



Tabernacle Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission:

The mission of Tabernacle Elementary School is to promote success in all students through rigorous and engaging lessons that prepare them for a competitive, ever changing global society.

Tabernacle’s vision is to provide a safe, nurturing environment to help our students:

Vision:

- realize their full potential,
- become problem solvers and lifelong learners, and
- be productive members of society.

Goals:

The percentage of students requiring Supplemental and Intensive support through MTSS will decrease from the current 20% to 15% by the 2024-2025 school year as measured by school MTSS data. (A3.01, A4.01, C2.01)

The percentage of students proficient in Reading (K-5) will increase to 55% by the 2023-2024 school year as measured by formative and informative assessment data, summative assessment data, and classroom observations. (B3.03, A3.01, A2.04, A2.07)

The percentage of students proficient in Math (K-5) will increase to 65% by the 2023-2024 school year as measured by formative and informative assessment data, summative assessment data, and classroom observations. (B3.03, A3.01, A2.04, A2.07)



! = 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	
		<p>The current Positive Behavioral Intervention and Supports (PBIS) team is working to ensure all classrooms have positive behavior management strategies in place. School-wide initiatives continue to remain as a focus for the 2018-2019 school year. The school will begin to transition to individual reward systems for students during the 2018-2019 school</p>	<p>Limited Development 08/31/2017</p>			

year.

1/28/2020- Teachers were continuing to hand out individual PAWS. Teachers will pay close attention to students needing extra positive behavior incentives. Teachers will be mindful to give individual PAWS regularly. Continue to collect evidence as needed.

5/27/2020- During the 2019-2020 school year, individual PAWs were given to students showing positive behavior. Individual PAWs were collected on Friday afternoons and then names were drawn from each class. Weekly PAW winners were announced on Monday mornings. There were also monthly drawings. All students who earned an individual PAW during the month were put in a drawing as well for the monthly winner for each class. If students won that got to visit the kindness store to select a prize. Whole class incentives were also given to the class with the most PAWs at the end of month. Classes were able to choose their incentive.

6/1/2020- Tabernacle is continuing to work on this indicator however, as a SIT we feel that some grade levels are doing better than others on handing out PAWs to their class and individual students. We will continue to work to embed this further into our school culture during the 2020-2021 school year.

9/8/2020- We are continuing to work on this indicator. Pre-K through Fifth grade is currently using Class Dojo and we are working to provide consistency through all grade levels. We will continue to work on incentives.

10/27/2020- A Google Form sent out in September to ask for Dojo feedback. Received 25 responses. 88% of staff is using it (all classroom teachers, administration, and support staff). Using it mostly for parent communication. Giving PAWs has been difficult with the A/B day schedule. Teachers need to make sure they are giving all remote students PAWs. We are getting more accurate data because we are going all digital with digital PAWs in Dojo.

1/26/2021- Another Google Form was sent out in January. Received 22 responses. 100% are using it for parent communication. 68% use Class Dojo for classroom management. Parental involvement on Dojo ranged from 20%-100%. 95.5% said Dojo was an effective communication tool. Staff members rely heavily on Class Dojo for communication with parents. Class Dojo is hard to use as a classroom management tool because of Covid-19 protocols. Covid-19 has made data collection and

giving out PAWs difficult. We are trying to work around it by giving digital PAWs. We will continue to work on giving PAWs to students. Teachers need to be more intentional and creative about giving positive Dojo points. Come up with new ideas, like Drop Everything and Dojo to remind teachers to give Dojo points.

4/14/2021- ClassDojo continues to be our communication and classroom management tool. 100% of our teachers are on ClassDojo and use it to communicate with parents. Covid-19 has made data collection and giving out PAWs difficult. We are giving PAWs during the month and winners are announced during morning announcements. We are continuing to work on including remote learners in our classroom management platform.

10/26/2021- For the 2021-2022 school year, ClassDojo is still being used as the main communication tool. 100% of our teachers are on ClassDojo as well as support staff, administration, cafeteria, and office staff. Staff at Tabernacle continue to use phone calls, in-person afterschool conferences, and the daily communication folders to communicate with parents. 75% of our staff use ClassDojo as their classroom management tool. 10% use a clip chart for behavior management. Teachers also use PAWs for Pride and class meetings as behavior management tools as well.

1/11/2022- ClassDojo remains the main communication and classroom management tool. Teachers are still communicating with parents via phone calls as well.

10/11/2022- A survey was sent out for teachers to complete. All 18 classroom teachers use Dojo, 4 use clip charts, 12 classroom meetings, 13 PAWs for Pride, 1 for tickets for prize box, and 1 class point system. Teachers communicate using 18 Dojo, 14 Daily Folders, 15 parent phone calls, 13 conferences, 1 happy grams (positive notes home). All teacher assistants and most BEP teachers use Dojo for classroom management and to communicate with parents. The one BEP teacher that does not, uses PAWs for Pride and parent phone calls if needed.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

Students know and follow expectations to earn incentives (PAWs, Dojo points) on a weekly and/or monthly basis.

Emily King Routh

06/06/2025

Each student:

1. Are responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;
2. Manages emotions—regulates feels so that they aid rather than impede the handling of situations;
3. Solves problems creatively—engages in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans;
4. Respects others—believes that others deserve to be treated with kindness and compassion as part of our shared humanity;
5. Communicates effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;
6. Builds relationships—establishes and maintains healthy and rewarding connections with individual and groups;
7. Negotiates fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;
8. Refuses provocations—conveys and follows through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior;
9. Seeks help—identifies the need for and accessing appropriate assistance and support in pursuit of needs and goals;
10. Acts ethically—guides decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct. These types of behaviors are taught and not assumed that students come to class with these skills already present. Beyond these social/emotional skills, each school and each classroom has a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences.

Teachers are holding weekly class meetings and documenting topic and materials in their lesson plans.

Actions

5 of 6 (83%)

9/20/18 Whole class incentives (PAWS) will be distributed school-wide. Monthly rewards for behavior will be issued.

