

Comprehensive Progress Report

Mission: At J.W. McLauchlin Elementary School, we grow lifelong learners by providing solid foundations upon which academic, behavioral and emotional growth can occur. Positive relationships and collaboration exist between the school, home and community to ensure that our students will become productive citizens and future leaders.

Vision: At J.W. McLauchlin Elementary School, we aim to provide a safe place in which all are welcomed. We provide a supportive environment that promotes and cultivates relationships that allow our students to embrace challenges as they grow towards becoming lifelong learners.

Goals:

Priority #1: Student Success - 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 conclusion of the 2025-2026 school year, the percentage of K-3 students proficient in the subject area of reading will increase by 12%, from 48% to 60% proficient from the beginning of the year through the end of year as determined by the mClass reading state assessment. Goal 2: By the conclusion of the 2025-2026 school year, the percentage of third through fifth-grade students achieving proficiency will increase by 12%, from a composite score of 43% to 55% proficient. This will be determined by the results of the reading and math, and Science End of Grade Assessments. Goal 3: By the conclusion of the 2025-2026 school year, the percentage of third through fifth-grade students in our Black and Hispanic subgroups achieving proficiency will increase by 11% from a composite score of 34% proficient to 45% proficient. This will be determined by the results of the reading, math and Science End of Grade Assessments.

Priority #2: Student Well-Being - 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 - By the conclusion of the 2025-2026 school year, 100% of our staff will consistently implement the school PBIS matrix with fidelity using common language. This will be determined by a decrease of 50% in behaviors using office referral data. Goal 2 - By the conclusion of the 2025-2026 school year, 100% of our staff will consistently implement the components of the MTSS model with fidelity. This will be determined by the consistent use of the TIPS document and will include academics, behaviors and attendance.

Priority #3: Modern and Innovative Learning Environments and Systems - 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 - By the conclusion of the 2025-2026 school year, 100% of staff will implement blended learning strategies that result in student products that demonstrate an understanding of identified state standards. This will be determined through the collection of lesson plans, walk-through data and formal teacher observations. Goal 2 - By the conclusion of the 2025-2026 school year, 100% of our staff will implement digital platforms (iReady, mClass, Reading Horizons) with fidelity. This will be determined by the analysis of student proficiency and usage data.

Priority #4: Excellent Professionals - Recruit, hire, support, and invest in high-quality and diverse teachers, leaders, and support staff. Goal 1 - At the end of the 2025-2026 school year, we will maintain our teacher retention rate at 90% through the fostering of collaborative, supportive relationships and the empowering of teachers to be successful leaders of education. Goal 2 - By the conclusion of the 2025-2026 school year, all staff will engage in personalized professional development opportunities that will enable them to meet their individual needs as identified on their Personalized Education Plans and demonstrate growth as determined by EVAAS data.

Priority #5: Communication and Community Engagement - Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. Goal 1 - By the conclusion of the 2025-2026 school year, school staff will create opportunities for all parents to actively engage in various forms of communication including the offering of feedback, suggestions and expressing of concerns that will foster a more collaborative effort in meeting the needs of all students. This will be determined by the conducting of quarterly informational parent meetings with administration and the administration of bi-annual parent surveys regarding school operations. Goal 2 - During the 2025-2026 school year, the school will create a Parent Advisory Council of 10-15 members that will work to actively engage parents in the daily procedures of the school. This will be measured by attendance and agenda/minutes.



Activity in the last 12 months

! = 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:			Aug. 2024 - Our grade level instructional teams meet twice per week. One day of the week focuses on content while the other day of the week focused on data. While we have these two days scheduled, some grade levels get off task easily and focus on other grade level topics such as field trips. Agendas are normally created but often not 24 hours in advance.	Limited Development 09/03/2024		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All grade levels will create agendas for PLC meetings at least 24 hours in advance. All members will be assigned roles in the PLC. Norms are established and reviewed each meeting. All grade level members arrive at the meeting on time and are attentive and stay to the topics of the agenda. One meeting per week will focus on subject content area. This should address the focus standards for the upcoming week. Discussion will be surrounding what the standard is asking and the appropriate level of rigor for the standard to be fully addressed. Creation of know/show charts should be addressed as well as a student exemplar. The second meeting of the week will focus on student data. The identification of students into groups by proficiency levels should take place as well as discussion on how to address those students who need reteaching of concepts that were previously taught. PLC agendas and minutes as well as documents detailing the use of student data will be the evidence of the goal being met.	Objective Met 06/01/26	Kelly Stirling - 2025	06/03/2026
Actions						
9/3/24		Grade Level agendas and minutes are kept up to date		Complete 06/01/2026	Amy Patterson - 2024	06/03/2026
Notes:						
9/3/24		Data analysis of students is completed weekly by PLC's		Complete 06/01/2026	Amy Patterson - 2024	06/03/2026
Notes:						

