

## 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: 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 by 3% and show growth in overall performance. Proficiency and growth will be measured with summative assessments at the end of the school year, June 2023.

Dimension B - Leadership Capacity Monitoring instruction in school B 3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. on a weekly basis. Strategic: The principal and assistant principal will complete 6 classroom walkthroughs weekly and will provide constructive feedback to teachers using the current Classroom Walkthrough Instrument. Specifically, the principal and assistant principal will focus on relationship building during the first weeks of school. The remainder of the year will focus on Rigor in Tier 1 and IB Elements being implemented into classroom practices. Target: When answering the question regarding teachers receiving feedback on the NC Teacher Working Conditions Survey, 97% of the responses will be agreed or higher. When answering the question regarding school leadership consistently supporting teachers on the NC Teacher Working Conditions Survey, 95% of the responses will be agreed or higher.

Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088) Strategic: Every classroom teacher will use the Second Step Curriculum once a week until all lessons are taught, per grade level, to support the social and emotional health of all students. Tier II and Tier 3 Students will operate under a daily check-in/check-out to set goals and monitor the progress of set goals. Target: Office Discipline Referrals, or ODRs, will decrease by 10% by June 2023.

Dimension A - Instructional Excellence and Alignment Effective Practice: Curriculum and instructional alignment A 2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Strategic: Cloverleaf Elementary School Teachers will implement standards and practices of IB PYP in order to maintain fully authorized status. Target: Cloverleaf Elementary teachers and the school leadership team will collaborate to develop, teach, and reflect upon Program Development Plans. The plans will be maintained for review by the IB Verification Team visit.

! = Past Due Objectives

KEY = Key Indicator

| Core Function:                          |       | Dimension A - Instructional Excellence and Alignment  |                                   |                |             |
|---|-------|---|-----------------------------------|----------------|-------------|
| Effective Practice:                     |       | High expectations for all staff and students  |                                   |                |             |
| 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 |
| <i>Initial Assessment:</i>              |       | <p>The staff at Cloverleaf are working to facilitate a safe school environment that is welcoming to ALL students. Cloverleaf will focus their efforts on diversity and global awareness through IB Inquiry and the connections of their actions on the local community and communities beyond our own. In addition, the school personnel will encourage student leadership opportunities by offering student council, service projects, and collaborative activities.</p> <p>Teachers are using the Second Step Curriculum and Morning Meetings to support the emotional well being of students. Restorative practices are being used to help students move beyond erroneous behaviors. The Student Support Team will focus on implementation of these practices and determine the validity of the practices within the Cloverleaf community.</p>   | Limited Development<br>09/17/2020 |                |             |
|   |       | Priority Score: 2   | Opportunity Score: 2              | Index Score: 4 |             |
| <i>How it will look when fully met:</i> |       | <p>When this objective is fully met, Cloverleaf classrooms will be managed well and instruction will occur with minimal interruptions. Students will be engaged in classroom instruction and activities that keep their attention and minimize distractions or interruptions. The classroom teacher will be aware of what is happening throughout the classroom. The teachers will work diligently to get to know their students and understand their intellectual and emotional needs. By understanding the needs of the students, the teachers will be able to be proactive with student behaviors instead of reactive to student behaviors. When negative behaviors do occur, the behaviors will be managed with quick intervention from the classroom teacher, other trained school personnel, and the disapproval from other students in the classroom. When students are frustrated or feel the need to express their concerns. school staff members will use self soothing strategies that</p> |                                   | Tracy Goodrum  | 06/05/2023  |

allow them to refocus the student's attention on the classroom instruction or activities. On the occasion that a student is unable to control their emotions and/or behaviors, the teacher and leadership support team will be equipped with tools to support the student. School personnel will then use restorative practices to reinforce positive behavior.

Outside of the classroom, student leaders will meet regularly as part of a student governing body that openly problem solves and develops solutions for the Cloverleaf community.

The following data will be used to determine if the objective is being met.

