



Archdale Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

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

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

- Goals:**
- Archdale Elementary School will increase our FAM-S percentage for Data/Evaluation percentage from 44% to 50% during the 2023-2024 school year. (B2.03, C2.04, E1.06, E1.11)
 - Archdale Elementary School will increase our English Language Arts End of Grade proficiency from 53% to 60% as evidenced by Spring 2024 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03)
 - Archdale Elementary School will increase our Math End of Grade proficiency from 65 to 73% as evidenced by Spring 2023 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03)
 - Archdale Elementary School will increase our Science End of Grade proficiency from 82% to 84% as evidenced by Spring 2024 test scores. (A1.06, A4.01, A4.17, A2.04, B3.03)



! = 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>		This year, teachers are implementing two concepts to directly impact student behaviors and procedures throughout the school day. Teachers are learning how to use classroom morning meetings to discuss expectations, social emotional needs, and daily events. We are using Classroom Dojo as a school wide positive behavior system to encourage appropriate behaviors throughout the school day. Teachers complete discipline referrals to the administration for more frequent and severe behaviors.	Limited Development 10/05/2023			

How it will look when fully met:	Using Classroom Dojo, teachers will praise and provide positive behavior supports for appropriate behavior. Teachers will explicitly teach daily expectations and procedures for the classroom. Teachers will maintain communication with parents in regards to inappropriate behaviors in class. Teachers will utilize a variety of strategies to correct behavior within the classroom prior to making a discipline referral to administration. Examples of full implementation will include teacher documentation of parent contacts and parent conferences, documentation of strategies implemented to increase appropriate behaviors and a decrease in student discipline referrals to administration by 10%.		Brian Barfield	01/15/2025
Actions		0 of 2 (0%)		
10/5/23	All classroom teachers will utilize the Classroom Dojo to maintain communication with parents as well as to provide positive feedback for appropriate behaviors.		Ashley Lem	06/01/2024
	<i>Notes:</i>			
10/5/23	Teachers will maintain documentation of all communication with parents and behavior strategies implemented in the classroom.		Brian Barfield	06/01/2024
	<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
Initial Assessment:		Teachers meet with administration and the lead teacher weekly to discuss core instruction. Teachers complete weekly lesson plans that are uploaded on Planbook. Teachers utilize Tuesday planning sessions that allow for them to collaborate with their grade levels.	Limited Development 10/07/2023		
How it will look when fully met:		Teachers will develop quarterly maps based on the district pacing guides. The quarterly mapping will include standards to be addressed and dates when they will check for mastery with CFA assessments. Teachers will use the quarterly lesson plans and district approved resources to develop weekly lesson plans that are rigorous and include the depth and complexity that is required for the standard. Teachers will also include explicit teaching strategies that are used to teach whole group instruction as well as small group instruction		Lane Vecellio	06/01/2025

to meet specific student needs. All activities planned will be directly aligned to state standards. Students will be required to think strategically and extend thinking for any given concept. Evidence for full implementation will be quarterly maps and weekly lesson plans. Informal walkthroughs and formal observations will denote student engagement and extending content knowledge beyond basic recall.

Actions		0 of 3 (0%)		
10/7/23	Teachers will preplan quarterly maps that align with standards on district pacing guides.		Jennifer Matthews	06/01/2024
<i>Notes:</i>				
10/7/23	Teachers will develop weekly lesson plans that are aligned to district pacing guides and grade level quarterly plans.		Jennifer Matthews	12/18/2024
<i>Notes:</i>				
10/7/23	Teachers will develop engaging lessons that require students to strategically think and extend thinking about a given standard.		Jennifer Matthews	06/01/2025
<i>Notes:</i>				

	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently, our students struggle with vocabulary standards in every grade level. Many of our students have English as a second language, so vocabulary is difficult, especially in words that sound the same but have different meanings depending on context.</p> <p>We have some vocabulary resources on hand at our school that are not being utilized consistently.</p> <p>We have purchased Building Vocabulary kits for grades 4-5 and have partially implemented them during the 2022-2023 school year. We are working toward implementing them to fidelity next year.</p>		Limited Development 05/24/2023		
How it will look when fully met:	<p>Our language standards will become power standards at each grade level so that a focus will be on building vocabulary during all portions of the year. CFAs will track student progress toward goals in this area. Student scores in EOGs and NC Check-Ins and mClass should increase as a result of this focus.</p>			Jodi Burkholder	06/24/2024

Actions		0 of 2 (0%)		
5/24/23	Grades 4 & 5 will implement Building Vocabulary lessons as a part of their daily instruction during the 2023-2024 school year.		Jodi Burkholder	06/24/2024
Notes:				
5/24/23	Grades K-5 will participate in LETRS Volume 2 training which will focus on building comprehension and vocabulary.		Rebecca McClure	06/24/2024
Notes:				

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

development through the district EC department.

We wish to continue actions laid out in the 2019-2020 school year due to the COVID19 closures.

8/26/21

We wish to continue actions laid out in the 2021-2022 school year due to the COVID19 closures.

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.

9/14/22

We have systems in place for meeting with our MTSS team routinely. This year, we have had one whole staff training on MTSS updates & protocols to address misconceptions about the MTSS process. Our MTSS team has had one training this year with Brooke Johnston on the newest protocols.

5/22/2023- Our school continues to have an MTSS team which consists of a variety of staff members in order to get a well-rounded perspective on how to best meet the needs of our students. We have an MTSS chairperson (Sharon Harper) who also serves as a lead interventionist, overseeing two additional tutors. These tutors work with teachers to ensure that interventions are occurring and being monitored for effectiveness. We have also had training this year in ECATS, learning how to utilize the early warning system in the platform as well as how to record intervention groups.

How it will look when fully met:

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.