9/3/24			Know/Show charts are created for focus standards	Complete 06/01/2026	Amy Patterson - 2024	06/03/2026
Notes:						
Implementation:				06/01/2026		
Evidence			6/1/2026 We have the data analysis and meeting minutes.			
Experience			6/1/2026 Teams met consistently and planned lessons to meet state objectives and to analyze data for future planning purposes.			
Sustainability			6/1/2026 We need all grade levels and subject areas to consistently engage in vertical planning and the continuous planning of appropriate and rigorous lessons that meet state standards.			
	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:			August 2022 - The SIT team meets twice a month in addition to the MTSS & PBIS team meeting monthly to discuss and review progress with the implementation of our effective practices. Aug. 2023 - The SIT/MTSS team meets monthly. Our other committees the Student Success, Staff Success and Family Engagement Success teams also meet monthly. Each of these committees address areas that are a focus on our SIT plan. Aug. 2024 - Our SIT team and other committees meet monthly. We want to work on providing documentation to include agendas and minutes for each of our committees. Efforts will also be made to ensure all members of committees are attending meetings.	No Development 07/03/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The leadership teams are continuing to meet weekly to identify effective practices and areas needing improvements as identified through observations and walk-throughs. The leadership teams are able to provide evidence of their monthly meetings with agendas, minutes and data reviews through NCStar and the designated HCS TIPS form. During PLC's the administrative teams are discussing with teachers trends that have been identified. Data on individual students and strategies are utilized and being implemented to address the challenges identified through PLC and TIPS. The administrative team are helping teachers to develop plans to address students who are not working at grade level. Individual students from our subgroups (Black, Hispanic, SWD, ELS) are a focus of discussion. Evidence of their progress are required to be maintained. Interventions and plans of action are created by teacher, support staff and the leadership team and implemented to meet their needs to help the school to continue to close the achievement gap that currently exists within the school. The school team should analyze data for consistency/accuracy and adjust practices as needed. The SIT/MTSS team are meeting twice a month with the purpose of creating plans and making decisions regarding the school community that will ensure continued success of all students and staff.		Objective Met 06/01/26	David Renninger	06/03/2026
Actions					
9/7/18	SIT Agendas/ Meeting Minutes	Complete 06/10/2020	Madison Siwec	06/10/2020	
<i>Notes:</i>					
8/29/19	Weekly Instructional Planning with assigned teachers.	Complete 06/10/2020	David Renninger	06/10/2020	
<i>Notes:</i>					
8/31/21	Conduct meetings of the SIT/MTSS team twice a month. Agendas and minutes will be kept for each of these meetings.	Complete 06/13/2022	Jessica Stettler	06/03/2022	
<i>Notes:</i>					
9/11/22	Conduct SIT meetings twice a month to address schoolwide concerns and make decisions that impact the students and staff and serve to direct the school to higher levels of success.	Complete 06/03/2023	David Renninger	06/03/2023	

<i>Notes:</i>				
9/11/22	The MTSS team will meet on a monthly basis to address student challenges in the academic, behavioral and attendance areas.	Complete 06/03/2023	Julie Johnson	06/03/2023
<i>Notes:</i>				
8/29/19	Conduct Data Discussions with Leadership Team with a concentrated focus upon our students in subgroups that have been identified as low performing on a quarterly basis. (Black, Hispanic, SWD, ELS)	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
8/29/19	Hold Administrative Leadership team weekly Meetings to identify positive trends and challenges that are present by grade levels or school wide. Strategies and a plans of action to address the challenges will be created and implemented.	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
9/3/24	Schoolwide committees meet monthly (Address SIP goals)	Complete 06/01/2026	Samantha Morgan	06/03/2026
<i>Notes:</i>				
Implementation:		06/01/2026		
Evidence	6/1/2026 ILT team minutes			
Experience	6/1/2026 The ILT team met weekly and discussed and made decisions regarding trends from the school, areas of challenge and district initiatives.			
Sustainability	6/1/2026 ILT team will need to continue to meet. Members of the SIT team will take on added responsibilities in ensuring SIP plan is followed.			

