

Comprehensive Progress Report

Mission: "We will develop brilliant, empowered, socially aware and talented scholars in an ever changing world to be prepared for career-college and beyond."

Vision: "We will reach every student every day to support them in reaching their highest potential and educational excellence."

- Goals:**
- By the end of 2024-2025 Reedy Fork Elementary will increase 2023-2024 Reading Proficiency by at least 3 points from 43.1% to 46.1% Indicators: A 4.01 A 2.04 B 3.03
 - By the end of 2024-2025 Reedy Fork Elementary will increase 2023-2024 math proficiency by at least 3 points from 60.8% to 63.8%. Indicators: A 4.01 A 2.04 B 3.03 FAMS #8
 - By the end of 2024-2025, increase Science Proficiency by a minimum of 3 points from 56.6% to 59.6%. Indicator: A1.07 E1.06 A.406 B1.03 FAMS: #28
 - By the end of 2024-2025 , decrease the 2023 percentage of students who are chronically absent by 5 percentage points from 22% to 17%. Indicator: A4.01 A4.16 FAMS: #18
 - By the end of 2024-2025 , decrease the 2023-2024 number of lost instructional days due to in school and out of school suspension from 26 to 23.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			By June 2025,The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Sophia Roberts	06/01/2025
Actions				2 of 3 (67%)		
	9/8/19	The ILT team has and will continue to work on analyzing data to identify trends in instruction in the building. These will be shared SBLT to help determine what pd would be beneficial to work on these trends.		Complete 11/15/2022	Jeanelle Lindsay	10/07/2022
<i>Notes:</i>						
	1/10/23	The ILT team has and will continue to work on analyzing data to identify trends in instruction in the building. These will be shared SBLT to help determine what pd would be beneficial to work on these trends.		Complete 03/14/2023	Jeanelle Lindsay	02/07/2023
<i>Notes:</i>			This is happening the week of March 13th- 17th. The walkthrough will take place on Wednesday. The trends will be discussed on Friday during grade level meetings.			
	3/14/23	The ILT team has and will continue to work on analyzing data to identify trends in instruction in the building. These will be shared SBLT to help determine what pd would be beneficial to work on these trends.			Tiffany Gibson	06/09/2025
<i>Notes:</i>						
Implementation:				08/12/2019		

Evidence			6/11/2018 All evidence in Indistar. 8/12/2019 New members have been added to Indistar, attended first meeting, and made aware of their new responsibility and role as a leadership team representative.			
Experience			6/11/2018 All required notes were taken by Process Manager, admin team met with district representatives.			
Sustainability			6/11/2018 Continue meeting district requirements.`			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school currently meets once a month.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			By June 2025, The full committee will always meet the second First of the month while sub committees (ILT team) will meet every second Tuesday of each month.	Objective Met 11/01/24	Lisa Kauffman	06/08/2025
Actions						
	10/14/21	The SBLT and ILT will meet monthly to review data that consists of all team members.		Complete 11/15/2022	Jeanelle Lindsay	10/07/2022
<i>Notes:</i>						
	10/14/21	The MTSS team will consult with the leadership team for a portion of each SBLT meeting to discuss MTSS data and review needs.		Complete 11/15/2022	Vicky Fowler	10/07/2022
<i>Notes:</i>						
	9/9/22	Supplemental interventions will be reviewed during PLC to ensure proper implementation.		Complete 12/06/2022	Ashley Johnson	10/07/2022
<i>Notes:</i> There is one half, 2/3/5 that will be created Monday, November 21.						

