Reedy Fork Elementary 8/21/2026

Comprehensive Progress Report

Mission:

At Reedy Fork Elementary, we help every Ranger find their voice, grow as readers, and write the next chapter of their future.

Vision:

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

Goals:

Guilford Guarantee Goal – Focus: Building Leaders. Expose students in PK-5 grade levels to at least 2 experiences aligned to future career pathways to excite students and allow opportunities for exploration.

Academic Goal – Focus: Building Readers. Increase GLP for 3-5 ELA from 38.7% to 45%.

Targeted Support & Improvement (TSI) – Focus: Increase achievement for students with disabilities. Increase reading proficiency for students with disabilities in 3-5 ELA from 6.4% to 11.4%.



! = Past Due Objectives KEY = Key Indicator

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:			The principal provides feedback, but needs to ensure all feedback given will help improve teacher instruction.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			End of year proficiency and growth will reflect increased student achievement across literacy, math and science.		**Lauren Annas**	**06/30/2027**
Actions				**5 of 6 (83%)**		
10/1/18			Walk-throughs for CKLA, ARC, and Eureka will occur weekly. Instructional feedback will be shared with teachers after an observation has taken place.	Complete 04/27/2021	Jeanelle Lindsay	05/31/2021
Notes:						

2/8/22	Walk-throughs for core instruction will occur. The principal, assistant principal, CF, peers and external coaches will provide feedback after an observation has taken place to support growth.	Complete 10/04/2022	Ashley Johnson	10/07/2022
Notes:				
10/4/22	Walk-throughs for core instruction will occur. The principal, assistant principal, CF, peers and external coaches will provide feedback after an observation has taken place to support growth.	Complete 12/06/2022	Vicky Fowler	11/03/2022
Notes:				
12/7/22	Walk-throughs for core instruction will occur. The principal, assistant principal, CF, peers and external coaches will provide feedback after an observation has taken place to support growth.	Complete 03/14/2023	Vicky Fowler	01/10/2023
Notes:				
3/14/23	Walk-throughs for core instruction will occur. The principal, assistant principal, CF, peers and external coaches will provide feedback after an observation has taken place to support growth.	Complete 05/02/2023	Ashley Johnson	04/11/2023
Notes:				
5/2/23	Weekly focused walk throughs will occur across K-5 in all subjects. With a literacy focus - teams will look for literacy non-negotiable implementation as discussed and planned in PLCs. Feedback will be provided and additional coaching support provided to teachers.		Lauren Annas	06/30/2027
Notes:				
Implementation:		04/27/2021		
Evidence	6/9/2017 The use of small group instruction and math stations during math on all grade levels. The use of units provided by the American Reading Company used for instruction in grades four and five.			
Experience	6/9/2017 The principal conducted walkthrough and observations for each teacher using the teacher evaluation system for North Carolina and using walkthrough documents provided by the American Reading Company and the Educational Resource Group. 4/27/21 The principal has been through a full evaluation cycle with staff. We have conducted as many walkthroughs as possible with covid restrictions.			

Sustainability	6/9/2017 Providing constructive feedback for each teacher allowed each teacher to tweak instruction based on routines and strategies suggested by the both coached. By conducting the walk-throughs it better prepared the administration team to observe lessons conducted by each teacher more clearly.				
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:	Within the 2024-2025 school year, our school identified the following resource inequity (Promethean Boards available in some, but not all classrooms). As a result, our school plans to mitigate this inequity by utilizing local and Title I funds to purchase an additional "4" Promethean Boards and provide training on how to use the boards to impact student learning outcomes in reading, math and science. At the start of the 2025-26 school year, additional staff members were allotted to Reedy Fork, increasing the need to additional promethean boards. SBLT voted to approve the purchase of "3" additional Promethean Boards. These boards were shared amongst EC and specialists classrooms. Reedy Fork Elementary RAR	Limited Development 10/12/2023			
	Priority Score: 2 Opportunity Score: 2	Index Score: 4			
How it will look when fully met:	**All** K-12 classrooms will have Promethean Boards. Further, training will be provided to support teachers in using them to maximize student learning outcomes.	**Objective Met 08/21/26**	**Correy Baines**	**08/21/2026**	
Actions					
2/10/26	Complete Resource Allocation of Funds survey with SBLT.	Complete 02/10/2026	Lauren Annas	02/06/2026	
Notes:					
2/13/26	Allocate resources from ATSI designation to support closing the achievement gap for SWD. 1. $500 for Family Engagement Workshop 2. $4680 for Data Days	Complete 02/06/2026	Lauren Annas	05/01/2026	
Notes:					