Kimberly Bowie

06/23/2025

Actions

18 of 19 (95%)

6/12/17	MTSS team will meet with 2017-2018 classroom teachers to discuss students who we are carrying over from the 2016-2017 school year to discuss previous interventions and develop plan for continued interventions.	Complete 09/11/2017	Sally Voelkert	09/29/2017
<i>Notes:</i>				
6/12/17	MTSS team leaders will conduct professional development with staff to clarify procedures for referral process.	Complete 10/20/2017	Sally Voelkert	10/20/2017
<i>Notes:</i>				
6/12/17	Classroom teachers will complete MTSS pre-screener using beginning of the year data.	Complete 10/19/2017	Lisa Garrison	10/20/2017
<i>Notes:</i> Teachers will note at risk students in pre-screener after BOY assessments and will use this document to track performance.				
6/12/17	MTSS team will report general progress for students in the MTSS process to SIP team once a month.	Complete 06/08/2018	Sally Voelkert	06/15/2018
<i>Notes:</i>				
6/8/18	2018-2019 classroom teachers will be given a list of students who ended the school year in Tier 2 and Tier 3.	Complete 08/24/2018	Sally Voelkert	09/01/2018
<i>Notes:</i>				
6/8/18	2018-2019 3-5 classroom teachers will be given access to historical student performance data at the beginning year data meetings.	Complete 08/20/2018	Lisa Garrison	09/14/2018
<i>Notes:</i>				
6/8/18	MTSS team will report general progress for students in the MTSS process to SIP team once a month.	Complete 06/13/2019	Sally Voelkert	06/13/2019
<i>Notes:</i>				
9/16/19	Teachers will be given time at the beginning of the year to review IEP, 504, and MTSS paperwork in order to prepare instruction for students entering their classrooms in August 2019. They will be given a form to record their understandings of these plans.	Complete 08/30/2019	Lisa Garrison	08/30/2019
<i>Notes:</i>				
9/16/19	Our school will utilize the RISE model with first and second-grade students. This intervention model will be delivered by two certified teachers and two assistant teachers using Jan Richardson's RISE Intervention model.	Complete 05/28/2020	Tonia Trotter	06/20/2020
<i>Notes:</i> RISE will occur four days a week. Tonia Trotter will upload scrubbed RISE lesson plans to Google Drive as evidence.				

9/25/19	Teachers will meet with Lead Teacher to develop interventions to meet the academic and/or social-emotional needs of at risk students.	Complete 05/28/2020	Lisa Garrison	06/20/2020
<i>Notes:</i> These meetings will occur as needed. Lisa Garrison will upload a scrubbed sample of the MTSS pre-screener into Google Drive as evidence.				
9/16/19	MTSS team will continue to meet in the 2019-2020 school year. Teachers will begin utilizing a blended model of MTSS paperwork and the SLD data mapping template provided by the district.	Complete 05/28/2020	Tony O'Neal	06/20/2020
<i>Notes:</i> Teanna Young will upload scrubbed MTSS minutes as evidence into Google Drive. Tony O'Neal will upload a scrubbed example of the updated MTSS/SLD data mapping document. Garrison will upload a scrubbed sample of the MTSS pre-screener.				
5/28/20	Teachers will be given time at the beginning of the year to review IEP, 504, and MTSS paperwork in order to prepare instruction for students entering their classrooms in August 2020. They will be given a form to record their understandings of these plans.	Complete 08/31/2020	Teanna Young	08/31/2020
<i>Notes:</i>				
5/28/20	MTSS team will continue to meet in the 2020-2021 school year. Teachers will utilize the SLD data mapping template provided by the district.	Complete 06/04/2021	Tony O'Neal	06/11/2021
<i>Notes:</i>				
5/28/20	Teachers will continue to meet with Lead Teacher to develop interventions to meet the academic and/or social-emotional needs of at risk students.	Complete 06/04/2021	Lisa Garrison	06/11/2021
<i>Notes:</i>				
8/26/21	Teachers will meet on a weekly data basis during PLCs in order to discuss student data.	Complete 05/26/2023	Lisa Garrison	06/17/2023
<i>Notes:</i>				
9/14/22	Staff will participate in MTSS training with Brooke Johnston throughout the 2022-2023 school year.	Complete 05/26/2023	Kimberly Bowie	06/17/2023
<i>Notes:</i>				
9/19/22	Title I funds will be used to hire 2 tutors and an interventionist.	Complete 05/26/2023	Heather Bain	06/17/2023
<i>Notes:</i> These positions will help provided needed personnel to work in small groups to meet the needs of our students. The interventionist will also serve on the MTSS team.				

9/19/22	We will utilize Reading Eggs in K-2 and iReady in grades 3-5 to provide research based reading instruction to all students by tailoring lessons that meet the needs of each individual student. These programs are purchased by Title I funds.	Complete 05/26/2023	Christa Kallam	06/17/2023	
<i>Notes:</i>					
9/24/20	Creation of intervention matrix to support the implementation of targeted interventions and inventory available intervention resources.		Kimberly Bowie	06/17/2025	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Classroom teachers have been implementing 1 lesson a week to address the Olweus expectation. The 2023-2024 school year, Kindergarten and first grade teachers have chosen to implement the Zones of Regulation program to assist students with handling a variety of social emotional needs. All classroom teachers are starting to implement classroom meetings each morning from 7:55 - 8:10 am. This concept is new and teachers are researching resources that are a good fit for their students.	Limited Development 10/03/2023		
<i>How it will look when fully met:</i>		In order to fully meet the social emotional needs of all students Archdale Elementary will need to have specific programs and resources in place. Teachers and students will participate in class meetings each morning in order to build classroom culture and to provide an opportunity for students to share feelings and expectations. Kindergarten and first grade teachers will utilize the Zones of Regulation material in order to teach our younger students emotions and appropriate ways to deal with extreme emotions. Our students in second through fifth grade will have set resources for continuing the social emotional learning as they get older. These materials and the concept of social emotional learning will be a part of our every day culture and all participants will be able to apply strategies to every day situation.		Christa Kallam	01/15/2025
Actions			0 of 4 (0%)		
10/3/23	Kindergarten and first grade teachers will begin using the Zones of Regulation materials on a daily basis.		Jennifer Matthews	01/15/2024	
<i>Notes:</i>					

	10/3/23	Grades 2 through 5 will conduct independent research and identify materials that they will use to continue the social emotion learning curriculum at Archdale.		Patrick Nordan	01/15/2024
<i>Notes:</i>					
	10/3/23	All teachers will implement appropriate instruction to address the social emotional needs of all students throughout the day.		Rebecca McClure	06/15/2025
<i>Notes:</i>					
	10/3/23	All classroom teachers will conduct classroom meetings each day with fidelity to assist with social emotional needs of students and class expectations.		Jodi Burkholder	06/15/2025
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>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.</p> <p>8/30/21</p> <p>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 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.</p> <p>We will continue to follow the Title I Transition night protocols as set forth by the district.</p> <p>12/9/2021</p>	Limited Development 08/18/2017		

	<p>We have a Title 1 Transition Night scheduled in order to assist with preparing them to move to the next grade level.</p> <p>3/3/22</p> <p>Indicator evidence is loaded into the folder.</p> <ul style="list-style-type: none"> • Transition Night flyers • Email about Trinity Middle School Visit • Summer Bridge plans <p>9/14/22</p> <p>We are continuing to provide extensive support for students who are transitioning from one grade level to another. We had a summer bridge program for our pre-K students coming into school for the 2022-2023 school year. We had a three day staggered entry program for Kindergarten so that we could best place students in balanced classrooms. In addition, we have a system in place to help 5th grade students transition to our middle school. We also have a yearly Transition Night for families for each grade level.</p>			
	<p>Priority Score: 1</p> <p>Opportunity Score: 3</p>	<p>Index Score: 3</p>		
<p><i>How it will look when fully met:</i></p>	<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</p>	<p>Objective Met 09/14/22</p>	<p>Lane Vecellio</p>	<p>06/17/2022</p>

our Guidance Counselor to plan for a smooth transition to a new school by helping students to develop a list of appropriate classes.

