

Comprehensive Progress Report

Mission: To develop leaders, one child at a time.

Vision: Steele Creek will be an empowering- environment committed to maximizing student potential in a collaborative and compassionate academic setting.

- Goals:**
- The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 in one of our lowest performing subgroups will increase by 10% SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
 - The number of aggressive behavior incidents will decrease from 66 incidents in SY 2024-2025 to 40 in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2).
 - The school will retain 95% of licensed classroom teachers throughout the 2025-26 SY. (Aligns to C3.04 and CMS Guardrail 4)
 - The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)
 - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
 - The percent of Chronic Absenteeism will decrease from 26.5% in SY 2024-25 to 20% in SY 2025-26. (Aligns to CMS Guardrail 3)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
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
<i>Initial Assessment:</i>			As of June 2024, 16.9% of our Black and Hispanic students scored a 4 or	Limited Development 07/10/2024		

5 in reading. Black and Hispanic students increased their CCR from 2022-2023 to 2023-2024 by 5.2%. 31% percent of our 3rd graders scored a level 3, 4, or 5 in reading. As of June 2024, here are our unofficial numbers for 2023-2024: 3rd Grade Math-62.3%, 3rd Grade Reading-31%, 4th Grade Math-57.5%, 4th Grade Reading-28.4%, 5th Grade Math-57.5%, and 5th Grade Reading-41.7%. Here are the official numbers for 2022-2023: 3rd Grade Math-72.7%, 3rd Grade Reading-37.9%, 4th Grade Math-49.3%, 4th Grade Reading-48%, 5th Grade Math-50.6%, and 5th Grade Reading-31%. The data for K-2 DIBELS was as follows: 76% Kindergarten, 70% 1st Grade, and 61% 2nd Grade. This work supports the upper grades. We were able to achieve this by continuing to utilize flexible grouping, and pairing students with teachers based on the teachers strengths. Also, everyone including the leadership team in the school building had a dedicated small group of students.

As of June 2024, we had many successes such as providing weekly feedback to every teacher in our school building. We gave feedback for lesson plans and walkthroughs. We completed 600+ walkthroughs this school year according to our walkthrough form tracker. We used this information to determine what areas to focus on throughout the school year. Also, when we observed teachers that were strong in certain areas, we had the teachers conduct professional development to other teachers. Also, we used this information to help teachers in specific areas by providing feedback and modeling.

As of June 2024, we made progress on our action steps on this indicator. As of June 2024, we made progress on our action steps on this indicator. We had over 600+ walkthroughs and students. This action step is a common practice within our school building. We want to continue this action step through the 2024-2024 school year.

The leadership team developed and executed a school wide data protocol. We continued to use the data protocol throughout the school year to create flex groups in mathematics and readings. We want to continue this action step through the 2024-2024 school year.

The leadership created a PD plan based on the 2022-2023 walkthrough data. We followed the Professional Development Plan for the 2023-2024 school year. We will create a PD plan during the summer. This action step does not need to be closely monitored next year, because it has been adapted in our school culture.

As of June 2024, the challenges that we are facing in meeting our 2024-

2025 SIP goals aligned to the indicator include: balancing time and scheduling, response to feedback, and balancing feedback with emotional impact.

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: providing feedback for future small groups, providing clear expectations around how to respond to feedback at the beginning of the year, and leadership to collaborate to calibrate around the type of feedback.

3.03

As of May 2025, 24.5% of our Black and Hispanic students scored a Level 4 or 5 in reading. These students increased their College and Career Readiness (CCR) from the 2023–2024 to the 2024–2025 school year by +5.7%. Additionally, 17.9% of our 3rd-grade students scored at Level 3, 4, or 5 in reading.

Our unofficial academic data for the 2024–2025 school year indicates the following results: in 3rd grade, math proficiency was 76.9% and reading proficiency was 35.9%. In 4th grade, math proficiency was 67.7% and reading proficiency was 53.2%. In 5th grade, math proficiency reached 65.7%, while reading proficiency was 49.3%. These preliminary figures will be validated once official state data is released.

Looking back at the 2023–2024 school year, the official results showed that 3rd grade achieved 67.2% in math and 32.8% in reading. 4th grade demonstrated 66.7% proficiency in math and 32.8% in reading, while 5th grade ended the year with 65.2% in math and 47.8% in reading. The foundational literacy data from the K–2 DIBELS assessment in 2023–2024 indicated 76% proficiency in Kindergarten, 70% in 1st grade, and 61% in 2nd grade, laying the groundwork for future academic performance in upper grades. The 2024–2025 DIBELS data will be reported once finalized.

We achieved these gains by continuing to use flexible grouping and assigning students to teachers based on their strengths. All staff, including leadership, worked with dedicated small groups of students.

We successfully provided weekly feedback to every teacher, including lesson plan reviews and walkthrough feedback. We completed 501 walkthroughs this year, which helped us identify focus areas. When we identified teacher strengths, we leveraged them by having those teachers lead PD sessions.

As of May 2025, we conducted 501 walkthroughs and engaged with students. This practice has become embedded in our school culture and will continue in 2025–2026.

