

## Comprehensive Progress Report

**Mission:**

To develop a positive school culture that promotes high academic achievement, teamwork in both work and play and respects the greatness of others.

**Vision:**

Armstrong Elementary School is a place of excellence where children will achieve their fullest potential in their physical, intellectual, emotional, and social development.

**Goals:**

Cumberland County Schools District Goals: - Every student in Cumberland County Schools will graduate from high school prepared for work and further education. - Every student has a personalized education. - Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators. - Every student is healthy, safe, and responsible.

Teachers will effectively utilize classroom rules and procedures based on the PBIS behavior matrix to create and maintain positive learning environments.

Teachers will meet weekly with Instructional Coach and Administration to develop standard aligned lessons.

All teachers will continue to progress monitor students. Teachers will continue to refer students to SST as needed.

Teachers will implement Morning Meetings daily in order to reduce behaviors and support the social and emotional needs of students.

Armstrong Elementary will facilitate and participate in a variety of activities designed to support smooth transitions from grade to grade and level-to-level.

Armstrong staff and the Leadership team will meet regularly to review implementation and the effectiveness of practices.

Teachers and staff will collaborate during meetings to review their duties, responsibilities, and assignments.

The Leadership Team will meet all required state deadlines for observations.

Teachers will meet in PLCs weekly and identify students in need of additional support. Walk-throughs will be conducted weekly to determine areas of strength and areas for growth. Opportunities will be provided for teachers to deliver professional development, promoting teacher growth and student success.

Staff will have opportunities to acknowledge one another's accomplishments on a consistent basis.

Armstrong will continue to utilize social media platforms and surveys to communicate and seek feedback from stakeholders.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
KEY	A1.07	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers have classroom rules and expectations posted in their classrooms. The PBIS matrix is posted in every classroom and is discussed during morning meetings. The ABE Behavioral flow chart will be displayed in every classroom.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		Classrooms throughout the building will have rules and procedures posted. The PBIS matrix and ABE discipline flow chart will also be displayed in every classroom. Data from ABE and PBIS celebrations will be used to determine areas that need additional support.		Angelena Owens	01/08/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/27/23		PBIS Core Behavioral Matrix will be progress monitored throughout the year for school-wide implementation. Class Dojo will be utilized to support the PBIS matrix.		Amy Elliott	01/08/2024
<i>Notes:</i>					
10/27/23		The PBIS Core Behavioral Matrix will be progress monitored throughout the year. Counselor referrals, office referrals (ABE), and STAR interventions will be utilized and provide data. The discipline flow chart will be posted and utilized in every classroom.		Angelena Owens	01/08/2024
<i>Notes:</i>					
10/27/23		The PBIS team will monitor the Core Behavioral Matrix. The Core Behavioral Matrix will be reviewed throughout the year and it will be implemented school-wide (it will be displayed throughout the school; discussed on daily morning announcements).		Amy Elliott	01/08/2024
<i>Notes:</i>					

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>		Weekly PLC meetings are held and teachers plan standard-aligned lessons and activities. Teachers collaborate and plan lessons together as a grade level.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		Teachers will meet in weekly PLC meetings to collaborate and create lessons aligned to the North Carolina Standard Course of Study. Lesson Plans and PLC minutes will be recorded and placed in the Armstrong Google folder.		Eva Marie McCarroll	05/13/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/27/23	Armstrong's instructional focus is standards-aligned instruction. PLCs will work collaboratively to provide students with grade-level-appropriate instruction. Teachers will develop and implement lesson plans that are aligned with NCSCOS.		Eva Marie McCarroll	05/13/2024
<i>Notes:</i>					
	10/27/23	Instructional teams will conduct iRounds weekly to check for standards-based instruction and rigorous learning.		Bianca Carter	05/13/2024
<i>Notes:</i>					
	10/27/23	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.		Eva Marie McCarroll	05/13/2024
<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>		Currently, our tiered instructional system of support services includes progress monitoring throughout instruction and observations to determine individual student needs. Struggling students are identified based on data from formative and summative assessments and observations. Academic and behavioral concerns are referred to the school counselor, Student Services Team (SST), IEP team, and/or administration. All students will be provided targeted tiered interventions. Currently, students will receive remediation during school and/or after school.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		Armstrong Elementary School will have a school-wide MTSS (Multi-Tiered System of Support) matrix that outlines what interventions look like in each of the three tiers (core, supplemental, and intensive) for the following areas: academics, attendance, behavior, and social-emotional. All students will be progress monitored throughout the school year and tiered interventions will be utilized to best support student needs. We will continue to make referrals to SST as needed to ensure students receive the necessary interventions and support.		Eva Marie McCarroll	05/13/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/27/23	Teachers will develop weekly differentiated small-group lesson plans to meet individual student needs.			Eva Marie McCarroll	05/13/2024
<i>Notes:</i>					
10/27/23	Teachers who have identified at-risk students will meet at PLCs and with parents to develop PEPs and/or IRPs. At-risk students will receive MTSS Tier Two support. Students that do not show improvement with MTSS tier two support will be identified for Tier Three interventions			Eva Marie McCarroll	05/13/2024
<i>Notes:</i>					
10/27/23	In-school and afterschool remediation programs to enhance student learning will be available to exceptional children students that are in the general education classroom and receive educational support on the regular or resource continuums of service. The regular continuum is > 80% of the day with non-disabled peers or resource 40%-79% of the day with non-disabled peers.			Ariel McLean	05/13/2024

