

## Comprehensive Progress Report

**Mission:**

Learn Respect Excel

**Vision:**

Success for All

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 76.7% in SY2024-25 to 79.5% in SY 2025-26. (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 21.2% in SY2024-25 to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students with disabilities scoring Grade Level Proficient (GLP), on the reading End of Grade assessments in grades 3-5 will increase from 18.8% in SY 2024-25 to 23.8% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of lost instructional days due to OSS will decrease from 51 days in SY 2023-24 to 30 days in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-5 will increase from 55.83% in SY2024-25 to 65.24% in SY2025-26.. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on the science End of Grade assessments in grade 5 will increase from 45.16% in SY 2024-25 to 53% in SY 2024-25 and from 66.27% in SY2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 25.2% in SY 2024-25 to 15% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

According to the 2024 Teacher Working Conditions Survey, 95% of staff indicate receiving feedback with specific actions to help improve teaching practices. In addition, 93% of the teachers agree or strongly agree that the conversations held with evaluators after the observations were focused on improving teacher performance.

Successes aligned to this indicator include common planning time. Planning sessions provided staff the opportunity to internalize and model the lesson delivery expectation as well as misconceptions. In addition, the principal and instructional team monitored instruction regularly to provide feedback in a timely manner.

Challenges we anticipate include staffing attendance issues which do not support every teacher the same if someone is absent. Another challenge is staff reporting less than 50% of the time receiving support to implement changes from feedback or having someone to model suggestions.

Opportunities to address these challenges include creating a plan to improve staff attendance so they are present for walkthroughs and then using data to help us increase our CCR for students. An additional opportunity would include offering follow-up walkthroughs to check for specific actions during walkthroughs. In addition to these, we could offer to use a take-it-live or PLC planning session to model some of the suggested feedback so all teachers have the benefit of seeing the model.

Limited Development  
09/12/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Teachers receive, expect, and enact regular feedback on their instructional practices. Teachers feel confident delivering instruction and are willing to model strong instructional practices to their peers either in team planning meetings or school-based PD.</p> <p>The instructional leadership team is aligned so that feedback from one member of the team reflects team vision, goals, and school-wide instructional expectations.</p> <p>Teachers do not feel overwhelmed by feedback because it is aligned with the school-wide goals.</p> <p>Teachers are creating lesson plans that are aligned with district curriculum. Lesson plans are engaging and reflect the diverse needs of the students within classrooms.</p> <p>Lessons are regularly reviewed by school-based curriculum specialists to ensure alignment with school goals. Time in instructional leadership team meetings will regularly be devoted to offering constructive, actionable feedback on lesson plans.</p> <p>MCLs/Facilitators have time during their weekly schedules that is dedicated to instructional feedback and coaching. There is an emphasis and implementation on small group instruction to ensure that the curriculum meets the children where they currently are.</p> <p>Coaches, MCLs, and admin team members are regularly observing classrooms and giving timely feedback that is bite-sized and actionable.</p>			<b>Ebony Williams</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/12/24	Facilitators and instructional leadership will analyze student data alongside classroom teachers, ML teachers, EC teachers and AIG staff from multiple data points, and use the information to inform small group instructional needs and practices for literacy and math instruction. Teachers will also utilize individual student data trackers to monitor progress towards school-wide goals. (Goal 1, Goal 2)		Ebony Williams	05/28/2026

		<i>Notes:</i>			
	9/12/24	Members of instructional leadership team have a coaching caseload of teachers whom they meet with regularly to deliver feedback and support regarding instructional practices as well as classroom management. Teachers and coaching caseload are determined based on alignment with five turnaround competencies from Public Impact (Goal 1, Goal 2, FAM-S)		Ebony Williams	06/30/2026
		<i>Notes:</i>			
<b>Implementation:</b>			05/29/2025		
	<b>Evidence</b>	5/29/2025			
	<b>Experience</b>	5/29/2025			
	<b>Sustainability</b>	5/29/2025			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Our SIP goal that aligns to this indicator is:

We will increase our SWD subgroup performance grade from a F to a D or higher by 2026.

As of June 2025, we have not met our goal aligned to this indicator. Our SWD subgroup GLP increased to 10.7% from 19.8% and CCR increased from 4.8% to 5.4%. As a result we were identified as a TSI-EC School.

