



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

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:

By June 2023, as measured by Trindale's FAM-S Summary results, Trindale will increase Communication and Collaboration from 50% to 58%, or 7/12 questions deemed embedded in our MTSS processes. (Indicators addressed: A2.23, A3.03, A4.01, C2.01, C2.02, E1.06, E1.10, E1.11)

By June 2023, as measured by our Reading End of Grade test scores, Trindale will increase reading composite scores from 51% to 55%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)

By June 2023, as measured by Trindale's Math End of Grade Test Scores, we will increase math composite scores from 65% to 70%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)

By June 2023, as measured by Trindale's Science End of Grade Test Scores, we will increase science composite scores from 70% to 75%. (Indicators addressed: A2.15, A2.20, A4.01, B2.03, B3.03, C2.01, C2.02, E1.06)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Teachers have behavior management plans to use in their classrooms.	Limited Development 09/08/2021			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Trindale Elementary teachers will have behavior expectations posted in their classrooms and consequences when those expectations are broken. These expectations will be communicated to parents. The school will implement positive reinforcements to encourage positive	Objective Met 11/03/22	Cindy Walker	06/02/2023	

	behaviors.			
Actions				
9/8/21	Rules/expectations will be posted in classrooms.	Complete 05/06/2022	Judi Cagle	06/02/2022
<i>Notes:</i>				
9/8/21	I'm the One challenge will be implemented to encourage positive behaviors.	Complete 05/06/2022	Sophie Herring	06/02/2023
<i>Notes:</i>				
9/8/21	Students will earn I'm the One bracelets each month when demonstrating monthly character traits.	Complete 05/06/2022	Judi Cagle	06/02/2023
<i>Notes:</i>				
Implementation:		11/03/2022		
Evidence	9/14/2022 teachers have behavior plans, positive behaviors are taught during morning meeting, and Trindale awards positive character traits through the I'm the One incentive program.			
Experience	9/14/2022 Morning meetings are part of the master schedule and include time for teachers to teach social emotional lessons. We have added the "I'm the One" program for positive behavior incentives.			
Sustainability	9/14/2022 Teachers will continue to teach social emotional lessons that target positive and negative behaviors.			
A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently there is a Battle of the Books team, Student Council, and GOFAR running club. In the past we have had a LEGO club, Ukulele Club, Mad Science Club, and Art Club. This year, certified staff are required to participate in at least one extracurricular club.	Limited Development 12/03/2018		
How it will look when fully met:	Students at Trindale will have a variety of activities to participate in after school and during school. There will be teachers providing high interest activities for students to enjoy including but not limited to GOFAR, Student Council, STEM for 1st-2nd grade, STEM 3rd-4th grade, and Garden club. Each certified teacher will be required to participate		Amy Henderson	05/29/2023

	in an extracurricular club this year.			
Actions		2 of 4 (50%)		
9/30/19	Highlight the need for teachers to find interesting activities for students to be engaged in after school.	Complete 09/30/2019	Todd Henderson	09/30/2019
<i>Notes:</i>				
9/30/19	Secure funding from local tax council to start up clubs that require materials to be operational	Complete 10/30/2019	Todd Henderson	10/30/2019
<i>Notes:</i>				
9/30/19	Require each certified teacher to participate in a club such as: book club, garden club, etc..		Amy Henderson	01/17/2023
<i>Notes:</i>				
10/10/22	Determine funding needs for individual clubs and identify best sources of funding.		Amy Henderson	06/09/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Teachers are working towards having standards-aligned units but have not completed these for all standards yet.	Limited Development 09/08/2021		
<i>How it will look when fully met:</i>		Trindale Elementary teachers will create standards-aligned units for each subject. These units will contain I Can Statements or Essential Questions to help maintain the focus of each lesson. Each unit will contain "HOT"(Higher Order Thinking) questions. Teacher lesson plans will reflect the standards, the "HOT" questions, and the I Can Statements/Essential Questions.		Whitney Aiken	06/02/2024
Actions		0 of 3 (0%)			
9/8/21	Lesson plans will contain "HOT" (Higher Order Thinking) questions.			Cindy Walker	06/02/2023
<i>Notes:</i>					