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

Initial Assessment:	Oct. 2022 - Although ideally walkthroughs would be completed on a weekly basis, they often are done less frequently. Feedback is given to staff members regarding alignment of classroom instruction to state standards and the implementation of effective teaching strategies when walk-throughs are done. Lesson plans are posted by teachers with feedback given and suggestions for improvement made. Aug. 2023 - A schedule for walk-throughs will be created to help with accountability in conducting walk-throughs. The leadership team will implement strategies from RELAY to help support teachers and their professional growth. Coaching will take place to ensure that effective programs or strategies are modeled for the teachers so that they can be implemented to affect student learning. Aug. 2024 - A schedule for walk-throughs will be created to help with accountability in conducting walk-throughs. The leadership team will implement strategies from RELAY to help support teachers and their professional growth. Coaching will take place to ensure that effective programs or strategies are modeled for the teachers so that they can be implemented to affect student learning.	Limited Development 07/03/2018		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The Principal attends planning sessions with teachers weekly and actively participates by offering ideas of effective strategies to implement in the classroom to ensure students’ needs are met. The Principal conducts walk-throughs of each class on a weekly basis. Feedback from the walk-through detailing effective practices and noted challenges is provided by the end of the school day to the teacher. Teachers have the opportunity to respond to the feedback in order to receive clarification. Needed support (PD, modeling of lessons, observing master teachers) is identified with plans made for this support within a week. Evidences for this include walk-through forms, lesson feedback, evidence of support provided to the teacher.		Objective Met 06/01/26	David Renninger	06/03/2026
Actions					
7/3/18	Walkthrough		Complete 06/13/2019	Haley Hall	06/10/2019
Notes:	Teachers will receive daily walk through on focused areas that admin will discuss the week before.				
9/7/18	Lesson Plan feedback by administrative team.		Complete 06/13/2019	Haley Hall	06/10/2019
Notes:	Admin team will check lesson plans weekly for staff members and provide timely and productive feedback.				
9/7/18	Minutes from content PLC's where admin will assist teachers in order to to ensure they are understanding standards, finding resources that best suits all students, and creating rigorous and relevant common assessments.		Complete 06/13/2019	Haley Hall	06/10/2019
Notes:					
9/2/19	Walkthroughs will be completed in all subject areas to include at intervention times.		Complete 06/10/2020	David Renninger	06/10/2020
Notes:					

9/2/19	Feedback regarding lesson plans will be given on a weekly basis with a focus on those students not meeting identified standards and those who have shown mastery of the subject matter and how the teacher is meeting the needs of these students.	Complete 06/10/2020	David Renninger	06/10/2020
<i>Notes:</i>				
9/3/21	Complete weekly Classroom walk-throughs. Specific feedback will be provided to teachers regarding best teaching practices, rigor and understanding of standards observed, student engagement and differentiated practices. Walk-throughs will be scheduled so that all parts of a lesson (whole group, small group, independent work) and intervention blocks will be a regular part of the walk-throughs.	Complete 06/13/2022	David Renninger	06/04/2022
<i>Notes:</i>				
9/3/21	Provide administrative support in ensuring that state standards and levels of rigor are understood by all teachers. Administrative team members will support teachers by offering strategies, suggestions of resources and help in creating common assessments to provide valuable data that will guide future instruction.	Complete 06/03/2023	David Renninger	06/04/2023
<i>Notes:</i>				
8/17/22	Complete weekly Classroom walk-throughs. Specific feedback based on strategies of the RELAY coaching model will be provided to teachers to ensure best teaching practices, rigor and understanding of standards observed, student engagement and differentiated practices. Walk-throughs will be scheduled so that all parts of a lesson (whole group, small group, independent work) will be a regular part of the walk-throughs.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
9/3/24	Walk-through schedule is created	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
9/3/24	Walk-through feedback is provided within 24 hours of walk-through	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
9/3/24	RELAY coaching model implemented as needed	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
Implementation:		06/01/2026		
Evidence	6/1/2026 Calendar, walk-through form and tracker			

<i>Experience</i>			6/1/2026 A walk-through scheduled involving all ILT team members was created. Walk-through feedback was provided through google form and tracking data from walk-throughs was kept.			
<i>Sustainability</i>			6/1/2026 ILT team will need to continue to complete walk-throughs and provide feedback that is specific and actionable. As needed, ILT team members will need to work through coaching cycle with teachers.			
	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>			Our SIT team works to allocate our Title 1 money to areas of needs as determined by our Comprehensive Needs Assessment, staff surveys and instructional challenge areas. Our Teacher Assistants are assigned to grade levels based on need of students. Our Resource Teachers are assigned grade levels to support classroom instruction. They work with small groups of students to help them accelerate or to help reinforce concepts that had previously been taught. We conduct tutoring after-school and during the day for identified students.	Full Implementation 06/05/2025		

