

Comprehensive Progress Report

Mission: At Trindale Elementary School, our mission is to maximize instructional time by making every minute and every student count.

Vision: We believe that our children can learn and deserve to be taught by qualified teachers in a safe, nurturing, and engaging environment.

Goals:

UPDATED MTSS GOAL: By June 2024, as measured by Trindale's FAM-S Summary results, Trindale will increase Data Evaluation from 61% to 67% deemed embedded in our MTSS processes. (Indicators addressed: A2.23, A3.03, A4.01, C2.01, C2.02, E1.06, E1.10, E1.11)

UPDATED GOAL: By June 2024, as measured by our Reading End of Grade test scores, Trindale will increase reading composite scores from 52.2% to 60%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)

UPDATED GOAL: By June 2024, as measured by Trindale's Math End of Grade Test Scores, we will increase math composite scores from 69.4% to 75%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)

UPDATED GOAL: By June 2024, as measured by Trindale's Science End of Grade Test Scores, we will increase science composite scores from 81% to 85%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are working towards having standards-aligned units but have not completed these for all standards yet.	Limited Development 09/08/2021		
How it will look when fully met:			Trindale Elementary teachers use standards-aligned units for each subject. These units contain I Can Statements or Essential Questions to help maintain the focus of each lesson. Each unit contains "HOT"(Higher Order Thinking) questions. Teacher lesson plans reflect the standards being taught, the "HOT" questions, and the I Can Statements/Essential Questions.		Karri Stephenson	06/02/2024
Actions				2 of 3 (67%)		
	9/8/21	Lesson plans will contain I Can Statements or Essential Questions		Complete 06/05/2023	Cindy Walker	06/02/2023
Notes:						
	9/14/22	Title I funds will be used to provide teachers with regularly scheduled half-day planning sessions for for CTT's every quarter. During these CTT sessions, teachers will analyze essential standards, unpack the standards, create CFA's, and create units of plans and lesson plans for core subjects,		Complete 06/09/2023	Whitney Aiken	06/10/2023
Notes:						
	9/8/21	Lesson plans will contain "HOT" (Higher Order Thinking) questions.			Cindy Walker	06/02/2024
Notes:						

		A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers identify new words prior to reading new texts. When using guided reading lesson templates, teachers identify words to review with students, give child-friendly definitions, and address the word in the context of the story. Fifth grade teachers work with science vocabulary words using the Frayer Model. Teachers select Tier 2 vocabulary words in read alouds to explicitly teach.	Limited Development 10/07/2019		
How it will look when fully met:			All K-5 teachers at Trindale teach vocabulary using the LETRS Tiered system. Tier I, words students know; Tier II, academic vocabulary; and Tier III, low frequency words that are specific to content. Vocabulary words are introduced weekly during read alouds, through passages, and used in discussions and writing. Content vocabulary words walls are found throughout the school. Third-fifth grade students use vocabulary in electronic journaling to help with increasing vocabulary knowledge and reading for understanding.		Cindy Walker	06/09/2024
Actions				3 of 4 (75%)		
	10/7/19	Grades 3-5 will use Wordly Wise weekly to explicitly teach vocabulary.		Complete 05/06/2022	Cindy Walker	06/09/2022
Notes:						
	10/7/19	K-2 teachers will identify at least three new vocabulary words from Fountas and Pinnell curriculum each week to explicitly teach students. These will be identified in lesson plans.		Complete 05/06/2022	Cindy Walker	06/09/2022
Notes:						
	9/14/22	Title I funds will be utilized to purchase instructional materials such as Prefix/Suffix Morphology manipulatives (3rd grade), iReady math (3-5), and Generation Genius in order to differentiate and meet the needs of all students in literacy, math, and science.		Complete 06/09/2023	Whitney Aiken	06/10/2023
Notes:						
	9/14/22	K-5 teachers will implement vocabulary words walls that will be used in the classroom. Vocabulary will be introduced weekly, used in journals, and used in discussions during whole group and mini-lessons.			Christy Hutchins	06/08/2024
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>			Trindale Elementary has a Multi-Tiered System of Support (MTSS) program in place. This system provides support to help students meet academic, social/emotional, and behavior needs.	Limited Development 09/08/2021		
<i>How it will look when fully met:</i>			At Trindale Elementary all students receive core instruction that is differentiated and meets high academic standards. Students that are struggling in the areas of academics, social-emotional well-being, behavior, and/or attendance are provided interventions/strategies to help ensure they receive an appropriate education. Students that are struggling beyond core instruction receive supplemental support that is targeted to meet the area of need. Grade level problem solving teams analyze student data and discuss ways teachers can support those students in differentiated small groups. Students that are in need of more targeted support move to the school's Problem Solving Team where student data is analyzed and more targeted and intensive interventions are provided. If these students continue to struggle the Problem Solving Team creates more intensive interventions that are provided to students five days a week and for a longer duration. Teachers use the scheduled Remediation/Enrichment time to provide students with interventions to close achievement gaps in math and reading for all students. Morning meetings occur in all classrooms so teachers can provide social-emotional lessons to improve students social-emotional well being. Monthly attendance incentives increase student attendance, reduce tardies, and early checkouts from school.		Becky Peele	06/02/2024
Actions				7 of 11 (64%)		
	9/8/21	CTT (Collaborative Team Time) meetings will contain protected time for MTSS discussions.		Complete 05/06/2022	Becky Peele	06/20/2022
<i>Notes:</i>						
	9/8/21	CTT teams will collaborate to determine interventions/strategies to help struggling students.		Complete 05/06/2022	Becky Peele	06/02/2023
<i>Notes:</i>						
	10/25/22	Title I funds will be used to hire two additional reading tutors to help with supplemental and intensive needs of students.		Complete 06/11/2024	Whitney Aiken	06/09/2023

