

Comprehensive Progress Report

Mission: At Cloverleaf,
 Our minds are engaged to learn.
 Our hearts are open to love.
 Our hands are ready to help others.

Vision: Rigorously challenge; engage; teach/learn; take action

Goals:

Dimension A - Instructional Excellence and Alignment Indicator: A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088) Strategic: All students will participate in an environment free of behavioral distractions in order to learn and show growth and proficiency on summative assessments at the end of each school year. Office referrals will be analyzed throughout the school year. Target: All students will have the opportunity to learn in an environment free of interruptions from behavior issues. Academic and behavior records will be reviewed through the MTSS process monthly and all students will be given Tier I core instruction and behavior expectations. By June 2020, office referrals will decrease by 25% from last school year.

Dimension A - Instructional Excellence and Alignment Indicator: 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. Strategic: Every student will show growth and increase proficiency in academic progress as measured by summative assessments at the end of each school year. Target: Every student will show an increase in reading and math proficiency and show growth in overall performance. Proficiency and growth will be measured with summative assessments at the end of the school year, June 2020.

Dimension A - Instructional Excellence and Alignment A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. - By June 2019, 100 % of classroom teachers will consistently implement Guided Reading standards-aligned units of instruction in each grade level. Evidence for full implementation of meeting this objective will include: weekly PLC attendance records; completion of the Guided Reading Book study lead by Instructional Facilitator; completed Guided Reading checklists and feedback forms for the colleague visits completed by each grade level; copies of lesson plans from each grade level team that are fully aligned with instructional strategies from Guided Reading Professional Development; the attainment of the school's Reading target goals to be on par with the I-SS District EOG Reading scores for the 2018-2019 school year.



! = Past Due Objectives KEY = Key Indicator

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>		limited		Limited Development 04/11/2016		
How it will look when fully met:		By June 2020, 100 % of classroom teachers will consistently implement Guided Reading standards-aligned units of instruction in each grade level. Evidence for full implementation of meeting this objective will include: weekly PLC attendance records; completion of the Guided Reading Book study lead by Instructional Facilitator; completed Guided Reading checklists and feedback forms for the colleague visits completed by each grade level; copies of lesson plans from each grade level team that are fully aligned with instructional strategies from Guided Reading Professional Development; the attainment of the school's Reading target goals to be on par with the I-SS District EOG Reading scores for the 2019-2020 school year.			Alison Whitaker	06/05/2020
Actions				0 of 6 (0%)		
	10/1/17	Planning for guided reading will occur weekly during PLC meetings with each grade level.			Alison Whitaker	05/31/2020
		<i>Notes:</i>				
	10/1/17	Planning for math instruction will occur each week during PLCs with each grade level.			Alison Whitaker	05/31/2020
		<i>Notes:</i>				
	10/1/17	Instructional observations will occur with all teachers in the areas of Reading and/or Math.			Andrew Mehall	05/31/2020
		<i>Notes:</i> At least twice per year for every staff member.				
	9/17/19	Create and manage intervention teams			Alison Whitaker	05/31/2020
		<i>Notes:</i> Team will meet weekly to discuss students Intervention team will pull students on a daily basis				
	9/17/19	Alison Whitaker, Instructional Facilitator, will assist teachers to monitor student performance information from DIBELS, TRC, Istation, EOGs, district benchmarks, and teacher common assessments for reading instruction.			Alison Whitaker	06/01/2020
		<i>Notes:</i> The plan above describes detailed action steps to supplement the processes which are already in place at Cloverleaf to address this indicator. At the district level, curriculum teams have met to develop detailed unit plans at each grade level in both ELA and Math. These plans are published in grade and subject level Curriculum Guides. Most unit plans are 4 weeks in length. The Curriculum Guides and Unit				

Planners are the basis for weekly Focused Lesson Planning done by PLCs at each grade level.

PLC time is used for follow up to the Guided Reading book study. In addition to whole group instruction, teachers address standards during Guided Reading group, providing differentiated instruction to students.

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 PLC time is used for follow up to the Guided Reading book study. In addition to whole group instruction, teachers address standards during Guided Reading group, providing differentiated instruction to students.

Alison Whitaker

06/01/2020

Notes: Alison Whitaker, Instructional Facilitator, updated the group on the Curriculum Unit Planning process, and the development of weekly plans from using the district level unit planners. Discussion about the fine tuning of teachers' Guided Reading instruction and how this fits into standards aligned units of instruction took place.

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>		limited	Limited Development 05/02/2016			
<i>How it will look when fully met:</i>		Mrs. Addis, School Counselor will meet one on one with students to address socioemotional needs based on teacher referrals. They will also provide small groups based on referrals and tiered students. The counselors will collaborate with teachers on interventions to use in the classroom to meet the students emotional needs. The counselors will demonstrate evidence of these interventions by using RTI stored, check in check out, behavior plans, notes, and data records. Mrs. Addis will work with grade levels on Tier II interventions and develop interventions for these students.		Debbie Addis	05/31/2020	
Actions			1 of 8 (12%)			
10/1/17	Administration will meet with every class to discuss behavior		Complete 09/15/2017	Andy Mehall	05/15/2020	