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:			At the beginning of the 2022-2023 school year, we have 5 new teachers being added to our staff. 2 of the new teachers were students teachers at our school last year. We have had 3 teachers move into new positions within our school thus creating openings that we needed to fill. Sept. 2023 Walk-throughs are completed with feedback given to staff. A mentor is assigned to each beginning teacher to provide needed support. Recognitions is given to staff for various reasons to include Staff Members of the Month. Interviews regularly are conducted by administration with staff members sometimes asked to be a part of the interview. Aug. 2024 - Staff members have the opportunity to be named the staff members of the month. We will continue to do so. When classroom strategies are deemed highly effective, staff members will have their names called out so that all staff can celebrate.	Limited Development 07/03/2018		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			All teachers will receive professional development and support in the areas that have been determined by themselves and administration as areas of challenge. Beginning teachers will receive focused support by the academic coach to help them to progress in the profession. A reward system will be put into place for teachers are who meeting established guidelines and whose students are demonstrating progress in meeting state standards. An interview team consisting of several members of the school staff from various grades or departments will be created to assist administration in the hiring process for any vacancies that may occur.		David Renninger	06/03/2026
Actions				12 of 14 (86%)		
9/2/19			An incentive/reward system will be created to provide reinforcement to those staff members meeting expectations identified by administration.	Complete 06/10/2020	David Renninger	06/10/2020
Notes:						

9/2/19	Academic coach will provide focused support to teachers who have beginning status.	Complete 06/10/2020	Madison Siwec	06/10/2020
<i>Notes:</i>				
9/2/19	An interview team will be established to interview for vacancies taking place during the school year.	Complete 06/04/2021	Deidre Gales	06/04/2021
<i>Notes:</i>				
9/3/21	Utilize the academic coach as a mentor to our beginning teachers. She will provide needed support and modeling of strategies to ensure that they are successful in growing in the profession and meeting the needs of students.	Complete 06/13/2022	Yolanda Monroe	06/04/2022
<i>Notes:</i>				
9/3/21	Provide opportunities for staff members to serve on interview teams for vacancies in the school building.	Complete 06/13/2022	David Renninger	06/04/2022
<i>Notes:</i>				
8/17/22	Administration will complete formal observations and provide feedback to support classroom instruction. A process of identifying areas for improvement and then coaching will be followed according to powerful strategies as identify by RELAY model for improvement.	Complete 05/29/2025	David Renninger	06/03/2024
<i>Notes:</i>				
8/17/22	Mentors will provide support for beginning teachers in order to help them to implement effective strategies in the classroom.	Complete 06/03/2024	Yolanda McDonald	06/03/2024
<i>Notes:</i>				
9/11/22	Utilize social media to advertise open positions in the efforts to fill each position with qualified individuals.	Complete 06/03/2024	Tracy Roberson	06/03/2024
<i>Notes:</i>				
9/18/23	Interview teams including administrative members and teachers will be created to interview for open positions in the school.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
9/18/23	Grade levels engage in weekly PLC's. During these PLC's staff members have the opportunity to collaborate and share strategies and effective practices.	Complete 06/03/2024	Yolanda McDonald	06/03/2024
<i>Notes:</i>				
9/3/24	Formal observations are completed according to district timeline and expectations	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				