10/12/23	Purchase and additional "4" Promethean Boards during the 24-25 school years. Provide training to staff on how to effectively use this technology to impact student learning outcomes.	Complete 12/12/2025	Sophia Roberts	06/01/2026
Notes:				
8/21/26	Allocate funds from ATSI to support increased achievement in reading for SWD. A total of $10, 860.00 has been allocated for RF.	Complete 08/11/2026	Lauren Annas	08/21/2026
Notes:	SBLT will review approved interventions provided by GCS Title I office to determine which would be support increasing achievement for SWD.			
2/10/26	Provide training for all staff members with promethean board who have not received training in the past.	Complete 08/21/2026	Keeley L'Esperance	08/21/2026
Notes:				
Implementation:		08/21/2026		
Evidence	8/21/2026 7 Boards have been purchased and are set up in classrooms.			
Experience	8/21/2026 The team was able to allocate funds from our Title I Budget to purchase promethean boards for each classroom. We scheduled training from our Media Coordinator and district support to help our staff best utilize the new devices to increase student engagement and achievement.			
Sustainability	8/21/2026 Continuing to provide support to teachers with promethean boards to ensure they use them effectively.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Grade level teams have worked to build knowledge around analyzing data and using data to making instructional decisions over the past few years. Teachers have shown more understanding of the various types of data points and what they mean. We want to continue to strengthen our data literacy and use data in our daily lesson planning and formation of small groups to increase student outcomes. We are not yet operationalizing in this component of FAM-S.	Limited Development 09/25/2025		
How it will look when fully met:	Weekly PLC meetings will analyze student data to make instructional decisions. Student groups will be formed using data and activities will provide opportunities for explicit instruction in small group settings. Teachers will use progress monitoring data, CFAs, interim assessments, exit tickets, and student observations to constantly pivot to support students' needs. https://drive.google.com/drive/folders/1Aodqp2yitPbdtefy4gcw1h_lCE0-Mbh2?usp=sharing		**Kayla Hymiller**	**06/10/2027**
Actions		**2 of 8 (25%)**		
9/29/25	CF will facilitate PLC meetings twice each week to focus on math, literacy, science, and social studies.	Complete 06/10/2026	Samantha Smith	06/10/2026
Notes:	PLC meetings have occurred weekly throughout the first quarter and now, into the second quarter. Agendas are prepared and topics are aligned to reading and math. (1.6.26)			
9/29/25	Physical and digital data walls will be visible in PLCs to support teachers with creating small groups and identifying appropriate standards-aligned activities to remediate or enrich.	Complete 06/10/2026	Samantha Smith	06/10/2026
Notes:	Teachers have worked to create physical and digital data walls that are housed in Google Drive and the PLC room. (1/6/26)			

