

Comprehensive Progress Report

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

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

- Goals:**
- By June 30, 2024, Stokesdale Elementary School will increase its overall Performance Composite by at least 3 percentage points, from 67.8% in 2022-2023 to 70.8% in 2023-2024. (A4.16, A2.04, A4.01)
 - By June 30, 2024, Stokesdale Elementary School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 16 in 2022-23 to 14.4 in 2023-24 (A4.01, A4.06)
 - By June 30, 2024, Stokesdale Elementary School will decrease chronic student absences by 5 percentage points from 15.6% in 2022-23 to 10.6% in 2023-2024.
 - By June 30, 2024, Stokesdale Elementary School will ensure specific instructional/intervention plans are developed and implemented based on students not meeting attendance, behavior, social-emotional, and academic expectations on a daily basis.
 - By June 30, 2024, Stokesdale Elementary School will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points from 53.5% in 2022-2023 to 56.5% in 2023-2024



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.02		ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Admin will use School Mint walk through observation forms to collect walk through observation data as well as quick walk through observation feedback to our teachers. Teachers will have the opportunity to provide feedback on School Mint as well as NCEES observations. Mrs. Bennett and Mr. Stys will provide teachers with pre and post conference feedback questionnaires.	Limited Development 08/30/2023		
<i>How it will look when fully met:</i>		Principal Bennett and Assistant Principal Stys will share the School Mint walk through observation data with our school leadership team, instructional leadership team, and our staff throughout the school year. We will celebrate our strengths and we will address areas of concerns. For areas of concerns we will create actions steps to address. For individual teachers we will provide resources in our weekly PLCs as well as one on mentoring.		Michael Stys	06/10/2024
Actions			1 of 3 (33%)		
8/30/23	Teacher feedback from our walk throughs and our NCEES observations will help guide our PLC and our ILT meetings.		Complete 06/09/2023	Michael Stys	06/10/2023
<i>Notes:</i>					
8/30/23	Admin will use School Mint walk through observation forms to provide teachers with quick feedback. Teachers will have the opportunity to provide feedback to these forms.			Allison Bennett	06/10/2024
<i>Notes:</i>					
8/30/23	We will use data from School Mint to help lead our ILT, SLT meetings.			Michael Stys	06/10/2024
<i>Notes:</i>					

	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:		<p>Currently all Stokesdale staff utilize schoolwide procedures and expectations strategies in common areas, including specials, cafeteria, hallways and restrooms. Each teacher clearly teaches and reinforces appropriate behaviors and routines which are aligned to our SAIL rules and procedures. Schoolwide procedures and expectations were reviewed during staff meetings and PLCs.</p> <p>A2.17 All teachers will establish classroom norms for personal responsibility, cooperation and concern for others.</p>		Limited Development 08/30/2023		
How it will look when fully met:		By implementing schoolwide strategies each class will have fewer discipline referrals and increased number of positive principal referrals. Students will complete work in a timely manner, transition smoothly, and have higher levels of academic success.			Allison Bennett	06/10/2024
Actions				3 of 6 (50%)		
	8/30/23	All teachers will establish classroom norms for personal responsibility, cooperation and concern for others.		Complete 08/30/2023	Michael Stys	08/30/2023
		<i>Notes:</i>				
	8/30/23	Present our updated schoolwide procedures and expectation charts to our school leadership team.		Complete 09/11/2023	Michael Stys	09/10/2023
		<i>Notes:</i>				
	8/30/23	Review and update our current schoolwide procedures and expectations.		Complete 10/10/2023	Michael Stys	10/10/2023
		<i>Notes:</i>				
	8/30/23	Teachers will use Restorative Practices to build relationship with their students, teach their students make good decisions, coping skills, conflict-resolutions skills, and reflective practices to reduce discipline referrals.			Michael Stys	06/10/2024
		<i>Notes:</i>				
	8/30/23	Teachers will use social emotional interventions to reduce discipline referrals.			Michael Stys	06/10/2024
		<i>Notes:</i>				
	8/30/23	Teachers and staff will use proper supervision in their classrooms, hallways, cafeteria, and during recess to reduce discipline referrals.			Michael Stys	06/10/2024