9/3/21	Implement an incentive and reward system for those teachers that meet expectations and show that they are going above and beyond to help the school to achieve high levels of success in meeting its' goals.	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				
9/3/24	Interview teams are created to fill vacant positions. These teams should include administration, selected teachers and other staff members.		David Renninger	06/03/2027
<i>Notes:</i>				
8/17/22	Administration will conduct quarterly PLC meetings with all beginning teachers to provide needed support and address concerns to help them achieve higher levels of success. Strategies from RELAY coaching model will be implemented to support these teachers.		David Renninger	06/03/2027
<i>Notes:</i>				
Implementation:		06/07/2021		
Evidence	6/7/2021 6/7/2021We have teachers that have served on interview teams. Teachers have received incentives for meeting school expectations.			
Experience	6/7/2021 6/7/2021It has been rewarding to have different staff members to serve on interview teams or plan for teacher incentives. This enables staff members to have a say in matters pertaining to the school and helps them to feel more of an investment into it.			
Sustainability	6/7/2021 6/7/2021We will need to continue to fill open positions with a team approach. Incentives for encouraging teachers will need to be continued.			
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:			Sept. 2022- Staff received an MTSS overview. Teachers are given support through resources, such as the MTSS team, interventionist, academic coach, and administration. Staff receives continual feedback while implementing TIPS form during weekly PLC's throughout the year to help students and teachers be successful on all levels. Aug. 2023 - Our staff received an refresher training on MTSS by our county EC department on our first workday. Focus this year will be on the use of the TIPS process with fidelity. Our SIT/MTSS team will provide strategies and resources to those teachers who determine that they have students who could benefit by going through the SAT process. Sept. 2024 - Our staff will be receiving ongoing training on MTSS by our administrative team. Focus this year will be on the use of the TIPS process with fidelity. Our SIT/MTSS team will provide strategies and resources to those teachers who determine that they have students who could benefit by going through the SAT process.	Limited Development 07/02/2018		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			All teachers and support staff are implementing and maintaining a linked teaming structure that facilitates MTSS. All teachers and support staff are delivering individualized instruction to students in small groups and station work in order to meet the learning needs of all students in their classrooms. Teachers are keeping track of behaviors, academics and attendance with fidelity through ABE, weekly TIPS forms during PLC's. Teachers are submitting students names to the MTSS referral team. Teachers are keeping progress monitoring data on all students that are going through the MTSS process. Student data from subgroups (SWD, ELS, HISP, BLCK) are to be analyzed to ensure progress is being made in meeting academic standards. The teachers are putting interventions in place with progress monitoring charts to ensure that the achievement gap that has existed is being closed.		David Renninger	05/29/2027
Actions				10 of 13 (77%)		
	7/2/18	Small Group Staff development		Complete 06/14/2019	Madison Siwiec	06/10/2019

	<i>Notes:</i> Madison will offer this staff development as a school wide staff development and then check in to see how it is going in the classroom.			
7/2/18	Resources for Teachers: Such as Math in Practice, Next Steps in Guided Reading, The Reading Strategies book, mentoring minds, online resources, student magazines, collaborative classrooms, etc.	Complete 11/19/2018	Haley Hall	06/10/2019
	<i>Notes:</i> Teachers will be bought these resources in order to help them be successful in the classroom with planning and teaching of small group, and differentiation.			
7/2/18	Vertical Planning to help reach all subgroup areas with common vocabulary, writing strategies, as well as formative assessment strategies.	Complete 02/18/2019	Madison Siwec	06/10/2019
	<i>Notes:</i> Madison will be in charge of organizing the Vertical alignment planning days for teachers to get together and discuss the standards that students need to be prepared for grades below and above in order to be successful.			
7/5/18	Tutoring	Complete 06/13/2019	Brooke Griffie	06/10/2019
	<i>Notes:</i> Small group tutoring will occur during the day with paid tutors Certified/Non-certified four days a week-four hours a day.			
8/29/19	In school tutoring	Complete 06/10/2020	Brooke Griffie	06/10/2020
	<i>Notes:</i>			
11/18/19	Teachers will supplement their classroom instruction with the leveled readers from the Sunshine Classics series.	Complete 06/10/2020	David Renninger	06/10/2020
	<i>Notes:</i>			
10/24/19	Teachers will supplement their instruction with computer resources such as Starfall and Samson Sight Words to assist them in meeting the needs of their students.	Complete 06/10/2020	David Renninger	06/20/2020
	<i>Notes:</i>			
8/29/19	Utilize a variety of assessments and then analyze data from the assessments to ensure that the needs of all students are met. A Focus will be on the performance levels of students in subgroups- (SWD, ELS, BLCK). This focus will be to help ensure that the needs of these particular subgroups are met to help close existing gaps.	Complete 06/13/2022	Yolanda Monroe	06/04/2022
	<i>Notes:</i>			
8/31/21	Conduct monthly MTSS meetings during which students in the various tiers will be discussed. Supports for these students and their teachers will be suggested. Guidance on research-based strategies that could be implemented will be a focus.	Complete 06/03/2023	Julie Johnson	06/03/2023
	<i>Notes:</i>			

9/11/22	The intervention specialist will meet with identified students to ensure individual needs are met and to support the instruction that takes place in the classroom.	Complete 06/03/2023	David Renninger	06/03/2023
<i>Notes:</i>				
8/31/21	Provide staff development on the MTSS process to ensure that all staff have a clear understanding of the process and how it can be utilized to ensure that all students and teachers have the support that they need to arrive at high levels of success.		Julie Johnson	08/12/2026
<i>Notes:</i>				
9/11/22	Staff members will consistently utilize the TIPS form to address student academic, behavioral and attendance concerns.		Julie Johnson	05/29/2027
<i>Notes:</i>				
9/3/24	Small group instruction takes place in classrooms to address students individual needs		Amy Patterson	05/29/2027
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019			
Experience	6/14/2019			
Sustainability	6/14/2019			