<i>Notes:</i>				
10/25/22	Title I funds will be used to purchase i-Ready Mathematics which provides differentiated instruction to students. It can also help teachers identify gaps in learning they can address with supplemental and intensive interventions.	Complete 06/09/2023	Whitney Aiken	06/09/2023
<i>Notes:</i>				
10/25/22	Title I funds will purchase magnetic letters and whiteboards which will be used throughout the tiered instructional model in core, supplemental, and intensive strategies depending on individual student needs.	Complete 06/09/2023	Whitney Aiken	06/09/2023
<i>Notes:</i>				
8/15/22	The Principal will complete and share a quarterly school report card with staff.	Complete 06/09/2023	Cindy Walker	06/10/2023
<i>Notes:</i>				
9/8/21	CTT teams will create CFAs that contain pre and post tests to check mastery of math standards.	Complete 05/06/2022	Whitney Aiken	06/20/2023
<i>Notes:</i>				
9/8/21	CFA data, Benchmark data, and standardized testing data will be analyzed and intervention groups will be created to help close the gaps.		Karri Stephenson	06/02/2024
<i>Notes:</i>				
11/21/23	Title I funds will be used to hire two additional reading tutors to help with supplemental and intensive needs of students.		Karri Stephenson	06/10/2024
<i>Notes:</i>				
8/9/23	Attendance incentive program (including but not limited to special lunch privileges, extra recess time, etc.) will be instated to improve daily attendance and reduce tardies and early checkouts.		Becky Peele	06/11/2024
<i>Notes:</i>				
11/21/23	Title I funds will be used to purchase i-Ready Mathematics for 3-5 students which provides differentiated instruction to students. It can also help teachers identify gaps in learning they can address with supplemental and intensive interventions.		Karri Stephenson	06/20/2024
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Trindale Elementary, some teachers teach social emotional lessons and make positive contacts with parents.	Limited Development 09/08/2021		
How it will look when fully met:			At Trindale Elementary, all teachers teach social emotional lessons during Morning Meeting time that is built into the master schedule. During this time, teachers teach lessons from Second Step and the Olweus Bullying Prevention program. Teachers use video clips, children's read aloud books, and real life situations to teach students about how to interact in a positive manner with adults and their peers. During the 2023-2-2024 school year, we continue to build a bank of resources to teach social/emotional topics and it is housed in a Google shared drive. Teachers make positive contacts with parents at the beginning of the school year to build a strong relationship and to start off the year on a positive note. Students complete the Guidance Survey and the Speak Up Survey if applicable. This helps to gage the social/emotional well being of our students and determine what to do if their needs are not being met. Third through fifth grade students have Journal Buddies so that students can connect with staff members through journaling. This helps us keep a pulse of the social emotional well being of our students through writing. The school counselor is using the Zones of Regulation curriculum to teach students how to recognize how they are feeling and what to do about it. The school counselor conducts small groups and individual sessions with students as needed. The school counselor tracks sessions using logs, counselor records, and lessons plans.		Becky Peele	06/02/2024
Actions				5 of 6 (83%)		
	10/10/22	Teachers will complete parent-teacher conferences with families by the end of the first quarter.		Complete 06/05/2023	Whitney Aiken	12/01/2022
Notes:						
	9/8/21	The master schedule will reflect time allotted for morning meetings.		Complete 08/29/2022	Cindy Walker	06/02/2023
Notes:						
	9/8/21	Teachers will make positive contacts with families at the beginning of the year.		Complete 06/05/2023	Rachel Fry	06/02/2023
Notes:						
	9/8/21	The school counselor will conduct small group lessons.		Complete 06/05/2023	Becky Peele	06/02/2023