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Within PLCs and within grade level meetings, teachers will review and adjust their lessons to meet the instructional needs of their class. Teachers will use the CKLA and Eureka curriculum and the GCS ELA and Math Scope and Sequences to pace their units. 5th grade will use the STEMScopes resources and Actively Learn platform to development lessons for each standard.</p>	Limited Development 11/05/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Teachers in each grade level will use their curriculums effectively and efficiently in order to differentiate instruction to maximize student success in order to achieve growth in math and reading. Teachers will also use the MTSS model to provide additional instruction for students who are not successful with the core curriculum. As a result, student performance in all subject areas will increase as measured by student data and teacher feedback. The Eureka and CKLA coaches will also support teachers with the implementation of their core curriculum and use walkthrough forms to provide feedback on ways to improve and elevate instruction.</p>		Lindsey Bull	06/10/2024
Actions			0 of 8 (0%)		
	3/17/21	In an effort to provide clear guidance around internet safety, our Media Specialist will conduct the internet safety trainings with students.		Lindsey Bull	06/10/2024
<i>Notes:</i>					
	9/16/21	Teachers will use intervention and enrichment times for literature and math. Teachers will use small groups, stations, and a variety of instructional materials to differentiate instruction.		Lindsey Bull	06/10/2024
<i>Notes:</i>					

9/30/21	The school will assess each student at least 3 times each year to determine progress toward standard-based objectives (3.05) utilizing but not limited to NWEA, CKLA assessment, Eureka Unit test, DIBELS, IA, etc.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
10/18/21	Lesson plans will be reviewed each week by the administrative team and curriculum facilitator to ensure that strong instructional practices are in place and that instruction is aligned to state standards.		Allison Bennett	06/10/2024
<i>Notes:</i>				
10/18/21	Classroom teachers will meet with the Eureka and/or CKLA Coach to learn how to implement curriculum programs with fidelity.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
8/30/23	Teachers will unpack each standard during PLCs to determine which of their students need support, partially meet the standard, are proficient, need enrichment.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
10/18/21	The curriculum facilitator will create Scope and Sequence booklets that will contain the state standards and district scope and sequences for the core subject areas (Reading, Math, Science, and Social Studies). Teachers will use these booklets when planning units and lessons. Teachers will refer to their booklets to ensure all quarterly standards are being taught and that their instructional pacing stays in sync with district expectations.		Lindsey Bull	09/30/2024
<i>Notes:</i>				
10/18/21	Each classroom teacher will use the district enrollment codes to enroll in district based Canvas pages in order to access standards documents and scope and sequences. They will use these resources to ensure all quarterly standards are being taught and that their instructional pacing stays in sync with district expectations.		Lindsey Bull	10/22/2024
<i>Notes:</i>				
Implementation:		06/13/2023		
Evidence	6/13/2023 PLC Agendas and Coach Agendas from their visits.			

Experience	6/13/2023 PLCs and within grade level meetings, teachers reviewed and adjusted their lessons to meet the instructional needs of their class. Teachers used the CKLA and Eureka curriculum and the GCS ELA and Math Scope and Sequences to pace their units. 5th grade used the STEMScopes resources and Actively Learn platform to development lessons for each standard.				
Sustainability	6/13/2023 This will need to be continued on until next year as well.				
	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently, our teachers have been taken a comprehensive professional learning course, LETRS. LETRS is designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.</p> <p>Instructional Leadership Team have been reviewing vocabulary development best practice strategies. Our CF and our CKLA coach have been providing vocabulary strategies to our teachers during PLCs. Our teachers are incorporating these best practices into their lessons.</p>	Limited Development 08/30/2023			
How it will look when fully met:	Teachers will have a strong understanding of vocabulary development best practices, will provide differentiate vocabulary instruction. Students will have increased academic performance as measured by normed assessments (GCS interims, FastBridge, NWEA, EOGs).		Lindsey Bull	06/10/2024	
Actions		0 of 6 (0%)			
	8/30/23 Administrators and teachers will complete LETRS comprehensive professional learning course.		Lindsey Bull	06/10/2024	
<i>Notes:</i>					
	8/30/23 Our ILT will review vocabulary development best practices to share with our teachers during PLCs.		Michael Stys	06/10/2024	
<i>Notes:</i>					