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction		
!		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Oct. 2022 - All teachers engage in whole group instruction aligned to the standards. There is Inconsistent implementation of small groups that are directly aligned to the needs of the students. Station work is implemented but is often not differentiated with products not always produced. Aug. 2023 - All teachers have continued to engage in whole group instruction aligned with state standards. Most students have implemented small groups with our primary grades being most consistent with them. There is still inconsistencies with the differentiation of station work based on the needs of students. Sept. 2024 - All teachers have continued to engage in whole group instruction aligned with state standards. Most students have implemented small groups with our primary grades being most consistent with them. There is still inconsistencies with the differentiation of station work based on the needs of students.	Limited Development 08/14/2019	
<i>How it will look when fully met:</i>			Whole group instruction is aligned to state standards at level of rigor as defined in the standards. Students are authentically engaged in meaningful lessons. Small group instruction is planned based on several data points; such as Check-ins, CA, Benchmarks and I-Ready data. This data helps teachers to plan and implement daily small group instruction that is differentiated and meets the needs of all students. Learning stations are based on the core instruction. Assignments are determined by the varied needs of the students. Student data from subgroups (SWD, ELS, HISP, BLCK) is analyzed to ensure progress is being made in meeting academic standards. As needed, the teachers implement interventions with progress monitoring charts to ensure that the achievement gap that has existed is being closed.		David Renninger
<i>Actions</i>				12 of 13 (92%)	
	11/18/19	Teachers will supplement their instruction with leveled readers from the Sunshine Classics series.		Complete 06/10/2020	David Renninger
<i>Notes:</i>					

10/14/19	Send staff members to the North Carolina State Conferences for Reading and Math as well as the NCTIES conference. They will then present to staff effective strategies that they learned about while attending the conference.	Complete 03/20/2022	David Renninger	06/03/2022
<i>Notes:</i>				
9/2/19	Monitoring of Canvas courses, teacher slide presentations or lesson plans on a weekly basis with administrative feedback given as needed.	Complete 06/13/2022	David Renninger	06/03/2022
<i>Notes:</i>				
9/2/19	Implement differentiated small group instruction based on student needs as determined through various forms of assessment.	Complete 06/13/2022	David Renninger	06/03/2022
<i>Notes:</i>				
9/9/22	Implement differentiated small group instruction based upon the identified needs of students.	Complete 06/03/2023	Yolanda McDonald	06/03/2023
<i>Notes:</i>				
9/9/22	Send staff members to conferences such as the state math, reading and technology conferences to help staff gain a greater understanding and support in implementing quality educational experiences.	Complete 06/03/2023	David Renninger	06/03/2023
<i>Notes:</i>				
10/24/19	Supplement instruction with computer resources such as NewsELA, Wonders, Reading Horizons, Bridges, Voyagers, Discovery Ed, and iReady to assist them in meeting the needs of their students.	Complete 06/13/2022	David Renninger	06/03/2023
<i>Notes:</i>				
8/29/23	Send staff members to conferences such as the state math, reading and technology conferences to help staff gain a greater understanding and support in implementing quality educational experiences. Upon their return, they will conduct staff development and share strategies and resources to the rest of the staff.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
9/9/22	All staff will implement blended learning throughout their daily lessons. This will be monitored through walk-throughs conducted by the administration, DTIF and model blended learning teachers at the school level.	Complete 06/03/2024	Vickie Douglas	06/03/2024
<i>Notes:</i>				
9/2/19	Implement strategies that allow for students to have a choice in projects or assignments to demonstrate mastery of content matter.	Complete 06/04/2024	David Renninger	06/04/2024

Notes:						
8/29/23	Supplement instruction with resources such as Reading Horizons, Bridges, Voyagers, Discovery Ed, Mountain Math and Heggerty Phonemic Awareness to assist them in meeting the needs of their students.			Complete 06/01/2026	David Renninger	06/03/2026
Notes:						
9/18/23	Staff will be engaged in weekly PLC's for their grade level as well as vertical planning meeting quarterly. During these sessions, collaboration with the sharing of resources and strategies will take place.			Complete 06/01/2026	David Renninger	06/03/2026
Notes:						
9/16/19	Create and maintain an MTSS Agenda, progress monitoring charts, and research based interventions to assure subgroups are progressing academically.				Julie Johnson - 2024	06/03/2027
Notes:						
	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:			Sept. 2024 - We are working on this objective through PBIS and MTSS. Currently there are some misconceptions regarding these processes. Also, the implementation of PBIS procedures can be inconsistent schoolwide.	Limited Development 06/29/2018		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			All staff members will fully utilize the behavioral reporting system to address student behaviors. Reports to determine schoolwide trends will be produced. Subgroup data is analyzed ensure that all subgroups of students are receiving the same treatment and consequences for behaviors. All staff implement PBIS strategies with fidelity to reward wanted behaviors. All staff members have a clear understanding of MTSS. The focus of MTSS is on more than academics but also attendance and behaviors. All staff members complete the TIPS process to identify the source of problems and to help in creating solutions and strategies for improvement.		David Renninger	06/03/2027
Actions				5 of 7 (71%)		
6/29/18	Walk-through Forms			Complete 06/05/2019	Haley Hall	06/10/2019
Notes: Admin will do daily walk-throughs to ensure that Teachers are implementing positive engagement with students.						