Office Discipline Referrals (ODRs) Minor Incident Reports, Teacher Working Conditions Survey (bi-annually), Student/Parent/Teacher Survey (yearly), Second Step Fidelity Checklist, Teacher Observations, Classroom Walkthrough Data, Informal Observations, School Climate

| <b>Actions</b> |  | <b>9 of 13 (69%)</b> |               |            |
|----------------|--|----------------------|---------------|------------|
| 1/11/21        | Implement 2 step school wide   | Complete 04/28/2021  | Tracy Goodrum | 06/01/2021 |
|                | <i>Notes:</i>  |                      |               |            |
| 9/14/22        | Morning meeting and restorative practices. Practices will be implemented and documented on a weekly basis. |                      | Kim Allen     | 06/03/2023 |
|                | <i>Notes:</i>  |                      |               |            |
| 9/14/22        | Review ODR, identify triggers and provide support/ solutions.  |                      | Tracy Goodrum | 06/05/2023 |
|                | <i>Notes:</i>  |                      |               |            |
| 9/14/22        | Second Step- implement and document the usage once a week and offer support to new members.                |                      | Tracy Goodrum | 06/05/2023 |
|                | <i>Notes:</i>  |                      |               |            |
| 9/15/22        | Review ODR, minor behaviors, Second Step, and Restorative Practices data quarterly to guide next steps     |                      | Sarah Grier   | 06/05/2023 |
|                | <i>Notes:</i>  |                      |               |            |
| 9/15/22        | Develop a Student Support Services Team to track data that will guide future action.                       | Complete 09/13/2022  | Sarah Grier   | 09/13/2023 |
|                | <i>Notes:</i>  |                      |               |            |

| Effective Practice:        |       | Curriculum and instructional alignment  |                                   |             |             |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| KEY                        | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i> |       | <p>Classroom teachers in collaboration with all certified staff are working to develop, execute, and reflect upon IB Program Development plans as part of the ongoing efforts to implement the Standards and Practices of the IB PYP. When reflecting upon the Program Develop Plans, teachers follow a PDSA model that requires them to identify what is working and areas for improvement moving forward. The work of grade level teams are recorded into the Unit Planning Documents.</p> <p>The IB Goal Team is currently reflecting on practices implemented during the 2021-2022 school year that focused on collaboration of certified personnel, including enhancement teachers, to create a more holistic approach to complete IB PYP implementation. In addition to enhancement teachers the team includes EC, ESL, and MTSS team members. By including these additional employees, the team can make certain that all populations of students are considered as teachers work to build a unit that is accessible to those populations.</p> <p>The IB Goal Team will focus much of their efforts during the 2022-2023 school year on active parent involvement. They are currently working on an implementation plan and will follow the IB model, similar to a PDSA, that requires planning, implementation, and reflection.</p> <p>As part of IB implementation efforts, fifth grade students will participate in collaborative projects that have them attend to "real world" situations. Students are required to research the area of concern, develop possible solutions, and understand how they personally can effect the concern by changing their own practices. As they complete the project, students present their new learning during the PYP Exhibition. At that time they teach others about the area of concern, share possible solutions and plead with the presentee to join them in their efforts to make the world a better place even when it is one person at a time.</p> <p>In addition to the PYP Exhibition projects, students in grade 4 will be completing research on the country represented by each flag in our Hall of Flags. That research will be collaborative and accessible to the school community via QR codes which will be posted in the hall. The Hall of Flags will be a two year project and will be completed in May of 2024. Similar to the work listed above, 3rd grade students will also</p> | Limited Development<br>04/11/2016 |             |             |