3/3/22

Indicator evidence is loaded into the folder.

- Transition Night flyers
- Email about Trinity Middle School Visit
- Summer Bridge plans

Actions

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.	Complete 06/17/2022	Lane Vecellio	06/17/2022

Notes: As of 12/9/21, this action step was reviewed by not deemed relevant for this time of year.

Implementation:			09/14/2022		
Evidence	<p>9/16/2019 9/16/2019- We have sign in sheets on file in our Title I box. 9/14/22- We have documentation of the Transition programs at our school in our Shared Title I folder on the Google Drive.</p>				
Experience	<p>9/16/2019 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.</p>				
Sustainability	<p>9/16/2019 9/16/2019- We will continue to hold parent engagement nights this year. 9/14/22- We will continue to provide supports for our students who are transitioning into each new grade level, with particular attention being paid to rising Kindergarteners and rising 5th graders. We also will continue to hold a Transition Night for families in the spring of each year.</p>				
A4.17	<p>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)</p>	Implementation Status	Assigned To	Target Date	
Initial Assessment:	<p>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.</p> <p>We do have some systems in place to develop targeted instruction for our at-risk students.</p> <p>9/7/21</p> <p>We are continuing to use data to identify students . This data comes from mClass, HMH, CFAs, and classroom performance.</p> <p>9/14/22</p> <p>We have restructured our PLC model to include a time to study standards, create common formative assessments, and evaluate the data generated by the assessments in order to develop a plan of action</p>	Limited Development 09/25/2019			

	<p>for our students. We have budgeted Title I funds for planning days to include data dives as a part of long term planning at each grade level.</p> <p>5/22/23</p> <p>We have continued to work on using data from screening processes to respond to student needs. This has been especially helpful in driving our remediation groups since MOY mClass testing. We used the MOY data to create core plans and establish groups for our 3 tutors. We revisited progress monitoring data in March and made changes to groups based on student progress. We have also used NC Check-Ins data to review standards that need additional work, both at the core and small group levels. In our FAMS meeting, we indicated the need for a school-wide behavior system.</p>			
<p>How it will look when fully met:</p>	<p>There will be a reliable school-wide screening process for math and reading three times a year. We will determine at-risk students based on cut scores (developed either at the school level or provided by the state). We will also hold PLC meetings to discuss student progress toward goals throughout the year.</p> <p>Our classroom teachers and guidance counselor will use a common system to track students who may be at risk in social, emotional, and behavioral areas.</p> <p>Evidence: historical datasheet, established cut scores, pre-screener forms, MTSS documentation, screener results, dynamic, and fluid student groupings</p>		<p>Lane Vecellio</p>	<p>06/23/2025</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>9/25/19</p>	<p>Classroom teachers will meet with Lead Teacher to develop interventions for at-risk students at Tier 1.</p>	<p>Complete 05/28/2020</p>	<p>Lisa Garrison</p>	<p>06/19/2021</p>
<p><i>Notes:</i> These meetings will occur as needed. Lisa Garrison will upload scrubbed pre-screener into Google Drive as evidence.</p>				
<p>9/25/19</p>	<p>Teachers will administer testing measures at the beginning of the year, middle of the year, and end of the year in both reading and math.</p>	<p>Complete 06/18/2021</p>	<p>Anna Foster</p>	<p>06/19/2021</p>

Notes: Anna Foster will upload a scrubbed historical datasheet from each grade level by the end of the year as evidence.
Lisa Garrison will upload a testing schedule into Google Drive as evidence.

We are going to continue this action throughout the 2020-2021 school year, as we were forced into remote learning in March due to the COVID19 school closure.

10/29/20 As part of the MTSS process, teachers will work with the MTSS team to gather intervention, comparative, and historical data to support students receiving Tier 2 and Tier 3 interventions.

Kimberly Bowie

06/19/2024

Notes: The focus will be on the completion of the SLD criteria planning template as part of the MTSS process.

9/14/22 We will develop a school wide discipline plan which will include high expectations for students, along with consequences for not meeting those expectations. As a part of the plan, we will develop a system for collecting discipline data in order to best study the trends of our students over time.

Christa Kallam

06/17/2025

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
<i>Initial Assessment:</i>		Our Leadership Team has all staff represented. We have a representative from each grade level, Lead Teacher, administration, classified staff, specialists, and parents. We currently meet every other Monday to ensure we have two meetings a month, sometimes we will have three minutes in a given month.	Full Implementation 10/05/2023		

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:

Archdale Elementary School has established a team structure among our staff. Within this structure, staff members share duties and responsibilities to effectively operate our school. We have a Leadership Team which is comprised of the principal, assistant principal, lead teacher, guidance counselor, secretary, media specialist, as well as grade level and EC representatives. We also have a classified staff member and parent representative serving on the team.

Our Parent Engagement Team and PTO both work to ensure that families are included as stakeholders at our school.

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.

9/7/21

Current level of performance is indicated in the statement above.

3/3/22-

Indicator evidence is loaded into the folder.

- Schedules are uploaded
- Minutes for January meetings
- Minutes for March meetings

9/14/22

Archdale Elementary School has many team structures in place. There are grade level chairs and the leadership team as well. These staff members help to make decisions, thus distributing leadership across many people. We also have a team of people attending the DuFour Professional Learning Communities training. This training will help us to develop stronger collaborative team time for planning and evaluation of data.