7/9/18	Professional Development- Classroom Management	Complete 05/02/2019	Madison Siwiec	06/10/2019
<i>Notes:</i>				
6/29/18	Utilize the PBIS Store to reward students for displaying expected behaviors.	Complete 06/13/2022	Tasha Oldham	06/03/2022
<i>Notes:</i> Teachers will take students to the PBIS store once a week during their scheduled time after lunch.				
9/2/19	Utilize the ABE system to keep track of classroom notes, classroom actions and discipline referrals.	Complete 06/13/2022	Dave Renninger	06/03/2022
<i>Notes:</i>				
6/29/18	Implement the use of quarterly PBIS incentives to help monitor the progress of our subgroups behavior and helps to ensure their success in academics.	Complete 05/29/2025	Tracy Roberson	05/29/2025
<i>Notes:</i> Students who have enough trot bucks saved up will be able to participate in the quarterly PBIS incentive events put on by the school.				
9/2/19	Construct reports utilizing the behavioral documentation regarding trends in student behaviors to include subgroups (SWD, ELS, HISP, BLCK) in order to guide administration in creating professional development focused on classroom management.		David Renninger	06/03/2027
<i>Notes:</i>				
9/3/24	Conduct coaching sessions based on needs of staff in regards to effective classroom management strategies.		David Renninger	06/03/2027
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019			
Experience	6/14/2019			
Sustainability	6/14/2019			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4B: Solicit and act upon stakeholder input			
		E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We send home the Title 1 surveys and other surveys created by the county. Parents phone calls and visits to the school are encouraged. We have parent nights and give parents the opportunity to give feedback concerning them.	Limited Development 09/06/2024		
<i>How it will look when fully met:</i>			A Parent Advisory Council is formed. This committee meets quarterly to address concerns and take suggestions for continuous improvement. The principal meets with the council to answer questions and provide information regarding the school environment. A Parent Engagement volunteer will help to create a list of parents who would like to volunteer in a variety of ways. These could include lunch duty, helping with bulletin boards, helping at schoolwide events and working with small groups of students.		David Renninger	06/03/2027
<i>Actions</i>				1 of 3 (33%)		
	9/6/24	Keep a spreadsheet of parent volunteers and the times that they have served in the school system.		Complete 06/01/2026	David Renninger	06/02/2026
	<i>Notes:</i>					
	9/6/24	Create a Parent Advisory Council with quarterly meetings			David Renninger	06/02/2027
	<i>Notes:</i>					
	9/6/24	Identify a parent to be the Parent Engagement Coordinator			David Renninger	09/30/2027
	<i>Notes:</i>					

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

Initial Assessment:	September 2022 - We have regular events for parents/guardians throughout the school year. We have Open House, Town Hall (Title I) Night, RTA Night, STEM Night, Literacy Night, Parent University, and Technology Safety Nights. We use Class Dojo, Blackboard Connect, PowerSchool, email, parent-teacher conferences, and newsletters to communicate with parents/guardians. Various forms of communication are used to ensure all parents/guardians are involved. Aug. 2023 - We have scheduled events for our families during the school year to include Open House, Title 1 Night, RTA Night, STEM night and Literacy Night. Our staff utilized Class Dojo, PowerSchool, email, parent conferences and newsletters to communicate with parents/guardians. Aug. 2024 - Parent nights are planned. Although our parents attend these nights, we are working to creating opportunities for parents to be actively engaged in the school's activities.	Limited Development 07/03/2018		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	Through regular communication parents/guardians understand the importance of the curriculum. The events encourage parents to support their children’s learning at home and at school. These resources result in student growth emotionally and academically. Evidence of success include: parent surveys, parent support, Parental Involvement Report, Family Friendly Walkthrough results, and parent volunteers.		David Renninger	06/03/2026
Actions		27 of 29 (93%)		
	7/9/18 Open House	Complete 08/23/2018	Haley Hall	09/30/2018
Notes:				

