

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:

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.

2.13 - Units of instruction include standards-based objectives and criteria for mastery. Strategic: Percent proficiency will increase from 41.1% to 46% on the NC EOG Test for 3rd through 5th grade. Percent proficiency will increase from 52.4% to 56% on the NC EOG Test for 3rd through 5th grade. Target: Reading percent proficiency will increase by 5% on the NC EOG and Math percent proficiency will increase by 4% at the end of the school year, May 2026.

A4.05 - All teachers teach and reinforce positive social skills, self respect, relationships, and responsibility for the consequences of decisions and actions. Strategic: Office Discipline Referrals will decrease by the end of the 2025-26 school year. Target: Office Discipline Referrals will decrease from 377 to 301 referrals by the end of the school year, May 2026. Out of School Suspicion days will decrease from 134 to 100 by the end of the school year, May 2026.



! = Past Due Objectives KEY = Key Indicator

Core Function: **Domain 1: Turnaround Leadership**

Core Function: **Domain 3: Instructional Transformation**

Effective Practice: **Practice 3A: Diagnose and respond to student learning needs**

!	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
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Initial Assessment:

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.

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.

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

Limited Development
05/02/2016

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 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.

**Sharon Miller
(2023)**

05/31/2025

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		8 of 14 (57%)		
<i>Notes:</i>				
8/12/25	MTSS Interventionists will begin serving tier III students, with research-based practices, whose data shows percentages where testing should be considered.		Summer Smith (2023)	08/22/2025
<i>Notes:</i> Progress monitoring will take place weekly.				
8/12/25	TouchMath provided to EC Resource Teachers for math curriculum support		Rachel Diliberto	09/15/2025
<i>Notes:</i>				
8/14/25	Resource teachers will use the individual lessons from Core 5 that are generated based on students' online progress.		Rachel Diliberto	11/01/2025
<i>Notes:</i>				
8/12/25	MTSS Team will look at data to determine students in tier III who need to be considered for EC testing due to low performance and lack of progress in interventions		Jennifer Dalton (2025)	12/31/2025
<i>Notes:</i>				
8/12/25	MTSS Team will meet to review data and determine next steps (continue intervention or change) for students being served for Tier II and Tier III		Jennifer Dalton (2025)	03/31/2026
<i>Notes:</i>				
8/12/25	Resource teachers will review Core 5 progress and data with EC Curriculum Support Specialist, Pelham Gentry, to consider next steps.		Rachel Diliberto	04/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

	A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers have created units of instruction based on the IB World model to guide their classroom instruction. Four of six of the grade levels have reviewed and updated these units over the summer to reflect improvement and adjustments. Professional Learning Communities have had weekly meetings with the Instructional Facilitator, but these meetings have not solely focused on unpacking the standards of the curriculum. As a school, the district supported programs are present, including iReady, Magnetic Reading, Letterland, Heggerty, and Bridges. However, not every grade level and classroom are using these programs and using them with fidelity. Heggerty videos are being used instead of teacher led Heggerty lessons. Teachers have varying understanding of iReady.</p>	Limited Development 08/09/2025			
<i>How it will look when fully met:</i>	<p>Every teacher will use the district supported programs with fidelity. Class schedules will be posted outside classrooms and followed to ensure the maximum use of time, including over 100 minutes of English Language Arts and 90 minutes of math. PLC teams will meet weekly with a sole focus on unpacking the curriculum and determining how to meet the needs of diverse learners. All teachers will be actively engaged in those discussions. Teachers will maximize the use of iReady, including the reports, to ensure all students are completing three lessons weekly at the acceptable pass rate.</p>		Megan Bengé	05/22/2026	
Actions			4 of 10 (40%)		
8/9/25	Second grade staff will receive Magnetic Training from an iReady instructor to ensure maximal use of the program.	Complete 08/07/2025	Christine Rennolds (2024)	08/07/2025	
<i>Notes:</i>					
8/9/25	Fifth grade teachers will meet with Debra Lester to learn L to J.	Complete 08/07/2025	Kim Bayard (2024)	08/07/2025	
<i>Notes:</i>					
8/9/25	A format will be created for each grade level to use in planning and unpacking during PLCs.	Complete 08/08/2025	Megan Bengé	08/08/2025	
<i>Notes:</i>					
8/9/25	Laurie Spice will provide an initial professional development to each grade level on the correct use of Bridges, including Number Corner discussion, lessons, and maximizing small group time.	Complete 08/13/2025	Jennifer Dalton (2025)	08/30/2025	