9/8/21	Lesson plans will contain I Can Statements or Essential Questions		Cindy Walker	06/02/2023	
<i>Notes:</i>					
9/14/22	Title I funds will be used to provide teachers with regularly scheduled half-day planning sessions every six to eight weeks.		Whitney Aiken	06/10/2023	
<i>Notes:</i>					
	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Content vocabulary words walls will be used throughout the school. Vocabulary will be introduced weekly, used in journals, and used in discussions. A specific vocabulary program will be employed to help explicitly teach academic vocabulary in the classroom. Wordly Wise will be used in grades 3-5 and Fountas and Pinnell words will be identified in grades K-5. Journaling will be used in grades 3rd - 5th to help increase vocabulary through writing and reading for understanding.		Cindy Walker	06/09/2023
Actions			2 of 4 (50%)		
10/7/19	Grades 3-5 will use Wordly Wise weekly to explicitly teach vocabulary.		Complete 05/06/2022	Cindy Walker	06/09/2022
<i>Notes:</i>					
10/7/19	K-2 teachers will identify at least three new vocabulary words from Fountas and Pinnell curriculum each week to explicitly teach students. These will be identified in lesson plans.		Complete 05/06/2022	Cindy Walker	06/09/2022
<i>Notes:</i>					
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.			Sarah Remery	06/08/2023
<i>Notes:</i>					
9/14/22	Title I funds will be utilized to purchase instructional materials such as : Letterland Resources, Junior Library Guild, STEAM Lab materials and technology programs including Brain Pop, Generation Genius, Reading			Whitney Aiken	06/10/2023

	A-Z, in order to differentiate and meet the needs of all students in literacy and math.			
<i>Notes:</i>				
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers participate in common planning each Tuesday afternoon and share materials for lessons and common assessments. Teachers also meet in regularly scheduled half-day planning sessions to create standards-aligned units and activities.	Limited Development 10/07/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	Teachers will create lessons of instruction, activities for those lessons, and common assessments as instructional teams.	Objective Met 11/03/22	Whitney Aiken	06/09/2023
Actions				
10/7/19	Grade level teams will set proficiency levels for standards during weekly CFA analysis in CTTs.	Complete 03/13/2020	Whitney Aiken	06/09/2020
<i>Notes:</i>				
10/7/19	Grade level teams and specials teachers will communicate quarterly through a "Big Ideas" document to align lesson plans with topics in both classrooms.	Complete 11/03/2022	Whitney Aiken	06/09/2023
<i>Notes:</i> Planning document is shared between classroom teachers and specials to align curriculum. The document contains the big ideas for the quarter.				
9/14/22	Title I funds will be used to pay salaries for the Lead Teacher and 1, K-5 teacher.	Complete 11/03/2022	Cindy Walker	06/10/2023
<i>Notes:</i>				
Implementation:		11/03/2022		
Evidence	11/3/2022 An agenda and minutes are kept for CTT's each week. Data tracking spreadsheets are kept for CFA's. Lesson plans reflect			