Notes:

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
<b>Initial Assessment:</b>		Currently, classroom teachers are conducting Morning Meetings daily, which are reflected in the school's master schedule. The school counselor's schedule allows for in-class SEL lessons. The counselor also has a self-referral process for students who need additional support.	Limited Development 10/27/2023		
<b>How it will look when fully met:</b>		The school master schedule includes guidance classes for all regular education classes. The school counselor will schedule small group sessions based on student needs. The schedule and referral data will be evidence of implementation.		Tiffani Newlin	05/12/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/27/23	All classroom teachers will implement Morning Meetings to begin each school day. This Tier One intervention meets the SEL component. Morning Meetings will be reflected in our school Master Schedule.		Maxie Phillips	05/12/2025
<b>Notes:</b>					
	10/27/23	Each classroom will have a space designated as a calm corner. Students can utilize the calm corner to self-regulate their emotions.		Tiffani Newlin	05/12/2025
<b>Notes:</b>					
	10/27/23	The school counselor will provide SEL classroom lessons and build rapport with students in order to support their emotional needs. Students can utilize self-referral forms as needed for individual support.		Tiffani Newlin	05/12/2025
<b>Notes:</b>					

	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
			<p><i>Initial Assessment:</i></p> <p>Armstrong Elementary Kindergarten team plans and conducts a yearly Beginner's Showcase for incoming Kindergarten students and their families. The Fifth-grade team visits Mac Williams Middle School each spring for orientation.</p>	<p>Limited Development 10/27/2023</p>		
			<p><i>How it will look when fully met:</i></p> <p>Armstrong will continue to plan and facilitate a Beginner's showcase for new Kindergarten students. We will also continue to collaborate with the middle school for fifth-grade orientation. Families will be invited to Curriculum Night at the beginning of the year to learn about grade-level expectations and curriculum.</p>		<p><b>Anna Daughtry</b></p>	<p><b>05/13/2024</b></p>
<b>Actions</b>				<b>0 of 3 (0%)</b>		
		10/27/23	<p>Fifth-grade students visit the middle school for orientation yearly. Students will tour the school and learn about schedules and opportunities at the middle school.</p>		<p>Rhonda Sutton</p>	<p>05/13/2024</p>
<i>Notes:</i>						
		10/27/23	<p>Armstrong hosts a Kindergarten Showcase for all incoming Kindergarten students every spring. Parents can tour the school and begin the registration process.</p>		<p>Kara Adams</p>	<p>05/13/2024</p>
<i>Notes:</i>						
		10/27/23	<p>Grade-level teachers will complete Data Cards for each student at the end of the school year. PLCs will meet to develop class rosters for the next school year. Rosters will be developed to ensure classes are diverse and equitably balanced.</p>		<p>Bianca Carter</p>	<p>06/05/2024</p>
<i>Notes:</i>						