5/22/23

We have held CTT meetings on Tuesdays each week to discuss student data, CFAs, and curriculum updates. In addition, we have held MTSS team meetings twice monthly. Kim Bowie, Lauren Ross, June

Limited Development
04/26/2017

	<p>Workman, and Lisa Garrison attended training for the DuFour Professional Learning Communities this year.</p> <p>5/23/23-</p> <p>We sat a goal to increase our FAMS score from 39% to 50% during the 2022-2023 school year. Our score rose to 43.9% according to our last FAMS evaluation. This is progress and shows we are moving forward. We will continue to increase our levels of support in all areas (literacy, math, behavior, and attendance) in the 2023-2024 school year.</p>			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	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.		Heather Bain	06/14/2024
Actions		9 of 10 (90%)		
8/18/17	A list of committees is included in the back to school teacher resources.	Complete 08/13/2018	Lisa Thompson	08/20/2018
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Family Game Night on 10/17/18.	Complete 10/17/2018	Lisa Garrison	11/14/2018
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Science Night on 1/2/19.	Complete 01/02/2019	Lisa Garrison	02/13/2019
	<i>Notes:</i>			
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Annual Public Meeting on 8/30/18.	Complete 08/30/2018	Lisa Garrison	09/12/2019
	<i>Notes:</i>			

8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Math/Reading Night on 9/19/18.	Complete 10/01/2018	Lisa Garrison	10/10/2019
<i>Notes:</i>				
9/7/21	On the 2nd and 4th Tuesday of each month, teachers will meet in the media center for common planning in the afternoon.	Complete 06/17/2022	Lisa Garrison	06/17/2022
<i>Notes:</i>				
8/22/18	Teachers will meet in PLC groups on the first and third Tuesday of every month to plan lessons.	Complete 06/28/2022	Teresa Turner	06/28/2022
<i>Notes:</i>				
9/14/22	Grade level members will meet once a week with the Lead Teacher and the Administration for collaborative team time. During this time, we will study standards, create common formative assessments, and review data generated by the common formative assessments.	Complete 05/26/2023	Lisa Garrison	06/17/2023
<i>Notes:</i>				
9/14/22	Teachers will meet on Tuesday afternoons for grade level planning. These planning sessions will be scheduled to occur on every Tuesday when LETRS training is not occurring.	Complete 05/26/2023	Jodi Burkholder	06/17/2023
<i>Notes:</i>				
5/24/23	Grade levels will meet in CTTs once a week to create CFAs and discuss student data in order to drive instruction.		Jodi Burkholder	06/15/2024
<i>Notes:</i>				
Implementation:		09/16/2019		
Evidence	9/16/2019 9/16/2019- Minutes from these meetings are found on Google Drive and the Title I box.			
Experience	9/16/2019 9/16/2019- Each year, teachers are given an opportunity to sign up for committees for which they would like to serve. These committees include parent engagement, hospitality, student council, safety patrols, and MTSS. In addition, grade levels vote for their representative on the Leadership Team.			
Sustainability	9/16/2019 9/16/2019- Each committee will continue to have a clear purpose. We have added a literacy committee in order to roll out our new literacy policies.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, each teacher completes a historical data sheet that follows the students through 5th grade. This sheet is shared with the administration, the lead teacher, EC, and the MTSS team.</p> <p>The historical data sheets are used to facilitate data discussions during PLCs. They are used as a data source during the MTSS process.</p> <p>In addition, the leadership team completes a CFA data collection sheet which is viewed during meetings to evaluate progress toward student goals and to make financial decisions about the allocation of funds.</p> <p>9/7/21</p> <p>Current level of performance is reflected in statements above.</p> <p>9/14/21</p> <p>Current level of performance is reflected in statements above. In addition, our PLC structure involves weekly student data discussion.</p> <p>5/22/23-</p> <p>Archdale School has many systems in place to ensure that we are accurately tracking student data. We have a historical data sheet that tracks student performance in reading and math throughout their career at our school. We also track data through CTT discussions around CFAs. We analyze NC Check-Ins data at the class, student, and item levels each quarter. We also have systems in place to track school level data through a leadership team data page, an mClass data page, and a HMH data page.</p>	Limited Development 09/25/2019		
<i>How it will look when fully met:</i>		<p>The principal collects and acts on data from a variety of sources and in a timely manner.</p> <p>Evidence: PLC minutes, historical datasheet, feedback</p>		Kimberly Bowie	06/14/2024
<i>Actions</i>			7 of 8 (88%)		

9/25/19	The principal will actively participate in PLC meetings and data discussions.	Complete 05/28/2020	Paula LaPlant	06/19/2020	
<i>Notes:</i> Lisa Garrison will upload PLC meeting agendas/minutes into Google Drive as evidence.					
9/25/19	The principal will use data to prioritize and allocate resources.	Complete 05/28/2020	Cateria Davis	06/19/2020	
<i>Notes:</i> Cateria Davis will upload Title I prioritized plan as evidence into Google Drive.					
9/26/19	The principal will actively participate in the MTSS process, including providing PD to the staff.	Complete 05/28/2020	Paula LaPlant	06/20/2020	
<i>Notes:</i> Paula LaPlant will upload information given at PD sessions as evidence in Google Drive.					
5/28/20	The principal will actively participate in PLC meetings and data discussions throughout the 2020-2021 school year.	Complete 06/04/2021	Paula LaPlant	06/11/2021	
<i>Notes:</i>					
4/30/21	The principal will continue to actively participate in PLC meetings and data discussions in the 2021-2022 school year.	Complete 06/10/2022	Kimberly Bowie	06/15/2022	
<i>Notes:</i>					
9/14/22	We will hold weekly PLC meetings with the lead teacher and principal to discuss student progress toward goals. In addition, we will develop next steps for students who are in need of intervention, spiral review, or enrichment.	Complete 05/26/2023	Lisa Garrison	06/17/2023	
<i>Notes:</i> We will use our interventionists and tutors (funded by Title I) to support our remediation efforts. Our lead teacher position is also funded by Title I.					
9/19/22	We will utilize data from iReady, Reading Eggs, Scholastic News, and IXL to plan instruction in Literacy and Math.	Complete 05/26/2023	Patrick Nordan	06/17/2023	
<i>Notes:</i> iReady, Reading Eggs, Scholastic News & IXL are funded by Title I.					
5/24/23	Classroom teachers and the reading specialist will use mClass progress monitoring data to drive targeted instruction in small groups. These groups will be flexible and fluid, based on progress toward goals.		Kristi Green	06/24/2024	
<i>Notes:</i>					
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Archdale Elementary School, the principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive	Limited Development 04/26/2017		

	<p>feedback to teachers. The administration is visible in classrooms each day through the use of informal walk-throughs.</p> <p>In addition, formal observations are conducted as a part of teacher professional development plans. The feedback on these observations is stored in the NCEES platform. The principal attends weekly planning sessions in the media center.</p> <p>In order to monitor the progress of our exceptional students, the principal or assistant principal sits in on each IEP meeting and is involved in goal setting for those students.</p> <p>The principal also participates in data discussions with our leadership team to better understand student progress toward specific goals as monitored by common formative assessments at each grade level.</p> <p>9/7/21 Current level of performance is reflected in statement above.</p> <p>9/14/22 Current level of performance is reflected in the statement above. In addition, we are working with the Lead Teacher and the Principal to study standards during our weekly PLC time. This time is valuable because teachers get actionable, timely feedback while planning lessons.</p> <p>5/23/23- Current level of performance is reflected in all above statements.</p>			
How it will look when fully met:	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.		Kimberly Bowie	06/14/2024
Actions		8 of 9 (89%)		
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
Notes:				
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
Notes:				