Complete 05/26/2021

Dionne Currie-Hunsucker

06/08/2021

<i>Notes:</i>				
9/20/18	Individual classroom incentives (PAWS) will be issued to reward individual behavior.	Complete 05/26/2021	Dionne Currie-Hunsucker	06/08/2021
<i>Notes:</i>				
8/12/21	PBIS Team will meet to reassess norms for giving PAWs for Pride. They will share with school staff after norms are created.	Complete 08/31/2021	Dionne Currie-Hunsucker	10/01/2021
<i>Notes:</i>				
9/8/20	Teachers will utilize various methods (Dojo, Clip Charts, Classroom Meetings, PAWs for Pride, etc.) for classroom management.	Complete 10/11/2022	Gabrielle Shaw	06/08/2023
<i>Notes:</i>				
5/26/21	Teachers will communicate with parents utilizing various methods (Dojo, Daily folders, parent phone calls, conferences) about classroom behaviors and expectations.	Complete 10/11/2022	Gabrielle Shaw	06/08/2023
<i>Notes:</i>				
8/17/23	Teachers will teach students to collaborate with others and build relationships. Teachers will complete social skill activities with students to help build classroom communities.		Emily King Routh	06/06/2025
<i>Notes:</i>				
Implementation:		10/11/2022		
Evidence	10/11/2022 Evidence was collected in a Google Form survey sent to all staff. Results have been uploaded into the evidence folder.			
Experience	10/11/2022 ClassDojo is a school wide classroom management system and parent communication resources that is used. Teachers use other methods to communicate with parent as well, such as daily folders, phone calls, newsletters, etc. Teachers also use other behavior management systems, such as clip carts, PAWs for Pride, etc.			
Sustainability	10/11/2022 Keep communicating with families using Dojo and other resources. Continue to use ClassDojo and other resources as our behavior management system as well.			

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
		<p><i>Initial Assessment:</i></p>	<p>In the interest of time, many grade levels assign a particular teacher to create the plans for one subject area that are then shared with the grade level to teach. This is a great way to "share the load" of lesson planning for all the subject areas. In the 2018-2019 school year, we will have PLC meetings specifically focused on the lesson plans for core subject areas. This will be an opportunity for grade level teams to meet together, share the vision for the next week's plans, discuss lesson delivery methods, and generate additional ideas for rigorous lessons and allow each teacher to have a voice in the plans for the following week.</p> <p>5/27/2020- Tabernacle staff are continuing to work on creating plans together. Our goal is to work collaboratively to create lesson plans for the core subject areas. Quarterly planning was utilized this year to begin creating lesson plans together. These quarterly planning days were used to analyze assessment data and create lesson plans for remediation and enrichment. We will continue to work towards this goal in the upcoming school year.</p> <p>11/10/2020- Tabernacle uses Google Drive to upload lesson plans. All grade levels and departments are uploading quarterly and weekly lesson plans into their grade level/department folders. Tabernacle staff has participated in vertical planning which takes place on the first Tuesday of every month. (Due to Covid-19 restrictions this looks a lot different this year.) Staff are participating in quarterly planning. Here they make plans for the upcoming quarter. Teachers and staff are putting vocabulary into their lesson plans. We will continue to work on this goal.</p> <p>2/16/2021- All grade levels and departments are uploading quarterly and weekly lesson plans into their grade level/department folders. These are uploaded every Monday by 10:00am. Tabernacle staff has participated in vertical planning which takes place on the first Tuesday of every month. (Due to Covid-19 restrictions this looks a lot different this year.) 100% of grade levels participated in quarterly planning where data is reviewed and quarter lesson plans are created. 100% of grade levels are including vocabulary in their plans for all subject areas. We will continue to work on this goal.</p> <p>4/27/2021- All grade levels continue to upload quarterly and weekly</p>	<p>Limited Development 04/25/2017</p>		

lesson plans in their assigned folders. Staff members have been doing vertical planning all year of the first Tuesday of each month. Next year, if Covid-19 restrictions will allow, vertical planning will look different. All grade levels completed a quarter 3 planning and are ready to teach quarter 4 and begin to prepare for end of year testing. All grade levels are including vocabulary in their plans for all subject areas.

10/26/21- Vertical planning is scheduled to happen on the first Tuesday of the month. A sign in sheet is sent around to record attendance during vertical planning. Vertical planning will continue.

1/11/2022- Vertical planning's are taking place on the first Tuesday of every month. We need to tweak to make sure that vertical conversations between grade levels are taking place on these days.

10/11/2022- Collaborative Planning sessions have begun. We had our first one on October 4th. Quarterly planning dates have been scheduled with all grade levels and the lead teacher. The first ones are in November. Standards are included in all lesson plans.

11/29/2022- Based on recent survey results, grade levels mainly plan together. Some survey results indicated that some grade levels plan with support staff as well. Collaborative Planning's take place on the first Tuesday of every month. Grade Level and EC teachers have just completed their Quarter 1 data analysis and Quarter 2 planning days. Standards, learning targets, and vocabulary are all included on their weekly lesson plans.

2/14/23- Some actions have been marked complete because items were purchased with Title I funds. The Title I paperwork for the purchase is on file at the central office.

4/25/23- Teachers are collaborating with others not just their grade level to plan.

How it will look when fully met:

Teachers work collaboratively as grade level teams and vertically with other grade levels to ensure that all instruction is aligned to the curriculum and provides rigorous instruction and practice for all students. Teachers are experts in their grade level curriculum, with a full understanding of the standard in the grade below and a grade above their own. Teachers in each grade level teach the same basic lesson at the same time of day which are observed in walk-throughs and observations. The school uses academic vocabulary K-5 and integrates and coordinates units of studv. They collaborate with

Kimberly Stemple

06/11/2024

	instructional support staff and BEP teachers. Resources are purchased as needed to help teachers teach the curriculum and help students grasp the curriculum. Evidence of completion include lesson plans which include grade level vocabulary and visuals of purchased resources such as math manipulatives and phonics books.			
Actions		13 of 21 (62%)		
9/20/18	Staff will utilize a universal place to upload quarterly and weekly lesson plans to be shared by all.	Complete 05/26/2021	Justin Pugh	06/07/2021
<i>Notes:</i>				
8/12/21	Staff will receive professional development on implementing rigor in lesson plans and assessments.	Complete 05/10/2022	Paige Motley	06/08/2022
<i>Notes:</i>				
9/8/20	Teachers will integrate NC State Standards vocabulary in their weekly/quarterly lesson plans.	Complete 06/06/2023	Paige Motley	06/07/2023
<i>Notes:</i>				
8/12/21	Teachers will include a learning objective and an independent assessment every day in their lessons plans.	Complete 06/06/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
9/20/18	Staff will participate in collaborative planning sessions monthly to collaborate with other grade level teachers and specialist.	Complete 06/06/2023	Amanda Willingham	06/08/2023
<i>Notes:</i>				
9/8/20	Staff will participate in quarterly planning sessions to collaborate with their grade level and develop quarterly planning guides aligned with standards.	Complete 05/08/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
8/18/22	Classroom teachers will use quarterly planning days to design units of instruction to best meet the needs of their students. (Substitutes will be purchased with Title I Funds to allow teachers to attend planning days.)	Complete 05/08/2023	Kimberly Stemple	06/08/2023
<i>Notes:</i>				
8/18/22	The Lead Teacher, purchased with Title I funds, will attend quarterly planning days to assist teachers in creating units of instruction and will regularly hold grade level CTTs to discuss priority standards and assessment data.	Complete 06/06/2023	Amanda Willingham	06/08/2023
<i>Notes:</i>				
8/18/22	New teachers to Kindergarten, 1st, and 2nd will attend Letterland	Complete 01/24/2023	Paige Motley	06/08/2023