8/30/23	CKLA Coach will provide vocabulary building practices and vocabulary resources with our teachers during PLCS.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
8/30/23	Our CF will provide vocabulary strategies and practices with our teachers during PLCs.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
9/5/23	Our CF will provide CKLA, Eureka Square overview guides, standard calendar, assessment calendar in her Weekly Curriculum Updates.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
9/5/23	Teachers will post vocabulary word walls so they are visible for students and staff to access Tiered vocabulary.		Allison Bennett	06/10/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>Currently teachers work to provide differentiated instruction in a variety of ways with assistance from reading intervention support as well as EC and AG support.</p> <p>Teachers receive core support (Tier 1) through CKLA, and Eureka coach visits and through work during PLCs.</p> <p>The CF provides ongoing PD and support to implement the MTSS process. During PLCs, teachers discuss student data and supplemental and intensive strategies. Teachers make Tier 2 plans for students in need of supplemental support and refer students to IPS (Tier 3) if there is a need for intensive support. The CF leads the IPS team in order to provide ongoing support to fully implement the MTSS framework. The team makes decisions based on classroom observations and progress monitoring data.</p>	Limited Development 11/05/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Teachers will have a strong understanding of the MTSS process, will effectively work with students to differentiate instruction and provide intervention support, and will collect data to guide the decision making process. Students will have increased academic performance as measured by normed assessments (GCS interims, FastBridge, NWEA, EOGs). Students who receive behavior support will have decreased office visits and higher scores on their quarterly behavior rating screeners.		Lindsey Bull	06/10/2024
<i>Actions</i>			3 of 10 (30%)		
	11/5/20	Weekly IPS meetings to discuss students who need intensive support - analyze data, make decisions about interventions, discuss options for referral to EC services or other support (such as a referral to an eye doctor or speech therapy)	Complete 10/05/2023	Lindsey Bull	10/05/2023
<i>Notes:</i>					

9/30/21	Teachers will use the GCS Standard Treatment Protocol for evidence based interventions and other research-based intervention platforms like FCRR, InterventionCentral.org, Zearn, and Number Worlds to create intervention plans for their students.	Complete 12/08/2023	Lindsey Bull	10/26/2023
<i>Notes:</i>				
10/18/21	The school counselor will implement an SEL curriculum and facilitate the use of classroom SEL practices in order to focus on the social-emotional supports within MTSS. Students who need supplemental support will meet with school counselor on a regular basis.	Complete 12/08/2023	Martha Stilson	12/01/2023
<i>Notes:</i>				
11/5/20	Ongoing data collection and analysis will occur using a variety of normed measures, such as NWEA, district interims, Dibels, BOG, and EOGs. Data will be available through grade level data spreadsheets that are accessible to all school staff.		Lindsey Bull	03/01/2024
<i>Notes:</i>				
10/18/21	Once a child is identified as needing Tier 2 supplemental support, teachers will notify parents using the Tier 2 Parent Notification letter. Teachers will complete all Tier 3 (IST) paperwork and parent permission form in order to move a student to Tier 3.		Lindsey Bull	03/01/2024
<i>Notes:</i>				
11/5/20	Regular data discussions in PLC to help teachers identify students in need and provide meaningful interventions.		Lindsey Bull	03/07/2024
<i>Notes:</i>				
10/18/21	The EC Team, school counselor, and admin team will collaborate to create and implement Behavior Intervention Plans (BIP) for students who need intensive Tier 3 behavior support within the MTSS framework.		Kristen Jones	06/07/2024
<i>Notes:</i>				
10/18/21	In order to address the attendance component of MTSS, the school social worker will use attendance data to remediate attendance issues among students who have more than 6 unexcused absences, and provide a more rigorous intervention for students who are chronically absent.		Nikita Whitehead	06/07/2024
<i>Notes:</i>				

10/18/21	The MTSS Team will be fully trained on the MTSS framework, how to analyze data, how to correctly complete Tier paperwork, and how to support teachers on the MTSS process. The MTSS team will meet monthly and during professional development workdays to train for implementation.		Lindsey Bull	06/10/2024
<i>Notes:</i>				
8/31/23	Weekly IPS meetings to discuss students who need intensive support - analyze data, make decisions about interventions, discuss options for referral to EC services or other support (such as a referral to an eye doctor or speech therapy)		Lindsey Bull	06/10/2024
<i>Notes:</i>				
Implementation:		06/13/2023		
Evidence	6/15/2022. MTSS training, PLC's on data topics, PD on differentiation			
Experience	6/9/2022 6/15/2022 Teachers have a strong understanding of the MTSS process and effectively worked with students to differentiate instruction and provide intervention support, and collected data to guide the decision making process.			
Sustainability	6/15/2022 Continue the process on training teachers on the MTSS process, differentiating instruction and collecting data in order to provide interventions.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Staff will continue to use the limited resources available to meet the needs of students. Prior to instruction, all emotional needs must be met to ensure that students are ready and focused for the day. By infusing character education traits as well as support structures from the counselor, all staff will be better equipped to meet the needs of students. Teachers will implement Restorative Practice strategies two times per week as a part of core SEL instruction. Selected students also participate in virtual counseling sessions through the eTherapy program.	Limited Development 11/05/2020		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			By June 2024, in alignment with a Multi-Tiered System of Support (MTSS) our staff will utilize a variety of strategies to recognize and respond to emotional triggers of all students in a variety of situations enabling students to grow and learn at increased levels and the school to achieve its target goals. Teachers will implement the Restorative Practices in their classrooms to foster and maintain positive student relationships. As a result of the training, all classroom teachers and support staff will be better able to identify and support students who need specific interventions and strategies.		Lindsey Bull	06/07/2024
Actions				0 of 8 (0%)		
	10/18/21	The school counselor will provide whole-group classroom lessons monthly to each classroom in order to teacher SEL skills and strategies.		Martha Stilson	04/30/2024	
<i>Notes:</i>						
	10/18/21	The school counselor will meet one-on-one with students wo have been identified as needed more targeted social-emotional support.		Martha Stilson	06/01/2024	
<i>Notes:</i>						
	8/26/23	School counselor will provide monthly SEL lessons for each grade level.		Martha Stilson	06/07/2024	