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 School Improvement team meets on the second Monday of each month, which is posted on our school website. PLCs meet weekly. School correlate teams and Beginning Teachers meet monthly. The Instructional Leadership team meets at least twice per month.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		SIT will continue to follow its meeting schedule and meeting minutes will reflect attendance and topics discussed. BT and Correlate meeting minutes will reflect meeting times, attendance and agendas. PLCs will continue to meet weekly and agendas will serve as evidence of meetings.		<b>Bianca Carter</b>	<b>01/08/2024</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/27/23		The School Improvement team and Leadership Teams will meet monthly to review the implementation of effective practices.		Bianca Carter	01/08/2024
<i>Notes:</i>					
10/27/23		The master schedule will reflect designated weekly PLC time for instructional planning.		Amy Jones	01/08/2024
<i>Notes:</i>					
10/27/23		Correlate teams will meet monthly to collaborate, plan, and facilitate school functions and activities.		Angelena Owens	05/13/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		Currently, distributed leadership and collaboration occur each month. Various leadership groups have set meeting dates to allow time to collaborate and discuss duties and assignments.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		There will be an established date and time for teams to meet (Correlates, PLCs, SIT, SST, BTs, EC). Agendas, and attendance records will serve as evidence. These meetings are reflected in the master schedule and school calendar to ensure time is protected.		Joy Reilly	05/13/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/27/23		The School Improvement Team will meet yearly for a SIT retreat to develop a master calendar that incorporates collaborative planning time for SIT, Correlates, BTs, Professional Development, and EC.		Joy Reilly	05/13/2024
<i>Notes:</i>					
10/27/23		The principal will develop a scheduling team that constructs the master schedule. The master schedule will incorporate a dedicated PLC time for classroom teachers.		Bianca Carter	05/13/2024
<i>Notes:</i>					
10/27/23		Correlate teams will be developed at the SIT retreat. These meetings are reflected in the master calendar. Each correlate has specific school leadership duties.		Leslie Koch	05/13/2024
<i>Notes:</i>					



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 Leadership team conducts iRounds, formal and informal observations according to NCEES and participates in the coaching cycle.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		The Leadership team will meet all required state deadlines for observations. Additionally, the leadership team will meet with teachers to review PDPs and provide teachers support. The Instructional Coach will support teachers through the coaching cycle. iRounds will be conducted weekly.		Bianca Carter	05/12/2025
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/27/23	The leadership team will utilize iRounds, the coaching cycle, and NCEES observations to monitor classroom instruction to provide timely and constructive feedback.		Bianca Carter	05/15/2026
<i>Notes:</i>					
Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			

	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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<b>Initial Assessment:</b>	PLC's, grade levels, and administration will meet weekly to identify students in need of academic services. Walk-throughs are conducted weekly to determine the need for additional instructional support and determine teacher strengths. Teachers are provided opportunities to deliver professional development to promote teacher growth and build teacher capacity.	Limited Development 07/16/2019		
<b>How it will look when fully met:</b>	<p>The school leadership teams will meet during weekly PLC's, grade levels, and quarterly data sessions to stay abreast of student progress and improve instructional practices as needed. Student growth and proficiency throughout the year and on end-of-year assessments will be shown.</p> <p>The district-wide walk-through form will be used weekly by the administrative team to assess the need for additional instructional support. Feedback will be given based on walk-through data. The administrative team will meet weekly to disaggregate walk-through data and determine areas of need and how to support the need.</p> <p>Professional Development opportunities will be provided as needed based on weekly walk-throughs, teacher evaluations, PDP goals, and student data. Teacher growth will be increased through opportunities for teachers to provide needed professional development in their areas of strength.</p>		Eva Marie McCarroll	06/01/2024
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/22/22	In order for school performance data to improve, time will be allocated during PLCs to monitor and discuss data, high-yield strategies, professional development needs and standard-aligned instruction. Benchmark data, small group plans, and PLC agendas will be used to monitor improvement.		Eva Marie McCarroll	05/26/2024

*Notes:* 9.11.23 We discussed data from EOG and school growth during SIT meeting in September.

April 17, 2023: Time is being utilized to discuss data and plan meaningful lessons.

Feb. 13, 2023 PLCs have been discussing standard aligned instruction which is our school focus. Data is being discussed and used to create small group plans and remediation plans.

Nov. 14, 2022: Teachers are using data to identify students and create specific and intentional small group plans.

Oct. 10, 2022, We are discussing "Bridge to Practice" case studies at PLCs.

9-12-22 PLCs have begun for the school year. The master schedule reflects double resource times for PLCs.

7/16/19 The school leadership team will conduct weekly walkthroughs by visiting classrooms during instruction to observe the use of formative assessments by using the NCEES and i-Round rubrics to provide timely feedback. Feedback to teachers will improve instructional practices.

Angelena Owens

06/01/2024

*Notes:* October 9, 2023: CCS visitors (curriculum specialists) came and utilized the ELEOT form on Sept. 14, 2023. One of the biggest things is that students should be able to verbalize what their work should look like when finished and utilizing dry erase boards and shoulder buddies.

