

## Comprehensive Progress Report

### Mission:

Rigor, Relevance, Relationships- Every Classroom, Every Student, Everyday

Don Steed Elementary School will collaborate as a professional learning community to inspire all students to become innovative learners who will be college, career, and life ready through relationships and learning opportunities, while exemplifying integrity.

### Vision:

### Goals:

PRIORITY 1: Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. Goal 1: By the end of the 2025-2026 school year, DSES will increase the percentage of students in each subgroup by at least 5% from their annual GLP scores in 2025-2026 to ensure we continue to meet expected growth. Goal 2: By the end of the 2025-2026 school year, DSES will increase the Grade Level Proficiency (GLP) of students in grades 3-5 in math, reading, and science by 5%, moving from an overall 65.6% GLP in 2024-2025 to 70.6%, thereby ensuring the school continues to meet expected growth and will reach our goal of becoming a B school.

PRIORITY 2: Create an environment that fosters the growth of the whole child by nurturing students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments. Goal 1 To embed an evidence-based social and emotional learning program in instructional practices By 2025, all classes at Don Steed Elementary will implement social and emotional learning programs and approaches in the total school environment to increase our FAM-S scores by 5% from 72% (SY 23-24) to 77% for the 25-26 SY. Goal 2: To promote productive learning environments that are safe, equitable, respectful, culturally sensitive, and student-centered. By 2025, all teachers at Don Steed Elementary will implement and strengthen comprehensive approaches to school safety that enhance the teaching and learning environment to increase our FAM-S scores by 5% from 72% (SY 23-24) to 77% for the 25-26 SY.

Priority 3: Create an environment where technology enhances teaching and learning as well as financial and business systems to provide tailored support to students, parents, and educators. Goal 1: Every student receives a personalized educational experience in a blended learning environment. By the end of the 2025-2026 school year, DSES will increase the Grade Level Proficiency (GLP) of students in grades 3-5 in math, reading, and science by 5%, moving from an overall 65.6% GLP in 2024-2025 to 70.6%, thereby ensuring the school continues to meet expected growth and will reach our goal of becoming a B school. Goal 2: HCS parents and staff will have mobile and flexible access to all pertinent business systems. By 2026, there will be a 20% increase of parent access to student information systems and learning platforms as measured by reports in LMS systems.

Priority 4: Recruit, hire, support, and invest in high-quality and diverse teachers, leaders, and support staff. Goal 1: Ensure that high quality professional development (with follow up and feedback) is directly related to student outcomes and provides a balance between teacher established goals, goals identified through the NCEES evaluation process, and district initiatives. Objective: By the end of the 2025-2026 school year, Don Steed Elementary will increase the percentage of teachers who exceed student academic growth by 5% from 12.5% to 17.5% as measured by EVAAS teacher value-added report. Goal 2: Create and promote an organizational environment that values development and personalized growth opportunities to empower all employees. Objective: By the end of the 2025-2026 school year, 100% of staff at Don Steed Elementary will either meet or exceed growth according to EVAAS by providing tailored professional development to teachers, as only 47% felt their needs were met during the 2024 TWC survey.

PRIORITY 5: Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. GOAL 1: High-Performance Communication with all stakeholder groups. By the end of the 2025-2026 school year, Don Steed Elementary will continue to increase the number of stakeholders by 5% annually who are strategically communicated with as measured by varied and strategic communication methods, going from 74.4% to 79.9%. By the end of the 2025-2026 school year, Don Steed Elementary will continue to increase stakeholder engagement by 5% annually within our school as measured by various communication tools to determine areas in which additional support is needed to ensure student success, going from 74.4% to 79.9%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All instructional teams do meet every Monday from 3 pm to 5 pm for PDs, Meetings, Tips, vertical alignment, and content planning. In addition, teams can continue to meet throughout the week to ensure that their grade levels' individual needs are met.	Limited Development 09/20/2025		
How it will look when fully met:			The compliance part of this goal is to meet as a school every Monday for the first 30-45 minutes and then as a grade level for the last 1.25-1.5 hours for content planning. When this is implemented fully, we will see our grade levels coming together to meet because they want to go above and beyond to ensure the success of their students. With these meetings they may continue with planning, digging into data, having TIPS conversations, etc. They will also keep minutes/agendas to track the great things that they are doing.		Allison Bell	06/05/2026
Actions				0 of 3 (0%)		
	9/20/25	PLC Minutes			Allison Bell	06/05/2026
	Notes:					
	9/20/25	TIPS Minutes			Teia Bergen	06/05/2026
	Notes:					
	9/20/25	School Wide Data-Check-Ins, iready, Mclass, reading horizons			Nadia Bennett	06/05/2026
	Notes:					