	expectations throughout the school environment.					
	<i>Notes:</i> This will be completed with every class at the beginning of the school year and with select classrooms as needed throughout the school year.					
10/1/17	Counselors will continue to meet with district personnel each month to discuss student needs and Tiers.			Debbie Addis	05/31/2020	
	<i>Notes:</i>					
4/13/17	Counselor will utilize the check in check out intervention for students that reach tier 2 for behaviors. A daily log will be maintained to assess a student's progress.			Debbie Addis	05/31/2020	
	<i>Notes:</i> The counselors met and decided that the check in check out strategy was the best intervention to meet this objective.					
10/1/17	Debbie Addis will meet monthly with PLCs to monitor student data for Tiers to be recorded in RtIStored.			Debbie Addis	05/31/2020	
	<i>Notes:</i>					
10/1/17	Staff will receive continuous training for behavior management strategies in monthly staff meetings.			Kristie Land	05/31/2020	
	<i>Notes:</i>					
10/3/18	Teachers will analyze data to determine students needs.			Alison Whitaker	06/08/2020	
	<i>Notes:</i>					
10/3/18	Meeting with teachers monthly to discuss Tier II students.			Alison Whitaker	06/08/2020	
	<i>Notes:</i>					
10/3/18	Meet with EC PLC to discuss students that are not successful in Tier III			Andrew Mehall	06/08/2020	
	<i>Notes:</i>					
	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>		Limited		Limited Development 04/11/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		.		Objective Met 10/05/18	Debbie Addis	06/09/2017
<i>Actions</i>						
10/5/18	.			Complete 03/10/2017	Debbie Addis	08/16/2017

Notes:

Implementation:		10/05/2018		
<i>Evidence</i>	10/5/2018			
<i>Experience</i>	10/5/2018			
<i>Sustainability</i>	10/5/2018			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services, Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.		Limited Development 05/02/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created. person responsible identified and progress toward		Objective Met 10/03/18	Jonathan Ribbeck	08/30/2017

		completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.				
Actions						
<i>Evidence</i>		10/3/2018				
<i>Experience</i>		10/3/2018				
<i>Sustainability</i>		10/3/2018				
	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>		Cloverleaf Elementary School Improvement Team was selected in August 2015 based on NC legal process. Teacher representatives are nominated by secret ballot to serve on the SIT each year. The School Improvement Team reps include at least one staff member per grade level (K-5) and department areas within the school. The Administration team and parent reps are also included. Each rep gets one vote during formal meetings. The large group meets all together one time per month for reporting out celebrations, gaps, next steps, reviewing deployment plans, budgeting, and updating ongoing data using the PDSA format. Each School Improvement Team member shares information with their grade level/department area during weekly PLC meetings. During these meetings, grade level/department areas give feedback and input that is taken back to the next School Improvement Team meeting. For example, school improvement plan process is ongoing and fluid. Feedback is collected at all meetings and used to make process improvements for our school. Agendas form all SIT , and PLC meetings are posted and shared online via Google Docs. In order to sustain our efforts, we have pre-set dates on the school calendar for team meetings with set agendas.		Limited Development 04/11/2016		
<i>How it will look when fully met:</i>		This objective will be fully implemented for this school year when it end in June, 2017. The meeting minutes will provide the evident that it is fully met.			Ashley Green	06/09/2017
Actions						

Notes:

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
Initial Assessment:		Time is set aside each week for instructional planning within each grade level/department. Each grade level has a PLC and each member has responsibilities such as recorder and timekeeper. We are continuing grade level/content area planning each week based on student needs and training from a literacy specialist from NCDPI in the past year to strengthen planning and instructional practices. PLC's meet with her periodically.	Limited Development 04/11/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Team structures are established at the beginning of the year. PLCs are set up by common grade level responsibilities. Roles within the PLC are determined by the PLC group members. The chairperson is elected by their team, and then serves on the School Improvement Team. Other roles are determined and filled by the group. All teachers are responsible for meeting weekly to plan instruction, using ISS Curriculum Guides. These teams will plan and implement lessons based on state curriculum documents.	Objective Met 10/03/18	Alison Whitaker	05/31/2019
Actions					
	4/13/17	Roles within the PLC are determined by the PLC group members. The chairperson is elected by their team, and then serves on the School Improvement Team. Other roles are determined and filled by the group. All teachers are responsible for meeting weekly to plan instruction, using ISS Curriculum Guides.	Complete 10/03/2018	Alison Whitaker	05/31/2019
Notes: Instructional Facilitator and I worked on this and created the task.					
Implementation:			10/03/2018		
Evidence		10/3/2018			
Experience		10/3/2018			

<i>Sustainability</i>	10/3/2018			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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>		This indicator is currently at Limited Development.	Limited Development 04/11/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The principal and assistant principals will continue the observation schedule and give feedback in a timely manner. Administrators will also conduct regular classroom walk-throughs.	Objective Met 12/06/17	Alisha Cloer	05/31/2018
Actions					
<i>Implementation:</i>			12/06/2017		
<i>Evidence</i>		12/6/2017 - Schedules			
<i>Experience</i>		12/6/2017 - The schedules were created as they are every school year in order to track completion of observations and classroom walkthroughs.			
<i>Sustainability</i>		12/6/2017 - Continue monitoring the progress of the observations.			

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
<i>Initial Assessment:</i>		Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.	Limited Development 05/02/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices. which will be implemented based on	Objective Met 09/24/18	Jonathan Ribbeck	09/30/2018

identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.

Actions				
Implementation:		09/24/2018		
Evidence	9/24/2018			
Experience	9/24/2018			
Sustainability	9/24/2018			