March 20, 2023 Update: We have changed our school focus to standards-aligned instruction. This is being discussed at PLCs.

Dec. 12, 2022 Update: We have been discussing higher-order thinking skills at PLCs. We will have a mini PD at a staff meeting to learn about Numbered Heads together.

Oct. 10, 2022, LTRS PD is scheduled for Oct. 18. Media coordinator will be attending a state cohort PLC for Digital Learning on Oct. 14.

9-12-22 Instructional Coach has been meeting with teachers during PLCs to discuss the implementation of Wonders (new reading series).

May 16, 2022 Administration is wrapping up summative evaluation conferences. BT final paper work is due this week.

On April 11, 2022, Our instructional Coach offered training on SuccessMaker Reports. Grades 3-5 teachers were also trained on creating an assessment in Mastery Connect.

Feb. 21, 2022 Nearpod training is on-going. We have a K teacher doing mentor training. Amplify/MClass and Mastery Connect training is being conducted as needed. SST Process has also involved some training. EC teachers had to do new reevaluation training recently. Upcoming training, all K-5 teachers will LETRS training from state, the Science of Reading. 160 hours in length.

Nov. 15, 2021 - Staff attended CCS PD in October. Followed up in PLCs about Mastery Connect was grade 3-5.

10/18/21 SST PD given by Sasha Preddie to grade-levels. Reading 3D PD was conducted at PLCs.

5/10/21 Summative evaluations are being finalized at this time. Based on summative feedback, admin and instructional coach are planning mini PDs for this summer. These optional PDs will look at small group, data analysis and Nearpod, MTSS.

2-8-2021 Our school counselor has designed and implemented a Mentor Program for students. PD was held for participants.

12-14-2020 - On Dec. 7, 2020 our SED consultant conducted a PD for staff on social and emotional needs and strategies as related to our return on Plan B in January. On Dec. 11, 2020 our school counselor conducted a PD for staff on social/emotional awareness. "Back to the Building" Briefs are being held 2-3 times a week to prepare for our return to school for Plan B. (See newsletter for schedule.)

2-24-2020- Small Group PD was held as well as Kandy Cox- came to go over our data and will return on March 10 to go over individual teacher data. IRounds are still being conducted.

1-13-2020- Admin has been completing iRounds and we have had county support. We continue to use Successmaker and IStation data to make informed decisions about student instruction.

12-9-19- Small Group PD on Math and Reading were held. January 7th we will have a PD.

11-26-19- Most of the surveys discussed Small Group Instruction. The I-Rounds are focusing on small groups. Admin have to do three i-rounds, for three teachers each day. Please discuss with your grade levels that Admin will be in the classrooms very often. They are looking for different items each time. It will be different times a day, sometimes Admin will go in as a group and sometimes individually. A copy will be sent to the teacher and may require feedback. This does not replace regular observations from the state.

10-14-19- Survey was sent out to staff which asked about what PD would be beneficial this school year. Admin is looking at IRounds and Formal Observation to determine PDs. Feedback on IRounds should be read and addressed. These are sent to the county. Data from last year on 4th and 5th grade students has been looked at, Admin will get with teachers to discuss students who were not proficient, and try to target this students.

7/16/19

During PLCs, grade-level meetings, and after-school collaborative planning, student progress will be discussed. Student success will be measured through formative and summative assessments. Data will be shared with ELL, AIG, Resource and EC teachers to increase communication for better instructional practices and improved student performance.

Ariel McLean

06/01/2024

*Notes:* October 9, 2023: Data dives with K-2 were just completed after MClass.

April 17, 2023: Data Days are planned for 3rd - 5th grade during the week of April 17 - 20, 2023.

Jan. 9, 2023 - MOY is coming up, this data will be used to determine students who need additional support via after-school tutoring. Some of our students are being served thru FEV tutors during the school day. A data day will be held after benchmarks and MOY. Fifth-grade students now will have an in-school study hall every 3rd week during their resource time.

Nov. 14, 2022: Students in Success Maker IP has decreased. Teachers are encouraged to allow students to complete SuccessMaker daily in class.

Oct. 10, 2022 BOY assessments have been completed. Teachers have created data walls to monitor student progress. STAR reading assessments have been completed. Third grade successfully tested all

eligible students for BOG. Completion of Successmaker IP is being monitored weekly.