		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Admin team conduct walk throughs as often as possible to ensure that teachers are implementing school and district initiatives. Will use the Relay structure to help the process this year.	Limited Development 09/02/2021		
How it will look when fully met:			Admin team led by principal will conduct relay walkthroughs, attend PLCs, lead PD, and meet with teachers to give feedback via relay structures any time it is needed to ensure that all district and school initiatives are being met. We will use these walkthroughs to lead admin discussions on which teachers/teams need support throughout the year in classrooms, as well as through PD's and practice clinics.		Haley Hall	06/05/2026
Actions				2 of 4 (50%)		
	9/2/21	Complete, monitor, and adjust instruction -Via academic coach through admin team's completion of Walk-through Forms.		Complete 06/08/2023	Haley Hall	06/09/2023
Notes:						
	9/2/21	Monitor PLC Minutes/Admin PLC Minutes by answering questions that grade levels add for admin.		Complete 06/08/2023	Mary Beth Grimm	06/09/2023
Notes:						
	6/8/23	Complete, monitor, and adjust instruction -Via admin team walkthroughs and completion of Coaching via Relay Structure			Haley Hall	06/05/2026
Notes: We will be doing this for another year, especially since our culture survey showed that teachers want feedback at least twice a month.						
	6/8/23	Monitor PLC minutes to ensure that admin are present and able to answer questions of teachers and assist in planning.			Haley Hall	06/05/2026
Notes: Since we have been doing our PLC meetings on Monday's from 3-5 and are now focusing on planning and data meetings with Relay format, we are going to continue this monitoring.						

	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:			Leadership team meets twice a month to go over practices both district and school that are being implemented and how we can assist grade levels.	Limited Development 09/02/2021		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			The leadership team will meet twice a month to discuss what we are seeing in walkthroughs, as well as PLC's in order to decide how to serve all grade levels to the best of our ability through going into classrooms to help model lessons, work on classroom management, help with intervention strategies/progress monitor, as well as which PD's are needed throughout the year. We will also address any concerns that are coming from grade levels.	Objective Met 06/08/23	Haley Hall	06/09/2023
Actions						
		9/2/21	Collect and Monitor SIT Minutes	Complete 06/08/2023	Jessica Gist	06/09/2023
Notes:						
		9/2/21	Monitor and adjust Admin Team Meetings	Complete 06/08/2023	Mary Beth Grimm	06/09/2023
Notes:						
Implementation:				06/08/2023		
Evidence			6/8/2023 In folders.			
Experience			6/8/2023 All minutes were monitored throughout the year.			
Sustainability			6/8/2023 Continue monitoring team minutes.			

	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
<b>Initial Assessment:</b>			All teachers have a set master schedule where teachers can meet each day to have PLC.	Limited Development 08/27/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<b>How it will look when fully met:</b>			All teachers will attend set time uninterrupted.	<b>Objective Met 06/08/23</b>	<b>Haley Hall</b>	<b>06/09/2023</b>
<b>Actions</b>						
	8/27/21	Monitor and Adjust as needed DSES's Master Schedule		Complete 06/08/2023	Haley Hall	06/09/2023
<i>Notes:</i>						
	8/27/21	Monitor PLC Minutes		Complete 06/08/2023	Mary Beth Grimm	06/09/2023
<i>Notes:</i>						
<b>Implementation:</b>				06/08/2023		
<b>Evidence</b>			6/8/2023 In folder.			
<b>Experience</b>			6/8/2023 Master schedule was adjusted as needed for staff and student success this year.			
<b>Sustainability</b>			6/8/2023 Continue to adjust schedule for the 23-24 SY according to the needs of they school.			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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>			The principal does classroom walkthroughs and attends plc's to be a part of content and grade level/MTSS plc's. The principal gives feedback via google forms, scripts, and modeling for teachers through the Relay model.	Limited Development 09/02/2021		
<i>How it will look when fully met:</i>			The principal will regularly complete walkthroughs and meet with her teachers to give constructive feedback to help staff reach their potential. These walkthroughs will be conducted on all staff at least 1 time a month via the walk-through schedule and feedback will be given to every staff member via Google form in the form of glows and grows. For our Tier 2 and 3 staff, scripts will be written and completed between admin and teachers to focus on areas of need. Admin will also attend as many PLC's, both content and grade level, as possible so that they stay abreast of any planning issues and can assist teachers with digging into standards, as well as helping to problem-solve students who may be struggling to be successful throughout the year.		Haley Hall	06/05/2026
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	9/2/21	Complete, monitor, and adjust instruction -Via academic coach through admin team's completion of Walk-through Forms.		Complete 06/08/2023	Haley Hall	06/10/2023
<i>Notes:</i>						
	9/2/21	Monitor PLC Minutes		Complete 06/08/2023	Mary Beth Grimm	06/10/2023
<i>Notes:</i>						
	6/8/23	Complete, monitor, and adjust instruction -Via admin team through admin team's completion of Coaching via Relay Structure.			Haley Hall	06/05/2026
<i>Notes:</i> We need to do a better job of getting into classrooms more consistently next SY -23-24 24-25-We did create more consistent walkthrough forms, but according to our staff culture data, we still need to work on getting into our classrooms more consistently to give feedback.						
	9/9/23	Monitor Teacher Lesson Plans to ensure rigor and standards alignment via annotations and slides.			Haley Hall	06/05/2026