We hired 2 TLP instructional positions which is less than 10% of staff hired during the 24-25 school year. In addition 78% of the staff at Lebanon Road Elementary agree or strongly agree that an appropriate amount of time is given for professional development.

We also used Title 1 funds to pay differentials on TLP positions that were hired to help improve instructional approaches and implement standards aligned instruction. Another success is attending the School of Excellence meetings and creating action plans that are aligned to the goals and the work of RELAY.

Challenges we anticipate is having an EC teacher vacancy as well as two EC-Adapted curriculum vacancies.

Opportunities to address this challenge is continuing the use of effective PD around the work we continued within the 24-25 school year with a refresher for all staff. Another opportunity is to create a detailed plan based on staff needs for PD and rank the needs of new staff around curriculum and student academic monitoring. We will continue to be strategic in pairing support for staff and promoting leadership from within by creating Teacher Leader Pathway opportunities for staff that are eligible to apply.

Limited Development  
09/05/2023

<b>How it will look when fully met:</b>	Having staff to engage with the professional development and utilizing strategies learned from the opportunities to impact student learning outcomes. Members of ILT being able to support staff with specific instructional needs using the RELAY framework. Leveraging the the Teacher Leader Pathway program via Title 1 funds so that teachers and students will have access to highly effective teachers and coaches to work collaboratively to increase student success. These opportunities will enable us to achieve our goals of 50% CCR in Reading and exceeding EVAAS growth.		<b>Ebony Williams</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/12/24	We will conduct vertical alignment unpacking planning meetings to allow teachers an opportunity to collaborate and learn how the standards are aligned and supported. This planning will provide MCL, ML, EC, AIG and classroom teachers an opportunity to collaborate and build intentional instructional practices to increase student outcomes. (EVAAS, Literacy, Math)		Sheaffer and Coronado	10/30/2025
<i>Notes:</i>				
9/5/23	Within the 2023-24 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by leveraging the teacher leader pathway program via title 1 funds to increase for all students to highly effective teachers and coaches. (EVAAS, 3rd grade Reading, Title 1 funds)		Ebony Williams	06/30/2026
<i>Notes:</i> <a href="https://drive.google.com/file/d/1EAc8uuw9nTGW8O93XiVPD3TxpTC1be7S/view?usp=drive_link">https://drive.google.com/file/d/1EAc8uuw9nTGW8O93XiVPD3TxpTC1be7S/view?usp=drive_link</a>				

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>					
<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>					
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

As of June 2024, we have partially met our goal aligned to this indicator. According to the 2024 Teacher Working Conditions Survey, 88% of staff indicate that Lebanon Road is overall a good place to work and learn. In addition, 86% of the teachers agree or strongly agree that they look forward to working each day at Lebanon Road Elementary.

Success for this indicator includes the assistant principal providing support and monthly incentives to new staff (BT) and mentors to help with rewarding staff. Staff was provided common planning time and encouraged to utilize take it live as a way to internalize and model the lesson delivery expectation.

Challenges we anticipate include filling vacancies and onboarding new staff. An additional challenge is staff reporting based on insight survey data, 39% of our staff indicate they are recognized for their accomplishments publicly while 13% of the staff indicate that they are in charge of something important.

Opportunities to address this challenge is using the SWVL cameras to capture the area of focus happening in another classroom to share as a model with the teacher when using a suggestion from feedback given. An additional opportunity would include offering followup walkthroughs to check for specific actions during walkthroughs. Opportunities to address the challenges will also include encouraging effective staff according to EVAAS 22-23 school year by applying for teacher leader pathway positions for the upcoming 24-25 school year. Based on TWCS, 46% teachers report being able to participate in the hiring process, therefore we could use this as an opportunity to increase teacher participation in the hiring process. Additionally, we will create additional leadership opportunities by creating teacher-led committees that support our SIP goals. We will continue to recruit staff and onboard new staff so they are able to be supported in helping the school reach our SIP goals. Another opportunity is making sure that the staff handbook aligns to the SIP and it includes all aspects to prevent misunderstanding or mis-communication. Lastly, we will implement celebrating staff each month with a selected data point to highlight their work or ask for permission to record model classrooms to share with staff.