|   |  |                       |                        |                   |
|---|--|-----------------------|------------------------|-------------------|
|   | <p>complete the Atrium of Landmarks projects.</p> <p>Our Hall of Flags and Atrium of Landmarks are a visible symbol of the IB's emphasis on building global and multicultural awareness in elementary students.</p>  |                       |                        |                   |
|   | <p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>   |                       |                        |                   |
| <b>How it will look when fully met:</b> | <p>By June 2023, the grade level teams will analyze and reflect on unit planners. Grade level teams will update planners to align to the new enhanced PYP. The IB team will complete walkthroughs on different classrooms ensuring a high level of IB is visible in the classroom set up.</p> <p>When IB Standards and Practices are fully implemented the impact to our Cloverleaf community should be seen in all aspects of our operations including, but not limited to, an increase in positive student behavior, an increase in test scores, and a concern for the greater Cloverleaf Community outside the walls of our school and homes.</p> |                       | <b>Alison Whitaker</b> | <b>06/05/2023</b> |
| <b>Actions</b>                          |  | <b>17 of 22 (77%)</b> |                        |                   |
| 9/21/22                                 | The IB Goal Team will reflect upon Program Development Plan #1 and determine if the collaboration of classroom teachers and enhancement teachers can be moved into established practices to continue.  |                       | Sharon Miller          | 10/11/2022        |
|   | <i>Notes:</i>  |                       |                        |                   |
| 9/14/22                                 | Classroom teachers will identify students who are exemplifying the Learner Profile Traits on a weekly basis. Students will be recognized by the school leadership team and given an award for their behaviors.   |                       | Alison Whitaker        | 10/31/2022        |
|   | <i>Notes:</i>  |                       |                        |                   |
| 9/14/22                                 | Dedicated planning time on ERP/Extended Planning time to for unit/reflection work  |                       | Sally Schultz          | 12/31/2022        |
|   | <i>Notes:</i>  |                       |                        |                   |
| 9/21/22                                 | The IB Goal Team will develop a plan to engage parents through action outreach practices. The team will develop the plan and PDSA the plan throughout the school year.   |                       | Sharon Miller          | 06/02/2023        |
|   | <i>Notes:</i>  |                       |                        |                   |
| 9/14/22                                 | Monitor needed PD for 2022-23<br>Newbie Teacher Cat. 1   |                       | Andrew Mehall          | 06/05/2023        |

District-School Paid Official IB Training (Cat. 2 & 3)  
 Ongoing PD Needs for all staff - monthly  
 IB Professional Development around Essential Elements of PYP  
 Curriculum; Standards and Practices; Inquiry

Notes:

**Core Function:** Dimension A - Instructional Excellence and Alignment

**Effective Practice:** Student support services

|                            | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)   | Implementation Status                     | Assigned To | Target Date |
|----------------------------|-----|-------|--|---|-------------|-------------|
| <i>Initial Assessment:</i> |     |       | <p>At the Tier 1 level, the Bridges math Curriculum and the iReady individualized Instructional Path have been adopted by all grade levels to create an effective and consistent model through Cloverleaf. In addition, all classroom teachers are taking part in the LETRS Reading Training to support literacy success across the state. Classroom teachers in grades Kindergarten, first, and second, are implementing the Heggerty Daily Practice to fill student gaps in phonemic awareness. When supporting phonemic awareness, literacy scores and writing success should be effected in a positive manner.</p> <p>Tier 1 will also be supported by two Master Teachers who will share a fifth grade classroom while offering coaching to classroom teachers when they not teaching their own. Coaching will include but is not limited to setting up classroom routines, improving instructional practices, incorporating technology into instruction, and improving behavior management. Coaching may be brief to help a teacher get started with effective practices. However, at times, the coach may spend considerable time with a teacher to improve student successes.</p> <p>Mrs. Goodrum, the school counselor, supports the social and emotional health of students through a variety of practices. Tier I is being supported through the implementation of Morning Meetings, the Second Step Curriculum, and Restorative Practices. Tier II and III students participate in Check-in and Check-out daily to set goals and determine if goals are being met. Students receive support one-on-one</p> | <p>Limited Development<br/>05/02/2016</p> |             |             |