Notes: 24-25-We monitored LP's this year, but we need to continue to do this to ensure that all teachers are working up to our school expectations that have been set.

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Here at DSES we work hard to recruit the highest qualified teachers that are a great fit for our Don Steed family. We also work hard to reward our teachers and staff for their hard work, attendance, and going the extra mile through items such as certified and classified staff of the month, staff shout outs, and just because treats.	Limited Development 09/18/2023		
How it will look when fully met:			We will know that this objective has been fully implemented when our TWC survey results come up. We will also know that this has fully been implemented from the SIT minutes and weekly check in results that we will gather.		Allison Bell	06/05/2026
Actions				0 of 2 (0%)		
	9/18/23	Monitor feedback of weekly check-ins, pulse checks of TWC survey focusing on PD feedback and what PD is still needed, and WIN document.			Allison Bell	06/05/2026
Notes:			24-25-We started off strong with our weekly check-ins, but need to do a better job of following through with our check-ins each week during the 25-26 school year and having these as part of our ILT meetings to see who needs personal check-ins. This was evident according to our cultural survey.			
	9/18/23	Monitor and adjust SIT concerns as a team so that the culture of Don Steed Elementary remains positive and expectations stay high for all staff.			Jessica Gist	06/05/2026
Notes:			24-25-We did this as a team this year, but during the 25-26 school year, we need to make sure that the results of these concerns being addressed get back to each grade level department in a timely manner and accounted for within the minutes.			



Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Here at DSES we create a master schedule that allows for planning to take place each day. Teachers attend PLC's on Tuesday and Thursdays. Tuesdays are Content level PLC's and Thursday's are Grade level/MTSS/DATA plcs. Many grade levels continue to plc throughout the week. On Wednesdays, we set these days aside for Admin and professional development PLC's.	Limited Development 09/02/2021		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All teachers and teams within the school will meet on schedule for PLC's and more than just their mandated PLC days in order to do what is best for their students planning wise, as well as problem solving in order to make all parties involved as successful as possible.	Objective Met 06/08/23	Katherine Thermann	06/09/2023
Actions						
	9/2/21	Monitor MTSS Minutes		Complete 06/08/2023	Sheri Goan	06/10/2023
Notes:						
	9/2/21	Monitor PLC Minutes		Complete 06/08/2023	Jessica Ellis	06/10/2023
Notes:						
	9/2/21	Monitor and Adjust Master Schedule		Complete 06/08/2023	Haley Hall	06/22/2023
Notes:						
Implementation:				06/08/2023		
Evidence			6/8/2023 Minutes for PLC's, MTSS were uploaded at least three times this year by various grade levels and content areas. The Master Schedule was uploaded at two different times throughout the school year to show changes made.			
Experience			6/8/2023 6/8/2023PLC minutes were monitored by Admin throughout the year and comments were made, as well as questions were answered. Master schedule was tweaked throughout the year to meed the needs of staff and student success.			