The leadership team continued implementing a school-wide data protocol to create flex groups in math and reading. This will remain a key practice next year.

A PD plan, created in summer 2024 using walkthrough data, does not require close monitoring next year as it is now a part of school culture.

The principal provided feedback to facilitators with coaching caseloads. Documentation was kept in the designated spreadsheet.

**All teams developed lead measures and tracked progress using graphs. Evidence of progress is located here:
https://docs.google.com/spreadsheets/d/1HaiM3lvY4GuAyZNjO5lRUm5cUszsJ0eVtAx_gjkXAr0/edit?usp=sharing.**

Challenges in meeting 2025–2026 goals include time management, feedback response, and balancing critical feedback with emotional sensitivity.

As of June 2025, the opportunities that exist to address the challenges for the 2025-2026 school year include: providing feedback for future small groups, providing clear expectations around how to respond to feedback at the beginning of the year, and leadership to collaborate to calibrate around the type of feedback. In addition, the monitoring of new instructional practices.

How it will look when fully met:	Admin team and the instructional leadership team will meet weekly to discuss data, curriculum, classroom instruction, and walk through information. Walk-throughs will be conducted regularly. Lesson plans will be uploaded to the google drive. A walk through collection spreadsheet will be utilized to identify teachers strengths and areas of focus to provide tailored feedback to the teacher. When full implementation is met teachers will meet with coaches on a weekly basis. Also, conversations will center around data and best ways to improve instruction in the classroom. In addition, teachers will use the data to make meaningful changes in their classroom.		Tamara Looney	06/30/2026
Actions		0 of 2 (0%)		
7/25/24	The principal will coach the facilitators, review individual case loads with them and other case managers to review the progress of teachers and to make adjustments to coaching plans. (Goals 1-2, Guardrail 1)		Tamara Looney	12/01/2025
<i>Notes:</i> The principal meets with members of the leadership team every two weeks; however, the principal discuss caseloads with the team members on a weekly basis during the leadership team meetings. 02/2025				
9/19/25	The ILT team will provide professional development on Habits of Discussion to build teacher capacity in shifting the cognitive load of lessons onto students and strengthening academic discourse across all subject areas.		Franswa Hill	01/21/2026
<i>Notes:</i>				

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
Initial Assessment:		<p>As for the 2023-2024, we had a MTSS specialist, and we identified all students that received plans in the 2023-2024 school year. The students that scored in the bottom 25% in math and reading received interventions. We continued to utilize flexible grouping throughout the school to meet the student needs. We utilized MAP data, DIBELS data, Access Data, and MVPA to make data based decisions.</p> <p>As of June 2024, we had many successes. When reviewing MTSS data we made positive gains. At the MOY, we had 202 students on</p>	Limited Development 07/10/2024		

intervention plans in K-4; at the end of the year we had 59 students who no longer received interventions. This was a huge success to have this many students move out of the intervention plans. This data included students who were identified as newcomers. We referred 12 students to receive the EC team and all 12 students qualified to receive an IEP. Our MTSS coordinator managed the intervention plans and she had intervention groups throughout the school year. We closed out all student plans and we are able to re-tier all students.

As of June 2024, we made progress on our action steps on this indicator. The MTSS team has consistent meetings on students with academic interventions. This is a part of our planning schedule. The teachers understand the process. The next steps would be to shift the focus to behavior interventions, because this is not a regular part in the routine.

The PLCs retired students with a high level of frequency in the K-3 grades for reading. Students in 3-5 were re-tiered after every MVPA to ensure students' needs were met.

Students' plans were adjusted as necessary in branching minds to meet their needs. We want to continue to monitor this action step.

As of 2024, the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator include ensuring those students that exited plans are flagged so that we can frequently review their progress in the classroom on a consistent basis. During the 2023-2024 school year, the students below the 40th percentile received interventions. This year only the students below the 25% received interventions. We did not progress monitor the students as frequently that were between the 26th and 40th percentile.

Also, we receive many students from other CMS schools throughout the year that do not have an intervention plan, and they need one. This causes a logistical concern in determining when, where, and how students receive interventions.

Also, we want to continue to monitor absenteeism in our school. We had continued to have minimal success with branching minds because of time limitations and we did not create a professional development plan around Panorama. In addition, we had to receive permission from parents for students to complete panorama surveys.

As of June 2024, the opportunities that continue to exist are increasing our parental involvement on an academic level by providing parent

professional development. We were able to provide professional development on DIBELS and MAP but we did not provide ongoing support in this area. We will continue to focus on small group plans and ensuring students are receiving intensive reading instruction when necessary. This may include progress monitoring students below the 40th percentile bi-monthly. In addition, we created checks for understanding in mathematics for many of our standards but we did not implement them on a consistent basis. Therefore, that will be an opportunity-not only creating the check for understanding but ensuring the check for understanding are being utilized in the grade levels. For the coming school year, we will create a Panorama PD schedule and professional development with the SSPLC.

The leadership team did not provide ongoing professional development on Branching Minds. Our MTSS coordinator was able to handle this task. All students that needed a plan received a plan. We will remove this action step from the SIP.