|   |  |                      |                        |                   |
|---|--|----------------------|------------------------|-------------------|
|   | <p>or in a small support group setting when necessary. Mrs. Goodrum works with outside agencies to offer Rainbow Kids for students who have experienced the loss of a loved one and she works with a counseling agency that comes into the school to counsel students who are in need of such services.</p> <p>Currently, Cloverleaf Elementary has staffed an MTSS Coordinator, Intervention Specialist, and six part-time interventionists that will support Tier II and Tier III students in reading, math, and writing. The MTSS leaders meet with the School Leadership Team weekly and classroom teachers monthly to monitor and record MTSS practices occurring within the school and determine next steps for implementation of instructional practices. In addition, the MTSS Team meets weekly to discuss individual students and determine next steps for those individuals. Links for MTSS Schedules are listed below.</p> <p><a href="#">Part-Time Interventionists Schedule</a></p> <p><a href="#">MTSS Coordinator's Schedule</a></p> <p><a href="#">Intervention Specialist's Schedule</a></p> <p>Our EC Team, including our School Psychologist, meets monthly to discuss student needs, best practices, and determine next steps moving forward.</p> |                      |                        |                   |
|   | Priority Score: 2  | Opportunity Score: 2 | Index Score: 4         |                   |
| <b>How it will look when fully met:</b> | Tier 1 will be effective for the majority (80%) of the students at Cloverleaf Elementary. Dr. Whitaker, the school instructional facilitator, will work with the school leadership team and classroom teachers to select effective classroom curriculum, practices, and procedures for the academic success of most students. Specifically, teachers will be using all four parts of the Bridges math curriculum, LETRS practices, Heggerty, and Guided Reading. L to J will be used to support science vocabulary. In addition, a science engagement class has been added into the enhancement rotation. By offering the same curriculum and training to all classroom teachers, approaches to learning will be uniformed throughout the school and will help determine effectiveness of the practices over time. Grade level team collaboration will occur weekly during grade level planning and during PLCs lead by Dr. Whitaker. During PLCs and grade level planning, teachers will plan together to   |                      | <b>Alison Whitaker</b> | <b>05/31/2023</b> |

ensure instructional consistency across the grade level and response to instruction based on data analysis. Data analysis will be used to determine students' response to instruction. Data analysis includes but is not limited to: EOG proficiency and growth scores, mClass and iReady proficiency and growth scores, NC Check-ins, and formal and informal classroom assessments.

In addition to the academic needs of students at Tier 1, the Second Step Curriculum and Morning Meetings will be used in every classroom to support the social and emotional needs of all students and help teachers monitor students' emotional health each day. Second Step and Morning Meetings will be monitored using a fidelity checklist, lesson plans, formal and informal observations, and student discipline data. The Student Support Goal Team will review data monthly and make changes to school-wide practices as necessary.

The school counselor, Mrs. Goodrum, will meet one-on-one or with small groups of students to address their social/emotional needs as identified in Tier 2 and Tier 3 of MTSS. These needs will be determined by teacher referrals and individual student discipline data. Mrs. Goodrum will collaborate with teachers on interventions to use in the classroom to meet the students' emotional needs. Check-in/Check-out will be used to set daily goals in the morning and determine the students' success with his/her individual goals at the end of each day. The counselor will demonstrate evidence of these interventions by using RTI stored, check in check out data, behavior plans, notes, and data records. Mrs. Goodrum will work with grade levels on Tier II interventions and develop interventions for these students. Mrs. Goodrum will collaborate with district personnel, parents and guardians of students, and outside agencies to support the needs of Tier 2 and Tier 3 students.

The MTSS Coordinator, Mrs. Keaton, and the Intervention Specialist, Dina Spataro, will work with teachers to identify students for Tier 2 and Tier 3. Roughly 20% of students will be identified using Universal Screening Tools and teacher input. Once students are identified, they will be screened by Mrs. Keaton, Mrs. Spataro, or one of six part-time interventionist to determine the lowest area of deficit in reading or math. At that time, the student will be placed with a group of students that have similar deficits. Then an appropriate, researched based, intervention will be used for instruction. Tier 2 students will receive instruction in his/her deficit area 3 days week by a trained, part-time interventionist. This instruction may take place within the classroom or