			9/9/22	A minimum of 5 data points will be presented before making decisions about student movement in the tiered instructional model after each round of intervention.	Complete 03/14/2023	Ashley Johnson	01/20/2023
Notes:							
Implementation:					11/01/2024		
Evidence			6/11/2018	All evidence is in Indistar and linked on our webpage.			
Experience			6/11/2018	Easy to complete since we implemented regular schedule. 4/27/21 The ILT team has documentation of meeting and meets regularly.			
Sustainability			6/11/2018	Keep using regularly scheduled day for meetings.			
	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
Initial Assessment:			Teachers collaborate during weekly Professional Learning Communities. Teachers also meet outside of PLC time to plan.		Limited Development 08/15/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			By June 2025, Teachers will meet weekly to collaborate during Professional Learning Community meetings. Teachers will develop lesson plans, weekly common formative assessments and pull resources as needed. Teachers will have a selected time for planning outside of PLC time established.			Tiffany Gibson	06/01/2025
Actions					8 of 9 (89%)		
1/6/21			ILT Team will support analyzing of school wide data.		Complete 05/25/2021	Jeanelle Lindsay	03/10/2021
Notes:			This action item has been difficult to do remote. The training/mentorship with that process hasn't taken place this year on a district level. The the remainder of the year the ILT team will identify data trends (NWEA, interim assessments,etc.) Is there anything within the data that helps us plan moving into the 2021-2022 school year?				

10/1/18	Weekly PLC meetings will be held where teachers are transitioning into teacher leaders.	Complete 04/27/2021	Ashley Johnson	05/31/2021
<i>Notes:</i>				
10/6/20	Admin will attend planning sessions that occur outside of PLC times as designated by the grade level teams.	Complete 05/21/2021	Jeanelle Lindsay	05/31/2021
<i>Notes:</i> Teachers will meet with their team to determine their weekly planning day. Teachers will share that date with administration.				
10/14/21	Teachers will meet during weekly PLC and other designated times to plan.	Complete 01/11/2022	Ashley Johnson	01/10/2022
<i>Notes:</i>				
10/14/21	Teachers will plan monthly (for 6/7 visits) with the CKLA and Eureka coach.	Complete 10/04/2022	Vicky Fowler	10/07/2022
<i>Notes:</i> We have already met with the coaches three times total.				
10/4/22	Teachers will plan monthly (for 6/7 visits) with the CKLA and Eureka coach.	Complete 12/06/2022	Vicky Fowler	11/10/2022
<i>Notes:</i>				
12/7/22	Teachers will plan monthly (for 6/7 visits) with the CKLA and Eureka coach.	Complete 01/10/2023	Vicky Fowler	12/08/2022
<i>Notes:</i> We meet with our Eureka and CKLA coach January 5th & 6th.				
1/10/23	Teachers will plan monthly (as scheduled) with the CKLA and Eureka coach throughout the year.	Complete 03/14/2023	Vicky Fowler	02/07/2023
<i>Notes:</i>				
5/2/23	Teachers will plan monthly (as scheduled) with the CKLA and Eureka coach throughout the year. Teachers will submit lesson plans to indicate the alignment of standards.		Tiffany Gibson	06/01/2025
<i>Notes:</i>				
Implementation:		05/25/2021		
Evidence	5/25/21			
Experience	5/25/21			
Sustainability	5/25/21			

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:			The principal, CF, and coaches will provide specific feedback pertaining to the areas of strengths and opportunities for each teacher. The observer will provide feedback the same day an observation has occurred. Walkthroughs will be target and supportive.		Sophia Roberts	06/03/2025
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	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.			Tiffany Gibson	06/01/2025
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
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 and additional "4" Promethean Boards and provide training on how to use the boards to impact student learning outcomes in reading, math and science.	Limited Development 10/12/2023	
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.		Sophia Roberts 06/10/2025
Actions				0 of 1 (0%)	
	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.			Sophia Roberts 06/01/2025
Notes:					