2024-2025

As for the 2024-2025, we had a MTSS specialist, and we identified all students that received plans in the 2024-2025 school year. The students that scored in the bottom 25% in math and reading received interventions. We continued to utilize flexible grouping throughout the school to meet the student needs. We utilized i-Ready data, DIBELS data, ACCESS Data, and MVPA to make data based decisions.

As of May 2025, we had many successes. When reviewing BOY to MOY MTSS data, we had 244 students on intervention plans in K-5 (0 for Kindergarten; did not refer at the beginning to middle of year); at the end of the year we had 207 students who no longer received interventions. This was number indicated that student were growing in the positive direction and some students no longer needed interventions. This data included students who were identified as newcomers. We referred 9 students to receive the EC team and 6 students qualified to receive an IEP. Our MTSS coordinator managed the intervention plans and she had intervention groups throughout the school year. We closed out all student plans and we are able to re-tier all students.

As of June 2025, we made progress on our action steps on this indicator. The MTSS team trained staff on i-Ready usage and provided follow up professional development. We had two ½ plannings for 3rd, 4th, and 5th grade focusing on reading and math flex groupings. We

used MVPA data to extend invites to the students “on the verge of excellence” and we strategic placed students “on the verge excellence” in 4th and 5th grade in a strategic ALL block classroom. We had bi-monthly MTSS meetings for all grade levels.

As of May 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator include ensuring those students that exited plans are flagged so that we can frequently review their progress in the classroom on a consistent basis. During the 2024-2025 school year, the students below the 25 th percentile received interventions. We did not progress monitor the students as frequently that were between the 26th and 40th percentile but we did monitor these students during the leadership team meetings.

Also, we receive many students from other CMS schools throughout the year that do not have an intervention plan, and they need one. This causes a logistical concern in determining when, where, and how students receive interventions. Therefore, we need to ensure we have a process for identifying students that need or have an intervention plan when they enter our school.

Also, we want to continue to monitor absenteeism in our school.

As of May 2025, the opportunities that continue to exist are increasing our parental involvement on an academic level by providing parent professional development. We were able to provide professional development on DIBELS and i-Ready but we did not provide ongoing support in this area and the turnout for these professional developments were low. We will continue to focus on small group plans and ensuring students are receiving intensive reading instruction when necessary. In addition, we created checks for understanding in mathematics and reading for many of our standard. . Therefore, that will be an opportunity-not only creating the check for understanding but ensuring the check for understanding is being utilized in the grade levels. For the coming school year, we will continue to provide professional development on the use of i-Ready data.

<p>How it will look when fully met:</p>	<p>When this objective is fully met, the school will have an MTSS Leadership Team in place represented by members of multiple PLCs including classroom teachers, leadership team members, counselors, MTSS Interventionist, EC, ESL, & TD. The school will use Branching Minds as the centralized platform to identify students in need of supplemental and intensive plans based on triangulated data. Students will receive researched based interventions in alignment with the district's Standard Treatment Protocol. Interventions will be implemented with integrity and progress monitored regularly based on the prescribed plan. The MTSS Leadership Team will meet once a month to review plans, discuss student progress, and make decisions about next steps. The team will make such decisions being led by data. Students will engage in interventions during small group work times (i.e. Skill's Block, All Block, Math Workshop, & W.I.N) The MTSS Leadership team will make collaborative decisions as it relates to students progressing to the EC Team for possible EC evaluation, again using data to guide decisions. Students will show substantial increases in achievement scores on iReady, DIBELS, microphases, teacher produced assessments, and End of Year indicators as a result of the school's full implementation of the multi-tiered process.</p>		<p>Tamara Looney</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>7/25/24</p>	<p>The leadership team will establish a clear teaming structure with assigned roles and responsibilities and a consistent meeting schedule and agenda to discuss school, grade level, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 1-2, FAM-S-3)</p>		<p>Tamara Looney</p>	<p>12/01/2025</p>
<p><i>Notes:</i> This has been created and established. The Leadership Team meet on a weekly basis. Here is the attachment for our LT minutes. During the leadership team meeting we discuss: celebrations, trends, coaching and feedback, walkthrough data, and logistical items. The MTSS coordinator meet with PLCs once a month to discuss progress and next steps for students. 02/2025</p>				
<p>9/19/25</p>	<p>The ML Team will expand ALFA assessments to include all four language domains (listening, speaking, reading, and writing) to provide a comprehensive measure of ML students' progress and ensure instruction targets each area of language.</p>		<p>Tamara Looney</p>	<p>01/21/2026</p>
<p><i>Notes:</i></p>				