	expectations.			
Experience	11/3/2022 Teachers will participate in CTT's and Tuesday Planning to create lessons of instruction, activities for those lessons, and common formative assessments.			
Sustainability	11/3/2022 Teacher s need to continue to participate in CTT's and Tuesday Planning for planning, creation of CFA's and data anlysis.			
A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently we are using Chromebooks in K-5th grade with 2nd-5th being one to one. Computers are used for online programs and to engage students in lessons. All K-5 teachers have ClearTouch panels in their classroom for additional interactive capabilities.	Limited Development 03/25/2019		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Each teacher (PreK-5th Grade) will create a Canvas course for their classroom in which they create and assign assignments for students. Teachers will meet with students through Google Meet in order to meet their remote learning needs. Teachers utilize Chromebooks for activities and assessments in the classroom as needed. They also employ ClearTouch panels as appropriate during lessons. Teachers also utilize Red Cat speaker systems for enhanced audio accessibility and use document cameras to assist visually.	Objective Met 11/03/22	Amy Henderson	06/02/2023
Actions				
9/21/20	All teachers (prek - 5th) will create a Canvas course for their classroom.	Complete 08/17/2020	Judi Cagle	09/01/2020
	<i>Notes:</i>			
9/21/20	Teachers will create and assign assignments in Canvas.	Complete 06/02/2021	Judi Cagle	06/02/2021
	<i>Notes:</i>			
9/21/20	Teachers will have Google Meeting for students at home	Complete 06/02/2021	Judi Cagle	06/02/2021
	<i>Notes:</i>			
8/23/21	Teachers will continue to create and assign assignments in Canvas.	Complete 05/06/2022	Cindy Walker	06/01/2022
	<i>Notes:</i>			
9/14/22	Title I funds will be used to purchase interactive panels in order for	Complete 11/03/2022	Amy Henderson	06/10/2023

	each classroom in the school to have one and laptops for teachers to use during instruction.			
<i>Notes:</i>				
Implementation:		11/03/2022		
Evidence	11/3/2022 Trindale has a one to one Chromebook allotment. K-5 classroom teachers use Canvas as the learning platform for remote learning and use Google Meets for small groups. Interactive panels can be found in all Pre K-5 classrooms.			
Experience	11/3/2022 Trindale has a one to one Chromebook allotment. K-5 classroom teachers use Canvas as the learning platform for remote learning and use Google Meets for small groups. Interactive panels can be found in all Pre K-5 classrooms.			
Sustainability	11/3/2022 Teachers need to continue to use Canvas as the learning platform for remote learning and Google Meets for small groups. Teachers needs to continue to use interactive panels to enhance instruction. We need to continue to use a cleanout system to replace outdated and/or broken Chromebooks.			
	A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To
Initial Assessment:	Teachers conduct guided reading groups. The Fountas and Pinnell Classroom Curriculum is used as a resource for teachers. The components that are used are shared reading, interactive reading, mini-lessons, book clubs, and guided reading. Level Literacy Interventions, LLI, is used by teacher assistants in small groups for those who need additional support.	Limited Development 10/07/2019		
How it will look when fully met:	Teachers will provide rich reading opportunities through the Fountas and Pinnell reading program and book clubs. 3rd-5th grade students will journal about their own personal reading and/or books they have read during class. 3rd-5th grade students will have two-way communication through these journals with adults in the building. Identified adults will be paired with students to respond weekly to the journal entries to ensure constant positive feedback and encourage more reading outside of school.		Cindy Walker	06/09/2023
Actions		4 of 7 (57%)		
	10/7/19 Fountas and Pinnell kits are being acquired for all grade levels, and teachers will use these materials to provide rich text options for	Complete 03/13/2020	Todd Henderson	06/09/2020

