

Comprehensive Progress Report

Mission:

UNDER REVIEW: To be discussed at October 2025 meeting.

We will develop brilliant, empowered, socially aware and talented scholars in an ever changing world to be prepared for career-college and beyond.

Vision:

UNDER REVIEW: To be discussed at October 2025 meeting.

We will reach every student every day to support them in reaching their highest potential and educational excellence.

Goals:

By June 2026, we will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2026, we will increase performance composite on End of Year assessments by 3%.

By the end of the school year, all staff will actively participate in structured consensus-building activities to strengthen understanding and collective ownership of the Multi-Tiered System of Supports (MTSS). Through collaboration and shared decision-making, staff will align practices and commitments to ensure consistent, schoolwide implementation of MTSS. (FAM-S Priority Item #18)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level teams have worked to build knowledge around analyzing data and using data to making instructional decisions over the past few years. Teachers have shown more understanding of the various types of data points and what they mean. We want to continue to strengthen our data literacy and use data in our daily lesson planning and formation of small groups to increase student outcomes. We are not yet operationalizing in this component of FAM-S.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>		Weekly PLC meetings will analyze student data to make instructional decisions. Student groups will be formed using data and activities will provide opportunities for explicit instruction in small group settings. Teachers will use progress monitoring data, CFAs, interim assessments, exit tickets, and student observations to constantly pivot to support students' needs.		Kayla Hymiller	06/10/2027
Actions			0 of 4 (0%)		
	9/29/25	Physical and digital data walls will be visible in PLCs to support teachers with creating small groups and identifying appropriate standards-aligned activities to remediate or enrich.		Samantha Smith	06/10/2025
<i>Notes:</i>					
	9/29/25	CF will facilitate PLC meetings twice each week to focus on math, literacy, science, and social studies.		Samantha Smith	06/10/2026
<i>Notes:</i>					
	9/29/25	Classroom teachers will support students with creating and maintaining a Data Notebook. The Data Notebooks will be consistent across grade levels, supporting students with understanding their data, reflecting on their data, and setting goals for consistent improvement.		Samantha Smith	06/10/2027
<i>Notes:</i>					
	9/29/25	Our zone 5 data coach will provide coaching sessions to introduce teachers to data platforms, support with analyzing data, and increase our capacity of making instructional decisions using the data.		Samantha Smith	06/10/2027
<i>Notes:</i> Jess Grant will support our grade-level teams with data coaching and conversations as a district expert.					

	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:			Current level of evidence based instruction for individual student needs are not being met on a consistence basis yet. Differentiated core blocks for reading and math, and an Intervention/Enrichment block is built into the master schedule. We will continue to build capacity with our grade level teachers and support staff to analyze data to make instructional decisions that improve student outcomes. We are not yet operationalizing with full MTSS implementation.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			We will see increased performance data from EOY assessments (DIBLES, EOGs), have fewer SPS and IPS referrals due to strengthened core (PLCs, SPS/IPS Meeting Agendas), decrease the percentage of chronically absent students (Infinite Campus), decrease the percentage of major office referrals (EduClimber).		Samantha Smith	06/10/2027
Actions				0 of 6 (0%)		
	9/25/25	CF will plan and facilitate weekly PLC meetings for all grade levels with a focus on data analysis, unpacking standards, and lesson internalization.			Samantha Smith	06/10/2025
<i>Notes:</i>						
	9/25/25	Teachers will attend PLCs twice per week (literacy focus, math focus).			Samantha Smith	06/10/2026
<i>Notes:</i>						
	9/25/25	Teachers will receive coaching support from District Data Coach.			Samantha Smith	06/10/2026
<i>Notes:</i>						
	9/30/25	Reading Interventionist (Purchased with Title One funds) will support Tier 2/3 Reading Groups and Tier 3 Math Groups each week.			Sheletha Mims	06/10/2026
<i>Notes:</i>						
	9/30/25	Reading Interventionist (Purchased with Title One Funds) will facilitate biweekly IPS meetings with case workers and team members to analyze progress monitoring data and make instructional decisions for students.			Sheletha Mims	06/10/2026
<i>Notes:</i> Current recurrence is twice per month, but more if needed.						
	9/25/25	Collaborative grade-level lesson planning & submission.			Correy Baines	06/10/2027
<i>Notes:</i> Teachers will identify one day outside of PLCs to plan with their grade level team. They will upload lesson plans to a Google Folder.						
Implementation:				04/27/2021		

Evidence	6/9/2017 Throughout the year, teachers have submitted lesson plans showing the types of math stations they will you that are aligned with Common Core. Through observations, the administration team will note all practices that reflect the instruction of the consultant from for ERG. The fourth and fifth grade teachers followed the teaching strategies in each manual provided by ARC. The teachers also watched lessons modeled by the ARC coach and modify lessons and teaching styles according to the observation of the coach.			
Experience	6/9/2017 The teachers had scheduled professional development sessions, modeled lessons and constructive feedback from the consultants of the Education Resource Group (ERG) and the American Reading Company.			
Sustainability	6/9/2017 Teachers will continue to use resources provided for instruction, in grades four and five, by the American Reading Company (ARC). The teachers will continue small group math instruction for all grade levels. Students will continue to work on independent math stations to review previous standards.			