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2024 our Black and Hispanic 3rd grade students did not fully meet the combined goal of 50% at CCR, in which we were at 16.9% for the 23-24 school year. As indicated by the Unofficial State Assessment Results report on 6/6/2024, Steele Creek ES has increased its overall GLP from 47.1% to 50.9%. As of June 2024, 16.9% of our black and hispanic students scored a 4 or 5 in reading. Black and hispanic students increased their CCR from 2022-2023 to 2023-2024 by 5.2%. 31% percent of our 3rd graders scored a level 3, 4, or 5 in reading. As of June 2024, here are our unofficial numbers for 2023-2024: 3rd Grade Math-62.3%, 3rd Grade Reading-31%, 4th Grade Math-57.5%, 4th Grade Reading-28.4%, 5th Grade Math-57.5%, and 5th Grade Reading-41.7%. Here are the official numbers for 2022-2023: 3rd Grade Math-72.7%, 3rd Grade Reading-37.9%, 4th Grade Math-49.3%, 4th Grade Reading-48%, 5th Grade Math-50.6%, and 5th Grade Reading-31%. The data for K-2 Dibels was as follows: 76% Kindergarten, 70% 1st Grade, and 61% 2nd Grade.</p> <p>As of June 2024, we had many successes for this school year. We were able to complete over 600 walkthroughs and provided feedback for every walkthrough. The teachers utilized this feedback to make adjustments to the instruction. In addition, K-2 DIBELS Composite score was 69% Proficient and the overall composite for 3rd, 4th, and 5th Grade was 51%. In addition, we were able to flexible groups on a consistent basis in 1st, 2nd, 3rd, and 4th grade. Also, we completed deep data dives for all grade levels and made adjustments based on the data. During the 2023-2024 school year, all grade levels continue to implement the CMS adopted curricula with integrity. Instructional teams met weekly for instructional planning to discuss implementation efforts and data-driven instruction efforts. Grade levels were tasked with creating rigorous tasks to ensure students were exposed to grade level standards. Grade levels were provided with quarterly all-day plannings to review assessment data and use this data to make decisions. We continued to implement a universal intervention block (WIN). During this time, students received extensions, enrichments, supplemental, and intensive support.</p> <p>As of June 2024, we made progress on our action steps on this indicator. We had over 600+ walkthroughs and students. This action step is a common practice within our school building. We want to</p>	Limited Development 07/10/2024		

continue this action step through the 2024-2024 school year.

The leadership team developed and executed a school wide data protocol. We continued to use the data protocol throughout the school year to create flex groups in mathematics and readings. We want to continue this action step through the 2024-2024 school year.

The leadership created a PD plan based on the 2022-2023 walkthrough data. We followed the Professional Development Plan for the 2023-2024 school year. We will create a PD plan during the summer. This action step does not need to be closely monitored next year, because it has been adapted in our school culture.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goal targets to this indicator would be to continue to remain consistent with our walkthroughs. In addition, we need to ensure that we not only focus on the review of common assessments, but focus on unpacking the standards being taught. In addition, we need to shift towards focusing on instructional strategies that increase engagement within the classroom. As of June 2024, a challenge for this indicator was time, scheduling, and prioritization. We were not able to review common assessments, unpack standards, and discuss instructional strategies in a single planning. The ability to use planning time for maximum achievement due to varying levels of comfortability and capacity continued to be a challenge. More opportunities that exist to address the challenges for the 2024-2025 school year include: utilizing other times as opposed to just data meetings, increasing the opportunities and providing development for new teachers to learn the curriculum and state standards.

As of June 2024, the opportunities that exist to address these challenges for the 2024-2025 school year are ensuring that we continue to have meaningful PD that target the areas of need. This year, the PD was primarily focused on the instructional strategies being utilized in teachers' classrooms and having the teachers provide professional development.

2.04

As of May 2025, 24.5% of our Black and Hispanic students scored a Level 4 or 5 in reading. These students increased their College and Career Readiness (CCR) from the 2023–2024 to the 2024–2025 school year by +5.7%. Additionally, 17.9% of our 3rd-grade students scored at Level 3, 4, or 5 in reading.

Our unofficial academic data for the 2024–2025 school year indicates the following results: in 3rd grade, math proficiency was 76.9% and reading proficiency was 35.9%. In 4th grade, math proficiency was 67.7% and reading proficiency was 53.2%. In 5th grade, math proficiency reached 65.7%, while reading proficiency was 49.3%. These preliminary figures will be validated once official state data is released.

Looking back at the 2023–2024 school year, the official results showed that 3rd grade achieved 67.2% in math and 32.8% in reading. 4th grade demonstrated 66.7% proficiency in math and 32.8% in reading, while 5th grade ended the year with 65.2% in math and 47.8% in reading. The foundational literacy data from the K–2 DIBELS assessment in 2023–2024 indicated 76% proficiency in Kindergarten, 70% in 1st grade, and 61% in 2nd grade, laying the groundwork for future academic performance in upper grades. The 2024–2025 DIBELS data will be reported once finalized.

As of May 2025, we experienced many successes. We completed 501 walkthroughs and provided feedback for each one. Teachers used this feedback to adjust instruction. The foundational literacy data from the K–2 DIBELS assessment in 2023–2024 indicated 76% proficiency in Kindergarten, 70% in 1st grade, and 61% in 2nd grade, while the overall composite for grades 3–5 was 70.1% in math and 45.1% in reading.