Limited Development  
09/15/2022

<p><b>How it will look when fully met:</b></p>	<p>School will be fully-staffed with highly qualified teachers who desire to return to the school for the following year.</p> <p>Evaluators will use multiple data points to determine teacher effectiveness, and they will be trained in how to give feedback effectively to teachers. Teachers will be evaluated multiple times per year, formally, and will also receive formative feedback, at least monthly from their instructional leadership team.</p> <p>Teachers will be evaluated by multiple members of the admin team to ensure feedback from others as well as to provide opportunities for consistency of feedback from the administrators.</p> <p>Teachers will report that they feel supported at work through feedback on their Insight surveys.</p> <p>Turnover of effective teachers (based on EVAAS) will be low. Teachers who are considered highly effective will be granted opportunities to lead, supported in applying for promotions, and encouraged to explore the teacher leader pathway.</p>		<p><b>Ebony Williams</b></p>	<p><b>06/30/2026</b></p>
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<p><b>Actions</b></p>	<p><b>0 of 2 (0%)</b></p>		
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<p>9/15/22</p>	<p>Administrative team will complete evaluations of staff in alignment with state and district expectations in the timelines requested. Administrative team will work together at the beginning of the year to calibrate on feedback and ratings expectations to ensure fidelity of the instrument's use across the school. During observation pre-conferences, teachers will have an opportunity to reflect on previous effectiveness (EVAAS data) and current student performance from MAP. This information will support teachers in creating goals and actions aligned to intentionally meeting student needs through instructional delivery. (EVAAS and 3rd grade)</p>		<p>Ebony Williams</p>	<p>06/30/2026</p>
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<p><i>Notes:</i></p>
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<p>9/15/22</p>	<p>School will continue to utilize budget to recruit specialized, highly effective teachers to the school in order to ensure that students have access to teachers with a track record of success (EVAAS and 3rd grade)</p>		<p>Ebony Williams</p>	<p>06/30/2026</p>
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<p><i>Notes:</i></p>
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<p><b>Core Function:</b></p>	<p><b>Domain 3: Instructional Transformation</b></p>
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<p><b>Effective Practice:</b></p>	<p><b>Practice 3A: Diagnose and respond to student learning needs</b></p>
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>We will continue to utilize universal screeners to determine student needs during data meetings and ILT meetings. Additionally, we provided numerous staff members with training in Orton Gillingham and other instructional interventions from the district's standard treatment protocol. This allows us to have a robust team who are able to meet the needs of students school-wide.</p> <p>Based on the most recent previous school year, Lebanon Road Elementary has exceeded growth, moved up a letter grade, and come off the low-performing list. Additionally, our school has dramatically reduced the number of students requiring RtA support in fourth grade. We also had significant progress for our ML students last year.</p> <p>Much of this can be tied back the strategic tiered work that was addressed in the 2022-2024 school years. We have continued to support our students learn their foundational skills at a high level while providing strong core instruction. Additionally, our school has agreed to be a pilot school for the new Skills Block curriculum. We will use this in first grade to strengthen the core and decrease the number of students leaving first grade below grade level.</p>	<p>Limited Development 09/12/2024</p>		

**How it will look when fully met:**

In full implementation:

- School has an MTSS leadership team for behavior and academics. When the team meets, teachers are able to share progress of students towards their individual goals as well as concerns.
- School will have a process to address additional concerns and will be able to include students' family in the conversation.
- School is using Data Decision Rules to identify students who are in need of Tier 2 and Tier 3 support
- Students are grouped based on similar data
- Interventions from the Standard Treatment Protocol will be used, and matched based on need, to support students in furthering their progress towards grade level standards and goals.
- Due to targeted, supportive interventions, the percentage of students needing Tier 2 and Tier 3 support decreases to be more aligned to the 80/15/5 model.
- Time is specifically allocated for students to receive support during the school day
- Master schedule reflects MTSS process
- Teachers are strategically matched with student intervention groups based on training and prior results
- MTSS facilitator will strategically group and schedule students so that additional services such as MLL, EC, and TD complement what is being done during the MTSS block to ensure students have an aligned instructional experience.
- Teacher has appropriate materials, and training, to implement interventions. During MTSS time, classes on grade levels look distinctly different as teachers are using differentiated materials to meet to the needs of the individual students within their classrooms. Students are able to share what they are working on and the progress they have made toward their goals.
- School staffing plan allows for individuals to spend their time creating structures for MTSS, ensuring fidelity of implementation across the school, and ensuring teachers have time to monitor the progress of students
- School will have and utilize a process for adjusting interventions based on review of student data. Changes in student schedules will be communicated to families and students (as appropriate) to ensure a clear line of communication and support between school and home.