Sustainability			6/8/2023 PLC minutes will continue to be monitored in the future.			
		C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are starting to do this more throughout the year, within staff meetings and during PLCs.	Limited Development 09/20/2025		
How it will look when fully met:			Teachers will have opportunities to plan together more often across grade levels to learn from other teachers more about their curriculum, what is working for their students, help dig into data to see the common trends that need to be addressed and how. We are going to continue with our peer observations, which we know our staff enjoys, but we would like to be able to have them do this more than just one time a year. I also want to start having some of my master teachers go and "model" lessons for other teachers that we know could benefit from watching and working closely with someone in their subject area.		Cherri Pegues	06/05/2026
Actions				0 of 3 (0%)		
	9/20/25	Emails/Coaching Logs/BT Logs showing communication to set observations/model lessons for teachers			Haley Hall	06/05/2026
Notes:						
	9/20/25	Reflection sheets from teachers who observed or who modeled a lesson for the teacher			Haley Hall	06/05/2026
Notes:						
	9/20/25	Google Form for Needs			Haley Hall	06/05/2026
Notes:						

	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
<b>Initial Assessment:</b>			As a school teachers look at their classroom formative and summative data during PLC's and as a SIT team to decide where we need to have PD throughout the year.	Limited Development 08/30/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<b>How it will look when fully met:</b>			All teachers will be able to Disaggrgate data and know which PD they will need for themselves to become the best teachers possible.	<b>Objective Met 06/08/23</b>	<b>Elizabeth Banks</b>	<b>06/09/2023</b>
<b>Actions</b>						
	8/30/21	Each grade level will hold Data Meetings at least twice a year with admin in order to go over where their students are, what trends ad patterns teachers and admin are currently seeing, and what plan of action is being made to keep students on a successful path.		Complete 06/08/2023	Mary Beth Grimm	06/09/2023
<i>Notes:</i>						
	8/30/21	The admin team via Ms. Grimm will submit the School PD Plan for the 21-22 school year and will make changes as needed.		Complete 06/08/2023	Mary Beth Grimm	06/09/2023
<i>Notes:</i>						
	9/18/22	Monitoring of Intervention plans using data to form groups		Complete 06/08/2023	Mary Beth Grimm	06/09/2023
<i>Notes:</i>						
<b>Implementation:</b>				06/08/2023		
<b>Evidence</b>			6/8/2023 In folder			
<b>Experience</b>			6/8/2023 Data meetings were held throughout the year during PLC's to go over benchmark, mclass, and check in data. Grade levels also had to come up with plans on how they were going to intervene and enrich their students to meet their needs. Intervention plans were also monitored to ensure that students were in correct groups according to data.			
<b>Sustainability</b>			6/8/2023 Data meetings will need to continue in order to see growth from the data and to ensure that student placement remains correct.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are already assessing our students formatively every day and several times a year summatively with classroom, district, and state assessments.	Limited Development 09/20/2025		
How it will look when fully met:			Teachers will effectively and with fidelity give exit tickets to students to ensure mastery of daily standards taught. They will also use their benchmarking data that we recieve from the students 3 times a year to help drive daily whole group, small group, and intervention instructiton based on standards and tiers.		Nadia Bennett	06/05/2026
Actions				0 of 2 (0%)		
9/20/25		Benchmark Data for iready, check-ins, reading horizons, mclass			Nadia Bennett	06/05/2026
Notes:						
9/20/25		Small group plans/Intervention Group changes/Plans			Nadia Bennett	06/05/2026
Notes: Collect plans and changes to groups to show how data is driving instruction throughout the year and grade levels.						
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers meet weekly to discuss student data and how to meet the needs of their students who are struggling in the areas of academics, attendance, and behavior.	Limited Development 09/02/2021		
How it will look when fully met:			All teacher and support staff will meet at least bi-weekly to discuss student data and how to meet the needs of their students who are struggling in the areas of academics, attendance, and behavior. Everyone involved will help to come up with strategies to include core plans and IIPS in order to make students on all levels successful and will progress monitor to see if strategies are successful.		Russchelle Strickland	06/05/2026
Actions				3 of 5 (60%)		
9/2/21		Monitor MTSS Minutes		Complete 06/08/2023	Sheri Goan	06/09/2023