We consistently implemented flexible grouping in grades 1–4. We also continued conducting deep data dives across all grade levels, using the results to guide instructional decisions. Instructional teams met weekly to discuss data-driven instruction and implementation of CMS-adopted curricula.

Grade levels were expected to create rigorous tasks to ensure alignment to grade-level standards. However, we began relying more on district-provided materials for Math Workshop and the ALL Block/Skills Block to maintain rigor and alignment.

Each grade level participated in two all-day planning sessions to review assessment data and make informed instructional decisions. We continued implementing a universal intervention block (WIN), during which students received extensions, enrichment, supplemental, and intensive support.

As of May 2025, we made progress on our action steps aligned to this indicator. We completed over 501 walkthroughs and worked with

students across multiple grade levels. This practice is well established in our school and will continue into the 2025–2026 school year.

The leadership team monitored reading behaviors and created a set of “look-fors.” Grade levels (3rd–5th) regularly reviewed student work; however, we need to increase the frequency to monthly reviews next year.

The leadership team developed a PD plan based on 2024–2025 walkthrough and EOG data. The plan was created during the summer and implemented throughout the school year. While we followed the plan with fidelity, this was the first year of implementation of our focus on reading behaviors. Continued monitoring will be necessary in 2025–2026. Preparations for next year’s rollout began in summer 2025.

As of May 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets to this indicator would be to continue to remain consistent with our walkthroughs. In addition, we need to ensure that we not only focus on the review of common assessments, but focus on unpacking the standards being taught. In addition, we need to shift towards focusing on instructional strategies that increase engagement within the classroom. As of June 2025, a challenge for this indicator was time, scheduling, and prioritization. We were not able to review common assessments, unpack standards, and discuss instructional strategies in a single planning. The ability to use planning time for maximum achievement due to varying levels of comfortability and capacity continued to be a challenge. More opportunities that exist to address the challenges for the 2025-2026 school year include: building more capacity in selecting and teaching reading skills/behaviors at the teachers tables. Also, opportunities to provide development for new teachers to learn the curriculum and state standards.

As of May 2025, the opportunities that exist to address these challenges for the 2025-2026 school year are ensuring that we continue to have meaningful PD that target the areas of need, strengthening teachers capacity on reading behaviors, and increasing teacher capacity on delivering Orton Morphology. This year, PD was provided but we need to continue to monitor the delivery of our “new initiatives” from the 2024-2025 school year.

<p>How it will look when fully met:</p>	<p>Instructional teams will be able to plan for differentiation based on the needs of their students during planning and implement during instruction. Teachers will routinely utilize progress monitoring tools to plan for instruction including small groups/targeted groups, data driven instruction, and continue developing and implementing standards aligned lesson plans. Progress monitoring tools will include use of unit assessments, data trackers, exit tickets, and anecdotal records. The leadership team will share data trackers to monitor and track data. Feedback from the school team, leadership walkthroughs, and district sponsored walkthroughs will yield growth for teachers and students.</p>		<p>Tamara Looney</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 11 (9%)</p>		
	<p>9/5/25 Steele Creek Elementary will utilize \$7250 of Title I funds for 6 grade levels to participate in ½ day planning in order to increase following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1</p>	<p>Complete 09/29/2025</p>	<p>Tamara Looney</p>	<p>09/29/2025</p>
<p>Notes:</p>				

9/30/25	Steele Creek Elementary will use \$2,658 of Title I Funds for family engagement events (Panera Bread: _____, Popcorn_____, and _____). These events will strengthen the partnership between family and home. This will impact student achievement by strengthening the partnership between home and school so that families are equipped to support their child's academic progress at home. Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1).		Tamara Looney	10/31/2025
<i>Notes:</i>				
9/5/25	Steele Creek Elementary will utilize \$41,364 of Title I funds for 2 Title I Tutors in order to increase the following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)		Tamara Looney	12/01/2025
<i>Notes:</i>				
7/25/24	PLCs will analyze student work and reading behavior evidence at least once per week and action plan in response to student data. (Goal 1-2, Guardrail 1,FAM-S-29)		Tamara Looney	12/01/2025
<i>Notes:</i> We are just now getting to a place where we meet once per week to analyze student work on a separate planning day. This was a challenge because there were many competing action items and not enough time to address them all within designated planning times. 02/2025				
2/13/25	Classroom teachers will develop small group plans for the teacher table text that deepens students' knowledge of grade level standards. This will be done weekly in PLC meetings. (Goal 1-2, Guardrail 1,FAM-S-29)		Tamara Looney	12/01/2025

Notes: Classroom teachers develop small group plans on a weekly basis for all block. This is completed during planning on a weekly basis. We want to continue to monitor this behavior until we become more efficient at this action step.
02/2025

9/30/25 Steele Creek Elementary will utilize \$6,702 of Title I funds to purchase supplies such as manipulatives (Vendor:) so that students better access the curriculum. This will increase the following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Tamara Looney

12/01/2025

Notes:

9/30/25 Steele Creek Elementary will utilize \$5,000 of Title I funds to purchase furniture such as kidney tables(Vendor:) so that students better access the curriculum through small group instruction. This will increase the following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26.

