	<p>Students who are fasting for religious reasons will be provided an alternative space during lunch breaks.</p> <p><i>Notes:</i></p>	Complete 04/23/2021	Teanna Young	06/11/2021
9/24/20	<p>BEP classes will incorporate lessons on cultures of students in our school within their lessons.</p> <p><i>Notes:</i></p>	Complete 06/04/2021	Teanna Young	06/20/2021
4/28/21	<p>In the 2021-2022 school year, all BEP classes will incorporate lessons on cultures of students in our school within their lessons.</p>		Ashley Lem	06/15/2022

Notes:

9/7/21 Classroom teachers will utilize a variety of culturally responsive books during read alouds.

Teanna Young

06/17/2022

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		B1.01: The LEA has an LEA Support and Improvement Team Cathy Waddell, Assistant Superintendent for Curriculum and Instruction Cathy Waddell, Secondary Education/ESL Larry Chappell, Director of Director of Instructional Support Services/Title II/Title V Shenna Creech, Director of Digital Teaching and Learning Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Brooke Johnston, Director of Exceptional Children Tammie Abernethy, Director of Remote Instruction and Continuous Improvement Misty Wolfe, Director of CTE	Full Implementation 09/24/2020		
KEY	B1.03	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our school has a Leadership Team to make school-wide decisions. In meeting bimonthly, our stakeholders feel more involved in the decision-making processes. We will continue to meet twice a month in the 2020-2021 school year. Evidence is housed in the minutes and agendas in the Indistar platform. <b>9/7/21</b> We will continue to meet twice a month during the 2021-2022 school year.	Full Implementation 09/25/2020		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
KEY	B2.03	<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>		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	Limited Development 04/26/2017		

	<p>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><b>9/7/21</b></p> <p>Current level of performance is indicated in the statement above.</p>			
	<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
<b>How it will look when fully met:</b>	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.		<b>Cateria Davis</b>	<b>06/17/2022</b>
<b>Actions</b>		<b>5 of 7 (71%)</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.		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.		Teresa Turner	06/28/2022
	<i>Notes:</i>			
<b>Implementation:</b>		09/16/2019		

<b>Evidence</b>	9/16/2019- Minutes from these meetings are found on Google Drive and the Title I box.			
<b>Experience</b>	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- 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>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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	<b>B3.02</b>	<b>The principal collects and acts on data from a variety of sources and in a timely manner.(5148)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	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. The historical data sheets are used to facilitate data discussions during PLCs. They are used as a data source during the MTSS process. 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. <b>9/7/21</b> Current level of performance is reflected in statements above.	Limited Development 09/25/2019		
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<b>How it will look when fully met:</b>	The principal collects and acts on data from a variety of sources and in a timely manner. Evidence: PLC minutes, historical datasheet, feedback		<b>Kimberly Bowie</b>	<b>06/23/2023</b>
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<b>Actions</b>		<b>4 of 5 (80%)</b>		
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9/25/19	The principal will actively participate in PLC meetings and data discussions.	Complete 05/28/2020	Paula LaPlant	06/19/2020
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*Notes:* Garrison will upload PLC meeting agendas/minutes.

9/25/19	The principal will use data to prioritize and allocate resources.	Complete 05/28/2020	Cateria Davis	06/19/2020
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*Notes:* Davis will upload Title I prioritized plan.

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
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*Notes:* LaPlant will upload information given at PD sessions.

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
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Notes:

4/30/21 The principal will actively participate in PLC meetings and data discussions in the 2021-2022 school year.

Kimberly Bowie

06/15/2022

Notes:

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
<b>Initial Assessment:</b>		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. 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. 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. 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. <b>9/7/21</b> Current level of performance is reflected in statement above.	Limited Development 04/26/2017		
<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>06/17/2022</b>
<b>Actions</b>			<b>6 of 8 (75%)</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
<b>Notes:</b>					
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
<b>Notes:</b>					
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
<b>Notes:</b>					
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
<b>Notes:</b>					
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