8/22/18	Our school will participate in Math Instructional Rounds with Ana Floyd on 11/5/18. Feedback will be provided to teachers.	Complete 11/14/2018	Lisa Thompson	11/14/2018
<i>Notes:</i>				
8/22/18	Our school will participate in Instructional Rounds with district personnel on 2/7/19. Feedback will be provided to teachers.	Complete 03/07/2019	Lisa Thompson	02/13/2019
<i>Notes:</i>				
9/25/19	The principal will complete the Teacher Evaluation Instrument for each certified staff member.	Complete 05/28/2020	Paula LaPlant	06/19/2020
<i>Notes:</i> Paula LaPlant will upload PD presentation for the NCEES instrument into Google Drive as evidence.				
8/18/17	Principal, assistant principal, and lead teacher have access to to all teachers' lesson plans through PlanbookEdu.	Complete 05/28/2020	Lisa Garrison	06/19/2020
<i>Notes:</i> Lisa Garrison will upload teacher lesson plan samples into Google Drive as evidence.				
9/7/21	Twice a month, we will hold data discussions during PLCs in order to identify at-risk students.	Complete 06/17/2022	June Workman	06/17/2022
<i>Notes:</i>				
9/25/19	The principal will develop a schedule for classroom walkthroughs (informal and formal). In addition, she will provide constructive feedback from these walkthroughs.	Complete 06/17/2022	Kimberly Bowie	06/17/2022
<i>Notes:</i>				
9/14/22	The principal will complete daily walk-throughs and provide feedback to teachers.		Kimberly Bowie	06/17/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently teachers collect different data point at the beginning of year, middle of year, and end of year. They meet with administration and Lead Teacher to discuss grade level trends in data in order to develop core plans that help to increase student achievement. Interventionists	Limited Development 10/05/2023		

	and the Reading Specialist work with the administration team and Lead Teacher to develop small group support for students in the areas of reading and math. Our interventionist are paid from Title 1 funding.			
How it will look when fully met:	We will develop rigorous assessments that provide information on student mastery. Teachers will utilize that data to make fluid reading and math groups in order to meet student needs. During our daily Panther Time (remediation/enrichment) teachers will strategically plan activities that are directly related to student needs in order to remediate and enrich our students. During our CTT meetings, administration and teachers will discuss upcoming CFA's, ensure alignment and rigor, tier students based on academic needs, and plan for strategies to use with students. The staff will take quarterly benchmark assessments to drive daily whole group instruction. Each grade level will modify and develop core plans that will address areas of weakness. Professional development will be provided to staff based on specific needs for each grade level. All data that is collected throughout the year will be used to determine effectiveness of current practices and strategies. Data discussions during school improvement team meetings will be centered around school-wide trends and ways that we can improve. Evidence of full implementation will be increased student performance, CTT agendas/minutes, CFA data collection, and weekly lesson plans including whole group and small group instruction. Additionally, evidences of full implementation can be found in professional development CEU for staff and the school improvement team agenda and minutes.		Jodi Burkholder	06/01/2025
Actions		0 of 3 (0%)		
10/7/23	Teachers will develop quarterly plans that also identify CFA dates for assessments to check for skill mastery.		Rebecca McClure	05/30/2024
	<i>Notes:</i>			
10/7/23	Teachers, administration, and lead teacher will analyze CFA data and develop plans for remediation, spiral review, and enrichment for students.		Brian Barfield	06/01/2025
	<i>Notes:</i>			
10/7/23	Teachers will meet during CTT's with administration and lead teacher to ensure alignment and rigor for all CFA's given.		Lane Vecellio	12/15/2025
	<i>Notes:</i>			

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
	<p><i>Initial Assessment:</i></p>	<p>Currently, our certified staff engages in high-quality, ongoing, job-embedded, and differentiated professional development.</p> <p>This professional development is tailored to the current needs of certified staff and provided in a timely manner.</p> <p>September 7, 2021</p> <p>We have a few teachers using math stations as a consistent part of daily instruction. In order to provide ongoing professional development on differentiation in mathematics, our staff is scheduled to participate in a series of trainings with Dr. Ana Floyd, RCSS District Math/Science Lead Teacher.</p> <p>K-5 teachers are learning to use the mClass platform to assess student abilities in Reading. We have two classroom teachers who have a good deal of background knowledge on the Science of Reading. Our lead teacher attended two conferences on the Science of Reading during the 2020-2021 school year.</p> <p>We have four BT teachers who are participating in professional development through the district and are paired with mentors to help them navigate the 2021-2022 school year. In addition, these teachers will work closely with the lead teacher to ensure they have the tools they need to be successful.</p> <p>Our K-2 teachers are focusing their efforts on utilizing the Letterland program to fidelity this year. They attended a Letterland training session on August 20, 2021. They will have follow-up training with RCSS District ELA/Social Studies Lead Teacher, Karen Binns this year.</p> <p>Teachers who are new to a grade level will participate in Just in Time training modules through the RCSS staff development website.</p> <p>9/20/22</p> <p>During the 2022-2023 school year, all classroom teachers, the reading specialist, the ESL teacher, the EC teachers, and the lead teacher are participating in LETRS training. This training is part 1 of a 2 year program. In addition, teachers have completed a CANVAS refresher course. There is optional PD being provided by the district in areas of math, social studies, and reading. Our district is also providing</p>	<p>Limited Development 09/25/2019</p>		