<i>Notes:</i>				
9/2/21	Monitor and adjust Examples of Core Plan/IIP with progress monitoring	Complete 06/08/2023	Analiz Sanchez	06/09/2023
<i>Notes:</i>				
9/18/22	MTSS Refresher PD	Complete 09/26/2022	Katherine Thermann	06/09/2023
<i>Notes:</i>				
6/8/23	Receive district support on Core Plans and IIP's/IRP's to help ensure success of all students.		Russchelle Strickland	06/05/2026
<i>Notes:</i> 24-25-We did receive District support as in BOY core plans and IIP/IRP refresher, but this year, I would like it to be more individualized for what teachers need according to grade level/person.				
6/8/23	Staff will monitor and adjust core plans and IIP's/IRP's to ensure success for all students.		Russchelle Strickland	06/05/2026
<i>Notes:</i> 24--25-These plans were monitored throughout the year, but for the 25-26 SY, we need to do a better job of adjusting the plan when needed.				

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>		
<b>Effective Practice:</b>			<b>Practice 3B: Provide rigorous evidence-based instruction</b>		
		<b>A1.06</b>	<b>ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			Our teachers are working on providing students a blended learning environment to learn all of their core standards. This allows teachers to differentiate instruction and reach students on their level.	Limited Development 09/02/2021	
<i>How it will look when fully met:</i>			All teachers will implement blended learning stations in their room to include small group with teacher, technology, independent/collaborative work station all in order to master standards on differentiated levels that are being addressed during core instructional time.		<b>Karla Rojas</b>
<b>Actions</b>				<b>2 of 4 (50%)</b>	
9/2/21	Share, Monitor, and discuss Small Group Plans in order to make sure that we are meetings students needs.		Complete 06/08/2023	Jessica Gist	06/10/2023
<i>Notes:</i>					
9/2/21	Monitor work samples to ensure that rigorous assignments are being given to meet standards based learning in all grade levels.		Complete 06/08/2023	Jessica Gist	06/10/2023

Notes:						
6/8/23	Share, Monitor, and discuss Small Group Plans in order to make sure that we are meetings students needs.			Elizabeth Banks	06/05/2026	
Notes: 24-25-Although small group plans were collected this year, the focus of differentiated small plans was not there like it should have been, so that is what we will do for the 25-26 school year.						
6/8/23	Monitor work samples/exit tickets to ensure that rigorous assignments are being given to meet standards-based learning in all grade levels.			Karla Rojas	06/05/2026	
Notes: 24-25-We started to focus on exit tickets this year, but during our 25-26 SY, the focus will become making sure that the exit tickets are a rigorous part of the assignment and standards aligned to ensure that students will be prepared to be proficient on the standard by the end of the unit. .						
	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
Initial Assessment:			Our teachers are trained in our PBIS matrix and start modeling this from day one with our students. They also revisit as needed. Teachers use positive classroom reinforcement system to support PBIS. They also implement daily SEL lessons through the positivity project.	Limited Development 08/27/2021		
How it will look when fully met:			All teachers will implement PBIS with fidelity in their classrooms and around campus daily.		Keith Couture	06/05/2026
Actions				5 of 7 (71%)		
11/9/22	PBIS refresher		Complete 06/08/2023	Haley Hall	01/20/2023	
Notes:						
11/9/22	PBIS incentive schedule		Complete 06/08/2023	Haley Hall	06/01/2023	
Notes:						
8/27/21	Collect, monitor and adjust PBIS Lessons/Morning Meetings to ensure that all grade levels and teachers are meeting SEL expectations throughout DSES.		Complete 06/08/2023	Tara Jones	06/09/2023	
Notes:						
6/8/23	PBIS Kickoff PD		Complete 08/21/2023	Tara Jones	08/31/2023	
Notes:						
6/8/23	PBIS Incentive Schedule for 2024		Complete 05/31/2024	Tara Jones	06/10/2024	
Notes:						

