

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 2024.

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 2024.

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 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 allow them to refocus the student's attention on the classroom</p>		Tracy Goodrum	06/01/2024

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 reenforce 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

During the 2022 – 2023 school year, 13 students were excluded in response to a behavioral violation. 7 of all African American students and 3 of all White students were excluded. We will decrease the percentage of African American students subject to exclusionary discipline from 50% to 40% in 2023 – 2024.

Actions		14 of 18 (78%)		
9/29/20	Foster social and emotional learning by implementing Second Step curriculum.	Complete 10/06/2020	Tracy Goodrum	10/01/2020
<i>Notes:</i>				
9/29/20	Student news group to provide daily updates on close circuit streaming.	Complete 10/06/2020	Jessica Emery	10/01/2020
<i>Notes:</i>				
9/25/20	Student Leadership to begin morning news show	Complete 11/10/2020	Jessica Emery	10/08/2020
<i>Notes:</i>				

9/17/20	Beautification Set up campus clean up schedule -Tend to blacktop umbrellas -Fundraiser to purchase more permanent shade for the blacktop	Complete 01/11/2021	Kim Allen	12/18/2020
<i>Notes:</i>				
9/17/20	Meet once monthly -Grade levels will discuss to determine meeting time as well as meeting duration. -One student from M/T and one student from Th/F will be chosen from each fourth and fifth grade class	Complete 01/11/2021	Tracy Goodrum	01/05/2021
<i>Notes:</i> Student Council				
1/29/21	Restorative Justice Circles	Complete 04/28/2021	Tracy Goodrum	03/30/2021
<i>Notes:</i>				
1/29/21	5th graders will complete occupational interest program	Complete 04/28/2021	Amy Morley	03/30/2021
<i>Notes:</i>				
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.	Complete 06/09/2023	Kim Allen	06/03/2023
<i>Notes:</i>				
9/14/22	Review ODR, identify triggers and provide support/ solutions.	Complete 06/09/2023	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.	Complete 06/09/2023	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	Complete 06/09/2023	Sarah Grier	06/05/2023
<i>Notes:</i>				
9/8/23	All staff will be trained on the Autism Spectrum with strategies to help students be successful.	Complete 08/18/2023	Sally Schultz	08/18/2023
<i>Notes:</i>				

9/15/22	Develop a Student Support Services Team to track data that will guide future action.	Complete 09/21/2023	Sarah Grier	09/13/2023
<i>Notes:</i>				
9/8/23	All staff will be trained in CPI Verbal De-escalation. All staff will implement de-escalation strategies throughout the year.		Sally Schultz	10/10/2023
<i>Notes:</i>				
8/22/23	Train and implement staff on positive behavior referrals		Sally Schultz	05/24/2024
<i>Notes:</i>				
8/22/23	Quarterly behavior incentive that we will recognize students		Sally Schultz	05/24/2024
<i>Notes:</i>				
8/22/23	Weekly Learner profile shout outs for student character development.		Andrew Mehall	05/24/2024
<i>Notes:</i>				
Implementation:		06/25/2023		
Evidence	6/25/2023 Data ...			
Experience	6/25/2023 Smooth as the system is in place			
Sustainability	6/25/2023 Continue with the plan in place.			

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
Initial Assessment:		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. The IB Goal Team is currently reflecting on practices implemented	Limited Development 04/11/2016		

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.

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.

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.

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 complete the Atrium of Landmarks projects.

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.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<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>	<p>Objective Met 06/25/23</p>	<p>Alison Whitaker</p>	<p>06/01/2024</p>
<p>Actions</p>				
<p>10/1/17</p>	<p>Planning for guided reading will occur weekly during PLC meetings with each grade level.</p>	<p>Complete 05/29/2020</p>	<p>Alison Whitaker</p>	<p>05/31/2020</p>
<p><i>Notes:</i></p>				
<p>10/1/17</p>	<p>Planning for math instruction will occur each week during PLCs with each grade level.</p>	<p>Complete 05/29/2020</p>	<p>Alison Whitaker</p>	<p>05/31/2020</p>
<p><i>Notes:</i></p>				
<p>10/1/17</p>	<p>Instructional observations will occur with all teachers in the areas of Reading and/or Math.</p>	<p>Complete 05/29/2020</p>	<p>Andrew Mehall</p>	<p>05/31/2020</p>
<p><i>Notes:</i> At least twice per year for every staff member.</p>				
<p>9/17/19</p>	<p>Create and manage intervention teams</p>	<p>Complete 05/29/2020</p>	<p>Alison Whitaker</p>	<p>05/31/2020</p>
<p><i>Notes:</i> Team will meet weekly to discuss students Intervention team will pull students on a daily basis</p>				
<p>9/17/19</p>	<p>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.</p>	<p>Complete 06/01/2020</p>	<p>Alison Whitaker</p>	<p>06/01/2020</p>

Notes: 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.