students may be pulled into an intervention classroom. Tier 3 students will receive instruction in his/her deficit area 4 to 5 days a week by Mrs. Keaton or Mrs. Spataro. All intervention instruction will be monitored through progress monitoring assessments that specifically match the students' deficit. The following is a list of progress monitoring tools that are currently being used: running records, comprehension checks, fluency assessments, word list assessments, PAST and Heggerty assessments, iReady Growth Monitoring, mClass progress monitoring, spelling inventories, Phonics for Reading assessments, and the LETRS Phonics and Word Reading Survey. In math, iReady Growth Monitoring Assessments, Bridges Progress Monitoring Assessments, and Easy CBM assessments will be used to determine students' response to interventions. When appropriate, interventions will be modified or changed to better meet students' needs. In addition to supporting Tier II and III students, Mrs. Keaton and Mrs. Spataro will support classroom teachers with paperwork that show how interventions are aligned with students' deficits, capture the type and number of sessions of interventions, the results of the interventions, and the next steps after data has been analyzed. When necessary, these ladies will work with the school psychologist, the EC teacher(s), and the parents as students move through the EC Referral process.

By following these steps Cloverleaf is helping to ensure that we see a reduction in special education referrals that represent and disproportional number of student based on student motivation, student culture, or the ethnicity of a students. Our ultimate goal as a school community is to reverse from a school that often presents as an "upside down triangle school" to one that represents the true ability of our students.

| <b>Actions</b> |   | <b>35 of 48 (73%)</b> |                                  |            |
|----------------|---|-----------------------|----------------------------------|------------|
| 9/20/22        | Master Teachers will create a shared space to teach a single fifth grade classroom that allows for instruction of their own students while also providing time for them to coach classroom teachers throughout the day. | Complete 08/26/2022   | Amy Morley and Jessica Tessenair | 08/26/2022 |
| <i>Notes:</i>  |   |                       |                                  |            |
| 9/20/22        | Master Teachers, along with the schools Instructional Facilitator, will create a survey to determine coaching needs throughout the building.  | Complete 09/09/2022   | Amy Morley and Jessica Tessenair | 09/09/2022 |
| <i>Notes:</i>  |   |                       |                                  |            |
| 9/20/22        | MTSS Interventions will determine school needs based on Universal Screenings and will begin implementing reading and math intervention  | Complete 09/20/2022   | Dina Spataro                     | 09/23/2022 |

|         |  |  |                   |            |
|---------|--|--|-------------------|------------|
|         | groups.  |  |                   |            |
|         | <i>Notes:</i>  |  |                   |            |
| 9/20/22 | The Data Goal Team will unpack Universal Screening Assessments to determine the successes and areas of improvement for subgroups that include low-income, minorities, and our disabled population. Students who are low performing will receive interventions at Tier II and Tier III levels as appropriate. |  | Kim Keaton        | 10/07/2022 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/18/22 | Implement Bridges Math Curriculum in all classrooms with a focus on Number Corners and Bridges vocabulary and routines.  |  | Alison Whitaker   | 01/13/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/21/22 | Master Teachers will create a teacher playbook of strategies for use in the classroom along with a video library of themselves or others modeling strategies.  |  | Jessica Tessenair | 02/01/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/20/22 | The Data Goal Team will unpack Universal Screening Assessments to determine the successes and areas of improvement for subgroups that include low-income, minorities, and our disabled population. Students who are low performing will receive interventions at Tier II and Tier III levels as appropriate. |  | Layken Haynes     | 02/10/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/14/22 | Teachers will analyze data to determine student needs<br>Interventionists will work with classroom teachers to determine which students need further support.  |  | Kim Keaton        | 02/10/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/14/22 | Encouraging a healthy grade level competition using the iReady Program for both reading and math.  |  | Dina Spataro      | 05/31/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/14/22 | Analyze student data to compare against the district and previous test results.  |  | Alison Whitaker   | 05/31/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/18/22 | Math Standards will be unpacked during PLCs to better understand the language of the standard and expectation for student success  |  | Alison Whitaker   | 05/31/2023 |
|         | <i>Notes:</i>  |  |                   |            |
| 9/18/22 | Grade Level Teams will meet weekly for PLCs and weekly as a grade  |  | Alison Whitaker   | 05/31/2023 |