Core Function:	Domain 3: Instructional Transformation			
-----------------------	---	--	--	--

Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
----------------------------	---	--	--	--

	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school hosts a Career Fair each year where families and community members are invited to share their careers with students. There are other opportunities where students may learn about various engaging careers through text used in lessons, math word problems, social studies exploration, or science experiments, but not with the intention of exposing students to engaging careers.	Limited Development 09/29/2025		
How it will look when fully met:		Our students will be able to engage in meaningful conversation about careers or trades that excite them. Students will have intentional experiences through field trips, classroom lessons, research projects, and career fairs to expose them to a wide variety of engaging careers that excite them for their future.		Correy Baines	06/10/2027
Actions			0 of 3 (0%)		
	9/29/25	Host annual career fair.		Cherie Moore	06/10/2026
<i>Notes:</i> Spring date TBD					

9/29/25	Plan and attend Greensboro Gargoyle's field trip.		Kayla Hymiller	06/10/2026
	<i>Notes:</i> Third grade students will experience the GG and participate in a career fair. Students will bring information back to school and prepare a Wax Museum for other students to visit and learn more about these careers.			
9/29/25	Students will attend other field trips that expose them to various engaging careers.		Correy Baines	06/10/2026
	<i>Notes:</i> Kindergarten: McLaurin Farms, High Point Children's Museum 1st Grade: 2nd Grade: Learn to Swim 3rd Grade: Greensboro Gargoyles, CiCi's Pizza 4th Grade: 5th Grade:			

Core Function:	Domain 4: Culture Shift
-----------------------	--------------------------------

Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
----------------------------	--

A4.05		ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Reedy Fork has been a PBIS school for many years. A new committee was developed over the summer and fresh ideas introduced to the school. The committee meets monthly to review data (EduClimber), revise expectations (as needed), and plan for incentives to reward positive behavior. The past two years, the school counselor was not part of the daily specials rotation due to other school needs. There has been an increase in negative student behaviors and the FAM-S revealed there is a need for more intentional, consistent SEL support for students. We are not yet operationalizing with this goal.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>		There will be a decrease in major office referrals as reported to EduClimber. There will be a decrease in school counselor referrals due to negative behaviors amongst peers, adults, etc.		Samantha Smith	06/10/2027
Actions			0 of 3 (0%)		
9/29/25	Staff will participate in SEL training by zone 5 coach.			Cherie Moore	06/10/2025
	<i>Notes:</i>				
9/25/25	School counselor will provide explicit SEL instruction twice per month to each class using the Harmony Curriculum.			Samantha Smith	06/10/2027
	<i>Notes:</i>				
9/25/25	PBIS Committee will meet monthly.			Correy Baines	06/10/2027

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
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	
<i>Initial Assessment:</i>		<p>The school currently communicates through Final Site Messages (phone calls, emails, texts), Weekly Newsletters from teachers, and Class Dojo posts/messages. All communication is translated into Spanish.</p> <p>We also allocated funds from our Title One budget to provide food for Title One events that will be hosted throughout the year.</p>	Limited Development 09/17/2016			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>The school will continue to communicate using Connect-Ed Messages, Newsletters, Dojo and Twitter. Additionally, the school website will be kept up to date by uploading helpful school information. The school will hold parent engagement nights of different varieties to expose our families to the curriculum, academic supports, and ways for families to support students at home.</p> <p>Title I Funds have been allocated for the following Title One events:</p> <ul style="list-style-type: none"> Title I/Curriculum Night Trunk and Read (Literacy) Student Led Conferences Math and Science Night Multi-cultural Night Musical Performances Piano Concert Events with feeder middle school and high school to create smoother transitions <p>The funds allow us to purchase food, drinks, necessary materials (math/science night take-aways), etc.</p>		Lauren Annas	06/10/2026	
Actions			0 of 8 (0%)			
	10/1/25	Encumber 50% of Title One funds by October 10, 2025.		Jody Walker	10/10/2025	
		<i>Notes:</i> Title One funds will be used to purchase food, materials, etc. for our family engagement/Title One events.				

9/6/19	The Title 1 Parent and School Compacts have been updated and posted on the school website.		Keeley L'Esperance	06/10/2026
<i>Notes:</i>				
1/6/21	Final Site phone messages are sent home weekly with important dates.		Lauren Annas	06/10/2026
<i>Notes:</i>				
1/6/21	Teachers and the staff will utilize Class Dojo to keep families up to date with important information.		Angela Hooper	06/10/2026
<i>Notes:</i>				
10/4/22	The school hosts four title one events funded with title monies as needed. These events give information about beginning of year, curriculum, math and reading.		Lauren Annas	06/10/2026
<i>Notes:</i>				
10/26/23	Title I Funds (Parent and Family Engagement) have been encumbered during the 25-26 school years to provide multiple opportunities to support our families in supporting our students and community. Events are held a minimum of 4 times per year.		Jody Walker	06/10/2026
<i>Notes:</i>				
9/30/25	Principal sends weekly family newsletter via Final Site email and Class Dojo to keep families informed of academics, testing, upcoming events, procedures, and more.		Lauren Annas	06/10/2026
<i>Notes:</i>				
9/30/25	Teachers will make a positive phone call to all students at the beginning of the school year to welcome the new family to their classroom and share important information and a positive note about their student.		Correy Baines	10/01/2026
<i>Notes:</i>				
Implementation:		08/12/2019		
Evidence	6/11/2018 Social Media accounts, ConnectEd transcripts			
Experience	6/11/2018 Most parents are receptive to ConnectEd phone calls, newsletters, and Dojo. We've had increased engagement with our social media accounts.			
Sustainability	6/11/2018 We will continue to update social media accounts, webpage, and create new Dojo accounts for the next school year.			