9/29/25	Classroom teachers will support students with creating and maintaining a Data Notebook. The Data Notebooks will be consistent across grade levels, supporting students with understanding their data, reflecting on their data, and setting goals for consistent improvement.		Samantha Smith	06/10/2027
Notes:	This is inconsistent across grade levels but will be a focus for the second half of the year, specifically including goal setting. (1.6.26)			
9/29/25	Our zone 5 data coach will provide coaching sessions to introduce teachers to data platforms, support with analyzing data, and increase our capacity of making instructional decisions using the data.		Samantha Smith	06/10/2027
Notes:	Jess Grant will support our grade-level teams with data coaching and conversations as a district expert. Jess has supported our teams three times to date this year. The topics of EVAAS, Data Hub, MCLASS, and IA data analysis. (1.6.26)			
8/21/26	Wilson Reading System implementation for 2-5 EC students.		Amy Harrison	06/30/2027
Notes:	Two EC teachers are participating in the PD and ongoing coaching to complete their practicum with Wilson Reading System.			
8/21/26	Implement coaching cycles for PK-5 teachers based on need. ILT will determine tiers to provide differentiated support.		Samantha Smith	06/30/2027
Notes:				
8/21/26	Classroom walk throughs and observation data analysis.		Samantha Smith	06/30/2027
Notes:				
8/21/26	Year long PD Plan - Autism, PBIS, MTSS: Differentiating Core & Supplemental Support to Meet All Students' Needs		Samantha Smith	06/30/2027
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:			Current level of evidence based instruction for individual student needs are not being met on a consistence basis yet. Differentiated core blocks for reading and math, and an Intervention/Enrichment block is built into the master schedule. We will continue to build capacity with our grade level teachers and support staff to analyze data to make instructional decisions that improve student outcomes. We are not yet operationalizing with full MTSS implementation. 1/23/26 - RF received a designation of ATSI for the 2024-25 school year. SBLT met to review this designation based on the subgroup SWD, analyze data, and create a plan to increase proficiency for SWD through research based interventions and ongoing data collection.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			We will see increased performance data from EOY assessments (DIBLES, EOGs), have fewer SPS and IPS referrals due to strengthened core (PLCs, SPS/IPS Meeting Agendas), decrease the percentage of chronically absent students (Infinite Campus), decrease the percentage of major office referrals (EduClimber). https://drive.google.com/drive/folders/1uAO4MNt41RvNlBXS847bS-rYT540fQt6?usp=sharing		**Samantha Smith**	**06/10/2027**
Actions				**7 of 9 (78%)**		
	2/10/26		K-5, AG, EC, and EL teachers will participate in one 1/2 day data dive with district coaches and school support staff to analyze data, create small groups or tutoring groups, identify research-based interventions to support skill/standard deficits, and plan using high quality instructional resources.	Complete 03/26/2026	Lauren Annas	05/01/2026
	Notes:		K-5, EC, EL, and AG teachers collaborated together on two half day Data Days.			
	2/10/26		High-dosage after school tutoring for third, fourth and fifth grade students.	Complete 05/21/2026	Samantha Smith	05/15/2026

Notes:				
9/25/25	Teachers will attend PLCs twice per week (literacy focus, math focus).	Complete 06/10/2026	Samantha Smith	06/10/2026
Notes:				
9/25/25	Teachers will receive coaching support from District Data Coach.	Complete 06/10/2026	Samantha Smith	06/10/2026
Notes:				
9/25/25	CF will plan and facilitate weekly PLC meetings for all grade levels with a focus on data analysis, unpacking standards, and lesson internalization.	Complete 06/10/2026	Samantha Smith	06/10/2026
Notes:				
9/30/25	Reading Interventionist (Purchased with Title One funds) will support Tier 2/3 Reading Groups and Tier 3 Math Groups each week.	Complete 06/10/2026	Sheletha Mims	06/10/2026
Notes:				
9/30/25	Reading Interventionist (Purchased with Title One Funds) will facilitate biweekly IPS meetings with case workers and team members to analyze progress monitoring data and make instructional decisions for students.	Complete 06/10/2026	Sheletha Mims	06/10/2026
Notes:	Current recurrence is twice per month, but more if needed.			
9/25/25	Collaborative grade-level lesson planning & submission.		Correy Baines	06/10/2027
Notes:	Teachers will identify one day outside of PLCs to plan with their grade level team. They will upload lesson plans to a Google Folder.			
8/21/26	Incorporation of 10 Literacy Commitments daily in K-5 classrooms. Teachers will receive resources and planning support during PLCs.		Lauren Annas	06/10/2027
Notes:	Rich read alouds, explicit vocabulary and morphology instruction, daily writing across content areas, ELA differentiated small groups, student data notebooks and goal setting, and progress monitoring.			
Implementation:		04/27/2021		
Evidence	6/9/2017 Throughout the year, teachers have submitted lesson plans showing the types of math stations they will you that are aligned with Common Core. Through observations, the administration team will note all practices that reflect the instruction of the consultant from for ERG. The fourth and fifth grade teachers followed the teaching strategies in each manual provided by ARC. The teachers also watched lessons modeled by the ARC coach and modify lessons and teaching styles according to the observation of the coach.			