9/17/19	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.	Complete 06/01/2020	Alison Whitaker	06/01/2020
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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.

9/17/20	Monitor Full IB Action Plan	Complete 10/06/2020	Alison Whitaker	10/01/2020
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Notes:

9/17/20	Goal #3 for 2020-21 Review 2020 Enhanced PYP Standards and Practices	Complete 10/06/2020	Alison Whitaker	10/01/2020
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Notes:

Create document
Goal team will review entire document
Divide sections - fill in
Review as a group

9/29/20	We will engage our community through media outlets while making them aware of our recent successes and areas for growth.	Complete 10/06/2020	Alison Whitaker	10/01/2020
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<i>Notes:</i>				
9/25/20	To begin recognizing IB Leadership Leaders	Complete 11/10/2020	Kristie Land	10/09/2020
<i>Notes:</i>				
9/17/20	Goal #2 for 2020-21 School-wide Action (Service) School recognition of individual student action Continue recognition for Learner Profile	Complete 01/11/2021	Alison Whitaker	01/05/2021
<i>Notes:</i> School wide Action (Service) each semester? Socktober? Jump a Thon? Plan for Student Action Recognition ?				
9/17/20	Goal #4 for 2020-21 Review all IB policies; add new required policies	Complete 04/28/2021	Alison Whitaker	03/05/2021
<i>Notes:</i> Entire goal team will be aware of policies/requirements Whitaker will gather policies and send to 3-4 team members for feedback				
9/17/20	Goal #5 for 2020-21 Monitor needed PD Enhanced PYP Training - all staff Newbie Teacher Cat. 1 PYP Exhibition -5th & Emery District-School Paid Official IB Training (Cat. 2 & 3) Ongoing PD Needs for all staff - monthly	Complete 04/28/2021	Alison Whitaker	03/05/2021
<i>Notes:</i> Develop plan/schedule for PD				

1/29/21	Leaders show by examples, set routines, provide consistency, encourage student engagement in activities, Shared vision from the top down, Mission statements/Essential Agreements, encourages different ethnicity participation, works with community leaders.	Complete 04/28/2021	Tony Gentile	03/30/2021
<i>Notes:</i>				
1/29/21	<p>Create/Sustain Hi-Quality Learning Environments Review IB Rules, Regulations, and Guidelines support the Implementation and Development of the P.O.I. Time Management:</p> <p>Leadership and Governance: Administration and School Board helps to develop and implement a schedule that helps teachers to develop and teach the units of inquiry.</p> <p>-Student Support: The school will support student learning through programme implementation, ongoing teacher support, and teacher collaboration</p> <p>-Student support: School demonstrates a commitment to make the most effective use of learning spaces and learning environment to meet the needs of all students</p> <p>-Student Support: School identifies and allocates spaces and resources to support the social, emotional and physical well-being of its students and teachers. Supports open communication based on respect</p>	Complete 04/28/2021	Dwayne Smith	03/30/2021
<i>Notes:</i>				
1/29/21	<p>Culture 1: Makes sure the school in general and programmes specifically are accessible by any genuinely interested student. (Bruner)</p> <p>Culture 2: School creates a specific set of by-laws by which lays out inclusivity. This is a document that needs to be reviewed regularly in order to shift with ever changing times. (Bruner)</p> <p>Culture 4: The school recognizes multilingualism as a fact, right, and resource for learning; making sure the school's language policy is aligned with the IB policies for language. (Hogan)</p>	Complete 04/28/2021	Heather Hogan	03/30/2021
<i>Notes:</i>				