Tamara Looney

12/01/2025

Notes:

9/30/25	Steele Creek Elementary will utilize \$25,000 of Title I funds teachers for professional development (Professional Development:)order to increase following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)		Tamara Looney	02/21/2026
<i>Notes:</i>				
9/30/25	Steele Creek Elementary will utilize \$52,128 of Title I funds to provide extended employment with a focus on curriculum and planning to increase the following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)		Tamara Looney	06/01/2026
<i>Notes:</i>				
9/9/25	Duty-Free Instructional Planning Time for Teachers-The NC SBE’s statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every teacher with the goal of providing an average of at least 5 hours of planning time a week. (Aligns to A2.04 and CMS Goal 1 and 2, CMS Guardrail 1 and 4)		Tamara Looney	06/01/2026
<i>Notes:</i>				
9/30/25	Steele Creek Elementary will utilize \$39,486 of Title I funds to provide after school tutoring to increase the following: Math GLP in grades 3-5 will increase from 70.5% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1);The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 24.5% in SY2024-25 to 30% in SY2025-26; Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in SY2024-25 to 77% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)		Tamara Looney	06/04/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2024, our Black students did not meet the goal to decrease disproportionality rates. Our disproportionality percentage was 60.3% for the 2023-2024 school year. Also, we only had 1 suspension for this school year. The leadership team focused on school wide attendance at the first half of the year. The second half of the year , we had to make adjustments. All students with attendance issues were identified and we created informal interventions for those students. Time management of this action step was an issue. We want to continue to monitor this action step.

As of June 2024, we made progress on our action steps on this indicator. The leadership team provided teacher will PD and had student assemblies. We had 2 school wide assemblies for K-4 and we had 3 school wide assemblies for 5th Grade. We had 1 Out of School Suspension for the School year. This action step was completed.

The counselor conducted one professional development on the Panorama Screener. The data was analyzed during a SSPLC meeting. We did not use this data to inform our instruction using the Caring Schools Curriculum. Using this data is the necessary next step. This action step needs to continue to be monitored.

As of June 2024, we had many successes. We analyzed our panorama data and we had the students complete a social emotional survey on the students. From this information, we created counselor-led small groups and we placed some students on the check in/check out program. The counselor was able to target areas of growth for our students.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goals aligned to the indicator include: continue to train our

Limited Development
07/10/2024

students on Caring Schools, absenteeism, and prioritizing academics/SEL. Also, we need to continue to reduce our absenteeism. The chronic absenteeism for 2023-2024 school year was 24.5%. In addition, we would like to continue to provide counselor-led small groups early next school year, 2024-2025. In addition, we would like to start check-in/check-out at the beginning of the school year. .

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: infuse SEL lessons into social studies time, counselors to train all staff members at the beginning of the year and provide follow up professional development, and continue with flexible grouping but start earlier in the school year. The leadership did not provide professional development on creating morning meetings. This indicator has not been monitored or executed. Time management and prioritization was detrimental to this indicator.

As of June 2024, we made progress on our action steps on this indicator. The leadership team provided teacher will PD and had student assemblies. We had 2 school wide assemblies for K-4 and we had 3 school wide assemblies for 5th Grade. We had 1 Out of School Suspension for the School year. This action step was completed.

The counselor conducted one professional development on the Panorama Screener. The data was analyzed during a SSPLC meeting. We did not use this data to inform our instruction using the Caring Schools Curriculum. Using this data is the necessary next step. This action step needs to continue to be monitored.

As of June 2024, we had many successes. We analyzed our panorama data and we had the students complete a social emotional survey on the students. From this information, we created counselor-led small groups and we placed some students on the check in/check out

program. The counselor was able to target areas of growth for our students.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goals aligned to the indicator include: continue to train our students on Caring Schools, absenteeism, and prioritizing academics/SEL. Also, we need to continue to reduce our absenteeism. The chronic absenteeism for 2023-2024 school year was 24.5%. In addition, we would like to continue to provide counselor-led small groups early next school year, 2024-2025. In addition, we would like to start check-in/check-out at the beginning of the school year. .

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: infuse SEL lessons into social studies time, counselors to train all staff members at the beginning of the year and provide follow up professional development, and continue with flexible grouping but start earlier in the school year. The leadership did not provide professional development on creating morning meetings. This indicator has not been monitored or executed. Time management and prioritization was detrimental to this indicator.

4.06

As of May 2025, our Black students did not meet the goal to decrease disproportionality rates. Our disproportionality percentage was 91% for the 2024-2025 school year. 10 out of 11 students suspended were black. Also, we had 11 suspension for this school year. SSPLC team continued to focus on school wide attendance issues. All students with attendance issues were identified and we determined next steps during our SSPLC meetings. Time management of this action step was an issue. We want to continue to monitor this action step.

As of May 2025, we made some progress on our action steps on this indicator. The leadership team provided teacher will PD and had student assemblies. We had 1 school wide assemblies for K-4 and we had 3 school wide assemblies for 5th Grade. We had 11 Out of School Suspension for the School year. This action step was completed.