	students.			
<i>Notes:</i>				
9/21/20	Staff and student partnerships are established to read and respond to student entries in 3rd - 5th grade.	Complete 11/30/2020	Whitney Aiken	11/30/2020
<i>Notes:</i>				
9/21/20	Teachers will develop an implementation plan for journaling by grade level.	Complete 11/30/2020	Whitney Aiken	11/30/2020
<i>Notes:</i>				
9/21/20	K-5 teachers will have implemented their journaling plan.	Complete 01/04/2021	Whitney Aiken	01/04/2021
<i>Notes:</i>				
10/10/22	Lesson plans will identify the rich reading texts utilized each week. These will also include discussion questions, higher-order thinking questions, and aligned writing prompts.		Cindy Walker	06/09/2023
<i>Notes:</i>				
10/25/22	Title I funds will be used to purchase high-interest class novels for 2nd-5th grade classes in order to increase comprehension skills, students' interest in learning, and students' access to reading materials at home.		Whitney Aiken	06/09/2023
<i>Notes:</i>				
10/7/19	3rd - 5th grade student and staff two-way communication will occur weekly through journaling.		Cindy Walker	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Individual student data is tracked in ECATS and on teacher record sheets. Data is not shared with the entire staff on overall EC progress. MTSS data is collected and shared with the problem-solving team when deciding strategies to help a child prior to being considered for EC services.	Limited Development 10/07/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	EC and core teachers will be planning collaboratively to meet the individualized needs of our EC students. EC teachers will use data sheets and ECATS to record student progress towards their goals. The data will be shared with relevant staff and families. Overall EC data will be shared with the staff (non-student specific data) to help school-wide knowledge of EC progress and to guide the decision-making process.		Objective Met 11/03/22	Cindy Walker	06/09/2023
Actions					
	10/7/19	EC will provide inclusion services in K-5 as specified on the students IEP.	Complete 11/03/2022	Cindy Walker	06/09/2023
	<i>Notes:</i> Add when appropriate and "least restrictive environment".				
	10/10/22	Instructional teams track EC progress on CFAs, NC Check-Ins, and EOGs to monitor growth.	Complete 11/03/2022	Becky Peele	06/09/2023
	<i>Notes:</i>				
Implementation:			11/03/2022		
Evidence	11/3/2022 Data tracking sheets are used to track EC progress in the EC classroom and on district and state tests.				
Experience	11/3/2022 EC teachers use data sheets and ECATS to record student progress towards their goals. The data is shared with relevant staff and families. Overall EC data is shared with the staff to show EC progress and how these students compare to other subgroups.				
Sustainability	11/3/2022 We need to continue to track EC progress using all possible data: EOG's, work samples, and benchmarks.				

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Trindale Elementary has processes in place to move students through the tiers of the Multi-Tiered System of Support (MTSS) for students struggling academically, socially or emotionally, or behaviorally.	Limited Development 09/08/2021		
How it will look when fully met:			Trindale Elementary will have a strong core that will reach 80% of their students. Students that are struggling academically. socially or		Becky Peele	06/02/2024

		emotionally, or behaviorally will be provided interventions/strategies to help close the achievement gap.			
Actions			3 of 8 (38%)		
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.		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.		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.		Whitney Aiken	06/09/2023	
<i>Notes:</i>					
8/15/22	The Principal will complete and share a quarterly school report card with staff.		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 remediation groups will be created to help close the gaps.		Whitney Aiken	06/02/2024	
<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:	Teachers will conduct daily classroom meetings focusing on socio-emotional needs. Teachers need to make a positive contact with each family at the beginning of the year. The school counselor will conduct small groups with students referred by teachers. The counselor will also meet with students individually as needed. The school counselor will use contact logs, counselor records, lessons plans, and master schedule as evidence.		Becky Peele	06/02/2024
Actions		2 of 6 (33%)		
10/10/22	Teachers will complete parent-teacher conferences with families by the end of the first quarter.		Whitney Aiken	12/01/2022
	<i>Notes:</i>			
9/8/21	The master schedule will reflect time allotted for morning meetings.	Complete 08/29/2022	Cindy Walker	06/02/2023
	<i>Notes:</i>			
9/8/21	Teachers will make positive contacts with families at the beginning of the year.		Rachel Fry	06/02/2023
	<i>Notes:</i>			
9/8/21	The school counselor will conduct small group lessons.		Becky Peele	06/02/2023
	<i>Notes:</i>			
9/8/21	Guidance counselor will conduct individual counseling sessions as needed.	Complete 05/06/2022	Becky Peele	06/02/2023
	<i>Notes:</i>			
8/15/22	Create and share morning meeting excel spreadsheet of resources to use in social/emotional instruction.		Becky Peele	06/10/2023
	<i>Notes:</i>			
	A4.08	ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.(5126)	Implementation Status	Assigned To
				Target Date
Initial Assessment:	PreK teachers create portfolios of learning goals for students. An assessment, Gold Standard, is used to assess all PreK students in 9 domains for Social and Emotional Learning. Lesson plans are developed	Limited Development 10/07/2019		