1/29/21	<p>Lifelong learning - engage in approaches to learning; reflect on Learner Profile and international mindedness; Collaboration, Student Voice; Ethical - Academic honesty; Student action and goal setting; Exploration of student cultures;</p> <p>Approaches to teaching: inquiry based; student choice as appropriate; Concept based teaching to support concept learning for students;</p> <p>Approaches to assessment (0404)</p> <p>The school (admin, teachers, and students) use feedback from student work to provide and support students and teachers with their learning, teacher and assessment.</p> <p>Teachers use a variety of assessment methods and analyse student learning over time to create learning experiences based on their data. The school ensures that parents and students have access to requirements regarding assessments.</p> <p>The school administrates assessments in accordance with IB rules and regularly reviews compliance with all access arrangements.</p> <p>The school implements, communicates and regularly reviews systems and processes for reporting student progress.</p> <p>The school monitors and evaluates the delivery of assessments and provides students with opportunity to show their learning through a variety of assessments.</p>	Complete 04/28/2021	Ashley Tomlin	03/30/2021
<i>Notes:</i>				
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.	Complete 10/11/2022	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.	Complete 10/03/2022	Alison Whitaker	10/31/2022
<i>Notes:</i>				
9/14/22	Dedicated planning time on ERPD/Extended Planning time to for unit/reflection work	Complete 09/30/2022	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.	Complete 06/09/2023	Sharon Miller	06/02/2023
<i>Notes:</i>				
9/14/22	Monitor needed PD for 2022-23 Newbie Teacher Cat. 1 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	Complete 06/09/2023	Andrew Mehall	06/05/2023
<i>Notes:</i>				
Implementation:		06/25/2023		
Evidence	2/16/2022 The objective has been fully implemented by the evidence provided.			
Experience	6/4/2020			
Sustainability	6/4/2020			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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:		<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</p>	Limited Development 05/02/2016		

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.

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 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.

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.

Our EC Team, including our School Psychologist, meets monthly to discuss student needs, best practices, and determine next steps moving forward.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

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

Alison Whitaker

05/31/2024

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 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. Smith, 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. Smith, 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. Smith. 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. Smith 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.

Actions		50 of 52 (96%)		
2/12/20	Data Day to discuss where we are this point in the year.	Complete 02/05/2020	Alison Whitaker	02/05/2020
<i>Notes:</i>				

2/12/20	Monthly competition to increase the use of I-ready and the percent of success.	Complete 05/01/2020	Andrew Mehall	05/01/2020
	<i>Notes:</i> We will continue this due to the success we were having before Covid-19 closed schools.			
10/1/17	Administration will meet with every class to discuss behavior expectations throughout the school environment.	Complete 01/06/2020	Andy Mehall	05/15/2020
	<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.	Complete 05/29/2020	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.	Complete 02/05/2020	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.	Complete 03/13/2020	Debbie Addis	05/31/2020
	<i>Notes:</i>			
10/1/17	Staff will receive continuous training for behavior management strategies in monthly staff meetings.	Complete 05/29/2020	Kristie Land	05/31/2020
	<i>Notes:</i>			
10/3/18	Teachers will analyze data to determine students needs.	Complete 05/29/2020	Alison Whitaker	06/08/2020
	<i>Notes:</i>			
10/3/18	Meeting with teachers monthly to discuss Tier II students.	Complete 05/29/2020	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	Complete 05/29/2020	Andrew Mehall	06/08/2020
	<i>Notes:</i>			
9/29/20	Using the ISS tier 2 and tier 3 matrix implement interventions with student groups.	Complete 10/06/2020	Carla Moorefield	10/01/2020
	<i>Notes:</i>			
9/29/20	As a TSI school we will cross check members of subgroups to identify their intervention needs.	Complete 10/06/2020	Kristie Land	10/01/2020
	<i>Notes:</i>			
9/29/20	We will engage our community through media outlets while making them aware of our recent successes and areas for growth.	Complete 10/06/2020	Andrew Mehall	10/01/2020

<i>Notes:</i>				
9/29/20	As an IB school we will foster a community of culturally sensitive learners by integrating culturally responsive curriculum that is relevant to students lives.	Complete 10/06/2020	Alison Whitaker	10/01/2020
<i>Notes:</i>				
9/29/20	Identify students who need to move to different tiers and begin implementing interventions to meet their needs. Teacher will provide tier 2 interventions while MTSS coordinator will provide Tier 3 interventions.	Complete 11/10/2020	Alison Whitaker	10/30/2020
<i>Notes:</i>				
9/29/20	Provide research based explicit instruction consistently to determine gaps and successes while implementing a process to check (walkthroughs)	Complete 11/10/2020	Carla Moorefield	10/30/2020
<i>Notes:</i>				
9/17/20	Analyze student data to compare against the district and compare against previous test results	Complete 01/11/2021	Carla Moorefield	12/15/2020
<i>Notes:</i> Will compare iReady D1 to district in Oct.				
9/29/20	Work with data goal team and Grade Level PLC's to identify strengths and weaknesses across grade levels.	Complete 01/11/2021	Alison Whitaker	12/18/2020
<i>Notes:</i>				
9/29/20	Implement grade level iReady competition among grade levels.	Complete 01/11/2021	Carla Moorefield	12/18/2020
<i>Notes:</i>				
9/29/20	Use data from iReady Diagnostic 1 to develop Tier 1 core instructional plans for each grade level core in RTI stored in ELA and Math.	Complete 01/11/2021	Carla Moorefield	12/18/2020
<i>Notes:</i>				
1/29/21	Analyze Student Data to compare against district and previous test results.	Complete 04/28/2021	Carla Moorefield	03/30/2021
<i>Notes:</i>				
1/29/21	Teachers will analyze data to determine student needs.	Complete 04/28/2021	Kim Keaton	03/30/2021
<i>Notes:</i>				
1/29/21	Encouraging a healthy grade level competition in iReady	Complete 04/28/2021	Wesley McSwain	03/30/2021
<i>Notes:</i>				