	training purchased with Title I funds to help them implement the program to fidelity. Substitutes will also be purchased with Title I funds so teachers can receive training.			
<i>Notes:</i>				
8/18/22	The STEM teacher will work collaboratively with all grade levels to design lessons to enhance grade level science and math instruction. Materials to complete lessons will be purchased with Title I funds.	Complete 06/06/2023	Heather George	06/08/2023
<i>Notes:</i>				
9/15/22	Science experiment materials will be purchased with Title I funds to allow teachers to complete more hands-on experiments with students so that they can apply science vocabulary and understanding to real life experiences.	Complete 06/06/2023	Tammy Routh	06/08/2023
<i>Notes:</i>				
9/15/22	Letterland Resources will be purchased with Title I funds to assist teachers in planning engaging and rigorous lessons.	Complete 02/14/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
9/15/22	Letterland kits will be used by all grade levels K-3. A 2nd grade kit will be purchased with Title I funds to help the new 2nd grade classroom.	Complete 01/24/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
11/2/23	Classroom teachers will use quarterly planning days to design units of instruction to best meet the needs of their students. (Substitutes will be purchased with Title I Funds to allow teachers to attend planning days.)		Paige Motley	05/01/2024
<i>Notes:</i>				
11/2/23	The Lead Teacher, purchased with Title I funds, will attend quarterly planning days to assist teachers in creating units of instruction and will regularly hold grade level CTTs to discuss priority standards and assessment data.		Paige Motley	05/01/2024
<i>Notes:</i>				
11/2/23	The STEM teacher will work collaboratively with all grade levels to design lessons to enhance grade level science and math instruction. Materials to complete lessons will be purchased with Title I funds.		Paige Motley	05/01/2024
<i>Notes:</i>				

11/2/23	Science experiment materials will be purchased with Title I funds to allow teachers to complete more hands-on experiments with students so that they can apply science vocabulary and understanding to real life experiences.		Paige Motley	05/01/2024
<i>Notes:</i>				
11/2/23	Literacy Block Resources will be purchased with Title I funds. These resources include UFLI manuals, Read Aloud books for Interactive reading alouds, small group reading resources, Letterland resources, and Heggerty for Pre-K.		Paige Motley	05/01/2024
<i>Notes:</i>				
11/3/23	Math resources will be purchased with Title I funds to support math instruction.		Paige Motley	06/08/2024
<i>Notes:</i>				
6/6/23	When planning to teach standard, teachers will look at the standards for the grade above and the grade below them to understand what students should already have and what students need to know.		Paige Motley	06/11/2024
<i>Notes:</i>				
6/7/23	Collaborative planning will take place monthly to allow teachers the opportunity to collaborate with specialists, BEP teachers, teacher assistants, and other grade levels.		Kimberly Stemple	06/11/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently use mClass DIBELS 8 assessments to monitor and assess students' reading development. Teacher also progress monitor using mClass DIBELS. Tabernacle has a differentiation and enrichment block called TAB time where students are put into group based on needs. Teachers use a variety of techniques to assist students with their needs. Groups are flexible and students are grouped across the grade level for extra support. Teacher assistants are pushed into TAB time and small group reading time to assist with growth. Teachers use a variety of assessment techniques such as weekly/biweekly common formative assessments, informal exit tickets, classroom tests,	Limited Development 10/26/2021		

benchmark assessment data, NC Check-In 2.0s, informal student temperature checks (thumbs up/thumbs down), rubrics, open ended/depth of knowledge questions for clarification and understanding, etc.

Teachers use assessment data to drive whole group and small group instruction in their classrooms. Data is reviewed regularly. They also use data to identify students that are at-risk in certain areas and make adjustments as needed.

Teachers create Core Plans in ECATS for Literacy. Teachers will put literacy intervention groups into ECATS to track progress monitoring and interventions provided.

How it will look when fully met:

Teachers use mClass DIBELS 8 assessments to monitor and assess students' reading development. Teacher also progress monitor using mClass DIBELS. Tabernacle has a differentiation and enrichment block called TAB time where students are put into group based on needs. Teachers use a variety of techniques to assist students with their needs. Groups are flexible and students are grouped across the grade level for extra support. Teacher assistants are pushed into TAB time and small group reading time to assist with growth. Teachers use a variety of assessment techniques such as weekly/biweekly common formative assessments, informal exit tickets, classroom tests, benchmark assessment data, NC Check-In 2.0s, informal student temperature checks (thumbs up/thumbs down), rubrics, open ended/depth of knowledge questions for clarification and understanding, etc.

Teachers use assessment data to drive whole group and small group instruction in their classrooms. Data is reviewed regularly. They also use data to identify students that are at-risk in certain areas and make adjustments as needed.

Grade Level CTTs are used to dive further into the NC State Standards and classroom data. This time is used to further understand the standards and create lesson plans that teach with the end in mind. Data CTTs are used to review data and make adjustments as needed to whole group and small group instruction.

Grade levels have completed Core Plans in ECATS and have groups in ECATS to be tracked with progress monitoring.

Evidence for this indicator include core plans. CTT agendas and

Kim Sweet

06/06/2025

		minutes, assessment examples, benchmark and progress monitoring data, flexible group examples, etc.			
Actions			0 of 3 (0%)		
	8/17/23	CTTs will be used to dive deeper into NC State Standards.		Paige Motley	06/06/2025
		<i>Notes:</i>			
	8/17/23	Data CTTs will be used to review formal and informal assessment data and make changes to the curriculum as needed.		Paige Motley	06/06/2025
		<i>Notes:</i>			
	8/17/23	ECATS will be used to house grade level Core Plans and Supplemental and Intensive student groups.		Paige Motley	06/06/2025
		<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
Initial Assessment:		<p>Programs are being used through EC services including "Teach Town" to support the social/emotional needs of students. "Lunch Bunch" groups are formed by the guidance counselor to provide support and instruction for students regarding social skills, coping with stress etc. We have an active PBIS team and have implemented many rewards for school wide behaviors. Students participate in OLWEUS classes every other week to discuss topics such as bullying, self-esteem, anger management, friendships etc...</p> <p>In the 2018-2019 year, we will continue the strategies listed above. In addition, we received Olweus training as a school which is an anti-bullying program for elementary students. Teachers teach special lessons which begin with a read-aloud selection and foster student conversations about how to care for others in their classes and in the school.</p> <p>5/27/2020- During the 2019-2020 school year, the school counselor met with various students as needed to discuss their social-emotional needs. Staff members contacted the appropriate staff members to discuss students social-emotional concerns and needs. We will continue to monitor and collect data on our action steps.</p> <p>9/8/2020- We will continue to work on this indicator to help meet the social-emotional needs of our students. Teachers will conduct weekly</p>	Limited Development 04/25/2017		

Olweus and Second Step lessons that will be included in their lesson plans. Our guidance counselor will conduct one on one and small group meetings based on student needs and discussions with teachers.

