Comprehensive Progress Report

Mission: Stokesdale Elementary is a community of learners dedicated to the education of all students with the commitment and expectation that all will become productive, responsible, and ethical citizens.

Vision: All students are educated by highly qualified staff in ways that motivate and empower them to grow as life-long learners.

Goals:

By the end of the 2025-2026 school year, Stokesdale Elementary will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2026, Stokesdale Elementary will achieve a rating of "Operationalizing (2)" on FAM-S Item 10 by providing ongoing, differentiated professional development and coaching for all staff on Reading. This will be measured by documenting evidence of on-going coaching, and modeling of, practice of, and collaborative feedback on evidence-based practices.

By June 30, 2026, Stokesdale Elementary will increase overall performance composite by at least 3 percentage points from 65.3% in 2024-2025 to 68.3% in 2025-2026.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
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**
Initial Assessment:	There is a district-provided school budget with funds allocated for various needs including instructional, custodial, professional development, supplies, etc. The principal and school treasurer collaborate regularly to determine and make school purchases.	Limited Development 08/24/2023		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Upon full implementation, the school will be able to effectively allocate and manage school purchases in order to meet the needs of the school and its personnel.		**Allison Bennett**	**06/07/2026**
Actions		**1 of 3 (33%)**		
8/25/23	Teachers are allocated $75 from the budget to purchase classroom needs for the year.	Complete 01/01/2026	Allison Bennett	01/01/2026
Notes:	School secretary handles purchasing from accredited suppliers to meet the needs of teachers in the school. Each teacher is allowed a budget of $75 to spend on classroom needs.			
8/25/23	Principal and School Treasurer collaborate on the amount of money spent on supplies and instructional materials.		Allison Bennett	05/01/2026
Notes:				
9/11/23	Leadership team will be updated each month on the school's budget to provide input.		Allison Bennett	06/07/2026
Notes:				
Implementation:		06/11/2025		
Evidence	6/11/2025 Monthly Principal/Treasurer meeting notes			
Experience	6/11/2025 The administrative team met monthly to review and discuss the school's budget and plan spending.			
Sustainability	6/11/2025 Monthly meeting will continue to be held to ensure fiduciary oversight.			

Core Function:	Domain 2: Talent Development

Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			There is a process in place to meet monthly as a grade level to review current data. As a team we can refine the process of looking at common assessments and trends on the walkthrough document to make timely decisions. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. A. 1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. -interim assessments, Eureka Exit Tickets, Dibels Data, Data Notebooks, A 2.09 ALL teachers include self-checks, peer-checks, and documentation of learning as part of assignment completion. CKLA rubrics and Dibels data Data from last year EOG's has been discussed in the development of our goals this year. Once GCS mandated interim assessments are administered, staff can use this data to help drive instruction.	Limited Development 11/05/2020		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Teachers and administration will be able to analyze a variety of data points in PLCs to identify and meet students' needs to ensure the schools' proficiency targets in reading, math and science meet or exceed. Administration and teachers will review formative data points which will drive instruction and instructional practices within the classroom. Teachers will understand how to utilize multiple formative and informative assessments to drive their whole group and small group instruction. Assessments include but are not limited to: EOGs, NWEA, district interims, DIBELS, COGAT, etc. Teachers will understand how to use a variety of data tools when assessing students formally and informally to meet the range of needs in all learners.		**Lauren Chaney**	**06/07/2026**
Actions		**0 of 4 (0%)**		
8/29/22	Share and analyze school data spreadsheets from Edu Climber during PLCs and ILT meetings. The data will be used to plan for instruction, including I/E time, tutoring, and IPS interventions.		Lauren Chaney	05/20/2026
Notes:				
9/15/25	Administration will utilize observation data to make decisions regarding professional development needs within the school.		Allison Bennett	06/07/2026
Notes:				
9/30/21	Share and analyze EOG, GCS IA, NWEA, and common assessments during PLC and grade level meetings. The data will be used to plan for instruction, including differentiated instruction, I/E and IST interventions.		Lauren Chaney	06/07/2026
Notes:				
8/29/22	Review NC Working Conditions Survey results and create action steps to address concerning areas.		Allison Bennett	06/07/2027
Notes:				
Implementation:		06/14/2023		
Evidence	6/24/2021 PLC agendas, data spreadsheets, surveys, MTSS interventions			

Experience	6/24/2021 As part of our weekly PLCs, we collaborated with the MTSS model analyzing a variety of data points including formative and summative assessments, unit tests, benchmarks, state tests, IStation data, GCS Interim data, CORE phonics surveys, observational data etc. enabling the school to identify and meet students' needs and meet/exceed the schools' proficiency targets in reading, math and science.			
Sustainability	6/24/2021 Continue to collaborate with staff using the MTSS model and data points in order to focus the proficiency targets in reading, math and science.			