Experience	6/9/2017 The teachers had scheduled professional development sessions, modeled lessons and constructive feedback from the consultants of the Education Resource Group (ERG) and the American Reading Company.			
Sustainability	6/9/2017 Teachers will continue to use resources provided for instruction, in grades four and five, by the American Reading Company (ARC). The teachers will continue small group math instruction for all grade levels. Students will continue to work on independent math stations to review previous standards.			

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our school hosts a Career Fair each year where families and community members are invited to share their careers with students. There are other opportunities where students may learn about various engaging careers through text used in lessons, math word problems, social studies exploration, or science experiments, but not with the intention of exposing students to engaging careers.	Limited Development 09/29/2025		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Our students will be able to engage in meaningful conversation about careers or trades that excite them. Students will have intentional experiences through field trips, classroom lessons, research projects, and career fairs to expose them to a wide variety of engaging careers that excite them for their future. https://drive.google.com/drive/folders/1-NPWpy4bT7op1P1Eljt2TDyJbfRWd_VB?usp=sharing	**Objective Met 06/02/26**	**Correy Baines**	**06/10/2027**
Actions				
9/29/25	Host annual career fair.	Complete 04/10/2026	Cherie Moore	06/10/2026
Notes:	Spring date TBD			
9/29/25	Plan and attend Greensboro Gargoyle's field trip.	Complete 03/19/2026	Kayla Hymiller	06/10/2026

Notes:	Third grade students will experience the GG and participate in a career fair. Students will bring information back to school and prepare a Wax Museum for other students to visit and learn more about these careers.			
9/29/25	Students will attend other field trips that expose them to various engaging careers.	Complete 06/10/2026	Correy Baines	06/10/2026
Notes:	Kindergarten: McLaurin Farms, High Point Children's Museum 1st Grade: 2nd Grade: Learn to Swim 3rd Grade: Greensboro Gargoyles, CiCi's Pizza 4th Grade: 5th Grade:			
Implementation:		06/02/2026		
Evidence	6/2/2026 We completed all action steps under the objective.			
Experience	6/2/2026 Each grade level was tasked with identifying meaningful ways to expose our students to careers and post-secondary opportunities. Each grade level was able to provide at least one experience for students this year and we plan to expand those experiences in future years.			
Sustainability	6/2/2026 This objective supports the Guilford Guarantee and we will continue to do things in our building to expose our students to career and post-secondary opportunities.			

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
A4.05	**ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Reedy Fork has been a PBIS school for many years. A new committee was developed over the summer and fresh ideas introduced to the school. The committee meets monthly to review data (EduClimber), revise expectations (as needed), and plan for incentives to reward positive behavior. The past two years, the school counselor was not part of the daily specials rotation due to other school needs. There has been an increase in negative student behaviors and the FAM-S revealed there is a need for more intentional, consistent SEL support for students. We are not yet operationalizing with this goal.	Limited Development 09/25/2025		
How it will look when fully met:	There will be a decrease in major office referrals as reported to EduClimber. There will be a decrease in school counselor referrals due to negative behaviors amongst peers, adults, etc. https://drive.google.com/drive/folders/11gexcVDwWga_1Hji7pAgFAb-QPbJoQZI?usp=sharing		**Samantha Smith**	**06/10/2027**
Actions		**0 of 3 (0%)**		
9/25/25	School counselor will provide explicit SEL instruction twice per month to each class using the Harmony Curriculum.		Samantha Smith	06/10/2027
Notes:				
9/25/25	PBIS Committee will meet monthly.		Correy Baines	06/10/2027
Notes:				
9/29/25	Staff will participate in SEL training by zone 5 coach.		Cherie Moore	06/10/2027
Notes:	This was discussed with Randi Howard prior to the beginning of the 2025-26 school year. At this point in the year, we have not been able to schedule these PDs for staff yet. We do plan to continue to work towards this goal over the next couple of years. (1.6.26)			

