Don D Steed Elementary 11/3/2026

Comprehensive Progress Report

Mission:

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

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

Vision:

Goals:

PRIORITY 1: By 2031, Hoke County Schools will strengthen districtwide communication systems, improve consistency in school-to-family outreach, expand family participation in learning-focused activities, and increase student access to tutoring, internships, and enrichment opportunities through community partnerships—reinforcing alignment, inclusion, and a collective commitment to student success. Goal 1: By the end of the 2027-2028 school year, Don Steed Elementary will continue to increase the number of stakeholders by 5% annually who are strategically communicated with as measured by varied and strategic communication methods, going from 79.9% to 89.9%. Goal 2: By the end of the 2027-2028 school year, Don Steed Elementary will continue to increase stakeholder engagement by 5% annually within our school as measured by various communication tools to determine areas in which additional support is needed to ensure student success, going from 79.9% to 89.9%.

PRIORITY 2: Build Leadership Capacity and Continuous Improvement Systems focuses on developing strong leaders and sustainable systems that support continuous improvement and workforce stability across Hoke County Schools. This priority emphasizes high-quality professional learning, leadership development, and responsive support structures to ensure employees feel valued, supported, and equipped to succeed in their roles. Goal 1: By the end of the 2027-2028 school year, Don Steed Elementary will increase the percentage of teachers who exceed student academic growth by 10% from 9.3% to 19.3% as measured by EVAAS teacher value-added report. Goal 2: By the end of the 2027-2028 school year, 79.4% of the staff at Don Steed Elementary School will indicate that professional development is differentiated to meet the individual needs of teachers. This will be an increase of 10% from the current percentage of 69.4% and will be determined by the 2027-2028 TWC survey.

Priority 3: Deepen Engagement of Learning Through Relevant, Rigorous, and Equitable Instruction focuses on ensuring high levels of academic growth for all students by strengthening data-informed instruction and targeted supports. This priority emphasizes professional learning, consistent monitoring of student progress, and responsive instructional practices to ensure every student receives high-quality, engaging instruction aligned to their needs. Goal 1: By the end of the 2027-2028 school year, DSES will increase the percentage of students that are proficient in our Black, ELS, EDS and SWD subgroups by at least 10% from their annual GLP scores in 2025-2026 to ensure we continue to meet expected growth or higher. Goal 2: By the end of the 2027-2028 school year, DSES will increase the Grade Level Proficiency (GLP) of students in grades 3-5 in math, reading, and science by 5%, moving from an overall 62.6% GLP in 2025-2026 to 75%, thereby ensuring the school continues to meet expected growth and will reach our goal of becoming a B school.

Priority 4: Accelerate Growth in Learning Through Data-Driven Instruction and Targeted Support centers on strengthening instruction, intervention, and decision-making so every student receives timely, targeted support to grow and achieve at high levels. This priority establishes consistent, high-quality data practices across all schools to monitor progress, identify needs, and guide instructional and intervention decisions by teachers, leaders, and support staff. Goal 1: By June 2028, Don Steed Elementary will increase overall student proficiency from 62.6% to at least 72.6% on the statewide student composite measure while increasing Reading 3–8 proficiency from 65.5% to at least 75.5% and Math 3–8 proficiency from 58.0% to at least 68.0%, through consistent implementation of data-driven, standards-aligned core instruction and a schoolwide cycle of assessment, data analysis, instructional response, and progress monitoring. Goal 2: By June 2028, Don Steed Elementary will increase the percentage of students demonstrating expected or higher academic growth in Reading and Mathematics, with a particular focus on our Black students, Students with Disabilities, Economically Disadvantaged students, and English Learners, through a consistent MTSS process that uses multiple data sources to identify students, provide timely targeted intervention, monitor progress every 4–6 weeks, and adjust support based on student response to intervention.

PRIORITY 5: Advance Access for All Across All Programs and Pathways focuses on removing barriers and ensuring consistent, fair identification and placement practices so every student has equitable access to supports, enrichment, and advanced learning opportunities. This priority emphasizes clear processes, data-driven decision-making, and intentional monitoring to promote fairness and inclusion across all programs and pathways. Goal 1: By June 2028, Don Steed Elementary will increase equitable student participation in enrichment and advanced learning opportunities by 10%, as measured by participation data disaggregated by grade level and student subgroup, through the implementation of consistent identification, referral, and placement practices that intentionally identify students based on multiple measures of academic performance, demonstrated strengths, interests, and learning needs. Goal 2: By June 2028, Don Steed Elementary will increase the percentage of students receiving timely, appropriate academic and/or behavioral support through a consistent MTSS identification and placement process, with 90% of students identified for targeted support receiving an intervention or support plan within 10 instructional days of identification and progress being reviewed at least every 4–6 weeks.