Ebony Williams

06/05/2026

<b>Actions</b>		<b>3 of 7 (43%)</b>		
3/27/25	(Pending) Budget: (Pending) Budget: \$1769.85 Action: Lebanon Road is spending approximately \$1800 purchasing first and second grade Skills Block workbooks from CMS PrintShop. The resource will be used in our first and second classrooms. The resources will provide students with an extra opportunity to receive additional literacy support during their Leopard Lab time. The resource supports foundational literacy skills (Goal 1), and it will be used outside of our core instructional time. Students will have an opportunity to get additional practice and support with early literacy during their additional literacy time in the afternoons.	Complete 09/26/2025	Ebony Williams	10/01/2025
<i>Notes:</i>				
9/25/25	(Pending) Budget: (Pending) Budget: \$2474.04 Action: Lebanon Road is spending approximately \$2500 purchasing Kindergarten Open Up Skills Resource from CMS PrintShop. The resource will be used in our Kindergarten classrooms in the form of workbooks and teacher materials. The resources will provide students with an extra opportunity to receive additional literacy support during their Leopard Lab time. TThe resource supports foundational literacy skills (Goal 1), and it will be used outside of our core instructional time. Students will have an opportunity to get additional practice and support with early literacy during their additional literacy time in the afternoons.		Ebony Williams	10/01/2025
<i>Notes:</i>				
9/12/24	Our master schedule will create periods of time for students to meet with instructors in a small-group setting to get the specific instruction they need across tiers. Small groups will be adjusted at regular intervals following data analysis to ensure student needs are met. (Guardrail 1, Goal 1, Goal 2)		Ebony Williams	11/03/2025
<i>Notes:</i> We utilize Leopard Lab to support students in grades 2-4 for small group instruction. We also implemented high dosage tutoring for fourth grade math to support this work.				
9/12/24	Within the 2024-2025 school year, our TSI school will implement the following evidenced-based intervention of iReady to increased the performance of our SWD subgroups. (Guardrail 1)		Ebony Williams	05/24/2026
<i>Notes:</i>				

3/27/25	(Pending) Budget: \$670.00 Action: Lebanon Road will be spending approximately \$700 of Title 1 funds to purchase additional envelopes from Keys Innovative Solutions that are used to communicate between school and home. These envelopes allow the school to communicate key instructional information to families including: student schedules, information regarding student reading plans, attendance letters, requests for formal meetings, and information regarding interventions. All paper communication goes home through these envelopes.	Complete 05/29/2025	Ebony Williams	05/30/2026
<i>Notes:</i> These were ordered and delivered.				
2/7/25	(Pending) Budget: \$5236 Action: Lebanon Road will use approximately \$5000 of title 1 funds to provide substitutes for Literacy Data days to conduct data dives to determine strengths, areas of needs and priority areas. This work will give us time to complete six-week plans.	Complete 06/30/2025	Ebony Williams	06/30/2026
<i>Notes:</i>				
9/12/24	Our school will use data from the Universal Screener to determine students in need of Tier 2 and Tier 3 support for reading and math (Guardrail 1)		Makenna Waddell	11/01/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

According to the Teacher Working Conditions survey, 86.11% of teachers agree or strongly agree “Students follow the rules for student conduct.” In the same survey, 91% of Lebanon Road Elementary teachers agree or strongly agree that “The school uses positive behavioral interventions and support.”

Successes related to this indicator include providing students with mindfulness lessons from counselors that teachers were able to sign up for as needed. The partnership with Family first therapy agency also provided some of the needed support for our families and scholars to prevent some of the recurring behaviors that led to suspensions. We completed training of Capturing Kids Hearts with staff and completed some refresher training.

Challenges that we face and/or anticipate in meeting our 2024-2025 SIP goal include having new members of the student services team that do not have relationships with students. Other anticipated challenges would include the onboarding of new staff with the implementation of knowing when class needs whole group class guidance or needs to be referred for additional support.

Opportunities to address those challenges include implementing a whole class guidance lesson schedule, revising our core behavior matrix to include some of the self-efficacy and engagement focus. We will also engage upcoming staff in helping to create new incentives for attendance and include new team members in the CKH training. CKH will serve as our framework to continue shaping our school culture.