|                            |              |  |                              |                    |                    |
|----------------------------|--------------|--|------------------------------|--------------------|--------------------|
|                            |              | level to plan to ensure consistency across the grade level.  |                              |                    |                    |
| <i>Notes:</i>              |              |  |                              |                    |                    |
| 9/20/22                    |              | Master Teachers, along with the Instructional Coach, will work with the school leadership team to identify coaching needs throughout the school building. The Master Teacher will help teachers achieve goals through the Impact Cycle.  |                              | Kim Keaton         | 06/02/2023         |
| <i>Notes:</i>              |              |  |                              |                    |                    |
| 9/19/22                    |              | Meet monthly to review/update MTSS documentation and discuss student needs. The MTSS Team will make adjustments based on student data and teacher input.   |                              | Kim Keaton         | 06/09/2023         |
| <i>Notes:</i>              |              |  |                              |                    |                    |
| 9/19/22                    |              | Mrs. Goodrum will meet with Tier II and Tier III students daily to set behavior goals and determine if their individual goals are met. As goal are met, Mrs. Goodrum will work with the student to determine next steps for success.   |                              | Tracy Goodrum      | 06/10/2023         |
| <i>Notes:</i>              |              |  |                              |                    |                    |
| 9/18/22                    |              | All classroom teachers will engage in LETRS Training as mandated by the state of NC.   |                              | Alison Whitaker    | 06/12/2023         |
| <i>Notes:</i>              |              | Cohort 1 will received LETRS Training for Units 3-6. Cohort 2 will receive LETRS Training for Units 1-4.   |                              |                    |                    |
| <b>Core Function:</b>      |              | <b>Dimension B - Leadership Capacity</b>   |                              |                    |                    |
| <b>Effective Practice:</b> |              | <b>Monitoring instruction in school</b>  |                              |                    |                    |
| <b>KEY</b>                 | <b>B3.03</b> | <b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>  | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i> |              | <p>We are currently have scheduled guided reading, reading daily 5, bridges math instruction, k-2 math groups and science instruction. We also offer daily groups of push in and pull out interventions.</p> <p>The leaders of Cloverleaf Elementary prefer a hands-on approach to instruction that also allows for teacher autonomy thus providing a balance that secures a positive school climate. Andy Mehall, the school principal, and Sally Schultz, the assistant principal, meet weekly with the Instructional Facilitator, MTSS Coordinator, Intervention Specialist, and School Counselor. This team, known as the leadership team, discusses upcoming events, recognizes celebrations from the previous week, offer reports for their respective areas of expertise and determine next steps when changes are necessary. This allows our</p> | No Development<br>08/26/2021 |                    |                    |

school leaders the ability to be involved in the instructional practices and programming being offered within the school building. PDSA or Plan, Do, Study, Act is used within this team to determine the validity of all areas of school operations. In addition to meeting with the school leadership team, Mr. Mehall and Ms. Schultz attend weekly PLCs and at times will attend grade level planning meetings. At these meetings that often discuss the sense of urgency we envision for our school staff and the need to offer effective instruction to meet the needs of our students. Both school leaders have an open door policy and welcome teachers for discussion throughout the work day. When possible, they are available and ready to provide their full attention to the needs of students, teachers, and any school staff member.

Our school leadership understand the importance of being visible throughout the school building. The school principal, assistant principal, and instructional facilitator greet students as they get off the bus or get out of their cars each morning. As a team, they visit every classroom on a daily basis to say hello to all of the teachers and students. They are visible throughout the school day and can be found in classrooms as they offer support to students and teachers. By being visible throughout the building, the team has a sense of the climate of the school and individual classrooms and can offer proactive support as necessary. Our school leaders conduct formal and informal classroom observations and classroom walk-throughs. After these observations, the leaders offer feedback to celebrate successes and offer suggestions for areas of improvement. By doing these observations, the leaders can ensure that specific practices and curricula are being implemented as expected within the building. At times, the school leaders will go into classrooms and model effective practices.

in order to directly effect classroom instruction, the school leaders create a schedule that allows grade level teams to have common planning on a daily basis. The schedule provides for 90 minutes of uninterrupted time for teachers to offer instruction in reading and math. They work with district leaders and the leadership team to identify best practices and effective curriculum to impact student learning. Once identified, the leadership team secures funding to purchase anything necessary for implementation.