6/8/23			Collect, monitor and adjust PBIS Lessons/Morning Meetings/Daily/Weekly Student Check-Ins to ensure that all grade levels and teachers are meeting SEL expectations throughout DSES.		Keith Couture	06/05/2026
			Notes: 24-25 SY-We collected the lessons that were taught and had evidence of the morning meetings/daily check-ins that 5th grade did, but how did we adjust what we were doing to help our students be more successful? This needs to be our focus for the 25-26 school year.			
9/14/24			PDs to help teachers become more cognisant of students' needs and the best ways to learn core instruction, as well as rules and procedures throughout the 25-26 school year, including restorative circles, color training-Cheryl Fuller, and Forward Facing for Educators, as well as others that help our staff and students to be successful.		Russchelle Strickland	06/05/2026
			Notes: 24-25- Mrs. Strickland was able to do 2 of her cultural sensitivity trainings with our staff this year. We also completed our Sciops training, but after reflection and looking at the results of culture survey, we see that more training needs to be completed such as restorative circles, color training-Cheryl Fuller, and Forward Facing for Educators.			
	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:			Teams plan together weekly to ensure that students are being taught standards in all core subjects.	Limited Development 09/02/2021		
How it will look when fully met:			All grade level teams and support staff will meet to come up with standards aligned lessons for units of study based on formative and summative data to help drive instruction. They will work to create differentiated lessons based on student needs and will adjust lessons to meet the needs of their learners.		Haley Hall	06/05/2026
Actions				2 of 4 (50%)		
9/2/21			Monitor Teacher Lesson Plans	Complete 06/08/2023	Karla Rojas	06/09/2023
			Notes:			
9/2/21			Monitor Intervention Plans for grade levels and subject areas	Complete 06/08/2023	Jessica Ellis	06/09/2023
			Notes:			
6/8/23			Monitor Teacher Lesson Plans to ensure rigor and standards alignment via relay expectations of annotating through the content area.		Haley Hall	06/05/2026

*Notes:* 24-25-We monitored LP's this year, but we need to continue to do this to ensure that all teachers are working up to our school expectations that have been set.

6/8/23 Monitor Small group Plans for grade levels and subject areas to ensure that student needs are being met.

Elizabeth Banks

06/05/2026

*Notes:* 24-25-Although small group plans were collected this year, the focus of differentiated small plans was not there like it should have been, so that is what we will do for the 25-26 school year.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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:			Teachers will participate in vertical alignment and complete comprehensive data sheet on class throughout the academic year.	Limited Development 08/27/2021		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			All teachers will attend all vertical meetings, complete comprehensive data sheets, as well as complete intervention plans on class throughout the academic year.	Objective Met 06/08/23	Mary Beth Grimm	06/09/2023
Actions						
	8/27/21	Collect and monitor among grade levels Intervention Plans/Comprehensive Data Sheets in order to help students be successful throughout the year.		Complete 06/08/2023	Jessica Gist	06/09/2023
Notes:						
	8/27/21	Collect and Monitor Data/MTSS PLC Minutes		Complete 06/08/2023	Sheri Goan	06/09/2023
Notes:						
	8/27/21	Hold Vertical Planning at least 2 times a year and monitor Minutes/Agendas in order to see how admin can continue to assist grade levels with their needs.		Complete 06/08/2023	Mary Beth Grimm	06/10/2023



Notes:

<b>Implementation:</b>		06/08/2023		
<b>Evidence</b>	6/8/2023 Evidence was placed in our folders for documentation purposes.			
<b>Experience</b>	6/8/2023 Admin monitored data in comprehensive data sheets throughout the year to ensure that they are up to date. We also continually checked intervention plans throughout the year to ensure that grade levels were meeting the needs of their students.			
<b>Sustainability</b>	6/8/2023 Monitoring will continue to have to take place in all areas.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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>			We have been implementing PBIS and the positivity project at Don Steed school-wide for several years. During the 23-24 school year we implemented Fly Five in all K-5 classrooms as a resource.	Limited Development 09/02/2021		
<i>How it will look when fully met:</i>			All teachers and supporting staff will implement PBIS in all areas of the school which everyone will be refreshed and trained on during our opening day meeting. Fly five which is a county character trait/SEL program, will also be taught during resource time by our SEL TA, as well as our school counselor will teach SEL during her monthly classroom sessions with students.		Keith Couture	06/05/2026
<b>Actions</b>				<b>5 of 7 (71%)</b>		
	9/2/21	Monitor SEL lesson plans from teachers to ensure everyone is addressing the character trait words that we are focusing on each week.		Complete 06/08/2023	Cherri Pegues	06/09/2023
<i>Notes:</i>						
	9/2/21	Hold PBIS PD at beginning of year to go over expectations for all staff members at DSES.		Complete 12/12/2022	Cherri Pegues	06/09/2023
<i>Notes:</i>						
	9/18/22	Monitoring of PBIS Committee minutes		Complete 06/08/2023	Sheri Goan	06/09/2023
<i>Notes:</i>						
	9/18/22	Small group schedule/Criteria for Groups		Complete 06/08/2023	Sheri Goan	06/09/2023
<i>Notes:</i>						
	6/8/23	Hold PBIS PD at beginning of year to go over expectations for all staff members at DSES.		Complete 08/21/2024	Sheri Goan	06/24/2024
<i>Notes:</i>						
	6/8/23	Monitoring of Small group schedule/Criteria for Groups/Lesson Plans for Fly Five			Russchelle Strickland	06/05/2026
<i>Notes:</i> Need to come together as SIT and discuss what we think the criteria for these small groups should look like.						
	6/8/23	Monitoring of PBIS committee minutes			Keith Couture	06/05/2026