	<p>additional training on the DuFour PLC model with principals, assistant principals, lead teachers, and select teachers in each school. There is also continued SEL training being provided by the district.</p> <p>5/23/23</p> <p>At this point, all staff members mentioned above have completed Volume 1 of LETRS training.</p>			
How it will look when fully met:	<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>		Lane Vecellio	06/23/2024
Actions		15 of 16 (94%)		
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> Lisa Garrison will upload notes from the HMH training into Google Drive as evidence.			
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> Lisa Garrison will upload PD presentation for Istation BOY training into Google Drive as evidence.			
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. Lisa Garrison will upload sample Certificates of Completion into Google Drive as evidence.			
9/25/19	The EC staff is participating in ECATS training to learn the new platform for IEP documentation.	Complete 05/28/2020	Tammy Hemric	06/20/2020
	<i>Notes:</i>			
5/28/20	There will be a focus on utilizing technology for delivering blending learning experiences (face to face and online).	Complete 04/30/2021	Lisa Garrison	06/11/2021
	<i>Notes:</i>			
9/25/19	Certified teachers will participate in additional MTSS training throughout the year.	Complete 06/04/2021	Paula LaPlant	06/11/2021
	<i>Notes:</i> Paula LaPlant will upload sample staff sign-in sheets into Google Drive as evidence.			
9/24/20	Certified teachers will participate in SEL PD Canvas course.	Complete 06/11/2021	Lisa Garrison	06/20/2021
	<i>Notes:</i>			
4/30/21	Certified teachers will continue to participate in additional MTSS training throughout the 2021-2022 year.	Complete 06/09/2022	Kimberly Bowie	06/17/2022
	<i>Notes:</i>			
8/26/21	Classroom teachers will participate in Math Stations training with District Math Lead Teacher, Ana Floyd.	Complete 06/09/2022	Lisa Garrison	06/17/2022
	<i>Notes:</i> September 14 - During afternoon planning, K-2 will do training from 3:15 - 4:00. September 28 - During afternoon planning, 3-5 will do training from 3:15 - 4:00. October 12 - During afternoon planning, K-2 will do training from 3:15 - 4:00. October 26 - During afternoon planning, 3-5 will do training from 3:15 - 4:00. January 25 - During PLC meetings, all grade levels will meet with Ana Floyd to discuss specific grade level questions/issues/etc. February 17 - Ana Floyd will be here this day to focus on observing math stations for those who are doing them and want feedback.			
8/26/21	Classroom teachers and our reading specialist, Kristi Green, will participate in mClass training throughout the 2021-2022 school year, beginning with an initial training meeting in August and additional follow up meetings throughout the year with a focus on using data to drive instruction.	Complete 06/09/2022	Lisa Garrison	06/17/2022

<i>Notes:</i>				
9/7/21	K-2 teachers will participate in a series of trainings on the Letterland curriculum and have support from Karen Binns, district Lead Teacher throughout the implementation process.	Complete 06/09/2022	Ann Marie Johnson	06/17/2022
<i>Notes:</i>				
9/19/22	Principal, assistant principal, lead teacher, and select teachers will attend training in the DuFour PLC model.	Complete 05/26/2023	Lauren Ross	06/17/2023
<i>Notes:</i>				
4/30/21	Certified teachers will participate in LETRS training during the 2022-2023 & 2023-2024 school years.		Lane Vecellio	06/17/2024
<i>Notes:</i>				
	C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To
Initial Assessment:		<p>8/25/21:</p> <p>Our master schedule provides adequate time for grade-level collaboration during the school day.</p> <p>We also have planning sessions with the whole faculty on the second and fourth Tuesday of each month. This is a time when all certified staff will be able to collaboratively plan and have vertical conversations.</p> <p>9/7/21</p> <p>Current level of performance is indicated in the statement above.</p> <p>3/2/22</p> <p>We have a dedicated PLC meeting time during BEPs each Tuesday. In addition, we have dedicated planning time every Tuesday afternoon.</p> <p>We have also had all-day planning sessions for each grade level in January. We are currently holding all-day planning sessions in March as well. EC is also having planning days. Samples of agendas and minutes have been uploaded into the Indicator folder.</p> <p>9/19/2022</p> <p>We hold PLC meetings with each grade level every Tuesday to discuss/plan standards as well as develop common assessments. On Wednesdays, teachers participating LETRS professional development</p>	Limited Development 09/25/2019	

	<p>are given 90 minutes within the school day to work on their modules for the week. Our district has provided 4 early release days to work on the 3 hour LETRS modules. We have earmarked funds from Title I to provide time for teachers to work together to develop both short term and long term plans.</p> <p>5/23/23-</p> <p>During the 2022-2023 school year, Wednesdays were reserved each week in order to give teachers 90 minutes during the school day to work on Volume 1 of LETRS training. We also had 4 early release days on the calendar for virtual training with a LETRS consultant.</p> <p>We sat a goal to increase our FAMS score from 39% to 50% during the 2022-2023 school year. Our score rose to 43.9% according to our last FAMS evaluation. This is progress and shows we are moving forward. We will continue to increase our levels of support in all areas (literacy, math, behavior, and attendance) in the 2023-2024 school year.</p>			
<p>How it will look when fully met:</p>	<p>The school will structure professional development to provide adequate time for collaboration with certified and classified staff as appropriate to their job descriptions.</p> <p>Evidence: master schedule, weekly afterschool collaborative planning minutes/agendas, lesson plans via Planbook Edu, Google Drive with grade-level folders</p>		<p>Kimberly Bowie</p>	<p>06/14/2024</p>
<p>Actions</p>		<p>10 of 11 (91%)</p>		
<p>9/25/19</p>	<p>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.</p>	<p>Complete 05/28/2020</p>	<p>Tonia Trotter</p>	<p>06/20/2020</p>
<p><i>Notes:</i> Tonia Trotter will upload notes from PD sessions into Google Drive as evidence. The assistants were actually provided with substantial PD opportunities during the remote work experiences.</p>				
<p>9/25/19</p>	<p>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.</p>	<p>Complete 05/28/2020</p>	<p>Lisa Garrison</p>	<p>06/20/2020</p>

	<i>Notes:</i> Lisa Garrison will upload a copy of the master schedule into Google Drive as evidence.			
9/25/19	The master schedule will be created to ensure that teachers have a planning period each day. Once a week, teachers will meet as a grade level to discuss housekeeping items and lesson planning.	Complete 05/28/2020	Lisa Garrison	06/20/2020
	<i>Notes:</i> Lisa Garrison will upload the PLC/Grade Level Meeting schedule into Google Drive as evidence.			
5/28/20	During the 2020-2021 school year, the master schedule will be created to ensure that teachers have a planning period each day. Once a week, teachers will meet as a grade level PLC with the Lead Teacher and administration to discuss progress toward goals.	Complete 06/04/2021	Lisa Garrison	06/11/2021
	<i>Notes:</i>			
3/2/22	In January, we will hold all day planning sessions with the Lead Teacher for each grade level in order to plan for Quarter 2.	Complete 01/31/2022	Lisa Garrison	01/31/2022
	<i>Notes:</i>			
3/2/22	We will hold all-day planning sessions with each grade level in the Lead Teacher's room to plan for Q4.	Complete 03/21/2022	Lisa Garrison	03/21/2022
	<i>Notes:</i> Lead Teacher is funded by Title I.			
4/30/21	During the 2021-2022 school year, the master schedule will be created to ensure that teachers have a planning period each day. On the first and third Tuesday of each month, teachers will meet as a grade level PLC with the Lead Teacher and administration to discuss curriculum and receive professional development. On the second and fourth Tuesday of each month, teachers will meet for data discussions with administration and the Lead Teacher.	Complete 06/09/2022	Lisa Garrison	06/17/2022
	<i>Notes:</i> Lead Teacher position is funded by Title I.			
9/17/22	A master schedule will be developed in order to provide time and resources for teachers to collaborate and plan together.	Complete 09/05/2022	Lisa Garrison	09/20/2022
	<i>Notes:</i>			
9/19/22	Coverage will be provided as a part of our BEP schedule so that teachers may work on LETRS professional development modules.	Complete 09/04/2022	Kimberly Bowie	09/20/2022
	<i>Notes:</i>			
9/19/22	We will utilize Title I funds to provide a time for teachers to collaborate with the lead teacher to plan for upcoming quarters.	Complete 05/26/2023	Heather Bain	06/17/2023
	<i>Notes:</i> Teachers will use Planbook Edu for collaborative planning. Teachers will also work together to discuss data/planning for resources			