9/17/20	Analyze grade level data.	Complete 05/28/2021	Wesley McSwain	06/01/2021
	<i>Notes:</i> iReady D1 - Looked at data in grade level groups K-1, 2-3, 4-5			
8/26/21	Create a Team to push in for interventions	Complete 10/12/2021	Kim Keaton	09/07/2021
	<i>Notes:</i>			
9/9/21	Determine previously identified students in all Tiers to continue instruction at each tier	Complete 10/12/2021	Alison Whitaker	09/30/2021
	<i>Notes:</i>			
9/9/21	Identify additional students not currently being served in Tier 1 At Risk/Tier 2 interventions	Complete 12/17/2021	Kim Keaton	12/01/2021
	<p><i>Notes:</i> Mrs. Keaton worked will work with Teachers during MTSS PLCS during the months of January and February to review student data and adjust Tier 2 and Tier 3 intervention groups. Teachers will work with Mrs. Keaton to update Tiered plans that provide the appropriate intervention for the students' specific deficit areas.</p> <p>iReady universal screener for math K-5 and for reading, 4-5, was administered in December 2021. Data will be used to assess and modify placement in Tiered system. mClass reading universal assessment will be administered to K-3 students in January, 2022.</p> <p>RtI Stored, our MTSS documentation system, has been updated with progress monitoring and reflections for all students.</p>			
9/9/21	Students working above grade level will also be identified for enrichment and differentiation to meet needs.	Complete 12/17/2021	Kristie Land	12/01/2021

Notes: Mrs. Land has met with teachers during PLCs to identify students who are working above grade level. She has had common planning with teachers of these students to ensure best practices to meet their individual learning needs. Students are receiving differentiated instruction during guided reading and guided math. In addition, some assignments are being modified to better meet their needs. Mrs. Land has supported enhancement teachers to create enrichment groups for students to attend once per week. The music teacher, Mr. Smith, is leading a chorus group. The art teacher, Mr. Gilbert, has formed an art club. The science teacher, Mrs. Higgins, has created a science/robotics club. Finally, the librarian, Ms. Emery, is leading a Battle of the Books team. While the clubs do support our higher-performing students, they are not exclusive to these students. Students have also had the opportunity to participate in the science fair and will be encouraged to participate in the math expo.

9/9/21	Reassess at MOY to determine if students need to change Tiers	Complete 02/09/2022	Kim Keaton	02/11/2022
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Notes: Data for grades K-5 in the area of math and 4-5 reading have been collected. Grade level data, teacher-specific data, and student data are being analyzed using a 4 quadrant growth chart. The data will be used to determine the next steps for the school, teacher instructional practices, and for needs of individual students. MClass reading assessments will begin this week for grades K-3. Similar data analysis will take place with mClass Reading data. When all data has been collected, the teachers, instructional coach, and full/part-time interventionists will meet to determine next steps for students. Two days will then be taken to adjust student groups and schedule changes to best support individual student needs. In addition, the data will be used to determine tier levels for students and any EC Referrals that may need to take place. The meetings and planning will occur during the week of February 7. At that time, all mid-year data, as well as 2nd quarter Check-in scores, will be available to help the team make the most informed decisions possible. Teachers met with pull-out and push-in interventionists on Monday, February 7 and Wednesday, February 9 to discuss next steps for students in Tiered levels. Interventionists spent the remainder of the week, rearranging groups and planning to best meet the needs of students receiving interventions.