Notes:					
9/8/21	Guidance counselor will conduct individual counseling sessions as needed.		Complete 05/06/2022	Becky Peele	06/02/2023
Notes:					
8/15/22	Create and share morning meeting Google Drive of resources to use in social/emotional instruction.			Becky Peele	06/10/2024
Notes:					
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
Initial Assessment:			Trindale Elementary has a transition parent night.	Limited Development 09/08/2021	
How it will look when fully met:			Pre K students transition to Kindergarten by visiting a Kindergarten classroom and participating in activities that demonstrate what Kindergarten will be like. After school hours, first through fourth grade students participate in a Parent Transition Night where parents/students visit the next grade level to learn what it is like when they move up to the next grade level. During the school day, all K-4 students participate in a "Moving to the Next Grade Level" event where they visit the next grade level and participate in grade level activities. Trindale's school counselor provides information from the middle school counselors about the elective wheel and how to sign up for classes. Once students return the elective wheel selection, the fifth grade teachers help them sign up electronically. In the spring, fifth grade students take a field trip visit their assigned middle school. While on the trip they take a tour of the campus to experience a day of middle school.	Karri Stephenson	06/02/2024
Actions			3 of 4 (75%)		
9/8/21	K-4 students will participate in Transition Night.		Complete 05/06/2022	Whitney Aiken	06/02/2023
Notes:					
9/8/21	Fifth graders will tour feeder schools.		Complete 05/06/2022	Sarah Wood	06/02/2023
Notes:					
9/8/21	Students will participate in the "Moving on Up" event to participate in activities in the next grade level.			Karri Stephenson	06/02/2024
Notes:					