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 09/17/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>This action will help to remove school from TSI list.</p> <p>By June 2024, Reedy Fork will select members of the leadership team, who have classroom experience, and teachers from the grade level of vacancy when hiring for any vacant position. The principal and curriculum facilitator will conduct daily walkthroughs to monitor instruction. Constructive feedback will be given as walkthroughs are conducted to incorporate teacher self-reflection and personal goal-setting to help increase student engagement and academic success. Teachers will also be provided the opportunity to observe colleagues to help support areas of weakness. Professional development sessions will be provided onsite with admin and content coaches, to help increase student academic success. District wide professional development sessions will also be provided to support each teacher's understanding of specific content areas. Mentors are assigned to new teachers to support professional growth.</p>		Objective Met 05/14/19	Lauren Annas	06/01/2025
Actions					
9/24/17	Provide incentives to staff members who demonstrate best practices and random acts of kindness.		Complete 04/27/2021	Jeanelle Lindsay	05/31/2021
Notes:					
10/1/18	Principal and CF will attend GCS job fairs to recruit a diverse group of teachers and staff.		Complete 05/25/2021	Jeanelle Lindsay	05/31/2021
Notes:					
10/6/20	The leadership team will work to give incentive to staff for positive contribution.		Complete 05/25/2021	Aleshia Penn	05/31/2021
Notes:					
5/25/21	Reedy Fork will utilize a diverse representation when tasked with hiring for a new position.		Complete 11/15/2022	Vicky Fowler	10/07/2022
Notes: The group will be established and utilized all year. Mrs. Lindsay asked Mrs. Sadler to join her when hiring for the TA position in September 2022.					
Implementation:			05/14/2019		

Evidence	6/11/2018 Minutes from meetings with CKLA and ARC representatives. Feedback from walk-through documents and evaluations. Jeans passes. 5/14/2019- Principal and CF attended GCS Job Fair. They hired 2 kindergaten, 1 first grade, and a PreK TA position(s).			
Experience	6/11/2018 Difficulty completing objective fully due to time constraints and ratio of staff to administrators.			
Sustainability	6/11/2018 Find ways to spend more time in classrooms during instructional times.			

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:			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 09/17/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			By June 2025,The leadership team will review multiple data points (student achievement data, PLC feedback) to determine professional development needs/wants for the school.		Tiffany Gibson	06/01/2025
Actions				0 of 3 (0%)		
10/12/23			Ms. Gibson will support teachers in weekly PLCs (math, reading, science) with the following: *Unpacking Standards *Customizing Eureka Squared *Review of formative/summative assessment data and next steps for acceleration and remediation		Tiffany Gibson	06/01/2025

<i>Notes:</i>				
9/9/22	We will ensure staff are trained in MTSS in terms of reading support (interventions, role and progress monitoring).		Cheri Moore	06/03/2025
<i>Notes:</i>				
9/9/22	The team will implement tiered reading interventions with fidelity to promote reading growth and achievement.		Lauren Annas	10/07/2025
<i>Notes:</i>				
Implementation:		08/12/2019		
Evidence	6/9/2017 The students progress and strategies used by teachers are documented online.			
Experience	6/9/2017 The administration team reviewed the data entered by teachers implementing the resources provided by American Reading Company twice a month to review students growth.			
Sustainability	6/9/2017 The teachers documentation of student conferencing will have to be monitored extremely close to ensure all data for each student is updated twice a month.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently utilize formative/summative classroom assessments, interims, EOG and DIBELS data. This year we will continue utilizing the data collected at these points throughout the year. We have added NWEA and MTSS support tools to review data and support students.	Limited Development 01/05/2021		
How it will look when fully met:		All assessment tools will be utilized consistently with fidelity and to support student growth.		Rasheeda Brewer	06/01/2024
Actions					
<i>Notes:</i>					

	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 on individual student needs are not being met on a consistence bases. Teachers need to include differentiated instruction in all content areas. Math instruction is delivered in small guided math groups, as well as, whole group. We are not operationalizing yet with MTSS.	Limited Development 08/15/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			<p>By June 2024 ,Technology will be listed in lesson plans and used consistently by the teacher to enhance instruction in all areas. Lesson plans will be differentiated to meet the needs of our students. Title I Funds will be utilized to purchase a .8 interventionist to progress monitor students in the realm of reading and provided directed Tier 2 support.</p> <p>The MTSS/IST team will meet with each grade level monthly to help determine the work in the different tiers.</p> <p>Utilizing A3.05 to support student needs will serve as another action step towards this key indicator.</p> <p>By June 2024, we will be operationalizing with two blocks for intervention time. Students will go through (as needed) multiple rounds of intervention with fidelity.</p>		Tiffany Gibson	06/10/2025
Actions				13 of 16 (81%)		
	9/8/19	CF will develop lesson plan template that includes RIME (remediation, intervention, monitoring, enrichment) for all teachers/grade levels to use this school year.		Complete 08/21/2019	Ashley Johnson	08/20/2019