<i>Notes:</i>			
8/26/23	SEL data will be monitored using a rating scale spreadsheet that classroom teachers complete quarterly. The data will help admin and school counselor determine areas of needs in regard to behavior and social/emotional learning.		Lindsey Bull 06/07/2024
<i>Notes:</i>			
11/5/20	School Counselor will provide teachers with ongoing resources and articles that pertain to Social Emotional Learning.		Martha Stilson 06/10/2024
<i>Notes:</i>			
11/5/20	School Counselor will provide class lessons, topics on emotionally based strategies, discussions, and books.		Martha Stilson 06/10/2024
<i>Notes:</i>			
9/19/21	Stokesdale will work to reduce chronic absenteeism, which will be monitored by the Attendance Team during weekly meetings. Students who are identified as chronically absent will be contacted by our social worker to help provide support. We will focus on excused vs unexcused..		Michael Stys 06/10/2024
<i>Notes:</i>			
8/27/22	Teacher will receive training through the 23-24 school year on Restorative Practices, SEL which they will implement with their students two times per week.		Michael Stys 06/10/2024
<i>Notes:</i>			
Implementation:		06/14/2023	
Evidence	6/15/2022 Attendance team agendas, counselor notes from meeting with students and strategies that helped with SEL and emotional triggers from students. Restorative Practices that were used in the classroom.		
Experience	6/15/2022. Staff utilized a variety of strategies to recognize and respond to emotional triggers of all students in a variety of situations enabling students to grow and learn at increased levels and the school to achieve its target goals. Classroom teachers used restorative practices in the classroom this year which was a huge benefit in building relationships with students.		

Sustainability		6/15/2022. Staff continuing to use a variety of strategies to recognize the emotional triggers of a student. Counselor meeting with students and attendance team meeting to come up with strategies to improve attendance. Continuing using restorative practices in the classrooms to improve relationships with students and teachers.			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, all rising Kindergarteners are screened by the Kindergarten teachers in the spring to help make balanced rosters for the following school year. A yearly open house occurs before the beginning of each school year so that students can meet their teacher and so parents can receive information about the upcoming school year. Students at each grade level engage in grade-level appropriate activities and SEL strategies so that all 5th graders are prepared to transition to middle school. All 5th graders tour Northwest middle school in the spring.	Limited Development 11/05/2020		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Upon full implementation, students will be academically and socially prepared for their rising grade in order to help them eventually transition to middle school.		Allison Bennett	06/07/2024
Actions			0 of 3 (0%)		
2/8/21	Individual student data will be viewed during PLCs. Tier 2 forms were created and delivered to staff. Data discussions will take place in PLCs. Our focus will be to improve the academic outcomes of our Hispanic and African American students in reading.			Lindsey Bull	06/03/2024
<i>Notes:</i>					
8/26/23	Kindergarten teachers will screen rising Kindergarteners in the spring of 2024			Jennifer Lovelace	06/07/2024
<i>Notes:</i>					
8/26/23	All 5th grade students will visit Northwest Middle School for a tour of the campus.			Martha Stilson	06/07/2024

Notes:

Implementation:		06/09/2022		
<i>Evidence</i>	6/15/2022			
<i>Experience</i>	6/15/2022			
<i>Sustainability</i>	6/15/2022			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		The leadership team members include at least one representative from each grade level, a support staff member, admin, CF, and parent. These members are voted on by the staff. SLT chair is assigned Ashley Marshall). The SLT meets once per month, with additional meetings occurring during the month with the PLC, MTSS & ILT teams.	Limited Development 11/05/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Upon full implementation, the school leadership will consist of one member per grade level, support staff, assistant, parents, and administration and will attend monthly meetings on the first Tuesday of each month.		Ashley Marshall	06/07/2024
<i>Actions</i>			0 of 4 (0%)		
8/29/22		The Leadership Team will review student data to drive best practices in teaching to progress our students while progressing towards our goals.		Ashley Marshall	06/07/2024
<i>Notes:</i>					
8/26/23		The Leadership Team will meet the first Tuesday of every month.		Ashley Marshall	06/07/2024
<i>Notes:</i>					
11/5/20		School-based teams meet throughout the month to review data. Actions steps and teacher plans are reflective of the data gathered. Teams include SLT, Equity, MTSS, and grade level teams.		Ashley Marshall	06/15/2024
<i>Notes:</i>					
9/19/21		School-based teams meet throughout the month to review data. Actions steps and teacher plans are reflective of the data gathered. Focus will be on decreasing the achievement gap, and performance composite goal in 3rd grade reading and 4th grade math.		Ashley Marshall	06/15/2024
<i>Notes:</i>					
<i>Implementation:</i>			06/24/2021		
<i>Evidence</i>		6/24/2021			

<i>Experience</i>	6/24/2021			
<i>Sustainability</i>	6/24/2021			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>Each grade level selects a member of the team for the school based leadership team. This staff member is the liaison between information shared at the leadership meetings and their teammates.</p> <p>Every certified staff member has at least 45 minutes of instructional planning each day. Staff members use this time to meet with their grade level, participate in PLCs, and plan for upcoming units and lessons.</p> <p>Additional school-based teams include an IPS/MTSS team, an AIG team, and ILT all of which have a variety of members represented from grade levels, EC services, and support staff.</p>	Limited Development 11/04/2020		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6			
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How it will look when fully met:			Upon full implementation, all certified staff members will have daily planning time in order to participate in PLCs, planning, conferences, etc. The master schedule will reflect planning time for all K-5 teachers. Individual schedules of support staff will be posted and will reflect planning time available each day.		Allison Bennett	06/07/2024
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Actions				4 of 7 (57%)		
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	9/19/21	Monthly coaching meetings with Eureka and CKLA		Complete 06/15/2022	Lindsey Bull	06/15/2022
		<i>Notes:</i>				
	9/30/21	Teachers will participate fully in PLC and content area planning		Complete 06/15/2022	Lindsey Bull	06/15/2022
		<i>Notes:</i>				
	10/18/21	School duties (such as One Card check-ins, car rider duty, bus duty, lunch coverage etc.) are sent via email to staff at the beginning of the year.		Complete 06/03/2022	Michael Stys	10/22/2022

<i>Notes:</i>				
9/19/21	Ensure duty rosters and daily planning time for all teachers.	Complete 06/15/2023	Michael Stys	06/15/2023
<i>Notes:</i>				
8/29/22	AM and PM duty schedules will be created so all staff members know who is responsible as the students arrive and are dismissed and sent to staff members. This information will be located on the Microsoft Links Page document.		Michael Stys	06/07/2024
<i>Notes:</i>				
8/29/22	Teachers will be provided with playground procedures and expectations.		Michael Stys	06/07/2024
<i>Notes:</i>				
8/29/22	The master schedule will contain a 45 minute planning period for each K-5 classroom teacher.		Michael Stys	06/07/2024
<i>Notes:</i>				
Implementation:		06/09/2022		
Evidence	6/9/2022			
Experience	6/9/2022			
Sustainability	6/9/2022			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		The administrative team visits classrooms on a regular basis. Previously, admin has used a Google Form and feedback document to provide feedback from walkthrough. For the 23-24 school year, the team will use the SchoolMint coaching platform to record observation and coaching data.	Limited Development 11/05/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Upon full implementation, all classroom teachers will be observed regularly and provided timely feedback in order to build instructional capacity and improve student achievement.		Allison Bennett	06/07/2024
Actions			0 of 3 (0%)		
	11/5/20	Record of walkthroughs entered in a walkthrough document, Schoolmint, that goes to admin and teacher through email.		Allison Bennett	06/10/2024
<i>Notes:</i>					
	9/30/21	Utilize district experts in curriculum, instruction and assessment to help analyze data and provide feedback on instructional strategies.		Lindsey Bull	06/10/2024
<i>Notes:</i>					
	9/30/21	All teachers will provide sound instruction in a variety of modes- teacher-directed whole class; teacher-directed small group; independent work; computer based (A1.06)		Allison Bennett	06/10/2024
<i>Notes:</i>					
Implementation:			06/24/2021		
<i>Evidence</i>		6/24/2021			
<i>Experience</i>		6/24/2021			