9/8/21	Pre K students will participate in Kindergarten activities to build familiarity.	Complete 05/06/2022	Kaitlyn Thompson	06/02/2024
Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Trindale has a leadership team consisting of administrators, media specialist, school counselor, grade level representatives, parents, and a classified representative. Representatives are voted on by their colleagues every two years and a parent representative is nominated by the principal or individual staff. The team meets monthly to focus on continuous school improvement. Each year they create an NC Star Plan (School Improvement Plan). The team analyzes school data, problem-solves, and determines best practices to improve student achievement, school culture, and parental involvement. Agendas and minutes are kept and shared with the staff.	Full Implementation 08/09/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Trindale Elementary staff has a 1.5 hour planning session each week. Grade level planning occurs once a week for 45 minutes. The lead teacher and administration is part of these meetings.	Limited Development 09/08/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Trindale Elementary's master schedule reflects a 45 minute Collaborative Team Time (CTT) each week for classroom teachers and is facilitated by the lead teacher and administrators. It also reflects a planning session once a week for one and a half hours after school for all certified staff including administrators. During these planning sessions teachers make long and short range plans, vertical plans, analyze data, creates Common Formative Assessments (CFA), creates remediation/enrichment plans, and has Multi Tiered System of Support (MTSS) discussions.	Objective Met 05/06/22	Cindy Walker	06/02/2023
Actions						
	9/8/21	The master schedule will contain planning time for teachers on Tuesdays during their BEP time.		Complete 05/06/2022	Whitney Aiken	06/02/2022
Notes:						
	9/8/21	Certified staff will have Tuesday planning sessions after school from 3:00-4:30.		Complete 05/06/2022	Cindy Walker	06/02/2022
Notes:						
Implementation:				05/06/2022		
Evidence			5/6/2022 PLC Agendas/Lesson Plans, The Dale Star Newsletter for staff			
Experience			5/6/2022 Teachers attend PLC meetings weekly during Specials and afterschool planning on Tuesdays.			
Sustainability			5/6/2022 We need to continue following this expectation according to the master/school schedule.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Trindale Elementary's staff analyzes school data from various sources to determine ways to improve instruction and student performance.	Limited Development 09/08/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Trindale Elementary has structures in place to allow for teachers to analyze data from various sources such as: NC Check Ins, End of Grade Tests, K-2 Math Assessments, Common Formative Assessments (CFA), mClass data, teacher observation data, and Beginning of Grade Testing. This data is used to teach concepts, reteach concepts, and extend the teaching of certain concepts. This data helps to navigate students through the Multi Tiered Systems of Support (MTSS) tiers to ensure academic, social-emotional, and behavioral success in the classroom.	Objective Met 11/03/22	Karri Stephenson	06/02/2024
Actions						
	9/8/21	Teachers will create CFA calendars that are aligned to the standards.		Complete 05/06/2022	Whitney Aiken	06/02/2022
Notes:						
	9/8/21	Teachers will determine the next steps when analyzing student achievement data. (Remediation/Enrichment)		Complete 11/03/2022	Whitney Aiken	06/02/2023
Notes:						
	9/8/21	The master calendar will contain a Remediation/Enrichment time for students.		Complete 11/03/2022	Cindy Walker	06/02/2024
Notes:						
Implementation:				11/03/2022		
Evidence			11/3/2022 CFA's, MTSS interventions/strategies are tracked through spreadsheets and graphs. CTT agenda/minutes are kept each week.			
Experience			11/3/2022			

Trindale has created processes for CTT's for data tracking of EOG's, CFA's, benchmarks, and other classroom and district assessments. A CFA calendar was created to assign when teachers give CFA's, when they are analyzed, and what to do next. The master calendar reflects a Remediation/Enrichment time daily.

Sustainability

11/3/2022 Trindale needs to continue the data tracking processes for CFA's and MTSS strategies and interventions at the CTT level. They also need to be intentional with planning for Remediation/Enrichment time.

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently acknowledge staff with RCSS Pride Pins and the STAR 3 employee nominations. No plan for recruitment is in place. New teachers are assigned to meet with the lead teacher once a week for their first year. Mentors are assigned to new teachers. Staff is involved in the hiring process to help ensure the right fit.	Limited Development 09/30/2019		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			Trindale encourages and recognizes staff efforts to provide student academic success and social emotional well being. Staff individuals are provided verbal praises, jeans passes, and pride pins when going above and beyond what is expected. The Activities Committee provides activities for the staff to maintain a positive culture through various ways such as: dinners after school hours, covered recess time, and snack carts. Beginning teachers, year one, have mentor training at the central office. Beginning teachers, year one, two, and three are assigned a mentor at the school level. Mentors support the needs of their mentee to help ensure their success as beginning teachers. They answer questions and provide advice. Mentors meet with the Lead Mentor monthly about topics pertaining to instruction, emotional well being, and cultural aspects of the school.	Objective Met 11/03/22	Cindy Walker	06/10/2023
Actions						
	9/21/20	A shoutout board will be established for all staff to give recognition and positive feedback from peers.		Complete 10/05/2020	Emily Fredericks	10/31/2020
Notes:						
	9/30/19	Pride pins will be passed out to staff from the administration throughout the year.		Complete 05/06/2022	Judi Cagle	06/02/2022
Notes:						
	9/30/19	The administration will give out handwritten notes for accomplishments, successes, and work above and beyond.		Complete 05/06/2022	Cindy Walker	06/02/2022
Notes:						