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:			Currently teachers work to provide differentiated instruction in a variety of ways with assistance from reading intervention support as well as EC and AG support. Teachers receive core support (Tier 1) through CKLA, and Eureka coach visits and through work during PLCs. The CF provides ongoing PD and support to implement the MTSS process. During PLCs, teachers discuss student data and supplemental and intensive strategies. Teachers make Tier 2 plans for students in need of supplemental support and refer students to IPS (Tier 3) if there is a need for intensive support. The CF leads the IPS team in order to provide ongoing support to fully implement the MTSS framework. The team makes decisions based on classroom observations and progress monitoring data.	Limited Development 11/05/2020		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Teachers will have a strong understanding of the MTSS process, will effectively work with students to differentiate instruction and provide intervention support, and will collect data to guide the decision making process. Students will have increased academic performance as measured by normed assessments (GCS interims, FastBridge, NWEA, EOGs). Students who receive behavior support will have decreased office visits and higher scores on their quarterly behavior rating screeners.		**Lauren Chaney**	**06/10/2027**
Actions				**0 of 6 (0%)**		
		11/5/20	Ongoing data collection and analysis will occur using a variety of normed measures, such as NWEA, district interims, Dibels, BOG, and EOGs. Data will be available through grade level data spreadsheets that are accessible to all school staff.		Lauren Chaney	05/20/2026
		Notes:				

9/30/21	Teachers will use the GCS Standard Treatment Protocol for evidence based interventions and other research-based intervention platforms.		Lauren Chaney	05/30/2026
Notes:				
10/18/21	The school counselor will implement an SEL curriculum and facilitate the use of classroom SEL practices in order to focus on the social-emotional supports within MTSS. Students who need supplemental support will meet with school counselor on a regular basis.		Elizabeth Strable	06/07/2026
Notes:				
10/18/21	In order to address the attendance component of MTSS, the school counselor will use attendance data to remediate attendance issues among students who have more than 6 unexcused absences, and provide a more rigorous intervention for students who are chronically absent.		Elizabeth Strable	06/07/2026
Notes:				
8/31/23	IPS meetings to discuss students who need intensive support - analyze data, make decisions about interventions, discuss options for referral to EC services or other support (such as a referral to an eye doctor or speech therapy)		Lauren Chaney	06/10/2026
Notes:				
11/5/20	Regular data discussions in PLC to help teachers identify students in need and provide meaningful interventions.		Lauren Chaney	06/07/2027
Notes:				
Implementation:		05/06/2024		
Evidence	5/6/2024 MTSS training, PLC's on data topics, PD on differentiation			
Experience	5/6/2024			
Sustainability	5/6/2024 Continue the process on training teachers on the MTSS process, differentiating instruction and collecting data in order to provide interventions.			

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:			Currently, all rising Kindergarteners are screened by the Kindergarten teachers in the spring to help make balanced rosters for the following school year. A yearly open house occurs before the beginning of each school year so that students can meet their teacher and so parents can receive information about the upcoming school year. Students at each grade level engage in grade-level appropriate activities and SEL strategies so that all 5th graders are prepared to transition to middle school. All 5th graders tour Northwest middle school in the spring.	Limited Development 11/05/2020		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Upon full implementation, students will be academically and socially prepared for their rising grade in order to help them eventually transition to middle school.		**Allison Bennett**	**06/07/2026**
Actions				**0 of 4 (0%)**		
2/8/21			Individual student data will be viewed during PLCs. Tier 2 forms were created and delivered to staff. Data discussions will take place in PLCs. Our focus will be to dig deeper into the data and holding students accountable with understanding their data.		Lauren Chaney	05/30/2026
Notes:						
8/26/23			All 5th grade students will visit Northwest Middle School for a tour of the campus.		Elizabeth Strable	05/30/2026
Notes:						
9/10/24			Teachers will hold students accountable by students being able to understand their data, as well as data notebooks.		Lauren Chaney	06/07/2026
Notes:						
8/26/23			Kindergarten teachers will screen rising Kindergarteners in the spring of 2024		Taylor Corum	06/07/2026
Notes:						
Implementation:				06/09/2022		