Sustainability	6/24/2021			
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Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Teacher quality and experience			
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	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	There are several factors involved in determining professional development each school year. Teachers participate in tailored PLCs designed to address school and grade-level needs. The district assigns Eureka Math and CKLA coach visits, which occur throughout the year and build teacher capacity with district curriculum initiatives. Additional PD on mandatory workdays reflect the instructional needs of the school.		Limited Development 08/25/2023		
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<i>How it will look when fully met:</i>	Upon full implementation, all certified staff members will have participated in professional development to reflect the instructional needs of each grade level or department as evidenced by PD registration and completion in Performance Matters - Professional Learning.			Lindsey Bull	06/07/2024
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Actions			1 of 2 (50%)		
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8/26/23	School-based professional development will be created in Performance Matters at the beginning of the school year	Complete 10/06/2023	Lindsey Bull	10/06/2023
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<i>Notes:</i>				
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8/26/23	Eureka and CKLA coaches will provide coaching visits to K-5 teachers 4 - 6 times per year.		Lindsey Bull	06/07/2024
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<i>Notes:</i>				
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Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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	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
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Initial Assessment:

There is a process in place to meet monthly as a grade level to review current data. As a team we can refine the process of looking at common assessments and trends on the walkthrough document to make timely decisions. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.

A. 1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.

-interim assessments, Eureka Exit Tickets, Dibels Data, Data Notebooks,

A 2.09 ALL teachers include self-checks, peer-checks, and documentation of learning as part of assignment completion.

CKLA rubrics and Dibels data

Data from last year EOG's has been discussed in the development of our goals this year. Once GCS mandated interim assessments are administered, staff can use this data to help drive instruction.

Limited Development
11/05/2020

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>As part of our weekly PLCs in collaboration with the MTSS model we will analyze a variety of data points including formative and summative assessments, unit tests, benchmarks, state tests, IStation data, GCS Interim data, CORE phonics surveys, observational data etc. enabling the school identify and meet students' needs and meet/exceed the schools' proficiency targets in reading, math and science.</p> <p>Decrease achievement gap, and focus on third grade reading, as well as fourth grade math.</p>			Lindsey Bull	06/07/2024
Actions			0 of 5 (0%)		
8/29/22	Share and analyze school data spreadsheets during PLCs and ILT meetings. The data will be used to plan for instruction, including I/E time, tutoring, and IPS interventions.			Lindsey Bull	06/07/2024
	<i>Notes:</i>				
8/29/22	Share and analyze cohort data on the spreadsheet and common assessments looking for trends.			Lindsey Bull	06/07/2024
	<i>Notes:</i>				
8/29/22	Review NC Working Conditions Survey results and create action steps to address concerning areas.			Allison Bennett	06/07/2024
	<i>Notes:</i>				
3/2/23	Restructure tutoring groups to contain "bubble" students that are close to showing growth in NWEA Map data.			Allison Bennett	06/09/2024
	<i>Notes:</i>				
9/30/21	Share and analyze EOG, GCS IA, NWEA, and common assessments during PLC and grade level meetings. The data will be used to plan for instruction, including differentiated instruction, I/E and IST interventions.			Lindsey Bull	06/15/2024
	<i>Notes:</i>				
Implementation:			06/14/2023		
Evidence	6/24/2021 PLC agendas, data spreadsheets, surveys, MTSS interventions				

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

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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Initial Assessment:	Systems are in place to recruit new hires, conduct evaluations, and replace staff. We are working on methods of rewarding staff. Currently we are using written feedback from walkthroughs, Crystal Apple and PTO incentives.	Limited Development 11/05/2020		
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Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	0% turnover rate, with the exception of retirees. Staff will be involved in the hiring process for new staff members (unless placed by surplus). The school will collaborate with the PTO and community to provide luncheons, snack carts, and events to support and recognize teachers.		Allison Bennett	06/07/2024
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Actions		1 of 10 (10%)		
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8/26/23	All BTs will be provided with a mentor who will meet regularly to help support and retain talent.	Complete 12/01/2023	Lindsey Bull	12/21/2023
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Notes:

8/25/23	Weekly Walk-Thru will be conducted by Administration with constructive feedback.		Michael Stys	06/07/2024
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Notes: A new form has been created to help teachers understand their feedback and be able to use it to drive their instruction.