! = 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. 2026 - Our grade level teams meet on a weekly basis to plan instruction and to analyze data. The data analysis focuses on addressing student needs and providing instruction that builds on their strengths and is focused on helping them to progress academically.	Limited Development 09/04/2026		
How it will look when fully met:	In addition to academic data, there will also be a focus on attendance and behavioral data. This analysis of the data will be utilized to address students' needs to help the school continue to progress in levels of success.		**David Renninger**	**05/31/2028**
Actions		**0 of 4 (0%)**		
9/4/26	Schedule and protect weekly instructional team meetings		Keith Couture	05/31/2028
Notes:				
9/4/26	Implement a common instructional team agenda and data protocol		Allison Bell	05/31/2028
Notes:				
9/4/26	Use common formative assessment and student work data to guide future instruction practices to meet student needs.		Keith Couture	05/31/2028
Notes:				
9/4/26	Monitor instructional team implementation quarterly		David Renninger	05/31/2028
Notes:				

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:			Aug. 2026. - Grade level teams meet on a regular basis to look at data and identify trends and concerns. The SIT team on a monthly basis looks over data from various areas based on the school as a whole. Quarterly there are data days with a focus on the county and state assessments that had been administered during the quarter.	Limited Development 09/03/2026		
How it will look when fully met:			Teams use data to identify challenges and strengths for individual students and subgroups. A focus is placed on intervention and enrichment to ensure that all students receive what they need. The SIT team looks over attendance, academic and behavioral data to identify challenges and create solutions to address these challenges. All staff take ownership of the data from the whole school.		**Jessica Gist**	**05/31/2028**
Actions				**0 of 4 (0%)**		
		9/3/26	Establish a consistent schoolwide data-review cycle		Allison Bell	05/31/2028
		Notes:				
		9/3/26	Conduct quarterly data dives		Nadia Bennett	05/31/2028
		Notes:				
		9/3/26	Use identified instructional trends and student needs to develop and adjust professional development priorities		Nadia Bennett	05/31/2028
		Notes:				
		9/3/26	Align professional development and coaching support to the instructional needs identified through the data.		Allison Bell	05/31/2028
		Notes:				

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Aug. 2026 - The school provides professional learning based on school and district focuses. Based on school wide data, professional development for the staff is planned. Staff can put in requests for attending particular PD sessions or conferences.	Limited Development 09/03/2026		
How it will look when fully met:			Differentiated professional development is based on student and staff needs. Staff complete regular surveys identifying areas of needed PD. There is follow up and analysis of data to identify how PD is implemented and the effect on student and school success.		**David Renninger**	**05/31/2028**
Actions				**0 of 5 (0%)**		
	9/3/26		Analyze student achievement, classroom observation, and staff feedback data to identify schoolwide and individual professional development needs.		Elizabeth Banks	05/31/2028
	Notes:					
	9/3/26		Develop and implement a differentiated professional development plan aligned with the School Improvement Plan and identified staff/student needs.		Nadia Bennett	05/31/2028
	Notes:					
	9/3/26		Provide ongoing, job-embedded professional learning through PLCs, coaching, modeling, collaborative planning, and classroom feedback.		David Renninger	05/31/2028
	Notes:					
	9/3/26		Provide follow-up support and opportunities for staff to apply, reflect upon, and refine professional learning within their classrooms.		David Renninger	05/31/2028
	Notes:					
	9/3/26		Monitor the effectiveness of professional development using classroom observation data, student performance data, and staff feedback, and adjust PD accordingly.		Nadia Bennett	05/31/2028
	Notes:					

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.10	**All teachers use assessment data and match instruction and supports to individual student needs. (6827)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Aug. 2026 - Teachers use assessment data to identify trends and inform future instructional passages.	Limited Development 09/04/2026		
How it will look when fully met:	All teachers utilize assessment data to meet individual student needs. Progress monitoring is done with fidelity and is helped with student grouping and instruction.		**Cherri Pegues**	**05/31/2028**
Actions		**0 of 4 (0%)**		
9/4/26	Train teachers in data analysis and establish a consistent schoolwide process for reviewing formative, diagnostic, benchmark, and classroom assessment data.		Allison Bell	05/31/2028
Notes:				
9/4/26	Use assessment data to identify individual student needs and create flexible instructional groups for targeted intervention, reteaching, enrichment, and support		Cherri Pegues	05/31/2028
Notes:				
9/4/26	Monitor student progress regularly and use progress-monitoring results to adjust, intensify, or discontinue interventions and instructional supports.		Nadia Bennett	05/31/2028
Notes:				
9/4/26	Monitor implementation through PLCs, classroom walkthroughs, and student data reviews and provide coaching and professional development based on identified needs.		David Renninger	05/31/2028
Notes:				