		using an approved curriculum from the district and state.			
How it will look when fully met:		Pre K teachers will document learning goals and progress for all students, including those receiving EC services. An assessment tool will be used to determine a child's progress in the 5 domains. Teachers will identify and remediate students who are not at age-appropriate developmental level. Data will be shared with the receiving school to better assist the future MTSS process for Kindergarten to potentially speed up the EC referral process.		Kayla Brooks	06/09/2023
Actions			1 of 3 (33%)		
	10/7/19	Pre K teachers will identify specific weekly goals in lesson plans.	Complete 06/16/2022	Kayla Brooks	06/09/2022
	<i>Notes:</i>				
	10/10/22	Collect weekly data towards EC goals for all applicable students.		Kayla Brooks	06/09/2023
	<i>Notes:</i>				
	10/7/19	Pre K teachers will document general education goal progress for all students enrolled in PreK program using Creative Curriculum Objectives in TS Gold.		Kayla Brooks	06/09/2023
	<i>Notes:</i>				
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
					Target Date
Initial Assessment:		Trindale Elementary has a transition parent night.	Limited Development 09/08/2021		
How it will look when fully met:		Pre K students will tour a Kindergarten classroom and participate in activities that demonstrate what Kindergarten will be like. First through fourth grade students will participate in a Parent Transition Night where students will visit the next grade level to learn what it will be like when they move up. During the day, all K-4 students will participate in a "Moving to the Next Grade Level" event where they will visit the next grade level and participate in grade level activities. Fifth grade students will visit their feeder schools and will participate in signing up for classes.		Emily Caudill	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

<i>Notes:</i>				
9/8/21	Fifth graders will tour feeder schools.	Complete 05/06/2022	Sarah Wood	06/02/2023
<i>Notes:</i>				
9/8/21	Students will participate in the "Moving on Up" event to participate in activities in the next grade level.		Whitney Aiken	06/02/2024
<i>Notes:</i>				
9/8/21	Pre K students will participate in Kindergarten activities to build familiarity.	Complete 05/06/2022	Kaitlyn Thompson	06/02/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our district has a Support and Improvement Team designated.	Full Implementation 09/14/2022		

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
<i>Initial Assessment:</i>			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 will reflect protected time for Tuesday meetings. PLC meetings will occur during planning for 45 minutes. Tuesday afternoon planning sessions will occur for 1 and a half hours for vertical planning among Basic Education Plan (BEP) teachers, EC teachers and classroom teachers. The lead teacher and administrators will attend these meetings.	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
<i>Notes:</i>				
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
<i>Notes:</i>				
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 B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Walk through forms are in place but have not been used the second semester. Administration is in the classrooms on a regular basis, but no feedback is given. Lesson plans have been reviewed and comments are made on lesson plans.	Limited Development 04/24/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Principal will create a digital, walk-through form to give immediate feedback to teachers. Lessons plans are reviewed, with comments weekly.	Objective Met 05/06/22	Cindy Walker	06/05/2020
Actions					
6/11/18	A written communication will be developed to provide feedback to teacher after an informal observation.		Complete 08/24/2018	Todd Henderson	08/25/2018
<i>Notes:</i>					
6/11/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of September.		Complete 09/28/2018	Todd Henderson	09/30/2018
<i>Notes:</i>					
6/15/18	Administration will spend more than 50% of the day dealing with		Complete 10/29/2018	Todd Henderson	10/30/2018

	instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the first quarter.			
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of October.	Complete 10/31/2018	Todd Henderson	10/30/2018
<i>Notes:</i>				
6/11/18	Administration will review and comment on lesson plans during the first quarter.	Complete 10/31/2018	Todd Henderson	10/31/2018
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of November.	Complete 11/30/2018	Todd Henderson	11/30/2018
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of December.	Complete 12/20/2018	Todd Henderson	12/30/2018
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the second quarter.	Complete 01/18/2019	Todd Henderson	01/18/2019
<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the second quarter.	Complete 01/18/2019	Todd Henderson	01/18/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of January.	Complete 01/30/2019	Todd Henderson	01/30/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of February.	Complete 02/28/2019	Todd Henderson	02/28/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of March.	Complete 03/29/2019	Todd Henderson	03/30/2019