8/23/21	The staff will give out handwritten and/or electronic notes for accomplishments, successes, and working above and beyond expectation.	Complete 06/02/2022	Cindy Walker	06/02/2022
<i>Notes:</i>				
9/21/20	Provide feedback from administration walk-throughs to individual teachers.	Complete 11/03/2022	Cindy Walker	06/02/2023
<i>Notes:</i>				
10/10/22	Beginning teachers will meet weekly with lead teacher and mentors. They will also attend BT meetings through the county.	Complete 11/03/2022	Whitney Aiken	06/09/2023
<i>Notes:</i>				
Implementation:		11/03/2022		
Evidence	11/3/2022 Trindale has created a shoutout board for staff recognition, the Activities Committee has provided morale building for teachers and motivations for students through friendly competition.			
Experience	11/3/2022 A shoutout board was created to provide staff recognition and positive responses. Administration has increased informal and formal feedback to teachers when doing walkthroughs.			
Sustainability	11/3/2022 Trindale will continue to need to provide feedback to teachers and provided positive reinforcements to encourage staff efforts.			

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Trindale's financial resources from the state of North Carolina, federal funds through the Title I Program, local funds, and A-T tax allocations are all tied directly to instructional goals and continuous improvement. Priorities are based on academic needs, teacher instructional needs, school grounds, supplies, and operating the school effectively.	Full Implementation 08/09/2023		

Core Function:			Dimension E - Families and Community			
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
Initial Assessment:			Trindale Elementary teachers will send home newsletters to parents that contains what they are learning in the classroom and how they can help their child/children at home. Parent nights also include information on how to support academics in the home environment.	Limited Development 09/08/2021		
How it will look when fully met:			Trindale Elementary communicates often with parents so that they have the information needed to ensure student academic success and emotional well being. Classroom teachers periodically send home newsletters that contain important information such as, "What's Happening in the Classroom" and how parents can help their child/children at home. Teachers also communicate with parents through ClassDojo, emails, and by telephone. Four parent nights are held each year to inform parents about academics and ways they can help their child at home. The principal or assistant principal sends out a parent message through a parent messaging system and email to provide information about what's happening at the school each week and how they can be involved.		Kaitlyn Thompson	06/02/2024
Actions				2 of 3 (67%)		
	9/8/21	All classroom teachers will send home newsletters weekly or monthly to inform parents. This is done through various forms such as: paper form or through Classdojo.		Complete 06/05/2023	Cindy Walker	06/02/2023
Notes:						
	9/14/22	Title I funds will be used for materials for Title I Parent Nights.		Complete 06/05/2023	Whitney Aiken	06/10/2023
Notes:						
	9/8/21	The principal will send home newsletters periodically containing important information and ways to support the child at home.			Cindy Walker	06/02/2024
Notes:						

		E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers encourage reading at home each school night.	Limited Development 09/08/2021		
How it will look when fully met:			Trindale Elementary School encourages students' love for reading by providing opportunities for them to read beyond the classroom. One way they do this is by having students read at home and record the amount of time they read each month on a monthly calendar. Students turn in their calendars and receive prizes if they meet the monthly goal. The kindergarten through fifth grade class that has the most students turn in their reading calendars each month receive a special incentive. Students can also earn a special coin and use it to get a book from our school's book vending machine.		Amy Henderson	06/02/2024
Actions				3 of 4 (75%)		
	10/10/22	Students who turn in their monthly reading calendars will be entered into a drawing (K-2/3-5) for tokens towards the book vending machine.		Complete 06/09/2023	Amy Henderson	06/09/2023
Notes:						
	9/8/21	Monthly reading calendars will be shared with students. Prizes will be awarded.		Complete 06/09/2023	Amy Henderson	06/10/2023
Notes:						
	9/8/21	Reading Calendar party will be provided at the end of the year for the classroom that returned the most completed calendars.		Complete 06/09/2023	Amy Henderson	06/10/2023
Notes:						
	8/9/23	Reading calendar party will be provided each month for the K-2 and 3-5 homerooms with the highest percentage of returned reading calendars.			Amy Henderson	06/10/2024
Notes:						