*Notes:* 24-25-PBIS committee minutes were collected, but we need to ensure that these minutes are shared with all staff members in a timely fashion.

		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:			DSES communicates with parents through websites, school messenger, notes, and other forms of mass communication.	Limited Development 09/02/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			DSES will communicate with all parents in both English and Spanish through School Messenger via phone and text message, updated websites, social media-Facebook/Twitter, Mass Communication such as Remind and Class Dojo in order to keep all of our parents up to date on the happenings of Don Steed Elementary.	Objective Met 06/16/25	Haley Hall	06/06/2025
Actions						
	9/18/22	Monitoring Social Media Accounts		Complete 06/08/2023	Shaunica Titus	06/09/2023
Notes:						
	9/2/21	Admin will submit Chalkboard Messages in both English and Spanish.		Complete 06/08/2023	Haley Hall	06/10/2023
Notes:						
	9/2/21	Teachers will submit Classroom Newsletters to show communication with families.		Complete 06/08/2023	Katherine Thermann	06/10/2023
Notes:						
	6/8/23	Update Social Media and Website Weekly		Complete 06/06/2025	Jessica Ellis	06/06/2025
Notes: Update with announcements, school news, and pictures of events monthly., Flyers						
	6/8/23	Admin will submit Blackboard Messages in both English and Spanish.		Complete 06/06/2025	Haley Hall	06/06/2025
Notes:						
	6/8/23	Classroom communications via platforms to show correspondence with families for weekly updates, reminders, and student communications.		Complete 06/06/2025	Karla Rojas	06/06/2025

Notes: Flyers, Announcements, Newsletters

Implementation:		06/16/2025		
<b>Evidence</b>	6/16/2025 -See folder Mrs. Hall-Sent out her weekly Sunday message to parents at 4 pm each week via blackboard and her Smore's newsletter. Anything that needed to be communicated schoolwide from DSES or Hoke County Schools was shared on all staff platforms to include: DSES website, Facebook page, Twitter page, Class and school Dojo pages, remind pages, and teacher emails.			
<b>Experience</b>	6/16/2025 We were able to keep our parents up to date with blackboard messages, smore newsletters, dojo messages, remind messages, and Facebook and Twitter posts weekly/daily and throughout the year.			
<b>Sustainability</b>	6/16/2025 We will continue to do the same for the 25-26 school year so that our stakeholders can stay up to date all of things happening at DSES.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers maintain logs of parent communications.	Limited Development 09/02/2021		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			All teachers on DSES staff will maintain parent communication records through ABE, as well as through mass communication apps such as Remind, Class Dojo, etc. They also will maintain their class websites with up to date information.	Objective Met 06/08/23	Jessica Gist	06/09/2023
Actions						
	9/2/21	Teachers and admin will submit Mass communication/Emails to parents		Complete 06/08/2023	Katherine Thermann	06/09/2023
Notes:						
Implementation:				06/08/2023		
Evidence		6/8/2023 In folder.				
Experience		6/8/2023 Communication logs from teachers and parents were submitted several times this year.				
Sustainability		6/8/2023 Continue to make consistent contact with parents and log these contacts.				

		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have started to have more parental involvement activities throughout the year.	Limited Development 09/20/2025		
How it will look when fully met:			We will be able to show evidence of at least two to three successful parental involvement activities throughout the year where our stakeholders have been able to come into the school at different times other than the evening to meet with teachers, their students, and learn about the curriculum that is being done with their child. This also allows families to have great conversations, ask questions, and see firsthand what is expected.		Karla Rojas	06/05/2026
Actions				0 of 2 (0%)		
9/20/25			Parental Involvement Flyers/Invitations		Nedra Negron	06/05/2026
Notes:						
9/20/25			Parental Involvement Curriculum/Sign In Sheets/ Communication Logs		Nedra Negron	06/05/2026
Notes:						
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			DSES sends written and verbal communication home to parents on a weekly basis in order to keep families up to dates on school events.	Limited Development 08/27/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All DSES staff keep all forms of communications: Websites, Social Media, School Messenger, Teacher's LMS, Class Agendas/Communication folders as well as Classroom Newsletters up to date so that all families know what is being taught, events that are coming up and any changes that are happening at Don Steed Elementary.	Objective Met 06/08/23	Haley Hall	06/09/2023
Actions						
8/27/21			Teachers will submit Classroom Communications with or between them and their families.	Complete 06/08/2023	Jessica Ellis	06/10/2023

