

## 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 2025.

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 2025.

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.



Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<b>How it will look when fully met:</b>		<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 Dr. Dalton 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>		Andrew Mehall	06/01/2025
<b>Actions</b>			<b>9 of 14 (64%)</b>		
	8/20/24	The principal and assistant principal will complete the first round of Formal Classrooms Observations and provide feedback through Post-Observation Conferences.		Andrew Mehall	11/01/2024
<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	05/31/2025

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8/20/24	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	06/01/2025
<i>Notes:</i>				
9/13/24	Leadership team will review data quarterly from observations and walkthroughs and prioritize coaching in the school		Andrew Mehall	06/01/2025
<i>Notes:</i>				
8/20/24	School leadership will complete formal and informal observations that include classroom walkthroughs. The school leader will offer feedback after the observation.		Andrew Mehall	06/02/2025

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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 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		Alison Whitaker	05/31/2025

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.

<b>Actions</b>		<b>54 of 60 (90%)</b>		
<i>Notes:</i>				
8/14/24	Assess students in Iready and mclass to find gap areas	Complete 09/01/2024	Summer Smith	08/31/2024
<i>Notes:</i>				
8/20/24	MTSS team will build their groups and set up service time for their gaps.	Complete 09/13/2024	Summer Smith	09/15/2024
<i>Notes:</i>				
8/20/24	Meet with the staff to review school expectations on Tier I behavior.		Tracy Goodrum	10/15/2024
<i>Notes:</i>				
9/13/24	Implement Lexia with 60 % of our EC students.		Nina Laney	11/02/2024
<i>Notes:</i>				
9/13/24	Review Lexia Data to look for gap areas and improvement.		Nina Laney	12/01/2024
<i>Notes:</i>				
8/20/24	Review behavior data for major write ups and put things in place for tiered students.		Tracy Goodrum	12/15/2024

		<i>Notes:</i>			
	8/20/24	MTSS staff will collect data and meet with teachers at the end of each reporting period.		MTSS Staff	05/23/2025
		<i>Notes:</i>			
	9/13/24	To meet with Lexia Representative to review data.		Nina Laney	06/01/2025
		<i>Notes:</i>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>How it will look when fully met:</b>		<p>By June 2025, 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>06/01/2025</b>
<b>Actions</b>			<b>22 of 25 (88%)</b>		
	8/20/24	<p>Goal 2: Complete Programme Development Plan 2: Hall of Flags/Atrium Around the World Project</p> <ol style="list-style-type: none"> <li>1. Plan Parent/Community event - by Nov 2024</li> <li>2. Complete Evaluation/Reflection section of the PDP - November 2024</li> </ol>		Alison Whitaker	11/30/2024
		<i>Notes:</i>			
	8/20/24	<p>Goal 3: Prepare for staff successful site visit in December</p> <ol style="list-style-type: none"> <li>1. Ongoing IB in house PD for fall</li> <li>2. Meet in Standards section teams to prepare for visit interviews - Fall 2024</li> <li>3. Staff to conduct classroom/hallways IB walk throughs with feedback</li> </ol>		Alison Whitaker	01/03/2025
		<i>Notes:</i>			
	8/20/24	<p>Goal 1: Continue implementation of Standards and Practices to meet IB Evaluation criteria.</p> <p>Steps:</p>		Alison Whitaker	06/01/2025

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| <ol style="list-style-type: none"><li>1. Provide time for teachers to work in planners - monthly</li><li>2. Provide time for teachers to collaborate with single subject teachers - "IB Speed Dating" Quarterly</li><li>3. Provide PD - teachers share out an implement learning from May "Evidencing learning" training and Summer PYPX training - Fall ERPD</li></ol> |  |  |  |
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