		04/30/2020		
<i>Notes:</i>				
5/28/20	Certified staff will complete a self-assessment and create initial PDP goals. These goals will need to include how they will train for and develop plans for remote learning experiences for our students.	Complete 09/24/2020	Paula LaPlant	10/31/2020
<i>Notes:</i>				
5/28/20	Certified staff will complete a midyear review and update the PDP as needed.	Complete 01/29/2021	Tony O'Neal	02/01/2021
<i>Notes:</i>				
5/28/20	Certified staff will complete an end of year review, reflecting on their experiences with remote learning.	Complete 06/11/2021	Paula LaPlant	06/11/2021
<i>Notes:</i>				
9/7/21	Certified staff members will meet with a member of the administrative team to discuss implementation of PDP goals for the 2021-2022 school year.		Lauren Ross	06/17/2022
<i>Notes:</i>				
<b>Implementation:</b>		04/28/2021		
<b>Evidence</b>	4/28/2021- Evidence of PDP plans will be uploaded into our Google Drive.			
<b>Experience</b>	4/28/2021- Each certified staff member has completed a PDP which includes a reflective practice.			
<b>Sustainability</b>	4/28/2021- Continuation of annual PDP goals.			
	<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>Initial Assessment:</b>	Currently, our certified staff engages in high-quality, ongoing, job-embedded, and differentiated professional development. This professional development is tailored to the current needs of certified staff and provided in a timely manner. <b>9/7/21</b> 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. 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. 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	Limited Development 09/25/2019		<b>Target Date</b>

	<p>the tools they need to be successful. Our K-2 teachers are focusing their efforts on utilizing the Letterland program to fidelity this year. They attended a Letterland training 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>			
<b>How it will look when fully met:</b>	<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>		<b>Lisa Garrison</b>	<b>06/23/2023</b>
<b>Actions</b>		<b>10 of 15 (67%)</b>		
9/25/19	Classroom teachers will participate in Math textbook training with the HMH publishing company.	Complete 08/30/2019	Lisa Garrison	08/30/2019
	<i>Notes:</i> Garrison will upload notes from the HMH training.			
9/25/19	K-3 teachers will participate in Istation implementation training to roll out the beginning of year assessments.	Complete 09/19/2019	Lisa Garrison	09/30/2019
	<i>Notes:</i> Garrison will upload PD presentation for Istation BOY training.			
9/25/19	Two of our assistants will be trained in the RISE model in order to implement instruction with first and second-grade students.	Complete 09/20/2019	Tonia Trotter	09/30/2019
	<i>Notes:</i>			
9/25/19	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.	Complete 10/30/2019	Lisa Garrison	10/30/2019
	<i>Notes:</i>			
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. Garrison will upload sample Certificates of Completion.			
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>			
9/25/19	Certified teachers will participate in MTSS training throughout the year.	Complete 06/04/2021	Paula LaPlant	06/11/2021



		<i>Notes:</i> LaPlant will upload sample staff sign-in sheets.			
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>			
9/24/20		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.		Kimberly Bowie	06/17/2022
		<i>Notes:</i>			
4/30/21		Certified teachers will participate in Science of Reading training in the 2021-2022 school year.		Lisa Garrison	06/17/2022
		<i>Notes:</i>			
8/26/21		Classroom teachers will participate in Math Stations training with District Math Lead Teacher, Ana Floyd.		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.		Lisa Garrison	06/17/2022
		<i>Notes:</i>			
9/7/21		K-2 teachers will participate in a series of trainings on Letterland curriculum and have support from Karen Binns, district Lead Teacher throughout the implementation process.		Ann Marie Johnson	06/17/2022
		<i>Notes:</i>			
	<b>C2.04</b>	<b>The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<b>8/25/21</b> 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	Limited Development 09/25/2019		

	fourth Tuesday of each month. All certified staff will be able to collaboratively plan and have vertical conversations. <b>9/7/21</b> Current level of performance is indicated in the statement above.			
<b>How it will look when fully met:</b>	The school will structure professional development to provide adequate time for collaboration with certified and classified staff as appropriate to their job descriptions. Evidence: master schedule, weekly afterschool collaborative planning minutes/agendas, lesson plans via Planbook Edu, Google Drive with grade-level folders		<b>Kimberly Bowie</b>	<b>06/17/2022</b>
<b>Actions</b>		<b>4 of 5 (80%)</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
<i>Notes:</i> Trotter will upload notes from PD sessions. The assistants were provided with substantial PD opportunities during the remote work experiences.				
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
<i>Notes:</i> Garrison will upload a copy of the master schedule into Google Drive.				
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> Garrison will upload the PLC/Grade Level Meeting schedule.				
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>				
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.		Lisa Garrison	06/17/2022
<i>Notes:</i>				