	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:			Aug. 2026 - Data is collected from a variety of sources. Changes in instructional practices take place based on this data analysis. School focuses and instructional practices are based on this data.	Limited Development 09/03/2026		
How it will look when fully met:			Students and subgroups challenges and strengths are identified through data analysis. Changes in practice, professional development and teacher coaching is based on the progress of these students and groups.		**Russchelle Strickland**	**05/31/2028**
Actions				**0 of 5 (0%)**		
		9/3/26	Establish and communicate clear expectations for Tier 1, Tier 2, and Tier 3 instruction, including evidence-based practices, entry/exit criteria, and intervention expectations.		Allison Bell	05/31/2028
		Notes:				
		9/3/26	Use multiple sources of student data to identify individual instructional needs and match students with appropriate differentiated instruction and interventions across all tiers.		Teia Bergen	05/31/2028
		Notes:				
		9/3/26	Implement evidence-based Tier 1 core instruction with differentiation and targeted small-group instruction, while providing increasingly intensive Tier 2 and Tier 3 interventions based on student need.		Teia Bergen	05/31/2028
		Notes:				
		9/3/26	Establish a consistent progress-monitoring process and conduct regular MTSS/PLC data meetings to evaluate student response and adjust instructional supports.		Russchelle Strickland	05/31/2028
		Notes:				
		9/3/26	Provide ongoing professional development, coaching, and implementation monitoring to ensure fidelity and effectiveness of evidence-based practices across all tiers.		David Renninger	05/31/2028
		Notes:				

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**	**Target Date**
Initial Assessment:	Our teachers are working on providing students a blended learning environment to learn all of their core standards. This allows teachers to differentiate instruction to reach students on their level.	Limited Development 09/02/2021		
How it will look when fully met:	All teachers will implement blended learning stations in their room to include small group with teacher, technology, independent/collaborative work station all in order to master standards on differentiated levels that are being addressed during core instructional time.		**Karla Rojas**	**06/04/2027**
Actions		**2 of 7 (29%)**		
9/2/21	Share, Monitor, and discuss Small Group Plans in order to make sure that we are meetings students needs.	Complete 06/08/2023	Jessica Gist	06/10/2023
Notes:				
9/2/21	Monitor work samples to ensure that rigorous assignments are being given to meet standards based learning in all grade levels.	Complete 06/08/2023	Jessica Gist	06/10/2023
Notes:				
9/4/26	Provide professional development on effective whole-group, small-group, independent, and computer-based instructional practices		Nadia Bennett	05/31/2028
Notes:				
9/4/26	Provide coaching, modeling, and collaborative planning opportunities to strengthen teachers' ability to implement varied instructional approaches effectively.		David Renninger	05/31/2028
Notes:				
9/4/26	Monitor implementation through classroom walkthroughs and student achievement data, providing feedback and adjusting professional development/support based on identified needs.		Allison Bell	05/31/2028
Notes:				
6/8/23	Share, Monitor, and adjust Small Group Plans to make sure that we are meeting students' needs in all core areas of ELA, Math, and Science (5th Grade)		Elizabeth Banks	06/04/2028

		Notes:	24-25-Although small group plans were collected this year, the focus of differentiated small plans was not there like it should have been, so that is what we will do for the 25-26 school year. Even though we still continued to collect small group plans throughout the 25-26 SY, our focus needs to be on the differentiation part of the plans and how we are using this time to meet the needs of all of our learners.		
		6/8/23	Monitor work samples/exit tickets to ensure that rigorous assignments are being given to meet standards-based learning in all grade levels.		Karla Rojas	06/04/2028
		Notes:	24-25-We started to focus on exit tickets this year, but during our 25-26 SY, the focus will become making sure that the exit tickets are a rigorous part of the assignment and standards aligned to ensure that students will be prepared to be proficient on the standard by the end of the unit. During our 26-27 SY, We will continue to focus on ensuring that exit tickets are rigorous and standard aligned so that students are successful not only during the lesson, but also on summative assessments throughout the year.		
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teams plan together weekly to ensure that students are being taught standards in all core subjects.	Limited Development 09/02/2021		
How it will look when fully met:			All grade level teams and support staff will meet to come up with standards aligned lessons for units of study based on formative and summative data to help drive instruction. They will work to create differentiated lessons based on student needs and will adjust lessons to meet the needs of their learners.		**Allison Bell**	**06/04/2028**
Actions				**2 of 8 (25%)**		
		9/2/21	Monitor Teacher Lesson Plans	Complete 06/08/2023	Karla Rojas	06/09/2023
		Notes:				
		9/2/21	Monitor Intervention Plans for grade levels and subject areas	Complete 06/08/2023	Jessica Ellis	06/09/2023
		Notes:				
		6/8/23	Monitor Small group Plans for grade levels and subject areas to ensure that student needs are being met.		Elizabeth Banks	06/04/2027