7/9/18	Town Hall Meeting	Complete 09/27/2018	Jessica McCollum	09/30/2018
	Notes:			
7/9/18	Fall Festival	Complete 10/25/2018	Laura Coble	10/31/2018
	Notes:			
7/9/18	Grandparents' Day	Complete 09/07/2018	Madison Siwec	10/31/2018
	Notes:			
7/9/18	Holiday Book Fair/Literacy Night	Complete 11/27/2018	Wiggins Mollie	12/16/2018
	Notes:			
7/9/18	STEM/Math Night	Complete 02/07/2019	Wiggins Mollie	02/28/2019
	Notes:			
7/9/18	Living History Museum	Complete 04/18/2019	Wiggins Mollie	03/31/2019
	Notes:			
7/9/18	Pastries with Parents	Complete 05/23/2019	Madison Siwec	04/30/2019
	Notes:			
7/9/18	Parent Involvement in Teacher Appreciation Week	Complete 05/06/2019	Madison Siwec	05/31/2019
	Notes:			
7/9/18	Art Explosion	Complete 05/16/2019	Lauren Yates	05/31/2019
	Notes:			
7/9/18	Parent Teacher Conferences	Complete 06/14/2019	Brooke Griffie	06/10/2019
	Notes:			
7/9/18	School concerts	Complete 06/14/2019	Wiggins Mollie	06/10/2019
	Notes:			
7/9/18	Grade Level Newsletters	Complete 06/14/2019	Natalie Vandaventer	06/10/2019
	Notes:			
7/9/18	School Reach Messages	Complete 06/14/2019	Haley Hall	06/10/2019
	Notes:			
9/3/19	Teachers will maintain classroom websites and send out regular newsletters informing parents of the standards which will be the focus of the classroom for specified time periods.	Complete 06/10/2020	Laura Coble	06/10/2020
	Notes:			
9/3/19	Several parent events will be held to encourage parents to become involved in the school community and learn about the curriculum for each grade level or subject area.	Complete 06/10/2020	Mollie Wiggins	06/10/2020

<i>Notes:</i>				
9/17/19	We will add several parents to our SIT Team that represent the subgroups in our school population.	Complete 06/10/2020	Madison Siwiec	06/10/2020
<i>Notes:</i>				
9/3/21	Hold a STEAM night in which science, technology, engineering, arts and math will be highlighted.	Complete 06/13/2022	David Renninger	06/04/2022
<i>Notes:</i>				
9/3/21	Conduct a Town Hall meeting.	Complete 09/16/2022	David Renninger	06/04/2022
<i>Notes:</i>				
9/3/21	Schedule a Literacy Night for all students and their families.	Complete 06/13/2022	David Renninger	06/04/2022
<i>Notes:</i>				
8/17/22	Conduct a STEM Night for parents with a focus on science, technology, engineering and math.	Complete 03/16/2023	David Renninger	06/03/2023
<i>Notes:</i>				
8/17/22	Conduct a Town Hall night in which parents learn about the curriculum and expectations of the school and classroom teachers.	Complete 09/22/2022	David Renninger	06/04/2023
<i>Notes:</i>				
8/17/22	Hold a literacy night for families which focuses on literacy and also provides strategies for parents to implement at home to promote literacy.	Complete 12/09/2022	David Renninger	06/04/2023
<i>Notes:</i>				
8/29/23	Hold a literacy night for families which focuses on literacy and also provides strategies for parents to implement at home to promote literacy.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
8/29/23	Conduct a Town Hall night in which parents learn about the curriculum and expectations of the school and classroom teachers.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
8/29/23	Conduct a STEM Night for parents with a focus on science, technology, engineering and math.	Complete 06/03/2024	David Renninger	06/03/2024
<i>Notes:</i>				
9/18/23	Implement parent surveys to determine concerns and strengths of the school environment.	Complete 06/01/2026	David Renninger	06/03/2026
<i>Notes:</i>				

9/18/23	Create opportunities for parents to engage in the school committees whether in person or by Zoom. Minutes will be kept and available for parents to view when desired.		David Renninger	06/03/2027
<i>Notes:</i>				
8/23/23	100% of staff will use parent communication log to document interactions with families.		Ashley Roberts - 2025	06/03/2027
<i>Notes:</i>				
Implementation:		08/23/2023		
Evidence	6/14/2019			
Experience	6/14/2019			
Sustainability	6/14/2019			