Evidence	6/15/2022			
Experience	6/15/2022			
Sustainability	6/15/2022			

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
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:	Educators actively engage students, families, and community stakeholders with the Guilford Experience.	Limited Development 09/12/2025		
How it will look when fully met:	For the Guilford Experience, Stokesdale Elementary will be exposing K-5 students to postsecondary careers by creating a Career Bulletin Board, posting colleges that staff attended outside their classroom doors, Media lessons about postsecondary careers, guest speakers for Read Across America, and dress-up like your favorite career.		**Elizabeth Strable**	**06/07/2026**
Actions		**2 of 5 (40%)**		
9/12/25	A Career Bulletin Board will be displayed for students to learn from about postsecondary careers.	Complete 02/01/2026	Elizabeth Strable	02/01/2026
Notes:				
9/12/25	Staff will post outside their classroom doors where they went to college.	Complete 03/02/2026	Shawn Brooks	03/02/2026
Notes:				
9/12/25	Students will dress up "What they want to be when they Grow Up?'.		Shawn Brooks	04/20/2026
Notes:				
9/12/25	Stokesdale Elementary will invite Guest Speakers with a variety of occupations to discuss their career choice for Read Across America.		Shawn Brooks	05/20/2026
Notes:				
9/12/25	Media lessons will teach students about postsecondary careers.		Shawn Brooks	06/01/2026
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:			Each grade level sends a weekly newsletter informing parents of upcoming curriculum topics as well as important dates. The principal sends a weekly message to all parents each Sunday - this method of communication allows for all families to hear the same news in a timely manner. Updates and newsletters will also be put on a school-wide Class Dojo each week.	Limited Development 11/05/2020		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When the school communicates effectively, all parents will know and understand their students' strengths and weaknesses, have a clear vision of the path to progress and be "in the know" of events and activities that are taking place at the school. Volunteer hours will increase, there will be improved parent and teacher relationships, parents will be aware of school functions and high expectations. Stokesdale Elementary School will utilize tools, such as the school website, Canvas, newsletters, Connect-ed calls, PTO meetings, Class Dojo, and conferences. Volunteers and specialists will work directly with specific students in reading and math.		**Allison Bennett**	**06/07/2026**
Actions				**0 of 2 (0%)**		
		11/5/20	Weekly Connect Ed messages sent each Sunday, which will also be placed on the Stokesdale webpage for families to access, as well as the Stokesdale Class Dojo.		Allison Bennett	06/15/2026
		Notes:				
		11/5/20	Each classroom teacher will send weekly/monthly newsletters to inform parents about events and curriculum being taught.		Allison Bennett	06/15/2026
		Notes:				
Implementation:				06/17/2025		

Evidence	6/15/2022. Curriculum night sign in sheets, connect-ed scripts, school website, canvas, etc. 6/11/2025 Curriculum & Family Engagement Events: Two curriculum nights were held—one focused on grade-level content and one on assessments and learning outcomes. Additional events included a Night of the Arts and two Rising Kindergarten Nights, all aimed at fostering school-home connections. Weekly Schoolwide Communication: Weekly Connect Ed messages were sent by Mrs. Bennett and posted on the school's website, ensuring families received timely updates and strategies for supporting student success. Classroom-Level Communication: K–3 Teachers: Used BLOOMZ to share updates and newsletters. 4–5 Teachers: Used Class Dojo and email newsletters to keep families informed. Communication Consistency: Teachers maintained regular communication cycles (weekly/monthly), and parent engagement was supported through the use of accessible digital platforms.			

Experience	6/15/2022. Stokesdale Elementary School utilized tools, such as the school website, Canvas, newsletters, Connect-ed calls, PTO meetings, curriculum nights(when we can due to COVID), and conferences. Volunteer tutors worked directly with specific students in reading and math. 6/11/2025 This year, we prioritized consistent and multi-platform communication to ensure families remained informed and engaged in their child's educational experience. Stokesdale hosted two curriculum nights designed to meet the diverse needs of our K–5 families. One event focused on helping families understand grade-level standards and content expectations, while the second event centered on assessment literacy, allowing parents to better interpret their child's learning outcomes and academic progress. Additionally, we held a successful Night of the Arts to celebrate student creativity, and hosted two Rising Kindergarten Nights to support incoming families. To further support family engagement, weekly Connect Ed messages were sent each Sunday by Mrs. Bennett. These messages provided critical updates, reminders about upcoming events, and tips for student success. These recordings were also made available on the school website to ensure accessibility. At the classroom level, teachers communicated regularly through weekly or monthly newsletters. K–3 teachers primarily used the BLOOMZ platform, while grades 4–5 utilized Class Dojo. In many cases, newsletters were also emailed to families, ensuring multiple points of contact between home and school. Together, these efforts contributed to a strong culture of transparency and family partnership, keeping parents informed and involved throughout the school year.			

Sustainability	6/15/2022 Continue to utilize communication tools, canvas, school website, connect-ed, hold curriculum nights, parent conferences, and use volunteer tutors. 06/11/2025 To sustain these efforts, we will continue to hold curriculum nights that are responsive to family feedback and aligned with academic priorities. Gathering input from parents on preferred topics and formats will help us tailor future events for even greater impact. Maintaining weekly Connect Ed messages and expanding their visibility through social media or translated options could improve access and inclusivity. Encouraging continued use of communication platforms like BLOOMZ and Class Dojo will remain essential, as will ensuring all teachers are consistent in their updates and frequency of communication. Additionally, exploring ways to strengthen two-way communication—such as parent surveys or feedback forms after events—will help us better meet the evolving needs of our school community.			