11/24/2020- Our counselor works hard to meet the social-emotional needs to our students. She continues to conduct one on one and small group meeting as necessary. 100% of teachers use Dojo. Teachers complete activities daily and weekly. Teacher will continue to touch base with authorized personnel when reporting an issue. Teachers will conduct weekly Olweus and Second Step lessons that will be included in their lesson plans.

2/16/2021- Our counselor works hard to meet the social-emotional needs to our students. She continues to conduct one on one and small group meeting as necessary. It is difficult to do this when remote learning but we are navigating this as needed. 100% of teachers use Dojo. Teachers complete activities daily and weekly. Teacher will continue to touch base with authorized personnel when reporting an issue. Teachers will conduct weekly Olweus and Second Step lessons that will be included in their lesson plans.

5/11/2021- Our counselor works hard to meet the social-emotional needs to our students. She continues to conduct one on one and small group meeting as necessary. Next year we will have a Google Form that students/teachers can submit to Ms. C-H if they need to see her. Teacher will continue to touch base with authorized personnel when reporting an issue. Teachers have not been conducting weekly Olweus and Second Step lessons. We will continue to work on this next year.

11/9/2021- A Google form was sent out about classroom meetings. 15 responded that they were completing classroom meetings regularly on SEL curriculum. Mrs. Hoover updated us on PBIS strategies to help with behavior and discussed reviewing the PBIS matrix regularly with students.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

The classroom and school wide behavior expectations are fully implemented in all classrooms. A Google form is the established procedure for reporting students to our social worker/guidance counselor who are in need of emotional support will be used by all teachers. Additional programs will be in place to provide support to students through peers, teachers, guidance counselor/social worker

Amy Hunt

06/06/2025

and administrative team.
 * SEL/Character lessons
 * Second Step
 * PBIS matrix
 Evidence is shown by:
 * Indicator data
 * Students are rewarded for following the PBIS matrix
 * Student pledge daily in the morning announcements
 * Star student
 * CARE in 2nd
 * DARE in 5th
 * Puberty in 4th & 5th

Actions		6 of 7 (86%)		
9/20/18	All classroom teachers will hold family meetings weekly to discuss issues with students related to social and emotional needs.	Complete 05/31/2019	Dionne Currie-Hunsucker	06/07/2019
<i>Notes:</i>				
9/20/18	The school counselor will provide small group counseling with students during a "lunch bunch".	Complete 05/17/2019	Dionne Currie-Hunsucker	06/07/2019
<i>Notes:</i>				
9/20/18	Buddy benches will be used for students that are feeling left out or discouraged. The school counselor will provide lessons and strategies for when to join peers at the bench.	Complete 05/17/2019	Dionne Currie-Hunsucker	06/07/2019
<i>Notes:</i>				
9/18/19	The counselor will utilize PBIS strategies and the PAW matrix to affirm feelings and emotions.	Complete 05/10/2022	Dionne Currie-Hunsucker	06/08/2022
<i>Notes:</i>				
10/16/19	All staff members will contact an appropriate staff member for assistance when a child is struggling emotionally.	Complete 05/10/2022	Dionne Currie-Hunsucker	06/08/2022
<i>Notes:</i>				
9/8/20	SEL lessons will be used weekly and will be included in lesson plans.	Complete 05/10/2022	Amanda Boyd	06/08/2022
<i>Notes:</i>				
8/17/23	Teachers will hold a weekly classroom meeting to work with students on handling and discussing social and emotional topics.		Amy Hunt	06/06/2025
<i>Notes:</i>				
Implementation:		05/10/2022		
Evidence	5/10/2022			

			Evidence is uploaded in the folder.			
	Experience		5/10/2022 Teachers teach an SEL lesson and/or hold class meetings weekly. If more assistance is needed they contact the needed staff member. PBIS matrix are posted in classrooms and around the school so that they can be utilized by all to help students with their behavior.			
	Sustainability		5/10/2022 Teachers will continue to teach SEL lessons and hold class meetings. Staff members will continue to contact needed staff members. The PBIS matrix will be met on yearly to review. It will continue to be posted in classrooms and around the building.			
	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:		<p>We have a Pre-K tour day where Pre-K kids visit the Kindergarten classes. We hosted a play-date open house for rising Kindergarten students to get to know their peers and teachers. We host a middle school night for parents and middle school staff to ask questions about the middle school programs and policies, the middle school band comes to visit multiple times. 5th grade teachers go to the middle school to share information about the students and their mastery of the curriculum each year. 5th grade students visit the middle school on a field trip to see the building and hear information about the school programs. During planning days, teams of teachers work together to discuss how the curriculum continues from year to year. We host a parent meeting to discuss the Read to Achieve law and how it affects 3rd grade students.</p> <p>5/27/2020- Before the school closure, our staff was working hard on transition night for our Pre-K-Fifth grade students. Their first stop would have been their present classrooms to receive important end of year information. After 30 minutes, students would have the opportunity to visit the next grade level to meet teachers, learn about grade level expectations etc. We invited our Pre-K students and newly registered Kindergartners to attend as well. We also invited the principal and teachers from the middle school to come and talk to our rising 6th graders. 5th graders were supposed to take a field trip to visit the middle school but it was cancelled because of school closure. Our Pre-K will remain in our building for the upcoming year to continue to integrate them into the schedules and school routines. For the 2020-2021 school year, Kindergarten students will receive orientation for the</p>	Limited Development 08/31/2017		

first three days of school and then be placed into classes.

9/8/2020- We will continue to work on this indicator by planning to have transition night and inviting preschools to the school if we are allowed under Covid-19 restrictions.

12/8/2020- We will be having Transition Night on April 27, 2021. Books have been purchased to be given to students that night. This night will be virtual and on Canvas (per Dr. Graves). Teachers will begin thinking about what they want to do and say on Transition night. Under Covid-19 restrictions the Pre-K and 5th Grade visits are currently on hold.

3/2/2021- Transition night has been moved to May 12, 2021 due to putting it in Canvas. We wanted to give teachers plenty of time to get it done. Teachers are currently working on what will be included in their videos and pages for Transition Night. Under Covid-19 restrictions the Pre-K and 5th Grade visits are currently on hold.

5/11/2021- Transition night will take place in Canvas tomorrow May 12th. We have sent a book home each child to help them with reading over the summer. Some teachers also sent home materials to help them get ready for the next grade level. Some examples are sight words, numbers, games, fun websites, etc. Under Covid-19 restrictions the Pre-K and 5th Grade visits are currently on hold.

