

Comprehensive Progress Report

Mission: Preparing all students to succeed in a challenging, caring, and safe environment where diversity is embraced, character is emphasized, and the importance of community is recognized.

Vision: Stallings Elementary School strives to meet the academic, social, and emotional needs of all students in order to prepare for individual success in a rapidly changing world. All stakeholders will work together to develop the skills necessary for ongoing academic excellence, social responsibility, and personal integrity.

- Goals:**
- 1. Eliminate Opportunity Gaps
 - 2. Improve School Performance
 - 3. Increase Educator Preparedness to meet the needs of every student.



! = Past Due Objectives KEY = Key Indicator

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:	<p>Current Implementation for C3.04:</p> <p>Our school is committed to recruiting and retaining high-quality staff through intentional support, leadership opportunities, and ongoing professional growth. New staff are placed based on student needs and teacher strengths, and teacher evaluations help identify areas for support and coaching. Professional development is aligned to teacher feedback, evaluation data, and student needs identified through MTSS. An Instructional Coach provides individualized mentoring and support for teachers, particularly those who request assistance or are identified through evaluation processes. Administrators meet regularly with PLCs to guide instructional practices and provide targeted feedback. Leadership capacity is cultivated through teacher involvement in school committees and leadership teams, ensuring staff have a voice in decision-making. Recognition of staff contributions and leadership promotes a positive culture and supports retention. Evaluation data informs instructional decisions and drives the alignment of professional learning to improve student outcomes.</p>	Limited Development 08/07/2025		
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How it will look when fully met:	<p>Fully Met for C3.04:</p> <p>Our school consistently recruits and places high-quality staff based on instructional strengths and student needs. Staff evaluations are conducted fairly and consistently, using multiple measures to identify strengths and areas for growth. Feedback is timely, actionable, and used to guide professional learning. Professional development is aligned to educator needs, evaluation data, and MTSS priorities, and is delivered throughout the year. Teachers implement learned strategies in the classroom and share best practices through structured PLCs. Coaching is embedded in our school culture, with instructional coaches and peer observations supporting continuous improvement. Administrators conduct regular walkthroughs and provide constructive feedback to reinforce effective instruction. Teachers are empowered as leaders through roles on school teams and decision-making committees. High-performing staff are recognized publicly, and a culture of celebration and collaboration supports retention.</p>		Harvey Bagshaw	06/10/2028
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Actions		0 of 4 (0%)		
8/7/25	Develop a system for supporting our BTs and new staff.		Harvey Bagshaw	06/10/2026
	Notes:			
8/7/25	Train staff on peer observation and reflection protocols.		Harvey Bagshaw	06/10/2026
	Notes:			
8/7/25	Implement a structured recognition program for staff success.		Harvey Bagshaw	06/10/2026
	Notes:			
8/7/25	Monitor alignment of PD to evaluation and MTSS data.		Harvey Bagshaw	06/10/2026
	Notes:			