Limited Development  
09/15/2022

<b>How it will look when fully met:</b>		<p>School will have a comprehensive data analysis system that is used to determine instructional effectiveness among all subgroups and the teachers' implementation of adopted strategies used to improve instruction. School staff will be familiar with and utilize the school-wide behavior matrix and behavior hierarchy with fidelity and consistency.</p> <p>School effectiveness decisions and implemented research based strategies will be made for the school based on student performance outcomes/educational observations.</p> <p>The implementation of data driven instruction and analysis of data, the school performance will increase to a C letter grade or high. School will EXCEED growth based on EVAAS data.</p>		<b>Ebony Williams</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/15/22	Student support team, BMT and classroom teacher will work together to create positive reinforcement strategies and additional teaching opportunities for students who are struggling to meet behavioral expectations in class by using interventions on the standard treatment protocol. (SEL and OSS)		Ebony Williams	06/30/2026
<i>Notes:</i>					
	10/4/22	The MTSS Core Behavioral team will meet monthly to determine effectiveness of rubric and school expectations and strategies based on discipline data. In these meetings, team will determine the need for any changes or trainings based on current data. (SEL and OSS)		Makenna Waddell	06/30/2026
<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>

<p><b>Initial Assessment:</b></p>	<p>As of June 2025, we CCR for 3rd grade Black &amp; Hispanic students decreased by 4.7% and our GLP decreased by 26.9% in 3rd grade Literacy.</p> <p>Despite the creating alignment of the instructional team for standards based instruction and providing relevant PD to support the use of the adopted curriculum there is still work to be done in this area and within our 3rd grade PLC. We plan to continue utilizing RELAY lesson planning and upacking. We will also continue to utilize RELAY to help implement instructional strategies that we could monitor progress for teachers and students. We also plan to do more work involving teachers in analyzing individual student data as to help create next steps for planning.</p> <p>Challenges we anticipate are being able to fill our 2-3 grade MCL vacancy for the 2025-26 school year and onboarding a new staff member once this position is filled.</p> <p>We will continue to ensure that at least one administrator is present in all planning meetings to help provide support around the new implementation of extension labs for student needs based on data.</p>	<p>Limited Development 08/08/2024</p>		
	<p>Priority Score: 3                      Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p><b>How it will look when fully met:</b></p>	<p>There is a certified, highly qualified teacher in each K-5 classroom.</p> <p>All teachers (K-5) will be implementing the adopted curricula with fidelity and integrity. When this happens,</p> <p>classrooms will be text-rich environments. Classrooms will be student-centered and focused on students</p> <p>explaining their thinking, justifying their reasoning verbally and in writing, and students collaborating with peers.</p> <p>There are multiple, protected times throughout the week for PLCs to meet to collaborate, plan, and model</p> <p>instruction. Teachers will work together with their department colleagues to set challenging goals for their</p> <p>students, and teachers will measure progress towards these goals.</p> <p>Teachers will plan instruction that supports specific groups of students within their classrooms, and opportunities</p>		<p><b>Ebony Williams</b></p>	<p><b>06/30/2026</b></p>

for differentiated tasks, activities, and instruction will be given for students within the class period. Small group instruction targeting specific students based on various data points will take place throughout the instructional block.

Teachers receive ongoing, relevant PD to implement the curriculum. District and federal funding is aligned to providing teachers with opportunities to strengthen their instructional impact. Teachers will take learning from professional development and implement it within their classrooms for improved instructional outcomes.

Teachers will share effective instructional practices with their peers and will take time in planning or staff meetings to model or view impactful instructional strategies.

Students receive engaging, rigorous instruction school wide. As a result, students will be able to share what they are learning in their classrooms. Students will be able to take information learned in previous units or grade levels and apply it to make instruction more rigorous or relevant.