9-12-22 BOY assessments began Sept. 7. The BOG for grade 3 is scheduled for Sept. 14. Pre-assessments have been given in reading, math, and science.

May 16, 2022 EOG scores for this year thus far have indicated growth however, planning for remediation and retesting are being discussed and planned for at this time. Carter has asked for assistance with looking at the schedule for next year.

March 14, 2002 Benchmark assessments were given March 8 - 11. Data days are being planned to discuss results and to plan for after-school tutoring. The All-Star Academy has been underway. Teachers will be publishing videos soon for parents. A Study Hall has been implemented on Thursday afternoons with Preddie and Koch for students who are behind in work.

Jan. 24, 2021 Data days have been held and plans have been made for remediation and small groups. After-school remediation begins on February 1, 2021. We have remediation during the day currently.

Dec. 13, 2021 Data days are Dec. 13 and 15 for 3-5th grade to target specific standards for remediation and whole group reteaching. Today's meetings were very productive.

Nov. 15, 2021 - Data meetings have been held and were very informative and successful. Carter felt that the one-on-one meetings were especially helpful for our BTs. They were individualized and based on what the teachers needed. Would like to focus on BTs in November, will provide coverage for those meetings.

10-18-21 GAP assessments have been completed. All 1st-grade teachers have updated their Math Data.

4-19-21 Trancends assessments are being administered this week. Admin will work with teachers to determine which standards need to be retaught or reviews.

2-8-2021 Just completed Transcend and MOY assessments. Admin is meeting with individual teachers and having data dives to determine remediation needs. Teachers will use this data to plan remediation

groups,

12-14-2020 - MOY plans were due to CCS on 12/18 and completed by Instructional Coach. Teachers continue to monitor student use of Istation and successmaker by utilizing program reports.

10-12-20- Istation and Successmaker are ongoing at this time. Once students have completed assessments data will be used to create small groups.

4-9-2020- Students are continuing to use Successmaker and IStation, helped with Phase III planning.

2-24-2020- Updated our data on spreadsheets from Successmaker and IStation which guide our small group instruction.

Teachers are completing BOY assessments to determine the individual needs of each student. Students are working to complete their Initial Placement in Successmaker. Mrs Koch is working with CCS to get our data uploaded so we can begin using Accelerated Reader.

12-14-2020

12-9-19- PLCs held weekly, continue to progress monitor monthly K3-Istation. Weekly reports reviewed- Successmaker ELA and Math for 3-5.

Grade Level SIT members are also assigned to this task and will give monthly updates at School Improvement Team meetings. Members assigned are:

Marie McCarroll, Janet Spearman, Kathryn Saylor, Stephanie Hall, Sarah Dawson, Rosalina Pillot, Marteshia Laidley.



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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>		The administrative team utilizes CCS' Talent Ed to fill vacancies. Depending upon the vacancy, a panel from the school will interview the applicants. New staff are supported through Armstrong orientation and grade-level team support. Staff is recognized in the newsletter and through the Employee of the Month program.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		All vacancies in the school will be filled. The turnover rate will be minimal.		Angelena Owens	05/16/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/27/23		The Leadership team will adhere to the LEA's observation schedule throughout the year.		Angelena Owens	05/16/2025
<i>Notes:</i>					
10/27/23		Beginning Teacher meetings are held monthly to support, develop and retain new teachers.		Angelena Owens	05/16/2025
<i>Notes:</i>					
10/27/23		The staff's achievements are celebrated through the weekly newsletter, morning announcements and Employee of the Month bulletin board.		Stephanie Hall	05/24/2025
<i>Notes:</i>					

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>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Melody Boyd	05/31/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Melody Boyd	03/29/2024
<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>		The school utilizes social media platforms, newsletters and Parent Link calls to communicate with stakeholders. We have a family event each month.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		Armstrong will continue to use social media platforms to inform stakeholders. The Title One Parent Involvement notebook will contain agendas, flyers and other artifacts as proof of family engagement activities.		Krystal Walker	05/12/2025
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/27/23		The principal will hold quarterly open-door sessions and invite parents and community stakeholders to attend to voice concerns and suggestions for school improvement. The Family Ambassador will assist.		Krystal Walker	05/13/2024
<i>Notes:</i>					
10/27/23		Committed Community correlate will create and disseminate stakeholder surveys three times a year to gather input and suggestions for school improvement.		Kara Adams	05/13/2024
<i>Notes:</i>					