11/9/2021- Transition night will occur this year. Hopefully students in 5th Grade will get to visit Uwharrie Ridge at the end of this year. This is on hold due to Covid-19 restrictions. If they cannot, videos will be sent to school. We are continuing to work towards these goals.

10/17/23- Contact has been made with Uwharrie Ridge for 5th grade to tour in the Spring. Spring Parent Night is in May. Kindergarten Registration night has been scheduled for March.

Priority Score: 1

Opportunity Score: 3

Index Score: 3

How it will look when fully met:

We develop and consistently implement intentional and ongoing plans to support students transitions grade-to-grade and elementary to middle and incoming Kindergarten registration. We are hosting transition night for all students and inviting rising Kindergarten families and a representative from the middle school for fifth graders to speak with. On transition night students will have a designated time to visit their upcoming grade level and meet the teachers. Fifth grade students will visit the middle school in the spring to tour and meet the sixth

Lori Carter

06/06/2025

grade teachers. MTSS and cumulative folders are transitioned to Middle School on the last workdays of the year. Exceptional children's meetings are held with Elementary and Middle school staff to promote a positive transition for students.

Actions		8 of 11 (73%)		
8/31/17	Kindergarten teachers will plan some curriculum tips and manipulatives to be handed out at Kindergarten registration night for parents to use in order to prepare students for Kindergarten.	Complete 05/07/2018	Erin Hill	04/30/2018
<i>Notes:</i>				
8/31/17	5th grade teachers will plan and schedule a 5th grade transition field trip to the middle school	Complete 04/20/2018	Lori Carter	05/31/2018
<i>Notes:</i>				
8/31/17	Kindergarten will schedule a visitation day for Pre-K students.	Complete 04/18/2018	Erin Hill	05/31/2018
<i>Notes:</i>				
8/31/17	5th Grade teachers will schedule dates and times for the middle school band to come and perform for the 5th grade students.	Complete 12/19/2017	Lori Carter	05/31/2018
<i>Notes:</i>				
10/16/19	A transition parent night will be held this school year.	Complete 05/26/2021	Paige Motley	06/08/2021
<i>Notes:</i>				
10/16/19	PreK students will moved to the main building to collaborate with Kindergarten and vertical team monthly.	Complete 06/01/2020	Beth Davis	06/08/2021
<i>Notes:</i> Pre-K has been moved to the main building but during the 2020-2021 school year we will work on collaborating and vertical planning between Pre-K and Kindergarten.				
9/8/20	Pre-K and upcoming Kindergarteners will be invited to Transition Night at the end of the year to learn about Kindergarten and its expectations.	Complete 06/06/2022	Lori Johnson	06/08/2022
<i>Notes:</i>				
9/8/20	Tabernacle Elementary 5th graders will visit Uwharrie Ridge Six-Twelve School to learn the school expectations for the upcoming 6th grade year. This will be done towards the end of the 2020-2021 school year.	Complete 03/03/2022	Lori Johnson	06/08/2022
<i>Notes:</i>				
8/17/23	Transition Night will be held at the end of the school year to allow students and parents to visit the next grade level and learn about content.		Lori Carter	06/06/2025
<i>Notes:</i>				

8/17/23	5th graders will get the opportunity to visit Uwharrie Ridge 6-12 to learn about middle school.		Lori Carter	06/06/2025
<i>Notes:</i>				
8/17/23	Incoming Kindergarten students will be invited to Kindergarten registration night and receive a packet to help them get ready for Kindergarten at home. They will also be invited to Transition Night to learn more about Kindergarten at Tabernacle.		Lori Carter	06/06/2025
<i>Notes:</i>				
Implementation:		07/26/2022		
Evidence	7/26/2022 Evidence is located in the evidence folder.			
Experience	7/26/2022 Pre-K and Kindergarten students were invited to transition night. Transition night was on May 12, 2022.			
Sustainability	7/26/2022 Include Pre-K and Kindergarten in transition night every year.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The leadership team meets twice a month to discuss School Improvement Plan indicators and other important information. 10/17/23- evidence uploaded include powerpoints, pictures, minutes, etc.	Limited Development 08/17/2023		
How it will look when fully met:		The School Improvement Team meets twice a month to discuss school improvement planning. Meeting minutes for all meetings are clear and allow the reader to fully understand the discussion around each meeting agenda item. Evidence of full implementation includes minutes uploaded or linked to the Manage Meetings section of NCStar. Our meeting schedule is also uploaded as evidence, including PowerPoints.		Crystal Hughes	06/06/2025

Actions		0 of 1 (0%)		
8/17/23	The School Improvement Team (Leadership Team) will meet twice a month to discuss NCStar Indicators.		Crystal Hughes	06/06/2025
<i>Notes:</i>				

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>		Schedules are created to help with scheduling and team duties. Teachers have planning time built into every day. Teachers use the planning time to work on whole group and small group instructional material. Teachers meet in CTTs weekly with Lead Teacher and Administration to discuss lesson plans and data.	Limited Development 08/17/2023		
<i>How it will look when fully met:</i>		Schedules are created to help with scheduling and team duties. There is a morning and afternoon duty schedule for both certified and classified. Teachers have planning time built into every day. Teachers use the planning time to work on whole group and small group instructional material. Teachers meet in CTTs weekly with Lead Teacher and Administration to discuss lesson plans and data. mClass progress monitoring is reviewed weekly with each grade level during CTTs.		Tina Yates	06/06/2025

Actions		2 of 3 (67%)		
----------------	--	---------------------	--	--

8/17/23	A master schedule will be created with planning time worked in for every grade level, every day.	Complete 10/06/2023	Tina Yates	10/03/2023
<i>Notes:</i>				
10/17/23	A duty schedule will be created for teachers and staff.	Complete 10/23/2023	Tina Yates	10/23/2023
<i>Notes:</i>				
8/17/23	At the end of the year, teachers will provide input on master schedule for next year.		Tina Yates	06/08/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			<p>Due to Covid-19, the leadership team has not had the opportunity to monitor classrooms as regularly as before.</p> <p>11/22/2021- Principal is working on walkthrough document to complete and be able to give instant feedback to teachers. The observation schedule is complete and observations are under way.</p> <p>11/15/2022- Principal is working on formal observations at this time. We are currently looking at using the instructional rounds form to complete informal observations. Observations will be completed on Google forms and shared with teachers immediately.</p> <p>12/13/2022- Ms. Davis reviewed the new informal observation Google Form. It will be based on the instructional rounds feedback form. The observer will complete the Google Form while in the classroom. When they submit it will automatically send feedback to the teacher. This will begin after Christmas break.</p> <p>2/14/2023- Walkthroughs are going well. Davis, Teague, and Motley have a rotation schedule to follow that includes rotating through the hallways and grade levels weekly. A walkthrough form will be filled out for each teacher. Administration will email the feedback form to teachers after observation is complete. Several things were added to the walkthrough form. We included a place on each questions to provide comments if necessary. Some questions were changed to multiple checks or answers. Teachers are receiving feedback and enjoy the feedback from their lessons.</p> <p>10/17/23- Walkthroughs will continue this week. Right now, Motley and Davis are doing walkthroughs and providing feedback. When we get an assistant principal they will enter the rotation. Walkthrough feedback is still being shared through email after walkthroughs are completed.</p>	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>			Leadership completes walkthroughs regularly and keeps documentation of walkthrough data. Instruction is not interrupted during walkthroughs. Feedback is sent to teachers after the walkthrough is complete.		Beth Davis	06/11/2024
<i>Actions</i>				1 of 4 (25%)		