9/9/21	Meet monthly to review/update MTSS documentation and discuss student needs	Complete 06/10/2022	Kim Keaton	06/01/2022
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9/9/21	Administer BOY Assessments - mClass K-3 Reading, 3rd Grade BOG; K-5 iReady Math; 4-5 iReady Reading	Complete 06/10/2022	Kristie Land	06/01/2022
<i>Notes:</i>				
9/9/21	Analyze data and create Tier 1 plans based on gaps and strengths at each grade level.	Complete 06/10/2022	Alison Whitaker	06/01/2022
<i>Notes:</i>				
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 groups.	Complete 09/20/2022	Dina Spataro	09/23/2022
<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.	Complete 10/07/2022	Kim Keaton	10/11/2022
<i>Notes:</i>				
9/18/22	Implement Bridges Math Curriculum in all classrooms with a focus on Number Corners and Bridges vocabulary and routines.	Complete 11/30/2022	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.	Complete 01/20/2023	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.	Complete 02/06/2023	Layken Haynes	02/10/2023

<i>Notes:</i>				
9/14/22	Teachers will analyze data to determine student needs Interventionists will work with classroom teachers to determine which students need further support.	Complete 02/06/2023	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.	Complete 06/09/2023	Dina Spataro	05/31/2023
<i>Notes:</i>				
9/14/22	Analyze student data to compare against the district and previous test results.	Complete 06/09/2023	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	Complete 06/09/2023	Alison Whitaker	05/31/2023
<i>Notes:</i>				
9/18/22	Grade Level Teams will meet weekly for PLCs and weekly as a grade level to plan to ensure consistency across the grade level.	Complete 06/09/2023	Alison Whitaker	05/31/2023
<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.	Complete 06/09/2023	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.	Complete 06/09/2023	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.	Complete 06/09/2023	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.	Complete 06/09/2023	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.				

8/22/23	All 3rd-5th grade teachers will implement Magnetic Reading with fidelity.	Complete 09/04/2023	Alison Whitaker	09/13/2023
<i>Notes:</i>				
8/22/23	MTSS Interventions will determine school needs based on Universal Screenings and will begin implementing reading and math intervention groups.	Complete 09/21/2023	Summer Smith	09/15/2023
<i>Notes:</i>				
8/22/23	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.		Summer Smith	10/11/2023
<i>Notes:</i>				
8/22/23	All classroom teachers will engage in LETRS Training as mandated by the state of NC.		Alison Whitaker	05/24/2024
<i>Notes:</i>				
Implementation:		06/25/2023		
Evidence	6/25/2023 Data			
Experience	6/25/2023 Smooth as systems are in place			
Sustainability	6/25/2023 Continue with the plan in place			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Kim Rector, Jon Ribbeck, Andy Mehall, Alison Whitaker and Sally Schultz meet quarterly to review school's progress.	Full Implementation 11/07/2022		
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

<p>Initial Assessment:</p>	<p>The school leadership team is comprised of the school principal, assistant principal, Instructional Coach, MTSS Coordinator, Intervention Specialist, and the school counselor. The team meets weekly, or four times a month, on Monday mornings at 8:30 am in the office conference room for a minimum of 45 minutes.</p> <p>During School Leadership Team meetings the Core curriculum, supplemental supports, and intensive student supports are discussed. Advances are celebrated, areas for improvement are discussed and a plan for moving forward are prepared and reviewed at future meetings. In addition to academic support, the same model of plan, do, study, act is used to determine the success of our social and emotional programming. Individual student needs are discussed on an as needed basis. Each individual on the team shares his or her expert perspective and the team collaborates to support these individuals.</p> <p>The school leadership team also discusses school culture and ways to support the staff and future events occurring at the school and in the community.</p>	<p>Full Implementation 11/01/2022</p>		
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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

<p>Initial Assessment:</p>	<p>Cloverleaf Elementary has established a team structure among teachers with specific duties and time for instructional planning. This structure or system is determined by the master schedule. All grade levels k-5 have common planning on a daily basis. Cloverleaf Master Schedule 2022-2023 During common planning each week, grade level teams meet together for curriculum planning. Teams also meet once a week for PLCs lead by the school's Instructional Facilitator or the MTSS Coordinator and Intervention Specialist.</p> <p>Administrators support grade level teams through weekly PLCs. Administrators will attend these meetings when sharing out important information, support teacher concerns, and gain an understanding of grade level needs during these times.</p> <p>Beyond grade level teams, teachers and teacher assistance are members of a variety of collaborative opportunities. These opportunities are listed below.</p> <p>School Leadership Team: meets weekly on Monday mornings</p> <p>School Improvement Team: Meets the first working Tuesday of each month</p> <p>Goal Teams (Data, Student Support, and IB): Meet the second working Tuesday of each month</p> <p>Staff Meetings: Third Tuesday of each month</p> <p>Grade Level/IB Collaborative Planning: fourth Tuesday of each month.</p> <p>Student achievement is the goal of all meetings. The academic as well as the social and emotional health of students are the center of all discussions. Lesson plans, meeting agendas, and school culture are indicators that students needs are the primary focus.</p>	<p>Full Implementation 10/18/2022</p>		
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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