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
	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:	<p>Our school implements a tiered instructional system that meets the individual academic and behavioral needs of all students.</p> <p>*Tier I (Core Instruction): Classroom instruction aligned to the NC Standard Course of Study. Grade-level teams plan lessons to support skill, strategy, and content mastery.</p> <p>*Tier II (Targeted Support): Small-group interventions 2–3 times per week for students performing below grade level.</p> <p>*Tier III (Intensive Support): Small-group interventions 4–5 times per week for students not making sufficient progress in Tier II.</p> <p>Instructional Strategies: Reading interventions are delivered by trained teacher assistants; math interventions occur in the classroom. Staff use evidence-based strategies and resources, including county-created materials, Do the Math, iReady Toolbox, Arcadience, Heggerty, UFLY, Phonics for Reading, and Orton-Gillingham training.</p> <p>Data and Decision Making: Universal screeners, benchmarks, OG assessments, MClass, iReady, district assessments, EOG scores, grades, and NC Check-Ins guide tier placement and monitor student progress. Grade-level teams set data decision rules to ensure consistent identification of needs.</p> <p>Teacher assistants support both core instruction and Tier interventions, helping maximize individualized learning across all tiers.</p>	Limited Development 08/07/2025		
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How it will look when fully met:	<p>At full implementation, Stallings Elementary delivers a seamless tiered instructional system. Tier I instruction is high-quality, differentiated, and evidence-based for all students, including those with diverse backgrounds and learning needs. Tier II and Tier III interventions are targeted, research-based, and implemented with fidelity, supported by interventionists, teachers, and teacher assistants in small-group and one-on-one settings.</p> <p>Staff collaborate regularly to analyze student data, determine tier placement, and adjust instruction and interventions in real time. Professional development and coaching ensure all staff utilize best practices consistently. Teachers scaffold instruction, strengthen alignment across grade levels, and use evidence-based strategies to promote student growth. Reading instruction is rigorous, student progress is monitored closely, and measurable growth is evident in every classroom.</p> <p>Evidence uploaded to NCStar includes tiered intervention plans, progress monitoring data, lesson plans showing differentiation, professional development records, and student growth reports, clearly demonstrating effective tiered instruction and student success across all grade levels.</p>		Wendy Reed	06/05/2026
Actions		0 of 6 (0%)		
10/15/25	Develop Tier II/III intervention schedules with grade-level teams		Wendy Reed	06/05/2026
Notes:				
10/15/25	Train staff on evidence-based strategies and fidelity monitoring		Wendy Reed	06/05/2026
Notes:				
10/15/25	Implement small-group reading and math interventions schoolwide		Wendy Reed	06/05/2026
Notes:				
10/15/25	Monitor student progress using universal screeners and benchmarks		Wendy Reed	06/05/2026
Notes:				
10/15/25	Adjust instruction based on data decision rules and assessments		Wendy Reed	06/05/2026
Notes:				
10/15/25	Sustain the practice through ongoing coaching and professional development		Wendy Reed	06/05/2026
Notes:				
Core Function:	Domain 3: Instructional Transformation			

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

	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:			Our instructional teams collaborate regularly to develop standards-aligned units for each subject and grade level. Weekly double planning time and periodic half-day planning sessions provide protected time for teams to create, review, and refine units in alignment with county guidelines and the NC Standard Course of Study. PLCs develop yearly pacing guides to ensure comprehensive coverage of standards, with objectives and mastery criteria designed to be student-centered and aligned to grade-level rubrics. Instructional coach supports teams by analyzing student data, exploring resources, and guiding lesson alignment. Units are vertically and horizontally aligned across grade levels, with ongoing efforts to strengthen cross-grade communication and specials integration. Student needs, including those of students with disabilities, English learners, and other diverse learners, are addressed through IEPs, 504 plans, ML plans, and MTSS interventions, with progress monitored using iReady, mClass, and other formative assessments. Team reflection and student performance data inform unit revisions, ensuring continuous improvement. Professional learning and robust instructional coaching enhance the capacity of teams to deliver high-quality, standards-aligned instruction for all learners.	Limited Development 08/07/2025		

How it will look when fully met:	Instructional teams consistently collaborate to design and refine high-quality, standards-aligned units using shared templates and planning processes. Units are vertically and horizontally aligned across grades and subjects, with clear objectives, mastery criteria, and assessments directly tied to standards. Planning is inclusive, addressing the needs of students with disabilities, English learners, and diverse learners through differentiated instruction, targeted interventions, and language supports.		Leigh Gillis	06/05/2026
	Protected planning time and ongoing professional learning, supported by a full-time instructional coach and leadership team, enable PLCs to analyze data, engage in vertical discussions, and adjust instruction strategically. Teacher assistants support differentiated learning during core instruction, as well as facilitating small-group interventions. Rubrics and assessments are vertically aligned, supporting growth monitoring and closing learning gaps.			
	The school demonstrates a culture of data-driven instruction and continuous improvement, resulting in more students achieving grade-level expectations and measurable growth on K–5 assessments and End-of-Grade testing.			
	Evidence: Unit templates, PLC notes, alignment charts, rubrics, assessments, intervention plans, professional learning logs, student growth data.			
Actions		0 of 6 (0%)		
10/15/25	Develop shared units for all grade levels.		Leigh Gillis	06/05/2026
Notes:				
10/15/25	Train staff on differentiated core instruction and language supports		Leigh Gillis	06/05/2026
Notes:				
10/15/25	Implement structured PLC protocols for planning and assessing data.		Leigh Gillis	06/05/2026
Notes:				
10/15/25	Adjust rubrics and assessments for vertical alignment across grades		Angela Styers	06/05/2026
Notes:				
10/15/25	Sustain collaborative planning culture through ongoing coaching and reflection		Leigh Gillis	06/05/2026

Notes:			
10/15/25	Monitor student data to inform unit revisions and interventions	Leigh Gillis	06/05/2026
Notes:			