8/12/21	The leadership team will create a formal observation schedule.	Complete 05/24/2022	Beth Davis	06/08/2022
<i>Notes:</i>				
8/12/21	Leadership will conduct walkthroughs regularly.		Beth Davis	06/08/2024
<i>Notes:</i>				
8/12/21	The leadership team will provide teachers with feedback on walkthroughs.		Beth Davis	06/08/2024
<i>Notes:</i>				
8/12/21	The leadership team will review lesson plans regularly.		Beth Davis	06/08/2024
<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
<i>Initial Assessment:</i>		<p>Currently we review and discuss data as grade levels during grade level Collaborative Team Time. We review data quarterly as a staff. Last year we did professional development on Dr. Richardson's Next Steps Forward in Guided Reading and implemented that this year. We have purchased Dr. Richardson's books to further assist with this professional development. We also looked at data from Istation and Check-Ins and found a weakness in Vocabulary and we will continue working on professional development for that area.</p> <p>12/8/2020- CTTs are taking place weekly. During CTTs data is discussed. Data CTTs are taking place biweekly. Teachers are working on their MTSS spreadsheets as well during Data CTTs. They use data to drive their TAB time groups. An observation schedule was shared with teachers at the beginning of the year. Administrators are on track with observations. They are completing them virtually as well if needed.</p> <p>3/2/2021- CTTs are taking place weekly. During CTTs data is discussed. Data CTTs are taking place biweekly. Teachers are working on updating MTSS tiers and interventions as well during Data CTTs. They use data to drive their TAB time groups. TAB time groups are based off of most recent CFA, benchmark or Check-In, and Istation data. An observation schedule was shared with teachers at the beginning of the year.</p>	Limited Development 10/13/2020		

	<p>Administrators are continuing with observations. They are completing them virtually as well if needed.</p> <p>11/22/2021- Regular CTTs and Data CTTs are happening weekly. Quarterly planning days were held at the beginning of the month to classroom and EC teachers. The first rigor professional development has been held. Teachers were very receptive to the PD. Vertical and grade level planning are being used to form intervention and enrichment groups. The PD on rigor will continue in the coming months.</p> <p>11/15/2022- All grade levels and EC have completed their first quarterly data analysis and planning day. Title I purchases are starting to come in. They will need to be processed and put out for teachers. CTTs are occurring weekly with focus on data and professional development.</p> <p>2/14/23- Some actions have been marked complete because items were purchased with Title I funds. The Title I paperwork for the purchase is on file at the central office.</p>			
How it will look when fully met:	<p>Teachers will understand ways to collect meaningful data from students and use that data to drive their teaching. PLC minutes and lesson plans will be documented and will reflect upon discussions for these meetings to determine change in instruction and learning. Interventions and Enrichment time (TAB) and Guided Reading will include flexible grouping depending on students' needs. Centers and small group activities will be targeted to areas of need for each child. Teachers and administrators will have regular discussion around student data. Data will be shared during staff meetings regularly.</p>		Paige Motley	06/08/2024
Actions		12 of 16 (75%)		
10/13/20	Administration will create an observation schedule and share it with the staff.	Complete 05/26/2021	Justin Pugh	06/08/2021
<i>Notes:</i>				
10/13/20	A survey will be taken at the end of the year to get feedback from teachers regarding professional development they feel is needed to move their grade level and/or the whole school forward.	Complete 05/26/2021	Justin Pugh	06/08/2021
<i>Notes:</i>				

10/13/20	Grade level teams will work together to create groups for intervention and enrichment so that all students are being met on their level during our TAB time (intervention and enrichment).	Complete 05/24/2022	Paige Motley	06/08/2022
<i>Notes:</i>				
10/13/20	Data PLTs will be held weekly to discuss data and plan intervention and enrichment activities.	Complete 05/24/2022	Paige Motley	06/08/2022
<i>Notes:</i>				
8/12/21	Teachers will receive professional development on increasing rigor in all subject areas.	Complete 05/24/2022	Paige Motley	06/08/2022
<i>Notes:</i>				
8/18/22	EC Teachers will utilize 3 all day planning days to review student data and plan instruction for their students accordingly. (Substitutes will be purchased with Title I funds to cover classrooms while teachers are in planning.)	Complete 05/09/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
8/18/22	Classroom teachers will participate in quarterly planning sessions to review data and collaborate on the best ways to assist their students. (Substitutes will be purchased with Title I funds to cover classrooms while teachers are in planning.)	Complete 05/09/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
8/18/22	A classroom reduction teacher will be hired with Title I funds to help minimize class size to allow for more differentiated instruction.	Complete 02/14/2023	Beth Davis	06/08/2023
<i>Notes:</i>				
9/15/22	iReady Reading and Math will be purchased with Title I funds to provide teachers with another data point to help them know where children are and to allow students to have differentiation instruction on their level in areas of need.	Complete 02/14/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
9/15/22	Decodable Readers from Heggerty and Flyleaf Publishing, will be purchased with Title I funds to help teachers with planning differentiated and small group instruction for their students.	Complete 02/14/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
9/15/22	Student Phonics Kits will be purchased with Title I funds to help teachers with differentiated decoding and phonics instruction in grades K-3.	Complete 02/14/2023	Paige Motley	06/08/2023
<i>Notes:</i>				

1/19/23	Teachers will implement materials that go along with S.O.R. (Purchased with Title I funds- Student Phonics Kits, Consonant Chart, Vowel Valley Chart, mirrors for monitoring mouth formation, etc)	Complete 02/14/2023	Paige Motley	06/08/2023
<i>Notes:</i>				
11/2/23	A classroom reduction teacher will be hired with Title I funds to help minimize class size to allow for more differentiated instruction.		Beth Davis	05/01/2024
<i>Notes:</i>				
10/13/20	CTTs will use DIBELS data, benchmark data at BOY, MOY, and EOY, iReady Reading and Math, and CFAs to discuss trends and areas of improvement in each grade level. (K-2)		Paige Motley	06/08/2024
<i>Notes:</i>				
10/13/20	CTTs will use quarterly benchmarks, CFA data, Check-Ins, DIBELS, iReady Reading and Math, and EOG data to discuss trends and areas of improvement in each grade level. (3-5)		Paige Motley	06/08/2024
<i>Notes:</i>				
10/13/20	The principal will create a quarterly report card to share school-wide data with teachers and staff.		Beth Davis	06/08/2024
<i>Notes:</i>				