The counselor conducted one professional development on the use of school wide social emotional screeners. The data was analyzed during a SSPLC meeting. We did not use this data to inform our instruction using the Caring Schools Curriculum. Using this data is the necessary next step. This action step needs to continue to be monitored.

As of June 2025, we had many successes. We analyzed our school

wide social/emotional data and we had teachers complete a screener. From this information, we created counselor-led small groups and we placed some students on the check in/check out program. Also, we utilized behavior data to make decisions with check in/check out. The counselor was able to target areas of growth for our students.

As of June 2025, the challenges that we are facing in meeting our 2025-2025 SIP goals aligned to the indicator include: continue to train our teachers on Caring Schools, absenteeism, and prioritizing academics/SEL. Also, we need to continue to reduce our absenteeism. The chronic absenteeism for 2024-2025 school year was 28.3%. In addition, we would like to continue to provide counselor-led small groups early next school year, 2025-2026. In addition, we would like to start check-in/check-out at the beginning of the school year, and build up the check in/check out program by providing professional development and making it a priority at the beginning of the year.

As of May 2025, the opportunities that exist to address the challenges for the 2025-2026 school year include: counselors to train all staff members at the beginning of the year and provide follow up professional development, and make check in/check out priority next school year. The leadership did not provide professional development on creating morning meetings. This indicator has not been monitored or executed. Time management and prioritization was detrimental to this indicator.

As of May 2025, we made progress on our action steps on this indicator. The leadership team provided teacher will PD and had student assemblies. We had 2 school wide assemblies for K-4 and we had 3 school wide assemblies for 5th Grade. We had 11 Out of School Suspension for the School year. This action step was completed.

The counselor conducted one professional development on the school wide social emotional screener. The data was analyzed during a SSPLC meeting. We did not use this data to inform our instruction using the Caring Schools Curriculum. Using this data is the necessary next step. This action step needs to continue to be monitored.

As of May 2025, we had many successes. We analyzed our screener data. From this information, we created counselor-led small groups and we placed students on the check in/check out program.

<p>How it will look when fully met:</p>	<p>Once this objective is fully met Steele Creek Elementary will have an increase in positive behavior interventions across the school connected to the Caring Schools Community Curriculum. Overall, discipline referrals will decrease because students will be taught the appropriate methods to deal with conflicts and behaviors. Counselors will check in with students and promote positive character traits throughout the year. The MTSS Leadership team will meet regularly and provide behavior supports when appropriate. This will be determined through behavior tracking reports, walkthrough data, and lesson plans. School-wide and classroom specific interventions and initiatives will be developed using data from universal behavior screeners throughout the school year. BOY universal behavior screener data will be monitored to identify strengths and growth opportunities. The school will compare BOY data to spring data to look for growth in the targeted areas identified in the action items.</p>		<p>Tamara Looney</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>7/25/24</p>	<p>The counselor will coordinate and supervise the pairing of mentors/mentees in response to discipline data, behavior screeners, and anecdotal notes in order to meet the social/emotional needs of students. (Guardrail 2-3, FAM-S 30-31)</p>		<p>Lasonya Frazier</p>	<p>12/01/2025</p>
<p><i>Notes:</i> Through the collaboration within SSPLC, all students who were identified as needing a mentor was paired with an adult to serve as the mentor. These pairings are discussed biweekly in SSPLC. 02/2025</p>				
<p>8/26/24</p>	<p>The leadership team will review chronic absenteeism data during the SSPLC meeting to create action plans based on the students' needs (Guardrail 3).</p> <p>Attendance Plan: https://docs.google.com/document/d/168IAR2O5_AaDhwPFNUXdpEEfQuplBgwcY6pttx-BatY/edit?usp=drive_link</p>		<p>L. Frazier/Social Worker</p>	<p>12/01/2025</p>
<p><i>Notes:</i> The leadership team reviews chronic absenteeism data during SSPLC meetings once every two weeks. Action plans are created at the school, grade level, and teacher level. We continue to have attendance issues at our school; therefore, we want to continue to monitor this action step. 02/2025</p>				

9/9/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 2 and 3)		Tamara Looney	06/01/2026
<i>Notes:</i>				
9/9/25	Duty-Free Lunch-The NC SBE's statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. (Guardrail 4)		Tamara Looney	06/01/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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
<i>Initial Assessment:</i>		<p>For the 23-24 school year, Steele Creek actively worked towards our goal of increasing school/family engagement. We had successes with parent communication and student absenteeism. We communicated with parents on a weekly basis through the use of Parent Square and Connect Eds. As for absenteeism, we were able to assign a member of the SSPLC to a grade level at the beginning of the year. This allowed us to call families/guardians and create intervention plans based on student attendance. We decreased chronic absenteeism from 29.60% (2022-2023) to 24.5% (2023-2024). Also, we reduced excused absences by 498 (2023-2024: 2,015 excused absences) and unexcused absences by 46 (2023-2024: 3,480 unexcused absences) from the 2022-2023 school year. Therefore, we had an overall reduction of 544 days. As of June 2024, we made progress on our action steps on this indicator. The parent communication flow chart will be updated this school year. We need to continue to establish new ways to communicate with our families in school.</p> <p>We had three parent events this school year. This action step of creating 3 parent events has been met. We want to continue to engage our families/guardians in conversations around academics.</p>	Limited Development 07/10/2024		