Initial Assessment:

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.

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 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.

No Development
08/26/2021

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 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 aline with classroom instruction and reading interventions that are research based to positively impact reading and writing success in the classroom.

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.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</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"> • Formal and Informal Observations (Including Classroom Walk-throughs) • PLC Agendas • School Climate Survey • Staff, Family, and Student Surveys • EOG Scores • Universal Screeners (iReady, mClass) • Progress Monitoring 	<p>Objective Met 06/25/23</p>	<p>Andrew Mehall</p>	<p>06/01/2024</p>
<p>Actions</p>				
<p>8/26/21</p>	<p>How are we teaching teachers?</p>	<p>Complete 09/09/2021</p>	<p>Kim Keaton</p>	<p>09/01/2021</p>
<p>Notes:</p>				
<p>9/9/21</p>	<p>Grade levels have common plans</p>	<p>Complete 10/12/2021</p>	<p>Alison Whitaker</p>	<p>10/01/2021</p>
<p>Notes:</p>				
<p>9/9/21</p>	<p>Admin team will create and share a streamlined walkthrough instrument, give feedback out to teachers within 24 hours and share/review data with SIT</p>	<p>Complete 10/12/2021</p>	<p>Kristie Land</p>	<p>10/01/2021</p>
<p>Notes:</p>				
<p>9/9/21</p>	<p>Pre-conferences, observations, post-conferences as scheduled</p>	<p>Complete 06/10/2022</p>	<p>Andrew Mehall</p>	<p>06/01/2022</p>
<p>Notes:</p>				

9/9/21	Established schedules will be followed - enhancement, lunch, master schedule for math, reading, etc.	Complete 06/10/2022	Andrew Mehall	06/01/2022
<i>Notes:</i>				
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.	Complete 11/07/2022	Sally Schultz	11/30/2022
<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.	Complete 06/09/2023	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.	Complete 06/09/2023	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.	Complete 06/09/2023	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.	Complete 06/09/2023	Andrew Mehall	10/31/2023
<i>Notes:</i>				
Implementation:		06/25/2023		
Evidence	6/25/2023 Data			
Experience	6/25/2023 Smooth as the system is in place.			
Sustainability	6/25/2023 Continue with the plan for next year.			

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> - NC Check In, Iready, Mclass, instructional progress monitoring, EOG, BOG, LtoJ and classroom assessments. . - Meeting with PLCs and grade level and Admin is involved unless they are filling out indistar. - Goal Teams, Data Chats, Weekly PLCs, Student Led Conferences, student data notebooks - EOG proficiency/EVAAS growth - using iReady and mClass as indicators throughout the year. - Common assessments in all grade levels 	Full Implementation 11/07/2022		

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>		School culture is established to maintain staff in the school.	Full Implementation 11/07/2022		

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

Initial Assessment:

1-The school engages parents/guardians to help attain academic goals through school-wide Student-Led Conferences at multiple checkpoints throughout the year as well as curriculum nights, parent/teacher conferences, and encouraging parents to stay abreast with PowerSchool.

2-Parents/guardians are seen as partners with the school due to the amount of collaboration through PTO, student-led conferences, curriculum nights, and more.

3-Feedback from surveys communicated and used to improve processes go through SIT and are discussed with PTO as well as shared out with our parent community.

4-Teachers collaborate with parents/guardians to positively impact students through teacher/parent conferences, student-led conferences, partnering at Curriculum Nights and welcoming parents to attend field trips and lunch.

5-We are building the capacity of our parents by encouraging parents to attend PTO meetings, student-led conferences, curriculum nights, and more. Through the student-led conferences parents are actively engaged in the academic progress of their students.

6-The school is assisting EL parents by offering language support at student-led conferences, sharing weekly updates in Spanish, and having our EL teacher participate in district EL nights with our community.

Full Implementation
11/07/2022