<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/24/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Ebony Williams	10/01/2025
<i>Notes:</i>				
9/18/25	During instructional leadership team meetings and weekly 1:1 meetings, members of the school's instructional leadership team walk classrooms and determine alignment of instruction to core actions: Standards alignment, rigor, and engagement (Goal 1, Goal 2)		Ebony Williams	06/10/2026
<i>Notes:</i>				

9/18/25	Math, ELA, and 5th grade Science teachers will collaborate with MCL, ML, EC and AIG teachers to create small group instructional plans based on data from prior school years, universal screeners and classroom assessments (Guardrail 1)		Ebony Williams	06/10/2026
<i>Notes:</i> Completed in bi-weekly cycles				
8/8/24	Members of administrative team attend planning with facilitators and teachers to determine effectiveness and alignment of discussion and outcomes to expectations. Leadership team gives feedback to facilitator to increase effectiveness of planning meetings and standards alignment (Guardrail 1, Goal 1, Goal 2)		Ebony Williams	06/30/2026
<i>Notes:</i> Facilitators receive feedback weekly, or biweekly based on their coaching cycle, from either the principal or the assistant principal. MCL 1 and reading teacher coached by the principal. MCL 2 in coached by the AP.				
<b>Implementation:</b>		05/29/2025		
<i>Evidence</i>	5/29/2025			
<i>Experience</i>	5/29/2025			
<i>Sustainability</i>	5/29/2025			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Over the past two years significant positive improvements have been made in reference to student conduct and behavior. To continue building upon this work a school-wide discipline matrix and behavior hierarchy have been created. This will allow us to create stronger systems and procedures in relation to managing student behavior.

Successes related to this indicator include providing students with mindfulness lessons from counselors that teachers were able to sign up for as needed. The partnership with Family first therapy agency also provided some of the needed support for our families and scholars to prevent some of the recurring behaviors that led to suspensions. We completed training of Capturing Kids Hearts with staff and completed some refresher training.

A challenge that we face and/or anticipate in meeting our 2025-26 goal is the loss of leadership team members. In the 2024-25 school year we have a principal, an assistant principal, a dean, and two counselors. In the current school year we no longer have a dean position and have transitioned to having only one counselor.

Another anticipated challenge would include the onboarding of staff with the implementation of knowing when class needs whole group class guidance or individual students need to be referred for additional support. As a result of now having our social worker position reduced and shared between multiple schools we will have the additional challenge of onboard a new social worker that will have to work and build new relationships with families.

Opportunities to address those challenges include implementing a whole class guidance lesson schedule, revising our core behavior matrix to include some of the self-efficacy and engagement focus. We will also engage upcoming staff in helping to create new incentives for attendance and include new team members in the CKH training. CKH will serve as our framework to continue shaping our school culture. To address our chronic absenteeism, we can use CKH to help us celebrate student attendance, continue our efforts of promoting high attendance per homeroom with a goal of 95%, and ask that teachers utilize ParentSquare to check in on absent students during attendance capture.

No Development  
08/08/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>We would see a decline in student misbehaviors in the classroom.</p> <p>Our teachers will use the EXCEL model from Capturing Kids' Hearts to create warm classroom environments based on the shared understanding of the Social Contract.</p> <p>Teachers will have clear guidance on how to get support for student's behavior and social-emotional wellness including meeting regularly with counselors.</p> <p>Students will regularly attend school, and there will be celebrations for attendance at regular intervals.</p>			<b>Makenna Waddell</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>1 of 5 (20%)</b>		
8/30/24	<p>Budget: \$39,696.30 (BMT)</p> <p>Action: Lebanon Road Elementary will use \$39,696.30 of Title 1 funds to hire a BMT (Behavior Modification Technician) for 2025-2026 school year to address positive behavior initiatives and minimize loss of instruction in the class due to office referrals. (Guardrail 2)</p>		Complete 08/18/2025	Ebony Williams	06/30/2025
<i>Notes:</i> Ms. Covington was hired as our BMT for the 2025-26 school year.					
9/24/25	To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)			Ebony Williams	10/01/2025
<i>Notes:</i>					
8/8/24	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06) The school will utilize Capturing Kids Hearts to support adults in professional development around building relationships in order to strengthen teacher efficacy. (Guardrail 3, Guardrail 2, FAM-S 31)			Ebony Williams	06/30/2026
<i>Notes:</i> All staff that were not trained in 24-25 school year have been given the opportunity to train during the 25-26 school year by the district.					