<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the third quarter.	Complete 04/27/2019	Todd Henderson	04/27/2019
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the third quarter.	Complete 04/26/2019	Todd Henderson	04/27/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of April.	Complete 04/26/2019	Todd Henderson	04/30/2019
<i>Notes:</i>				
6/15/18	Teachers and administration will attend weekly PLCs to discuss lesson development, instructional alignment, student data conversations, and tier 2 interventions and progress during the month of May.	Complete 05/30/2019	Todd Henderson	05/30/2019
<i>Notes:</i>				
6/15/18	Administration will spend more than 50% of the day dealing with instruction (alignment, lesson plans, formal and informal observations, planning, PLCs, and standards) during the first quarter.	Complete 06/07/2019	Todd Henderson	06/07/2019
<i>Notes:</i>				
6/15/18	Administration will review and comment on lesson plans during the fourth quarter.	Complete 06/07/2019	Todd Henderson	06/07/2019
<i>Notes:</i>				
Implementation:		05/06/2022		
Evidence	5/6/2022 PLC Agendas/The Dale Star Newsletter			
Experience	5/6/2022 Previous goals have been met in previous school years. Former principal completed all action steps.			
Sustainability	5/6/2022 Teachers will continue to share lesson plans, principal will conduct informal and formal walk throughs and observations, and PLC/Planning will continue.			

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	Implementation Status	Assigned To	Target Date

		decisions about school improvement and professional development needs.(5159)			
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 will have 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 will be used to teach concepts, reteach concepts, and extend the teaching of certain concepts. This data will help to navigate students through the Multi Tiered Systems of Support (MTSS) tiers.	Objective Met 11/03/22	Whitney Aiken	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
<i>Notes:</i>					
	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
<i>Notes:</i>					
	9/8/21	The master calendar will contain a Remediation/Enrichment time for students.	Complete 11/03/2022	Cindy Walker	06/02/2024
<i>Notes:</i>					
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	Limited Development 09/30/2019		

	in the hiring process to help ensure the right fit.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	A system of recognitions will be in place for staff to recognize each other for all the things they do above and beyond for the school. Handwritten notes will be given to teachers for encouragement, praise, and uplifting staff.	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
	<i>Notes:</i>			
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>			
9/30/19	Pride pins will be passed out to staff from the administration throughout the year.	Complete 05/06/2022	Judi Cagle	06/02/2022
	<i>Notes:</i>			
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
	<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			
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Effective Practice:	Facilities and technology			
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	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		Trindale Elementary School is building a school wide positive behavior program that is safe, welcoming, and conducive to learning. Every day students are greeted by at least one adult by name. Adults are welcoming and can assist students by helping them get to class or the cafeteria for breakfast. The school is clean and pride shows in the hallway bulletin boards and in the display cases. Students can easily find their classroom location due to the labeled flags hanging outside their doors. Teachers are waiting at the door to greet students at they enter the classroom. Expectations are posted in the classroom so students know what is expected of them each day.	Limited Development 09/08/2021		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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How it will look when fully met:		Trindale students feel safe to come to school, they have high expectations for behavior and learning, and exceed their academic potential. The social and emotional needs of students are met daily.	Objective Met 11/03/22	Cindy Walker	06/10/2024
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Actions					
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	9/8/21	Cones will be added to designate numbered spaces for car rider line during dismissal.	Complete 03/21/2022	Cindy Walker	12/15/2021
	<i>Notes:</i>	Students will use the yellow line as a barrier to begin the front of the line.			
	9/8/21	K-5 teachers will teach 3 character traits monthly during morning meeting and woven into instruction throughout the day.	Complete 06/10/2022	Judi Cagle	06/10/2022
	<i>Notes:</i>				
	9/8/21	Students will be motivated to earn tokens for the book vending machine by exemplifying character traits and meeting academic goals.	Complete 11/03/2022	Cindy Walker	06/10/2023