<i>Notes:</i>				
8/27/21	Admin will submit both English and Spanish copies of Chalkboard Messages	Complete 06/08/2023	Haley Hall	06/10/2023
<i>Notes:</i>				
8/27/21	Admin and teachers will submit communication about Title 1 Parent Nights that were sent to families to announce which nights	Complete 06/08/2023	Shaunica Titus	06/10/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/08/2023		
<b>Evidence</b>	6/8/2023 In folders			
<b>Experience</b>	6/8/2023 All forms of communications between teachers, admin, and families were submitted several times throughout the school year.			
<b>Sustainability</b>	6/8/2023 Communication will continue to take place during the 23-24 SY and will be logged by anyone who makes contacts.			

		E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			At the beginning of each school year, DSES distributes Parent/Student handbooks that explains: Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures. Throughout the year, as a staff we revisit these policies and procedures during our SIT and staff meetings to ensure that everyone is kept up to speed. We also send out reminders to parents when needed about policies to stakeholders.	Limited Development 09/05/2024		
<i>How it will look when fully met:</i>			When fully implemented, we will not only be discussing policies and procedures with our staff during SIT and staff meetings to ensure that everyone stays aware of how parental involvement activities take place at DSES such as: Parent Involvement Guidelines, Homework Guidelines, and Classroom Visit Procedures, but we will also make sure to also address our Vision and Mission monthly to ensure that we are doing what we have set out to do for our students, families, and staff. We will also be making sure to visit our Vision and Mission during our community events that we have throughout the year to ensure that all stakeholders fully understand the why behind everything we are doing to make our students successful.		Nedra Negron	06/05/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/5/24	Monitor the school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) to ensure that they are distributed and frequently communicated to teachers and school personnel.			Russchelle Strickland	06/05/2026
<i>Notes:</i>			Handbooks, Arrival and Departure procedure letters, Bus treaty, emails, dojo's, reminds, etc.-24/25 SY 25/26 SY-During our weekly PLC meetings, we need to ensure that we are revisiting our mission/vision statements to ensure that we are following through with what we are intending to do for students. Also, we need to choose something from our handbook to review each week so that all staff stays familiar with policies and procedures throughout the year.			



			9/5/24	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to parents and students.		Russchelle Strickland	06/05/2026
				Notes: Handbooks, Arrival and Departure procedure letters, Bus treaty, emails, dojo's, reminds, etc.-24-25 SY 25-26 SY-Will update these documents and make sure to go over all in person with parents during open house, Title 1 night and any other in-person conference that is had as needed.			
		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
Initial Assessment:				Teachers have two conference period opportunities to meet with families during the school year.	Limited Development 08/27/2021		
				Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:				Teachers will meet more than 2 times a year to help ensure the success of all students in their classroom.	Objective Met 06/16/25	Haley Hall	06/06/2025
Actions							
9/9/24				Teachers will submit conference Sign In Sheets	Complete 06/06/2025	Shaunica Titus	06/06/2025
Notes:							
9/9/24				Teachers and admin will submit Title 1 family involvement night Agendas/Sign In Sheets	Complete 06/06/2025	Shaunica Titus	06/06/2025

Notes:

Notes:				
Implementation:		06/16/2025		
<b>Evidence</b>	6/8/2023 In folder 6/16/2025 In folder			
<b>Experience</b>	6/8/2023 Teachers submitted conference sheets and Title 1 sign in sheets for all communication that has been had during the 22-23 SY 6/16/2025 Teachers submitted conference sheets and Title 1 sign in sheets for all communication that has been had during the 24-25 SY			
<b>Sustainability</b>	6/8/2023 Teachers and staff will continue to keep track of who attends schoolwide events. 6/16/2025 Teachers and staff will continue to keep track of who attends schoolwide events.			