<i>Notes:</i>				
9/8/19	CF will explain lesson plan template and planning expectations to teachers during faculty meetings.	Complete 08/14/2019	Ashley Johnson	08/20/2019
<i>Notes:</i>				
9/10/19	CF will provide teachers with a RIME assessment data template. CF will train teachers on how to use the template in order to effectively plan their WIN (What I Need) time.	Complete 11/12/2019	Ashley Johnson	11/12/2019
<i>Notes:</i>				
9/10/19	All staff will participate in four MTSS webinars.	Complete 06/05/2020	Denise Schroeder	06/05/2020
<i>Notes:</i>				
9/8/19	A refresher course will be delivered to staff about the IST/IPS model at the beginning of the 2020 school year all staff.	Complete 10/16/2020	Cherie Moore	10/09/2020
<i>Notes:</i> Bigsby and Moore will be a part of this process as well.				
9/8/19	Teachers will enroll in the county-offered MTSS Canvas course. Teachers will use the resources to learn more about the MTSS model. All stakeholders will utilize the MTSS/IPS process as it develops to support student needs on all tiers of instruction.	Complete 02/02/2021	Ashley Johnson	01/05/2021
<i>Notes:</i>				
1/6/21	A3.05 - The school assesses each student at least 3 times each year to determine progress towards standards based objectives. Reedy Fork will conduct all assigned assessments with the intention of analyzing the data to evaluate how students are progressing and to determine what supports are needed.	Complete 04/27/2021	Jeanelle Lindsay	02/02/2021
<i>Notes:</i>				
1/6/21	Teachers will continue to transition toward using the process for creating supplemental groups, gathering baseline data, using the appropriate intervention, progress monitoring and using that data to inform.	Complete 04/27/2021	Ashley Johnson	03/08/2021
<i>Notes:</i>				
9/8/19	The IPS team will work together ensure the correct interventions are being selected as well as delivered to students.	Complete 11/09/2020	Cherie Moore	06/05/2021
<i>Notes:</i>				
10/14/21	Teachers will carry out Tier 3 interventions for the students who were sent to tier 3 after the end of the year last year.	Complete 01/11/2022	Ashley Johnson	01/10/2022

	Notes: We will check in on the data at PLC and monthly at the IPS meetings. Observations from the team will ensure these were carried out with fidelity.			
9/9/22	The MTSS team will create support documents with a schedule of when intervention cycles and progress monitoring should take place.	Complete 10/04/2022	Ashley Johnson	10/07/2022
	Notes:			
9/9/22	The MTSS team will review the schedule after the first round of MTSS interventions to ensure the schedule is functioning properly and to determine if it needs adjustments.	Complete 03/14/2023	Ashley Johnson	01/09/2023
	Notes: While this is noted for the first of the year, this action step may be expanded if necessary.			
10/4/22	The MTSS team will create support documents with a schedule of when intervention cycles and progress monitoring should take place.	Complete 03/14/2023	Lisa Gibbs	01/20/2023
	Notes:			
10/14/21	Teachers will utilize the updated standard treatment protocols and data to create supplemental groups for the 2022-2023 school year.		Tiffany Gibson	06/09/2025
	Notes: Teachers have already had supplemental meetings and have begun implementation of these interventions 9/30/22.			
10/26/23	Title I funds will be utilized during the 24-25 school years to support with the implementation of MTSS with fidelity. .8 Lead Teacher/Curriculum Facilitator will be purchased to support with data analysis, progress monitoring, and directed Tier 2 reading interventions.		Sophia Roberts	06/15/2025
	Notes: *			