11/5/20	Staff luncheons and snack carts provided by PTO or community partners.		Allison Bennett	06/15/2024
<i>Notes:</i>				
11/5/20	When hiring new staff members, admin team will invite grade level members and/or the SLT to participate in the hiring process in order to provide input and approval from the staff.		Allison Bennett	06/15/2024
<i>Notes:</i>				
8/29/22	Staff will vote on Teacher of the Year		Michael Stys	06/15/2024
<i>Notes:</i>				
8/29/22	Monthly Staff Potluck Luncheons will be organized by our Sunshine Committee.		Beth Pietsch	06/15/2024
<i>Notes:</i>				
8/29/22	Formal evaluations are conducted by the administration team using the NC Educator Evaluation Tool.		Allison Bennett	06/15/2024
<i>Notes:</i>				
8/29/22	Three TVs have been mounted in the hallways to scroll messages that will recognize staff members and contain messages for students and staff.		Allison Bennett	06/15/2024
<i>Notes:</i>				
9/11/23	A positive culture and climate among staff will be changed by using the Crystal Apple Award where staff can nominate other staff members for their positivity and relationships.		Allison Bennett	06/15/2024
<i>Notes:</i>				
9/11/23	A Classified Staff Member of the Year will be nominated.		Allison Bennett	06/15/2024
<i>Notes:</i>				
Implementation:		06/24/2021		
Evidence	6/24/2021			
Experience	6/24/2021			
Sustainability	6/24/2021			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
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>		There is a district-provided school budget with funds allocated for various needs including instructional, custodial, professional development, supplies, etc. The principal and school treasurer collaborate regularly to determine and make school purchases.	Limited Development 08/24/2023		
<i>How it will look when fully met:</i>		Upon full implementation, the school will be able to effectively allocate and manage school purchases in order to meet the needs of the school and its personnel.		Allison Bennett	06/07/2024
Actions			0 of 3 (0%)		
	8/25/23	Principal and School Treasurer collaborate on the amount of money spent on supplies and instructional materials.		Allison Bennett	06/07/2024
<i>Notes:</i>					
	8/25/23	Teachers are allocated \$75 from the budget to purchase classroom needs for the year.		Allison Bennett	06/07/2024
<i>Notes:</i>		School secretary handles purchasing from accredited suppliers to meet the needs of teachers in the school. Each teacher is allowed a budget of \$75 to spend on classroom needs.			
	9/11/23	Leadership team will be updated each month on the school's budget to provide input.		Allison Bennett	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level sends a weekly newsletter informing parents of upcoming curriculum topics as well as important dates. The principal sends a weekly message to all parents each Sunday - this method of communication allows for all families to hear the same news in a timely manner. The school provides two curriculum nights to help parents and caregivers become more familiar with the academic content at each grade level.	Limited Development 11/05/2020		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>When the school communicates effectively, all parents will know and understand their students' strengths and weaknesses, have a clear vision of the path to progress and be "in the know" of events and activities that are taking place at the school.</p> <p>Volunteer hours will increase, there will be improved parent and teacher relationships, parents will be aware of school functions and high expectations. Stokesdale Elementary School will utilize tools, such as the school website, Canvas, newsletters, Connect-ed calls, PTO meetings, curriculum nights, and conferences. Volunteer and paid tutors will work directly with specific students in reading and math.</p>		Allison Bennett	06/07/2024
<i>Actions</i>			0 of 4 (0%)		
8/25/23	Stokesdale will host 2 curriculum nights to meet the needs of K-2 and 3-5 students and families.			Lindsey Bull	06/07/2024
<i>Notes:</i> Curriculum nights will be designed to educate parents on the grade level expectations and the materials/curriculum that will be implemented at school. Parents will be able to take away knowledge of how to support their child as a learner at home.					
8/25/23	Stokesdale will host a Cultural Night to encourage families of all cultures and background to feel welcome and comfortable in regard to communication with teachers and have a better understanding of their child's education.			Lindsey Dickson	06/07/2024

<i>Notes:</i>				
11/5/20	Weekly Connect Ed messages sent each Sunday, which will also be placed on the Stokesdale webpage for families to access.		Allison Bennett	06/15/2024
<i>Notes:</i>				
11/5/20	Each classroom teacher will send weekly/monthly newsletters to inform parents about events and curriculum being taught.		Allison Bennett	06/15/2024
<i>Notes:</i>				
Implementation:		06/14/2023		
Evidence	6/15/2022. Curriculum night sign in sheets, connect-ed scripts, school website, canvas, etc.			
Experience	6/15/2022. Stokesdale Elementary School utilized tools, such as the school website, Canvas, newsletters, Connect-ed calls, PTO meetings, curriculum nights(when we can due to COVID), and conferences. Volunteer tutors worked directly with specific students in reading and math.			
Sustainability	6/15/2022 Continue to utilize communication tools, canvas, school website, connect-ed, hold curriculum nights, parent conferences, and use volunteer tutors.			