purchased by Title I funds (Scholastic News, iReady, IXL, Reading Eggs, Brain Pop, Reading A to Z, Reading Coach books, Interactive Reading Kits, & Handwriting without Tears).
 In addition, they will develop plans regarding which students will be served by our tutors and interventionist (also funded by Title I dollars).
 Lead teacher is funded by Title I.

5/24/23

A master schedule will be developed so that teachers have time to complete LETRS Volume 2 training during the 2023-2024 school year. New teachers will complete LETRS Volume 1 training.

Lane Vecellio

06/24/2024

Notes:

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
<i>Initial Assessment:</i>		At the district level many things are implemented as a part of our procedures and protocols for recruiting, evaluation, rewarding and replacing staff. At the school level we utilize the team approach for interviewing, hiring and replacing staff. As we find candidates that are qualified and a good fit for our school, the administration conducts reference checks and submits recommendations to Central Services. We currently have two retirees on campus to teach in areas where we would have a vacancy. The staff votes for Distinguished Teacher, Outstanding Employee, and Teacher of the Year using anonymous voting ballots. We keep house all ballots on site.	Full Implementation 10/05/2023		

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
<i>Initial Assessment:</i>		Our Leadership team determines how money will be allocated based on our needs assessment that was completed at the end of the year. We also use data in regards to our purchases from our Title 1 funds when we review the effectiveness of programs. Based on all data, the team determines how we need to allocate funding for the upcoming school year. All stake holders are able to give input in expenses. Central	Full Implementation 10/02/2023		

Services provides financial and teacher allocations based on our current ADM numbers. At Archdale Elementary School, we also receive funding from the AT Tax Council. This council has specific guidelines on how we can spend money. Based on these guidelines, the leadership team discusses needs and approves our budget prior to submitting our budget to the council for approval. All funding from the AT Tax Council is also based on our 20 day ADM numbers.

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
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Initial Assessment:

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.

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

9/7/21

Current level of performance is reflected in above statement.

Limited Development
04/26/2017

12/9/2021

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

9/19/22

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

5/23/23-

Current level of performance is as stated above.

We sat a goal to increase our FAMS score from 39% to 50% during the 2022-2023 school year. Our score rose to 43.9% according to our last FAMS evaluation. This is progress and shows we are moving forward. We will continue to increase our levels of support in all areas (literacy, math, behavior, and attendance) in the 2023-2024 school year.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

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

Evidence: Parent/School Compact, Parent Nights, Parent/Teacher Conference Logs, Beginning of the Year postcards, School Messenger reports, Reading Homework Policy

**Objective Met
05/23/23**

Rebecca McClure

06/09/2023

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

9/19/22	All classroom teachers will sign and review Title I Parent/School compacts with students and parents/guardians.	Complete 12/01/2022	Lisa Garrison	12/31/2022
<i>Notes:</i>				
5/23/23	We will hold 4 parent nights during the 2022-2023 school year. The topics will be Literacy, Math, Science, & Transitions.	Complete 05/23/2023	Lisa Garrison	05/26/2023
<i>Notes:</i>				
5/23/23	The Parent Engagement Committee will meet at the end of the year to evaluate the Title I Parent Engagement Program using results from the Title I survey sent out by the district. We will also review the parent/school compact and the parent policy in order to update it for the 2023-2024 school year.	Complete 05/23/2023	Lisa Garrison	05/26/2023
<i>Notes:</i>				
9/19/22	The Parent Engagement Committee will meet to schedule parent information meetings for the 2022-2023 school year.	Complete 08/26/2022	Lisa Garrison	06/17/2023
<i>Notes:</i> Title I funds and local funds will be used to provide resources for the four parent nights. The lead teacher, who is paid for with Title I funds, will chair the Parent Engagement committee and plan for the allocation of Title I parent engagement funds.				
Implementation:		05/23/2023		
Evidence	4/30/2021 4/30/2021- This evidence is in Google Drive. 5/23/2023- Evidence is in Google Drive.			
Experience	4/30/2021 4/30/2021- As a part of our Title I requirements, we have an extensive parent involvement program. Our parent nights have had to be virtual this year due to COVID restrictions, but parents were very happy with our Canvas presentations. 5/23/23- We have enjoyed having parents back in the building after the COVID pandemic. Parents have participated in 4 events this year, each of which was well attended.			
Sustainability	4/30/2021 4/30/2021- Continued parent engagement funds; continued allotted times for conferences. 5/23/23-			

		Continued parent engagement funds, a Parent Engagement Committee, scheduled parent nights, scheduled conferences, Class Dojo or Remind			
	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
<i>Initial Assessment:</i>		At this time we hold parent conferences at the end of first quarter to share reading progress with parents. Each year we include a parent night that focuses on Reading standards and strategies that parents can use at home. We need to continue to have ongoing one on one conversations with parents to discuss specific data points throughout the school year in order to keep parents informed of what they can do to support the school in regards to reading.	Limited Development 05/24/2023		
<i>How it will look when fully met:</i>		The school will provide parents/guardians with practical guidance to encourage their children's regular reading habits at home. This will include ways to use the NCDPI website for families. It will also include simple games and resource lists that will guide them in the best, most practical way to support specific learning targets in phonics and vocabulary instruction. Information can be relayed to parents through four Title 1 nights, parent conferences, and phone calls. Teachers will plan Title 1 events that address core standards in reading, math, and science. The fourth Title 1 event will include information that will help students and parents make the transition to the next grade level. Staff will communicate to parents reading progress based on BOY, MOY, and EOY benchmark testing with mClass testing. In grades 3rd through 5th grades, staff will take time to share NC Check Ins scores with both students and staff in order to provide ways they can continue to grow in areas of need.		Tammy Hemric	06/24/2024
Actions			0 of 4 (0%)		
	10/5/23	All classroom teachers will conduct face to face conferences with parents within the first quarter of school to provide up to date information of their child's reading performance and how they can support the school at home to continue reading progress.		Lane Vecellio	11/30/2023
<i>Notes:</i>					
	5/24/23	We will hold a literacy night in the fall of 2023 to feature ways families can help their children at home with literacy.		Lane Vecellio	12/25/2023
<i>Notes:</i>					