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>		Randolph County School System has procedures in place to recruit new staff members.	Full Implementation 10/26/2021		

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>		Resources are allocated based on data. The LEA/School has input in the way we spend money, the way we spend our time in the classrooms, and our way of using additional people in the building to serve students. The SIT plans ways we use federal funding, like Title I monies.	Limited Development 09/19/2023		

	All grade levels have input on the master schedule. Teachers gave feedback to Mrs. Davis about when their grade level needed teacher assistant support. Teacher assistants were provided to teachers to give assistance when teachers asked.			
How it will look when fully met:	When this indicator is fully met, the LEA/School will make sure that resources are equitably divided. We will look at data to determine what grade levels need more support or what funds we can spend to provide resources that are needed.		Paige Motley	06/12/2024
Actions		2 of 5 (40%)		
9/19/23	Teacher assistant schedule will be created to allow TAs to spend time with grade levels when most needed.	Complete 10/06/2023	Paige Motley	10/31/2023
	<i>Notes:</i>			
9/19/23	A master schedule is created with EC, BEP, and human resources in mind.	Complete 10/06/2023	Paige Motley	10/31/2023
	<i>Notes:</i>			
11/2/23	Teachers and students will use subscriptions (Flocabulary, BrainPop, Generation Genius, and PebbleGo), purchased with Title I funds, to improve vocabulary in the classroom.		Paige Motley	05/01/2024
	<i>Notes:</i>			
11/2/23	Windows License will be purchased with Title I funds for 7 classroom teacher laptops and 3 Cleartouch Boards.		Kimberly Stemple	05/01/2024
	<i>Notes:</i>			
11/2/23	An instructional tutor will be purchased with Title I funds to help with reading and math instruction. They will be placed with grade level based on data.		Paige Motley	05/01/2024
	<i>Notes:</i>			

Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			
	E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To
Initial Assessment:		There are many ways that parents/guardians are kept informed of mastery of standards. These ways include Class Dojo messages, reports	Limited Development 10/15/2019	

cards, interim reports, weekly classwork folders, data notebooks, and parent conferences.

5/27/2020- Parents/Guardians are kept informed of mastery of standards. Teachers have regular conversations with parents via phone calls, in person conferences, weekly classroom folders, interim report, report cards, and Class Dojo or Remind messages. Parent nights were held throughout the year to help parents with learning at home. Reading/Title I parent night was held October 10, 2019. Math parent night was held December 3, 2019. Read to Achieve and Science Parent Night was held February 13, 2020. Transitional parent night was scheduled to be held on March 31, 2020, however, we were unable to have it because of school closure. Surveys were collected at the end of each parent night for comments or suggestions. The Title I survey was sent out to parents beginning on March 1st and the window ended on March 31st.

6/1/2020- Teachers have conferences regularly with parents, twice a year. We also send home interim reports and report cards to communicate.

9/8/2020- We will continue to address this indicator by the use of ClassDojo by all teachers to have ongoing-communication with all parents. Interim reports and report cards will be sent home based on dates provided by the county office. Teachers will conduct at least 2 parents conferences a year for all students. Weekly/daily class folders will be sent home.

1/12/2021- Teachers are continuing to have communication with all parents using ClassDojo and phone calls. Weekly folders, interim reports, and report cards are being sent home to help parents see their students' mastery of standards. We have held 2 virtual parent night (Reading and Math Night). Participation was low. ALL teachers have completed 1 conference with parents so far. Teachers are doing their best to continue to utilize data notebooks. Because of the Covid-19 pandemic we cannot have visitors in the building, so everything has to be virtual.

3/23/2021- Teachers continue to use ClassDojo, phone calls, and emails to communicate with all parents. To show mastery of standards, teacher send home weekly folders, interim reports, and report cards. We have held 3 virtual parent night (Reading, Math, and STEM Night). Participation is improving with each night. Most teachers have completed two virtual or phones conferences with parents so far or are

	working on having their second conference. Teachers are doing their best to continue to utilize data notebooks. This has been hard with the inconsistency of this school year. Because of the Covid-19 pandemic we cannot have visitors in the building, so we have not had a data notebook show off day. 11/15/2022- SIT voted to move the focus on Data Notebooks to the 2023-2024 school year				
How it will look when fully met:	Parents will complete a parent survey for Title I. Parents are invited for parent nights to learn how to help their children with the standards at home. A survey is collected at the end of parent nights for suggestions on how the school can improve communication. Teachers will use ClassDojo to have on-going communication about students' progress and needs. Teachers will hold at least 2 parent conferences with all parents during the school year to discuss students' mastery of standard content. During these conferences, teachers can use report cards, interim reports, data notebooks, and work samples to show student progress and areas of need. Weekly/daily folders will be sent home with graded work and any communication notes.		Lynn Perryman	06/11/2024	
Actions		3 of 4 (75%)			
10/15/19	Parents are invited for parent nights to learn how to help their children with the standards at home. A survey will be collected at the end of parent nights for suggestions on how the school can improve communication.	Complete 05/26/2021	Crystal Hughes	06/08/2021	
<i>Notes:</i>					
6/1/20	Teachers will offer 2 parent conferences during the school year to discuss their child's standards' mastery.	Complete 05/26/2021	Crystal Hughes	06/08/2021	
<i>Notes:</i>					
6/1/20	Teachers will send home weekly classwork folders for parents to review with completed work.	Complete 05/26/2021	Crystal Hughes	06/08/2021	
<i>Notes:</i>					
6/1/20	Tabernacle will have a Data Notebook show off day where students will show off their data notebook to their parents or guardians.		Lynn Perryman	06/08/2024	
<i>Notes:</i>					
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the	Implementation Status	Assigned To	Target Date

home (what parents can do at home to support their children's learning).(5182)

Initial Assessment:

We have increased the level of parent engagement this year. We need to continue developing ways to reach out to families and include them in their child/children's learning.

5/27/2020- The School stays in regular communication with parents/guardians about how they can help their child at home. Parent nights were held throughout the year to help parents with learning at home. Reading/Title I parent night was held October 10, 2019. Math parent night was held December 3, 2019. Read to Achieve and Science Parent Night was held February 13, 2020. Transitional parent night was scheduled to be held on March 31, 2020, however, we were unable to have it because of school closure.

9/8/2020- We continue to work on this indicator. We have added additional action steps to work towards better communication with families.

1/21/2021- We have held two parent nights so far this year. We had low participation at both. Due to Covid-19 restrictions, we cannot complete some of these action steps. We are working on ways to tweak them under the current conditions.