This school year in the first half of the year, we were consistent with sending our newsletter. During the second semester this practice was not followed. The upcoming school year (2024-2025) we need to reestablish this practice. Therefore, this action step needs to be monitored for next school year.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goals aligned to the indicator include: increasing parent attendance to curriculum events, continuing to educate parents on assessment platforms, and educating parents on ways to support students at home. We had strong turnout for our events celebrating students (MAP growth event, character of the month, quarterly awards). Also, we had a strong turnout for our Curriculum Night with an attendance of more than 150 people. We continued to have many students chronically absent for this school year.

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: communicate the positive to families/guardians, provide monthly grade level newsletter to families on a consistent basis, and increasing communication around the expectations of our families.

We had three parent events this school year. This action step of creating 3 parent events has been met. We want to continue to engage our families/guardians in conversations around academics.

This school year in the first half of the year, we were consistent with sending our newsletter. During the second semester this practice was not followed. The upcoming school year (2024-2025) we need to reestablish this practice. Therefore, this action step needs to be monitored for next school year.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goals aligned to the indicator include: increasing parent attendance to curriculum events, continuing to educate parents on assessment platforms, and educating parents on ways to support students at home. We had strong turnout for our events celebrating students (MAP growth event, character of the month, quarterly awards). Also, we had a strong turnout for our Curriculum Night with an attendance of more than 150 people. We continued to have many students chronically absent for this school year.

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: communicate the positive to families/guardians, provide monthly grade level newsletter to families on a consistent basis, and increasing communication around the expectations of our families.

We had three parent events this school year. This action step of creating 3 parent events has been met. We want to continue to engage our families/guardians in conversations around academics.

This school year in the first half of the year, we were consistent with sending our newsletter. During the second semester this practice was not followed. The upcoming school year (2024-2025) we need to reestablish this practice. Therefore, this action step needs to be monitored for next school year.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goals aligned to the indicator include: increasing parent attendance to curriculum events, continuing to educate parents on assessment platforms, and educating parents on ways to support students at home. We had strong turnout for our events celebrating students (MAP growth event, character of the month, quarterly awards). Also, we had a strong turnout for our Curriculum Night with an attendance of more than 150 people. We continued to have many students chronically absent for this school year.

As of June 2024, the opportunities that exist to address the challenges for the 2024-2025 school year include: communicate the positive to families/guardians, provide monthly grade level newsletter to families on a consistent basis, and increasing communication around the expectations of our families.

1.06

As of April 2025, the challenges we continue to face in meeting our 2025–2026 SIP goals aligned to this indicator include: increasing parent attendance at curriculum events, continuing to educate parents on assessment platforms, and providing guidance on how they can support students at home.

We continue to have strong turnout at events celebrating students, such as our i-Ready Growth Event and quarterly awards. However, attendance at Curriculum Night was down compared to the 2023–2024 school year.

Opportunities to address these challenges for the 2025–2026 school year include: communicating the positives and upcoming events to families/guardians, ensuring teachers maintain weekly communication with parents, and strengthening the home–school connection through regular outreach.

5 out of 7 action steps for this indicator were based on one to two events. Next year, we must develop action steps specifically focused on strengthening the school–home connection. These steps should be cohesive and demonstrate how we are comprehensively reinforcing that connection.

<p>How it will look when fully met:</p>	<p>Increased parent attendance and participation in school wide functions including curriculum nights, parent teacher conferences, student led conference, open house, PTO meetings, School Improvement Team meetings, and awards programs. The school will have a complete and active PTO board representative of the population served at the school. There will be an increase in the percentage of Hispanic and African American families participating. The school will use a tracking tool (sign in sheet) to monitor participation. The school will solicit and secure support for English Language Learners' families. In addition to first quarter conferences, parents will participate in additional conferences as needed based on student performance. A curriculum night for the fall will take place and a spring EOG Parent Night will occur. Communication to parents will include Connect Ed messages, website updates, notices sent home, and/or Parent Square messages. Students will be provided with additional opportunities to showcase their talents through the music, art, and clubs. Parents will respond to family involvement interest survey. The survey will include opportunities for families to support SIT, PTO, and general volunteerism. The SIT team will meet to discuss other strategies intended to engage families. When this goal is fully met, the school will have a SIT that includes school staff members and parents. The PTO will have a complete board and meetings will take place regularly on a quarterly basis.</p>		<p>Tamara Looney</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>7/25/24</p>	<p>The leadership team will create and execute a flow chart for parent communication to increase family involvement in all tiered intervention plan meetings. (Goal 1-2, Guardrail 1-3, FAM-S-3)</p>		<p>Franswa Hill</p>	<p>12/01/2025</p>
<p><i>Notes:</i> We are currently still working on getting parents more involved in tiered intervention meetings. We need to create a flowchart for parent communication. We need continue to monitor this action step . 02/2025</p>				