<i>Notes:</i>				
9/8/21	Safety signs are placed on the inside of exterior doors to ensure that are completely shut and locked.	Complete 11/03/2022	Cindy Walker	06/10/2023
<i>Notes:</i>				
9/8/21	Safety Patrols will be stationed for morning drop off and afternoon dismissal.	Complete 11/03/2022	Lisa Wilson	06/10/2023
<i>Notes:</i> Lisa will check with Rebecca Surles who is working with the Safety Patrols.				
9/8/21	Bracelets are given to students that exemplify character traits in the "I'm the One" behavior incentive program.	Complete 11/03/2022	Sophie Herring	06/10/2024
<i>Notes:</i>				
Implementation:		11/03/2022		
Evidence	11/3/2022 To ensure that dismissal for car riders is safe, numbered cones have been added to ensure students know where to stand to wait on their parent. Students have the opportunity to earn tokens for the book vending machine to increase motivation to read. Students also have the opportunity to earn "I'm the one" bracelets for exemplifying character traits determined by the school.			
Experience	11/3/2022 To ensure that dismissal for car riders is safe, numbered cones have been added to ensure students know where to stand to wait on their parent. Students have the opportunity to earn tokens for the book vending machine to increase motivation to read. Students also have the opportunity to earn "I'm the one" bracelets for exemplifying character traits determined by the school.			
Sustainability	11/3/2022 Trindale will need to continue to find ways to motivate students to excel and ways the school grounds are safe for our staff and students.			

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
Initial Assessment:		Trindale Elementary teachers will send home newsletters to parents that contains what they are learning in the classroom and how they can	Limited Development 09/08/2021	

	help their child/children at home. Parent nights also include information on how to support academics in the home environment.			
How it will look when fully met:	Trindale Elementary classroom teachers will 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 send home messages through Dojo, emails, etc. to ensure direct communication with parents. The principal will send home periodic newsletters to parents to keep them information of school information and tips on how to help support their child/children at home. Parent nights have academic and/or technological themes to emphasize the importance of these topics and ways to best support student learning.		Kaitlyn Thompson	06/02/2024
Actions		0 of 3 (0%)		
9/8/21	All classroom teachers will send home newsletters weekly or monthly to inform parents.		Cindy Walker	06/02/2023
<i>Notes:</i>				
9/14/22	Title I funds will be used for materials for Title I Parent Nights.		Whitney Aiken	06/10/2023
<i>Notes:</i>				
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
<i>Notes:</i>				
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 will encourage students to read at home to encourage the love of reading.		Amy Henderson	06/02/2024
Actions		0 of 3 (0%)		
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.		Amy Henderson	06/09/2023
<i>Notes:</i>				
9/8/21	Monthly reading calendars will be shared with students. Prizes will be awarded.		Amy Henderson	06/10/2023

<i>Notes:</i>						
9/8/21	Reading Calendar party will be provided at the end of the year for those that turn in reading calendars.			Amy Henderson	06/10/2023	
<i>Notes:</i>						
E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers currently communicate with parents after the first quarter and then on an as-needed basis thereafter. Interaction is face to face or over the phone.			Limited Development 05/08/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	100% of classroom teachers will make positive communication with each child in their classroom at least twice during the 2022-23 school year.			Objective Met 10/10/22	Amy Henderson	06/09/2023
Actions						
5/8/17	1. All teachers will have a communication log to track communication.			Complete 09/08/2017	Sophie Thompson	09/08/2017
<i>Notes:</i>						
5/8/17	2. PreK teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.			Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>						
5/8/17	2. Third grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.			Complete 11/30/2017	Sophie Thompson	11/30/2017
<i>Notes:</i>						
9/5/17	2. Kindergarten teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.			Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>						
9/5/17	2. First grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.			Complete 11/30/2017	Kim Morgan	11/30/2017
<i>Notes:</i>						
9/5/17	2. Second grade teachers will have a formal conversation (face to face			Complete 11/30/2017	Kim Morgan	11/30/2017