3/23/2021- We have had three parent nights so far this year. We have completed Reading Night, Math Night, and STEM night. Each night our participation is improving. Due to Covid-19 restrictions, we cannot complete steps that ask for parents or community members to come in the building. We are working on the actions steps and ways that we can make them work under these restrictions. There is a parent engagement committee meeting that will include parents scheduled for May 27, 2021. Our SIT team will begin to focus on data and begin having discussions on next year professional development in the coming months.

11/15/2022- Four parent nights will be held this year. The Annual Public Meeting and Reading parent night was held on October 18, 2022. It was a floating event and we received good feedback about the evening. Math parent night is set for December 6, 2022. Mrs. Motley explained what is being purchased for the remaining parent nights. Kindergarten registration materials will be purchased after Christmas break. Data Notebooks will be pushed back to the 2023-2024 school year.

Limited Development
04/25/2017

	4/25/2023- STEM night was completed on February 28, 2023. Kindergarten Registration night was completed on March 31. We had a record number of enrollees. Transition night will take place on May 16. Each child will get a book and a back of math fluency cards.			
How it will look when fully met:	Parents will know daily classroom activities as well as school wide events. We will offer math, reading, science, and transition parent nights. Administration will provide weekly phone messages to parents. Parents will receive classroom newsletters monthly as well as updates on our school social media accounts and web page.		Heather George	06/08/2024
Actions		14 of 20 (70%)		
9/8/20	Parent Engagement committee will plan at least four engaging Title I parent nights to increase parent engagement.	Complete 05/26/2021	Paige Motley	06/08/2021
	<i>Notes:</i>			
9/8/20	Each child at Tabernacle Elementary will have a data notebook that will follow them from Kindergarten to 5th grade.	Complete 05/26/2021	Beth Davis	06/08/2021
	<i>Notes:</i>			
9/8/20	The daily schedule will include a time for remediation and enrichment. Teachers will use this time to reteach/enrich students on NC State Standards not mastered based on CFA and Classroom data.	Complete 05/26/2021	Justin Pugh	06/08/2021
	<i>Notes:</i>			
9/20/18	Tabernacle will provide 4 parent engagement nights. Areas of focus will include: ELA, Math, Science, and Transition Night.	Complete 05/26/2021	Paige Motley	06/08/2021
	<i>Notes:</i>			
9/20/18	Semester meetings will be scheduled for parents to meet with the principal to discuss ways to support instruction and learning in the home.	Complete 05/26/2021	Justin Pugh	06/08/2021
	<i>Notes:</i>			
9/8/20	Establish a parent engagement committee consisting of teachers and parents to set up parent engagement activities consistent with Title I requirements.	Complete 05/24/2022	Paige Motley	06/08/2022
	<i>Notes:</i>			
9/8/20	Grade levels will plan differentiated activities and assessments based on data from individual classrooms.	Complete 05/24/2022	Paige Motley	06/08/2022
	<i>Notes:</i>			
9/8/20	SIT Members will present professional development ideas to the SIT	Complete 05/24/2022	Crystal Hughes	06/08/2022

	team based on PLC discussions and available funding.			
	<i>Notes:</i>			
9/15/22	Reading take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with reading strategies and activities at home.	Complete 10/25/2022	Tammy Routh	10/18/2022
	<i>Notes:</i>			
9/15/22	Math take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with math strategies and activities at home.	Complete 12/06/2022	Tammy Routh	12/06/2022
	<i>Notes:</i>			
9/15/22	STEM take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with STEM activities at home.	Complete 02/28/2023	Tammy Routh	02/28/2023
	<i>Notes:</i>			
9/15/22	Kindergarten Registration take-home materials, purchased with Title I funds, will be purchased to provide incoming Kindergarteners and their parents materials that will help them be prepared for school.	Complete 03/31/2023	Paige Motley	03/31/2023
	<i>Notes:</i>			
9/15/22	Transition take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with transitioning their student to the next grade and activities that they can do over the summer to help their student be prepared for the next school year.	Complete 05/16/2023	Tammy Routh	05/16/2023
	<i>Notes:</i>			
9/7/23	Reading take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with reading strategies and activities at home.	Complete 10/19/2023	Heather George	10/20/2023
	<i>Notes:</i>			
9/7/23	Math take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with reading strategies and activities at home.		Heather George	12/20/2023
	<i>Notes:</i>			
9/7/23	STEM take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with reading strategies and activities at home.		Heather George	02/28/2024
	<i>Notes:</i>			

9/7/23	Kindergarten Registration take-home materials, purchased with Title I funds, will be purchased to provide incoming Kindergarteners and their parents materials that will help them be prepared for school.		Heather George	03/30/2024
<i>Notes:</i>				
9/7/23	Transition take-home materials, purchased with Title I Parent Engagement monies, will be purchased to help parents with transitioning their student to the next grade and activities that they can do over the summer to help their student be prepared for the next school year.		Heather George	05/31/2024
<i>Notes:</i>				
8/18/22	Data Notebooks will be shown and reviewed with parents during conferences and on parent nights.		Paige Motley	06/08/2024
<i>Notes:</i>				
9/8/20	Create a data committee that will standardize data collection notebooks.		Beth Davis	06/08/2024
<i>Notes:</i>				



School: Tabernacle Elementary

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Beth Davis		
Assistant Principal	Brittany Teague		
Process Manager	Paige Motley		
Kindergarten Rep	Crystal Hughes		
1 st Grade Rep	Emily Routh		
2 nd Grade Rep	Lynn Perryman		
3 rd Grade Rep	Kim Sweet		
4 th Grade Rep	Tina Yates		
5 th Grade Rep	Lori Carter		
EC Representative	Amy Hunt		
BEP Rep	Kim Stemple		
Paraprofessional	Heather George		
Secretary-Treasurer	Sandy Jones		
Parent Representative	Lidia Arias		



NCStar/SIP Mandatory Components

School Name: Tabernacle 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.

Due to a small number of support staff, we cannot safely offer duty-free lunch daily. This year, Tabernacle strives to provide one weekly opportunity for teachers to have a duty-free lunch. Every Friday, as long as teacher assistants are available, classroom teachers are offered duty free lunch. At the end of all lunches, the teacher assistants are given duty free lunch as well on Fridays. Tabernacle will continue to look for additional ways to provide duty-free lunch opportunities in the future.

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.

All certified core classroom teachers are provided with 45 minutes of duty free instructional planning daily. Once a month all certified staff are provided 60 minutes of duty free instructional planning afterschool. Some certified staff are not able to adjust schedules to have the full plan time daily due to case load requirements.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

MTSS and cumulative folders are transitioned to Middle School on the last workdays of the year. Exceptional children's meetings are held with Elementary and Middle school staff to promote a positive transition for students. The 5th grade students are able to travel to the middle school for a school tour. The middle school teachers and guidance counselor will also be present at our transition parent night in May to answer any questions and talk to students and parents.