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:	The school currently communicates through Final Site Messages (phone calls, emails, texts), Weekly Newsletters from teachers, and Class Dojo posts/messages. All communication is translated into Spanish. We also allocated funds from our Title One budget to provide food for Title One events that will be hosted throughout the year.	Limited Development 09/17/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The school will continue to communicate using Connect-Ed Messages, Newsletters, Dojo and Twitter. Additionally, the school website will be kept up to date by uploading helpful school information. The school will hold parent engagement nights of different varieties to expose our families to the curriculum, academic supports, and ways for families to support students at home. Title I Funds have been allocated for the following Title One events: • Title I/Curriculum Night • Trunk and Read (Literacy) • Student Led Conferences • Math and Science Night • Multi-cultural Night • Musical Performances • Piano Concert • Events with feeder middle school and high school to create smoother transitions The funds allow us to purchase food, drinks, necessary materials (math/science night take-aways), etc. https://drive.google.com/drive/folders/1pvsTkFDdCNurr_X6am2jdn-89FxTfBNq?usp=sharing	**Objective Met 06/02/26**	**Lauren Annas**	**06/10/2026**
Actions				
9/30/25	Teachers will make a positive phone call to all students at the beginning of the school year to welcome the new family to their classroom and share important information and a positive note about their student.	Complete 09/26/2025	Correy Baines	10/01/2025

Notes:	Completed by most teachers. Next year, there needs to be a more formal process and form turned into administration with phone call data. (1.6.26)			
10/1/25	Encumber 50% of Title One funds by October 10, 2025.	Complete 10/10/2025	Jody Walker	10/10/2025
Notes:	Title One funds will be used to purchase food, materials, etc. for our family engagement/Title One events.			
9/6/19	The Title 1 Parent and School Compacts have been updated and posted on the school website.	Complete 11/17/2025	Keeley L'Esperance	06/10/2026
Notes:				
1/6/21	Final Site phone messages are sent home weekly with important dates.	Complete 06/10/2026	Lauren Annas	06/10/2026
Notes:				
1/6/21	Teachers and the staff will utilize Class Dojo to keep families up to date with important information.	Complete 06/10/2026	Angela Hooper	06/10/2026
Notes:				
10/4/22	The school hosts four title one events funded with title monies as needed. These events give information about beginning of year, curriculum, math and reading.	Complete 06/10/2026	Lauren Annas	06/10/2026
Notes:				
10/26/23	Title I Funds (Parent and Family Engagement) have been encumbered during the 25-26 school years to provide multiple opportunities to support our families in supporting our students and community. Events are held a minimum of 4 times per year.	Complete 06/10/2026	Jody Walker	06/10/2026
Notes:				
9/30/25	Principal sends weekly family newsletter via Final Site email and Class Dojo to keep families informed of academics, testing, upcoming events, procedures, and more.	Complete 06/10/2026	Lauren Annas	06/10/2026
Notes:				
Implementation:		06/02/2026		
Evidence	6/11/2018 Social Media accounts, ConnectEd transcripts 6/2/2026 - Documentation is found in Class Dojo and Final Site message inbox.			

Experience	6/11/2018 Most parents are receptive to ConnectEd phone calls, newsletters, and Dojo. We've had increased engagement with our social media accounts. 6/2/2026 - Most families received weekly newsletters via Class Dojo posts or Final Site emails. Office staff and teachers worked consistently to encourage families to join a communication platform to stay informed.			
Sustainability	6/11/2018 We will continue to update social media accounts, webpage, and create new Dojo accounts for the next school year. 6/2/2026 - Identify social media lead to increase social media presence and engage more families with our school and community. Continue to encourage classroom teachers and school staff to post important events and information on Class Dojo. Support all families with connecting on Class Dojo and providing a working email address to receive emails with weekly newsletters.			