	or by phone) regarding data on the child's progress by the end of November 2017.			
	<i>Notes:</i>			
9/5/17	2. Fourth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Sophie Thompson	11/30/2017
	<i>Notes:</i>			
9/5/17	2. Fifth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.	Complete 11/30/2017	Sophie Thompson	11/30/2017
	<i>Notes:</i>			
9/5/17	3. Kindergarten teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
	<i>Notes:</i>			
9/5/17	3. First grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
	<i>Notes:</i>			
9/5/17	3. Second grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
	<i>Notes:</i>			
9/5/17	3. Fourth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Sophie Thompson	02/28/2018
	<i>Notes:</i>			
9/5/17	3. Fifth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Sophie Thompson	02/28/2018
	<i>Notes:</i>			
5/8/17	3. PreK teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.	Complete 02/26/2018	Kim Morgan	02/28/2018
	<i>Notes:</i>			
5/8/17	3. Third grade teachers will have a second formal conversation (face to	Complete 02/26/2018	Sophie Thompson	02/28/2018

	face or by phone) regarding data on the child's progress by the end of February 2018.			
	<i>Notes:</i>			
6/9/17	4. Every certified non classroom teacher will make 4 positive parent contacts monthly from September to May.	Complete 06/08/2018	Amy Henderson	06/08/2018
	<i>Notes:</i> September-not met October-not met November - not met December - Met January - Met February - not met			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in September.	Complete 09/28/2018	Todd Henderson	10/01/2018
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in October.	Complete 11/01/2018	Todd Henderson	11/01/2018
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in November.	Complete 12/03/2018	Todd Henderson	12/01/2018
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in December.	Complete 01/01/2019	Todd Henderson	01/01/2019
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in January.	Complete 02/01/2019	Todd Henderson	02/01/2019
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in February.	Complete 03/01/2019	Todd Henderson	03/01/2019
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in March.	Complete 03/29/2019	Todd Henderson	04/01/2019
	<i>Notes:</i>			
6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in April.	Complete 05/01/2019	Todd Henderson	05/01/2019
	<i>Notes:</i>			

6/11/18	Every certified non classroom teacher will make 4 positive parent contacts monthly in May.	Complete 05/31/2019	Todd Henderson	06/01/2019
<i>Notes:</i>				
Implementation:		10/10/2022		
Evidence	10/10/2022 Communication and conference logs.			
Experience	10/10/2022 Teachers maintained communication logs and continue this process to the present.			
Sustainability	10/10/2022 Teachers will continue to make positive contacts at the beginning of each year and have parent-teacher conferences with all families.			



NCStar/SIP Mandatory Components

School Name: Trindale

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.

Due to the inability to adequately supervise students during lunch, we do not provide duty-free lunch for the teachers. Teacher Assistants are used for instructional purposes in the classroom.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Teachers are provided 5 hours and 15 minutes a week of duty-free planning time. They have planning time during daily BEP's for 45 minutes and 15 minutes after students have left campus.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

Trindale has a transition plan for at-risk students. Pre K students visit our Kindergarten classes and spend time learning about what it is like to be in Kindergarten. At the beginning of the school year Kindergarteners are screened to measure their preparedness for Kindergarten. At-risk students are identified and parents are given strategies to help students be successful. Fifth grade students visit their feeder middle school and sign up for elective classes. K-4 transition nights provide the opportunity for parents and students to learn about the upcoming grade level and how to prepare their child for success.