10/11/24	Teachers will meet monthly in Supplemental PLCs with Curriculum Facilitator and Lead Teacher to review Reading Interventions (Administered by Lead Teacher) and Math Interventions (Administered by Classroom teacher).		Rasheeda Brewer	06/15/2025
<i>Notes:</i>				
Implementation:		04/27/2021		
Evidence	<p>6/9/2017</p> <p>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.</p>			
Experience	<p>6/9/2017</p> <p>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.</p>			
Sustainability	<p>6/9/2017</p> <p>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.</p>			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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:			All current staff have been trained at the beginning of the year regarding classroom expectations by the chair of the PBIS committee, Ms. Annas.	Limited Development 08/15/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			, All staff and students will implement PBIS with fidelity. Evidences that demonstrates fidelity include logs on meetings, data and PBIS best practice should be observable. Title 1 funds will be used to provide additional student support.		Lauren Annas	06/07/2025
Actions				5 of 7 (71%)		
	9/9/22	BEST Expectations will be taught to staff at the start of the 2022 school year.		Complete 08/01/2024	Lauren Annas	08/01/2024
<i>Notes:</i>						
	10/6/20	The PBIS team will help support the re-teaching of school-wide expectations upon the re-entry to school if/when students return to face-to-face learning. If students do not return face-to-face, we will collaborate on a video to share highlighting important pieces of PBIS.		Complete 01/06/2021	Lauren Annas	06/01/2025
<i>Notes:</i>						
	1/5/21	The Ranger Vows are recited daily as a part of morning announcements to support students showing their BEST behavior and positive classroom behavior.		Complete 01/06/2021	Sophia Roberts	06/01/2025
<i>Notes:</i>						
	3/15/22	We will review BEST expectations throughout the year for different areas in the school.		Complete 06/03/2022	Lauren Annas	06/03/2025
<i>Notes:</i>						
	9/9/22	Students will have refresher courses on PBIS after the initial teaching of expectations.			Sophia Roberts	06/03/2025
<i>Notes:</i>						
	10/1/18	The PBIS team will meet monthly to review data when we have it to be shared at staff meetings.		Complete 01/06/2021	Lauren Annas	06/10/2025
<i>Notes:</i>						

11/9/20			Teachers will highlight students who are modeling the BEST behavior daily with verbal feedback, dojo, etc.		Lauren Annas	12/20/2025
Notes:			Ms. Roberts will make announcements regarding classes that are adhering to PBIS procedures.			
Implementation:				03/15/2022		
Evidence			6/11/2018 Principal and counselor have regularly met with bus drivers throughout the year, and shared data with staff.			
Experience			6/11/2018 Difficulty controlling bus issues when principal is not over bus drivers			
Sustainability			6/11/2018 Rethink incentives.			
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:			*This strategy supports the schools efforts to exit the CSI/TSI list. Reedy Fork teachers follow the pacing guides and units prepared by the district. Teachers then are given the opportunity to review the pacing guides and units to create high quality lesson plans to meet each standard. This year, teachers will be given four days within the school year to plan in all content areas using the pacing guides and unit plans provided by the district.	Limited Development 08/15/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			*This strategy supports the schools efforts to exit the TSI list. By June 2023 ,Lesson plans will include differentiation to meet the needs of all students, specifically, students with disabilities. Lesson Plans will be monitored to ensure all plans include differentiated instruction and high quality tasks.	Objective Met 08/12/19	Tiffany Gibson	06/10/2024
Actions						
9/10/19			CF will develop lesson plan template that includes RIME for all teachers/grade levels to use this school year.	Complete 08/20/2019	Tiffany Gibson	08/20/2019
Notes:						