10/5/23	All classroom teachers will conduct face to face conferences with parents within the second quarter of school to provide up to date information of their child's reading performance and how they can support the school at home to continue reading progress.		Lane Vecellio	02/01/2024
<i>Notes:</i>				
10/5/23	The school will relay strategies being implemented for students who need additional support in reading. Parents will receive formal written documentation of the strategies being implemented during the school day as well as offer resources / strategies that parents can use at home to address specific areas of need.		Kimberly Bowie	06/01/2024
<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>	<p>Currently, classroom teachers formally meet with family members one time per year to discuss student progress toward academic and behavioral goals.</p> <p>In addition, our EC staff meets with family members yearly to review IEP documentation and goals.</p> <p>9/7/21</p> <p>Currently, classroom teachers formally meet with family members twice a year to discuss student progress toward academic and behavioral goals.</p> <p>12/9/2022</p> <p>As of 12/3/2022 Teachers have held fall conferences for the 2021 - 2022 school year. Conference schedules were uploaded in the indicator folder. Our first Title 1 Parent Night was held virtually through CANVAS. It had a focus on how to help children with vocabulary. Teachers conduct at risk conferences to help keep parents informed of student progress.</p> <p>3/3/22</p> <p>Indicator evidence is loaded into the folder.</p>	Limited Development 09/25/2019		

	<ul style="list-style-type: none"> • Conference schedules • Parent Nights <p>9/19/22</p> <p>During the 2022-2023 school year, we will continue to hold conferences to provide communication with parents. Classroom teachers also utilize the Remind or the Class Dojo platforms to have daily two way communication with parents.</p> <p>5/23/23-</p> <p>We sat a goal to increase our FAMS score from 39% to 50% during the 2022-2023 school year. Our score rose to 43.9% according to our last FAMS evaluation. This is progress and shows we are moving forward. We will continue to increase our levels of support in all areas (literacy, math, behavior, and attendance) in the 2023-2024 school year.</p>			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	<p>All teachers meet with parents or guardians formally at least two times a year to discuss students' progress toward goals. These meetings should inform parents about how they can help students at home.</p> <p>Evidence: Conference schedules, data notebooks/digital portfolios</p>		Christa Kallam	06/14/2024
Actions			6 of 7 (86%)	
9/26/19	Classroom teachers will schedule conferences with parents to discuss student progress from the first quarter. There will be protected times for teachers to hold conferences on 11/1/19 and 11/4-11/8/19.		Complete 12/03/2019	Lisa Garrison
	<p><i>Notes:</i> Teachers will turn in conference schedules to Lisa Garrison to be uploaded as evidence by 11/10/19.</p> <p>As of 12/3/21- Teachers have held fall conferences for the 2021-2022 school year. Conference schedules were uploaded in the indicator folder.</p>			
9/26/19	Classroom teachers will schedule conferences with parents to discuss mid-year student progress. This conference window will be 2/24-2/28/2020. Support staff (reading interventionist, ESL teacher, EC teachers) will be invited to attend, if applicable.		Complete 03/06/2020	Lisa Garrison
				03/06/2020

	<i>Notes:</i> Classroom teachers will turn in conference schedules to Lisa Garrison by 3/2/2020.			
9/26/19	All certified staff will participate in four parent nights. During these nights, the teachers will work with parents to help them understand ways they can help their child at home.	Complete 05/28/2020	Lori Swiggett	06/19/2020
	<i>Notes:</i> We will upload sample activities as indicators. We were only able to hold three meetings due to the COVID19 school closures.			
9/26/19	EC teachers will conference with parents to evaluate student progress toward IEP goals.	Complete 05/28/2020	Tammy Hemric	06/19/2020
	<i>Notes:</i> Tammy Hemric will be responsible for providing a sample EC conference schedule (student names redacted) as a piece of evidence.			
5/28/20	All certified staff will participate in four parent nights. During these nights, the teachers will work with parents to help them understand ways they can help their child at home.	Complete 05/26/2023	Lisa Garrison	06/17/2023
	<i>Notes:</i> On 10/28/21, we held our first parent night virtually on Canvas. It had a focus on how to help children with Vocabulary. We also held our Title I Annual Public Meeting and RTA presentations during this night as well. 9/19/22 Title I and local funds are used to implement these parent nights.			
9/7/21	When we send home potential retention notifications, we will hold follow up conferences with parents of at-risk students.	Complete 05/23/2023	Lisa Garrison	06/17/2023
	<i>Notes:</i> As of 12/9/21, this action step was reviewed, but not deemed relevant for this time of year.			
5/23/23	During the 2023-2024 school year, we will continue to hold our 4 parent nights to inform parents on ways they can help their child at home. We will incorporate some of the literacy resources provided by NCDPI at these meetings.		Lane Vecellio	06/20/2024
	<i>Notes:</i>			
Implementation:		04/30/2021		
Evidence	4/30/2021 4/30/2021- These pieces of evidence are housed in our Google Drive.			
Experience	4/30/2021 4/30/2021- Our conferences have proven to be helpful for families. They allow us to help families to see progress toward goals.			

Sustainability

4/30/2021

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

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NCStar/SIP Mandatory Components

School Name: Archdale Elementary

School Year: 2023 - 2024

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.

Teachers eat lunch with their students in the cafeteria in order to maintain appropriate supervision throughout the school day. Teachers do have the opportunity to rotate amongst grade level team members to provide duty free lunch at least once a week.

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 45 minutes of planning each day while students are in BEP classes. On Tuesdays, they meet with the lead teacher and administration to discuss curriculum planning and data.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

We have developed a transition plan for all fifth graders moving to middle school. Students will visit the middle school prior to middle school registration. During the visit, they are able to learn about the chorus and band opportunities. During our annual Title 1 Transition night, the middle school principal meets students and principal. This evening allows families to ask specific questions about the middle school day.