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
D2.02		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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently, K, 1, 2, 3, 4 students have a paper-based data notebook. 5th grade utilizes a data notebook digitally. <b>9/7/2021</b> 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.	No Development 09/25/2019		
<b>How it will look when fully met:</b>		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. Evidence: Selected digital notebooks, student-led conferences, videos on platforms like Canvas.		June Workman	06/23/2023
<b>Actions</b>			<b>1 of 4 (25%)</b>		
9/24/20	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 to portfolios at least three times this year.	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 to portfolios at least three times this year.		June Workman	06/17/2022	
<i>Notes:</i> Swiggett will upload samples from a scrubbed 5th-grade digital portfolio.					
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.		Doc Cecil	06/17/2022	
<i>Notes:</i> Toomes will upload samples from a scrubbed 3rd-grade digital portfolio.					
9/26/19	A committee will work to develop expectations and procedures for creating and maintaining a student portfolio.		June Workman	06/17/2022	
<i>Notes:</i> The committee will consist of June Workman, Doc Cecil, and Anna Foster.					

Core Function:		Dimension E - Families and Community			
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Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>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. 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.</p> <p>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.</p> <p><b>9/7/21</b> Current level of performance is reflected in above statement.</p>	Limited Development 04/26/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>		<p>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.</p> <p>Evidence: Parent/School Compact, Parent Nights, Parent/Teacher Conference Logs, Beginning of the Year postcards, School Messenger reports, Reading Homework Policy</p>		<b>Kristin Kennedy</b>	<b>06/17/2022</b>
<b>Actions</b>			<b>6 of 8 (75%)</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> Garrison will upload minutes from Parent Engagement meetings.					
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 submit conference schedules to be uploaded by 11/10/19.					
9/26/19	Parents will be given a 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> 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>				
9/7/21	Teachers will provide one positive communication with each family by the end of the first quarter.		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.		Kimberly Bowie	06/17/2022
<i>Notes:</i>				
<b>Implementation:</b>		04/30/2021		
<b>Evidence</b>	4/30/2021- This evidence is in Google Drive.			
<b>Experience</b>	4/30/2021- As a part of our Title I requirements, we have an extensive parent involvement program. Our parent nights were virtual this year due to COVID restrictions, but parents were very happy with our Canvas presentations.			
<b>Sustainability</b>	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. <b>9/7/21</b> Currently, classroom teachers formally meet with family members twice a year to discuss student progress toward academic and behavioral goals.	Limited Development 09/25/2019		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	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		<b>Hannah Slaughter</b>	<b>06/17/2022</b>

	about how they can help students at home. Evidence: Conference schedules, data notebooks/digital portfolios			
<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 11/15/2019	Lisa Garrison	11/15/2019
	<i>Notes:</i> Teachers will turn in conference schedules to Lisa Garrison to be uploaded as evidence by 11/10/19.			
9/26/19	Classroom teachers will schedule conferences with parents to discuss mid-year student progress. This 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 Garrison by 3/2/2020.			
9/26/19	All certified staff will participate in four parent nights to work with parents to teach them how to 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> Hemric will upload scrubbed samples EC conference schedule.			
5/28/20	All certified staff will participate in four parent nights to work with parents to teach them how to help their child at home.		Lisa Garrison	06/17/2022
	<i>Notes:</i>			
9/7/21	When we send home potential retention notifications, we will hold follow up conferences with parents of at-risk students.		Kristin Kennedy	06/17/2022
	<i>Notes:</i>			
<b>Implementation:</b>		04/30/2021		
<b>Evidence</b>	4/30/2021- These pieces of evidence are housed in our Google Drive.			
<b>Experience</b>	4/30/2021- Our conferences have proven to be helpful for families. They allow us to help families to see progress toward goals.			
<b>Sustainability</b>	4/30/2021- Allotted times for conferences each year.			