	E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Each classroom teacher is tasked with sending the electronic version of the Student/Parent handbooks at the beginning of each school year. The front office staff is well informed about how to inform visitors of our school with visitation guidelines. Our mission and vision statements are posted on the school website and are included on the beginning presentation slides at each staff meeting and leadership meeting. Classroom teachers inform parents with beginning-of-year documents each year with necessary back-to-school paperwork.	No Development 08/24/2023			
<i>How it will look when fully met:</i>	Once full implementation is achieved, all visitors will adhere to visitation guidelines. Parents and caregivers will understand classroom expectations for visitation and other school policies. All students will be responsible for adhering to the guidelines in the GCS student handbook. Staff will be familiar with the school mission statement and vision.		Allison Bennett	06/07/2024	
Actions		1 of 2 (50%)			
8/25/23	Student and Parent Handbook are accessible to all families so that they are aware of policies and procedures.	Complete 10/06/2023	Michael Stys	10/06/2023	
<i>Notes:</i>	Student and Parent Handbooks should be sent out to all parents at beginning of year to ensure they understand policies and procedures of the school.				
8/25/23	Our schools Mission Statement is clearly represented by our staff in their actions and teachings.		Allison Bennett	06/07/2024	
<i>Notes:</i>					

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All classroom teachers are required to have a conference with parents/caregivers during the 1st quarter and 3rd quarter. The expectation is that all teachers continue to have open dialogue with parents/caregivers throughout the year so the parents remain informed of their child's progress. Classroom teachers send home progress reports during the 4th week of each quarter and report cards at the end of each quarter. Support staff also maintain regular communication with parents of students with whom they work, such as AG, ESL, EC, and the school counselor.	Limited Development 08/24/2023		
How it will look when fully met:		Once this goal has reached full implementation, all parents and caregivers will be informed of their child's progress throughout the school year. Parents/caregivers will understand how their child is performing academically, if there are any social emotional/ behavioral concerns, and will collaborate with the classroom teacher to set goals for student progress.		Allison Bennett	06/07/2024
Actions			0 of 2 (0%)		
8/25/23	Teachers will conference with students' families at least twice a year.			Allison Bennett	06/07/2024
	<i>Notes:</i> Teacher will provide any data that has been collected and address any problems or concerns.				
8/25/23	Using a variety of assessments including NWEA and Interim Assessments, teachers will have a line of communication with parents about how their child is performing. Teacher will set goals for the students and share with parents.			Lindsey Bull	06/07/2024
	<i>Notes:</i> K-2 Dibels, NWEA 3-5 Interim Assessments, NWEA Social Emotional goals				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	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
<i>Initial Assessment:</i>		Stokesdale currently has several plans in place to ensure that caregivers receive timely information about school events, reminders, and curriculum/testing. Parents receive a weekly ConnectEd phone call every Sunday evening, which also generates an email sent to parents. Classroom teachers send a weekly newsletter via email. One member of the school leadership team is a parent, which meets monthly. Our technology assistant updates the school's GCS webpage regularly. The school hosts two curriculum nights each year. The digital marquee in the front of the school gives upcoming dates of events.	Limited Development 08/24/2023		
<i>How it will look when fully met:</i>		Once full implementation is achieved, parents will understand the best ways they can receive communication from the school. Through ongoing communication, parents and families will become engaged members of the school community.		Allison Bennett	06/07/2024
Actions			0 of 2 (0%)		
	8/25/23	Families receive a weekly Connect Ed message from Principal with any updates or events going on in the school. Parents have access to listen to call, voicemail, or read it as an email.		Allison Bennett	06/07/2024
		<i>Notes:</i> The connect Ed call is consistent with time and day to expect the call/message. This keeps parents informed about upcoming events.			
	8/25/23	Classroom teachers send weekly newsletters to inform parents what students are learning in their class and also important things happening within the school.		Ashley Marshall	06/07/2024
		<i>Notes:</i> Classroom teachers use a variety of ways to communicate with parents including email, remind, bloomz, and other communication apps.			