<i>Notes:</i> First PD is scheduled for 8/13/25 during PLC meeting time.				
8/14/25	Fidelity checks for 5th grade, with core programs, Magnetic and Bridges, will take place using classroom walkthroughs with feedback provided.		Jennifer Dalton (2025)	09/15/2025
<i>Notes:</i>				
8/9/25	Fifth grade teachers will meet with the science part-time teacher, and Debra Lester, to coordinate hands on activities with curriculum being taught each week. This will keep the hands-on activities one week behind the taught concepts/curriculum.		Amy Morley	10/15/2025
<i>Notes:</i> This is scheduled for the ERD				
8/9/25	Teachers will have schedules posted by 8/20/25 and leadership will monitor the fidelity of the schedules by weekly walkthroughs.		Megan Benge	10/31/2025
<i>Notes:</i> Leadership will review walkthrough data weekly during leadership meetings as a standard item on the agenda.				
8/14/25	5th grade will review iReady usage to ensure students have all met 3 lessons weekly with an overall average of 80% pass rate.		Kim Bayard (2024)	11/30/2025
<i>Notes:</i> This will be a standing agenda item at the start of each PLC				
8/14/25	Laurie Spice will provide ongoing support with math planning and the implementation of Bridges to meet the needs of the core in 5th grade		Megan Benge	12/15/2025
<i>Notes:</i>				
8/20/25	5th grade teachers who are not completing L to J for Science will have individual conversations and follow up walkthroughs by admin		Jennifer Dalton (2025)	04/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have individual classroom rules in their classroom at the start of the school year. Staff use the IB World model to reinforce general expectations of students in common areas. There are not currently Tier I expectations specifically created or posted in universal areas. There is a classroom verses office organization chart for handling discipline. The administration follows the Code of Conduct when handling an office discipline referral. Administration believes strategies could be put in	Limited Development 08/09/2025		

	place to de-escalate some behaviors that eventually lead to office referrals. There is a full time ISS staff person			
How it will look when fully met:	<p>Staff will use the Tier I expectations and posters, created by SIT, for referencing with students when teaching, modeling, and reinforcing behavior. Similar vocabulary will be used in regard to expected behavior. Teachers will use a 4:1 positive/negative ratio in interacting with students. Classroom expectations will be determined together and will be regularly modeled and reinforced. During the first week after winter break, a renewed focus will be in place to reteach and review expectations.</p> <p>Office discipline referrals will decrease by 20%, going from 371 to 301.</p> <p>Out of school suspension days will decrease by 20%, going from 104 to 81.</p>		Angel Dalton	05/22/2026
Actions		1 of 9 (11%)		
8/9/25	Provide professional development to all staff by district behavior team on building relationships with students and de-escalating behaviors.	Complete 08/06/2025	Jennifer Dalton (2025)	08/06/2025
	<i>Notes:</i> Rebecca L. from the district behavior team will conduct this PD.			
8/9/25	Create MTSS Behavior Goal Team, comprised of staff members who excel with positive student relationships and have a strong interest in improving the engagement and time on task of students.		Morgan Stallings (2025)	09/02/2025
	<i>Notes:</i> This will include determining a Goal Team Chair and notetaker			
8/9/25	Behavior Focus Group meets to create universal expectations for the hallways, bathroom, cafeteria, playground, and car rider area, including posters to be hung in all universal areas.		Kim Bayard (2024)	10/07/2025
	<i>Notes:</i> Focus group will meet once more in August and twice in September to complete and finalize these expectations. SIT will approve expectations and posters at the October meeting.			
8/9/25	Leadership will determine the staff members who need Tier I behavior (classroom management) support.		Angel Dalton	10/15/2025
	<i>Notes:</i> We will follow up by providing that support with the behavior support person from the district, Rebecca Lefkowitz and our school counselor, Kara Clouse.			
8/9/25	Behavior Goal Team will provide professional development on classroom vs office managed discipline.		Brittany Murphy	10/31/2025

<i>Notes:</i>			
8/14/25	The behavior team will align the rewards and reinforcement system currently used with 'Colts.'		Kellie Caudill (2025) 11/15/2025
<i>Notes:</i>			
8/20/25	Data will be reviewed and repeat offenders will receive additional support through Check In Check Out and/or counseling sessions by district therapist		Kara Clouse 03/31/2026
<i>Notes:</i>			
8/12/25	Counselor will provide professional development, using Second Step, during ERD for all staff in small groups.		Kara Clouse 04/01/2026
<i>Notes:</i>			
8/9/25	Leadership will meet with district behavior support, Rebecca Lefkowitz, social worker, Julia Alley, and school counselor, Kara Clouse, to review students in tier II and III to discuss how to best support these students.		Kara Clouse 04/30/2026
<i>Notes:</i>			