During the 2022-2023 school year the leadership team has provided very specific practices and curricula they expect to see in each classroom. These practices include guided reading, Daily 5 Reading management systems, Bridges Math Curriculum implementation with a

|  |  |                             |                             |                          |
|--|--|-----------------------------|-----------------------------|--------------------------|
|  | <p>focus on Number Corners and unpacking the math standards, K-2 guided math groups and science instruction, LETRS practices and Heggerty Phonemic Awareness instruction in grades K-2. These instructional practices are supported by eight interventionists who offer push-in and pull-out groups specifically aligned to student deficit areas. These 8 women offer Bridges interventions that directly align with classroom instruction and reading interventions that are research based to positively impact reading and writing success in the classroom.</p> <p>Finally, Mr. Mehall and Ms. Schultz are open to receiving feedback from district and state leaders in order to impact our school in a positive manner.</p>   |                             |                             |                          |
|  | <p>Priority Score: 2</p>   | <p>Opportunity Score: 2</p> | <p>Index Score: 4</p>       |                          |
| <p><b>How it will look when fully met:</b></p> | <p>Cloverleaf leaders, including the principal and assistant principal, will be critical to implementing strong instructional practices at all Tiers of MTSS in order to improve outcome for all students. School leaders will "engage staff in ongoing professional development, plan strategically, and model a problem-solving process for school improvement," (Wise Ways) Mr. Mehall and Ms Schultz will support "the implementation of MTSS by communicating a vision and mission to school staff, providing resource for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving to guide instruction," (Wise Ways). As stated under a previous objective, our ultimate goal is to change from an upside down triangle school, to one that accurately depicts the ability of our students as they live up to their full potential.</p> <p>Cloverleaf's school leaders will use the following data to determine if full implementation has been reached:</p> <ul style="list-style-type: none"> <li>• Formal and Informal Observations (Including Classroom Walk-throughs)</li> <li>• PLC Agendas</li> <li>• School Climate Survey</li> <li>• Staff, Family, and Student Surveys</li> <li>• EOG Scores</li> <li>• Universal Screeners (iReady, mClass)</li> <li>• Progress Monitoring</li> </ul> |                             | <p><b>Andrew Mehall</b></p> | <p><b>06/10/2023</b></p> |

| <b>Actions</b> |  | <b>5 of 10 (50%)</b> |               |            |
|----------------|--|----------------------|---------------|------------|
| 9/20/22        | School administrators will share out the revised Classroom Walkthrough Instrument to reiterate the focus for classroom practices moving forward. Those practices include building relationships with students, Rigor in Tier 1, and elements of IB are evident in the classroom environment. |                      | Sally Schultz | 10/31/2022 |
| <i>Notes:</i>  |  |                      |               |            |
| 9/18/22        | The principal and assistant principal will meet with the leadership team on a weekly basis to discuss classroom practices, MTSS implementation, individual student needs and school operations.  |                      | Andrew Mehall | 05/31/2023 |
| <i>Notes:</i>  |  |                      |               |            |
| 9/18/22        | The school leadership team will consider feedback from Mrs. Savage, State Leadership Coach, related to school practices and makes changes as necessary.  |                      | Andrew Mehall | 05/31/2023 |
| <i>Notes:</i>  |  |                      |               |            |
| 9/18/22        | School leadership will complete formal and informal observations that include classroom walkthroughs. The school leader will offer feedback after the observation.   |                      | Sally Schultz | 05/31/2023 |
| <i>Notes:</i>  |  |                      |               |            |
| 9/20/22        | The principal and assistant principal will complete the first round of Formal Classrooms Observations and provide feedback through Post-Observation Conferences.   |                      | Andrew Mehall | 10/31/2023 |
| <i>Notes:</i>  |  |                      |               |            |