Notes:	24-25-Although small group plans were collected this year, the focus of differentiated small plans was not there like it should have been, so that is what we will do for the 25-26 school year. This needs to continue for the 26-27 school year.			
9/3/26	Establish a collaborative planning process for instructional teams to develop standards-aligned units for each grade level and subject.		Karla Rojas	05/31/2028
Notes:				
9/3/26	Unpack grade-level standards to identify essential standards, learning targets, prerequisite skills, and expected levels of mastery.		Nadia Bennett	05/31/2028
Notes:				
9/3/26	Use PLCs to analyze common assessment results and student work to determine the effectiveness of instruction and student mastery of standards.		David Renninger	05/31/2028
Notes:				
9/3/26	Revise and differentiate units of instruction based on student performance data, ensuring appropriate intervention, remediation, and enrichment opportunities.		Nedra Negron	05/31/2028
Notes:				
6/8/23	Monitor Teacher Lesson Plans to ensure rigor and standards alignment via relay expectations of annotating through the content area.		Allison Bell	06/04/2028
Notes:	24-25-We monitored LP's this year, but we need to continue to do this to ensure that all teachers are working up to our school expectations that have been set. During the 26-27SY, we will continue monitoring LPs, but using a more interactive feedback form where admin can let staff know what they have done with fidelity and what they need to ensure they include the next time. They can also ask reflective questions in order for teachers to respond back to.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A2.16	**Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Aug. 2026 - IEP, AIG and EL goals and plans are created for identified students. The specialized teachers provide instruction specifically based on these plans. Assessment data informs instruction.	Limited Development 09/04/2026		
How it will look when fully met:	All teachers focus on goals for identified students. There is a strong collaboration between general ed teachers and specialized teachers to address all goals and help all students to progress.		**Cherri Pegues**	**05/31/2028**
Actions		**0 of 4 (0%)**		
9/4/26	Provide professional development on incorporating AIG goals, ELL progress, IEP goals/objectives, and required accommodations into instructional planning and delivery.		Nadia Bennett	05/31/2028
Notes:				
9/4/26	Use student-specific data and goals to differentiate instruction, including flexible grouping, scaffolding, enrichment, intervention, and language supports.		Allison Bell	05/31/2028
Notes:				
9/4/26	Facilitate collaboration among classroom teachers, EC, AIG, and ESL/ELL staff to ensure appropriate supports are embedded within grade-level instruction.		Cherri Pegues	05/31/2028
Notes:				
9/4/26	Monitor implementation through PLC reviews, lesson-plan reviews, classroom walkthroughs, and student progress data, providing coaching and support when adjustments are needed.		David Renninger	05/31/2028
Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Aug. 2026 - There are weekly phone calls in English and Spanish. Weekly there is a parent announcement shared on Facebook and through classroom Dojo's. Teacher utilize Class Dojo to provide announcements to their parents.	Limited Development 09/03/2026		
How it will look when fully met:	School and classroom communication will continue on a weekly basis in both English and Spanish. Parents will be provided with communication relating to parents how they can become actively involved within the school in a variety of ways.		**David Renninger**	**05/31/2028**
Actions		**0 of 5 (0%)**		
9/3/26	Publish a weekly “Racer Report”		David Renninger	05/31/2028
Notes:				
9/3/26	Maintain a consistently updated website		Allison Bell	05/31/2028
Notes:				
9/3/26	Use multiple communication platforms		David Renninger	05/31/2028
Notes:				
9/3/26	Provide communication in accessible formats		David Renninger	05/31/2028
Notes:				
9/3/26	Monitor communication reach and effectiveness		David Renninger	05/31/2028
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**
Initial Assessment:			Aug. 2026 - Currently the school holds regular parent nights in which curriculum and effective teaching strategies are presented. Parents are given information as to how best help their children to succeed at home. We want to involve parents more actively in decision making regarding curriculum and give them the opportunity to give more feedback through various measures. (attending SIT meetings; providing feedback on surveys)	Limited Development 09/03/2026		
How it will look when fully met:			Parents will have access to curricular resources to help at home. They will be invited to attend SIT meetings and have the opportunity to provide feedback during these meetings or surveys that are sent home.		**David Renninger**	**05/31/2028**
Actions				**0 of 5 (0%)**		
		9/3/26	Develop a “Racer Family Learning Expectations” document		David Renninger	09/30/2026
		Notes:				
		9/3/26	Establish a monthly “Curriculum of the Home” focus		David Renninger	05/31/2028
		Notes:				
		9/3/26	Use family conferences to discuss learning expectations		David Renninger	05/31/2028
		Notes:				
		9/3/26	Conduct a family survey		David Renninger	05/31/2028
		Notes:				
		9/3/26	Provide grade-level learning expectations		David Renninger	09/30/3026
		Notes:				