9/10/19	CF will explain lesson plan template and planning expectations to teachers during faculty meetings.	Complete 08/20/2019	Tiffany Gibson	08/20/2019
<i>Notes:</i>				
10/1/18	The ILT will help create and monitor teaching strategies to increase student achievement.	Complete 01/14/2020	Lisa Gibbs	01/14/2020
<i>Notes:</i>				
9/10/19	The teachers selected to be the ARC literacy lab teacher will be trained and implement the pilot program, with peer observations and additional coaching days provided.	Complete 01/14/2020	Ashley Johnson	01/14/2020
<i>Notes:</i> C. Lineberry (4th grade) was selected to teach the literacy lab classroom.				
9/25/17	CF will monitor implementation of research based strategies for ARC, CKLA, and math.	Complete 03/10/2020	Ashley Johnson	03/10/2020
<i>Notes:</i>				
9/10/19	Admin will provide timely feedback about grade-level lesson plans on Canvas, where they are submitted weekly.	Complete 01/06/2021	Jeanelle Lindsay	09/12/2020
<i>Notes:</i>				
9/10/19	Teachers who are new to the county or new to a grade-level will be offered the opportunity to conduct peer-observations to see how experienced teachers in their grade-level teach the curriculum programs.	Complete 04/27/2021	Jeanelle Lindsay	03/10/2021
<i>Notes:</i> We could not conduct at the start of the year due to Covid and all students weren't in the building until January. Within the last month, all staff have participated in peer observation and debrief, this includes BT teachers.				
1/5/21	Teachers have designated a weekly planning time. The CF and principal attend two planning sessions per month.	Complete 05/25/2021	Ashley Johnson	03/20/2021
<i>Notes:</i> 2/2/2021 Teachers have an established planning time weekly. It is difficult for admin/cf to attend all planning time weekly. We would like to amend this goal to the admin/cf will attend two planning periods per month.				
9/10/19	Admin, the Eureka coach, the CKLA coach and the ARC coach will work with teachers during PLCs to provide guidance and support in planning using the standards to ensure grade level instruction.	Complete 11/09/2020	Ashley Johnson	05/12/2021
<i>Notes:</i>				
5/25/21	The Principal/ Assistant Principal and CF will attend planning sessions with each grade level during PLC.	Complete 01/11/2022	Ashley Johnson	12/10/2021

<i>Notes:</i> We have done planning around CKLA and Eureka. We will come back and revisit by the 10th if some grade level sessions have taken place at that time.				
10/12/21	PLC Meetings will be used for planning with the team.	Complete 02/08/2022	Bridget Forys	01/20/2022
<i>Notes:</i>				
10/12/21	Tutors work with students and teachers weekly to support Eureka implementation.	Complete 02/08/2022	Cheri Lineberry	01/20/2022
<i>Notes:</i>				
10/12/21	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.	Complete 10/04/2022	Angela Hooper	10/07/2022
<i>Notes:</i> We have already met each coach. We met with CKLA and EUREKA in Sept. Eureka coach has been twice.				
10/4/22	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.	Complete 11/15/2022	Angela Hooper	11/03/2022
<i>Notes:</i>				
11/15/22	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.	Complete 01/10/2023	Ashley Johnson	12/13/2022
<i>Notes:</i>				
3/14/23	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.	Complete 06/01/2024	Tiffany Gibson	04/11/2023
<i>Notes:</i>				
1/10/23	Coaching visits from Eureka and CKLA will help ensure we are planning properly. An extra visit was purchased from Title I funds to support teachers. Teachers will review digital components of CKLA/Eureka that support EL learners.	Complete 03/14/2023	Tiffany Gibson	06/01/2024
<i>Notes:</i>				
9/10/19	SLT will select one teacher to become the new literacy lab classroom.	Complete 10/02/2019	Tiffany Gibson	06/01/2024
<i>Notes:</i>				
Implementation:		08/12/2019		

Evidence	6/11/2018 Minutes from planning sessions, PLCs, and CKLA/ARC visits. Sign in sheets from Transformational meetings.			
Experience	6/11/2018 This was completed successfully due to continued feedback throughout the year.			
Sustainability	6/11/2018 Continue CKLA and ARC professional development as well as meetings with representatives. Monitor School Pace.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers participate in vertical planning to align instruction across grade levels.	Limited Development 08/15/2017		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			EOG scores will reflect student achievement. Minutes from planning sessions will be available in Canvas.		Tiffany Gibson	06/07/2025
Actions				6 of 8 (75%)		
	8/15/17	Faculty will participate in yearly vertical curriculum team meetings.		Complete 08/12/2019	Sophia Roberts	01/27/2025
Notes:						
	10/1/18	School counselor will communicate with local middle schools to organize field trips and visits to assist in a smooth transition to middle school. Also, guidance counselor will offer magnet program information to all students interested in applying.		Complete 04/27/2021	Lisa Kauffman	03/02/2025
Notes: Mrs. Gibbs will follow up with Mrs. Moore asap to determine any steps needed.						
	9/24/17	Pre-Kindergarten students from Reedy Fork and area child care centers will visit kindergarten classes.		Complete 06/11/2018	Glenn McCray	05/01/2025
Notes:						
	10/1/18	PreK/Kindergarten enrolled families will be invited to attend kindergarten orientation events where students will participate in an academic screening process to determine student academic needs.		Complete 08/12/2019	Glenn McCray	05/01/2025
Notes:						

9/23/22	Students moving from pre-k to K will participate in transition meetings before the end of the year.		Glenn McCray	05/26/2025
<i>Notes:</i>				
10/6/20	Students moving from pre-k to kindergarten (including EC) will attend orientation and receive support. The rising K students will visit the kindergarten classrooms and parents will attend a meeting.	Complete 05/25/2021	Glenn McCray	05/31/2025
<i>Notes:</i>				
10/6/20	All fifth grade students with an IEP will have a transition meeting at the end of the year.		Glenn McCray	05/31/2025
<i>Notes:</i>				
9/24/17	Fifth grade students will visit North East Middle school.	Complete 05/01/2018	Lisa Kauffman	06/01/2025
<i>Notes:</i>				
Implementation:		05/25/2021		
Evidence	5/25/2021 The K teachers have documentation.			
Experience	5/25/2021 K was able to have a walk-by to see into the classrooms. This was somewhat difficult to do due to Covid. Families were given a powerpoint with information.			
Sustainability	5/25/2021 We will continue to plan transition events.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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
Initial Assessment:			Counselor, psychologist, and social worker will address providing emotional support of all stakeholders.	Limited Development 08/23/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			By June 2025, Teachers will provide feedback to students that encourages them to continue striving to reach their full potential. Parents will be notified of academic and behavior concerns. Students who need additional support will be referred to the counselor, social worker, or Intervention Support Team (IST). Relationships between staff and students are positive. Teachers will use SEL training when applicable to support students emotional health. Title 1 funds will be used to purchase SEL resources.		Glenn McCray	06/05/2025
Actions				4 of 7 (57%)		
	1/6/21	Students identified with a BIP are being constantly supported with behavior. Trained staff members are available to complete a functional behavior assessment if/when needed.		Complete 01/06/2021	Amy Harrison	01/06/2021
Notes:			Recurrence- this option exists all of the time.			
	1/6/21	While creating supplemental groups, staff will consistently review behavioral needs of all students.		Complete 04/27/2021	Ashley Johnson	03/10/2021
Notes:						
	3/9/20	Staff will participate in the SEL cohort and attend trainings put on by the district SEL department.		Complete 05/25/2021	Amy Harrison	05/31/2021
Notes:			Staff can register for the course in Performance Matters to receive CEUs. Staff will participate in any SEL staff development. 4/27/21 - Mrs. Harrison will follow up with the SEL leads to determine which PD have and will be offered. There have been two trainings this year before Thanksgiving break.			

10/14/21	The PBIS team has met and shared all documentation at the beginning of the year for procedures and expectations. As a school, we will review those objectives after winter and spring break. We will do this with providing the lesson plans and asking for documentation those lesson plans were taught.	Complete 02/08/2022	Ashley Johnson	02/01/2022
<i>Notes:</i>				
10/12/23	Classroom Teachers with support of interventionist, will discuss students needing behavioral support and referral process for Tier 2 support.		Tiffany Gibson	06/15/2025
<i>Notes:</i>				
10/26/23	Social worker will work in tandem with the counselor to provide SEL tier 2 support to students in need of interventions.		Sophia Roberts	06/15/2025
<i>Notes:</i>				
10/26/23	Title I Funds were used to purchase a .3 social worker to support with SEL within the school setting during the 24-25 school years. The social worker will also lead the Attendance Team to support with the reduction of chronic absenteeism.		Sophia Roberts	06/15/2025
<i>Notes:</i>				
Implementation:		05/25/2021		
Evidence	5/25/2021 We have attended both trainings offered via Teams. The counselor has a record of those dates.			
Experience	5/25/2021 Two SEL PD were offered this year and we participated.			
Sustainability	5/25/2021 As more SEL opportunities are available, our staff will continue to engage.			

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 Connect-Ed Messages, Newsletters and Dojo. All of the aforementioned communication efforts are translated in Spanish.	Limited Development 09/17/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<p>By June 2025,The school will continue to communicate using Connect-Ed Messages, Newsletters, Dojo and Twitter. Additionally, the school website will be kept up to day- by uploading Newsletters and school information. FaThe school will hold parent engagement nights of different variety. The school will publish FAQ documents to help establish expectations.</p> <p>Title I Funds have been used during the 24-25 school years for the following Family Engagement Events during the 24-25 school years:</p> <ul style="list-style-type: none">• Title I/Curriculum Night• Trunk and Read• Student Led Conferences• Math and Science Night		Lauren Annas	06/05/2025
Actions				4 of 11 (36%)		
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.		Sophia Roberts	05/09/2025
Notes:						
10/6/20			Title I nights serve to educate families with supporting their student at home. These typically occur four times a year.	Complete 05/25/2021	Tiffany Gibson	05/31/2025
Notes: Curriculum Night/Trunk and Read are complete						

9/6/19	School will regularly communicate school or district provided opportunities for parents to learn more about what their child is learning (Parent Academy opportunities, Eureka Math nights, All-Pro Parents, etc.) through the school's Facebook account.		Rasheeda Brewer	05/31/2025
<i>Notes:</i>				
9/6/19	The Title 1 Parent and School Compacts have been updated and posted on the school website.		Hill Crystal	06/01/2025
<i>Notes:</i>				
9/6/19	School will regularly communicate school or district provided opportunities for parents to learn more about what their child is learning (Parent Academy opportunities, Eureka Math nights, All-Pro Parents, etc.) through the school website and Twitter.	Complete 04/27/2021	Rasheeda Brewer	06/01/2025
<i>Notes:</i>				
1/6/21	Connect Ed Messages are sent home with pertinent information weekly.		Sophia Roberts	06/01/2025
<i>Notes:</i>				
1/6/21	Teachers and the school utilize Class Dojo to keep families up to date with important information.		Jessica Gibson	06/01/2025
<i>Notes:</i>				
10/14/21	Teachers utilize class DoJo and phone calls to communicate with families.	Complete 01/20/2022	Hill Crystal	06/01/2025
<i>Notes:</i>				
10/26/23	Title I Funds (Parent and Family Engagement) have been encumbered during the 24-25 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.		Sophia Roberts	06/15/2025
<i>Notes:</i>				
10/26/23	***Title I Funds have been utilized to purchase .3 Spanish Interpreter to support with Parent-Teacher conferences, report card translation, pertinent information regarding school events***		Sophia Roberts	08/21/2025
<i>Notes:</i>				
10/14/21	The principal sends out weekly connect-ed messages to share upcoming information and events.	Complete 10/04/2022	Sophia Roberts	10/07/2025
<i>Notes:</i>				
Implementation:		08/12/2019		
Evidence	6/11/2018 Social Media accounts, ConnectEd transcripts			

<i>Experience</i>	6/11/2018 Most parents are receptive to ConnectEd phone calls, newsletters, and Dojo. We've had increased engagement with our social media accounts.			
<i>Sustainability</i>	6/11/2018 We will continue to update social media accounts, webpage, and create new Dojo accounts for the next school year.			