8/8/24	School counselors will be teaching guidance lessons quarterly for each class. The lessons will focus on emotional regulation, conflict resolution, and other needs MTSS team meetings. We will also begin the year by having grade level assemblies to go over school-wide expectations and rules as well as the CMS Student Code of Conduct (Guardrail 2, FAM-S 31)		Makenna Waddell	06/30/2026
<p><i>Notes:</i> They do their franchise lessons quarterly as well as lessons on an as-needed basis to support teacher and student needs.  Link to grade level assemblies presentation:  <a href="https://docs.google.com/presentation/d/1i4Mr7R7_DxeUnfSKJyavLtZY0Ni4FiPnR_ka--xwqUA/edit?usp=sharing">https://docs.google.com/presentation/d/1i4Mr7R7_DxeUnfSKJyavLtZY0Ni4FiPnR_ka--xwqUA/edit?usp=sharing</a> (was completed on 9/12/2025 and 9/17/2025).</p>				
9/11/24	The school will implement an attendance plan to improve our overall school attendance rate. See plan here <a href="https://docs.google.com/document/d/1KYBOgcuVumBtz6WCDdm_pxSxWkaV3FV86_XDNCXtKA/edit?usp=sharing">https://docs.google.com/document/d/1KYBOgcuVumBtz6WCDdm_pxSxWkaV3FV86_XDNCXtKA/edit?usp=sharing</a> (Guardrail 2)		Makenna Waddell	06/30/2026
<p><i>Notes:</i> There was a monthly attendance plan with incentives and class-based competitions. The school bulletin board on the A hallway.</p>				
<b>Implementation:</b>		05/29/2025		
<b>Evidence</b>	5/29/2025			
<b>Experience</b>	5/29/2025			
<b>Sustainability</b>	5/29/2025			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

As of June 2024, we have partially met our goal aligned to this indicator. According to the Teacher Working Conditions Survey, 94% of teachers agree or strongly agree that the school encourages parent/guardian involvement. Based on parent feedback shared, parents appreciated the increase in communication this school year and requested for us to continue with consistent communication in the upcoming school year.

Success aligned to this indicator include consistent school communication via a weekly principal message to parents on Fridays and regular staff communication with families using ParentSquare. In addition, we plan to have quarterly parent engagement nights and a curriculum night.

A challenge and opportunity for growth we anticipate is ensuring that each grade level is consistent and clear with communication around what children are learning.

Opportunities to address this challenge will include requiring each grade level to create a monthly newsletter that would be shared with families on the first Friday of each month. It will be communicated via ParentSquare and administrators will be able to confirm that parents are being provided the information. An additional opportunity includes increasing positive communication with families. In order to foster relationships, it is important to highlight how students engage in the work. In addition, based on parent feedback, we will provide models for parents of the expected learning outcomes. Also based on parent feedback, we will include a link to classroom social contracts in the monthly communication as a way to connect families to the CKH work. We will continue ensuring the school is providing clear communication and that expectations are communicated clearly to families, staff and students.

Limited Development  
08/08/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Parents are consistently engaged in their child's academic expectations and progress. Parents will attend schoolbased curriculum events such as curriculum night, EL nights, EOG nights to learn more about their child's education.</p> <p>All teachers consistently communicate with parents about all students' progress aligned to grade level standards and end of grade expectations. This includes providing families with resources they can use to support their child's learning.</p> <p>The school will use clear communication regarding schedules, assignments, and learning tools to support parents. This will happen through phone calls, social media, and email.</p> <p>School has clear, consistent expectations for each child that can be verbalized by students, teachers, and families. The school will continue to utilize the student support team: counselors, social workers, and family advocate, to provide resources for families to allow them to connect with the school. These resources are things like positive parenting workshops, attendance workshops and meetings, home visits to provide resources, and opportunities for tutoring and counseling as needed.</p> <p>The school will continue to use Title I funding to provide materials for parents to support their students with kindergarten readiness including games involving number recognition and supports for building knowledge of the alphabet.</p>			<b>Ebony Williams</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/8/24	Partner with the PTA to offer family-friendly activities to our community that engage parents with the school and bridge the gap between home and school. (Guardrail 1, Goal 1)		Makenna Waddell	06/30/2026
<i>Notes:</i>					

1/21/25	The school will share a monthly newsletter "Parent Paws" to connect families with the learning taking place in each grade level as well as communicate monthly events with the calendar on the newsletter. This newsletter also includes our PTA events so families have one place to look for events and updates. In addition, The school will use ParentSquare to communicate and share information with families as it relates to supporting students' growth and school events. (Guardrail 2 and Guardrail 3)		Makenna Waddell	06/30/2026
<i>Notes:</i>				
8/8/24	The school will offer a Curriculum Night as required. This event will support parents with learning about the content of their child's grade. Teachers will share strategies parents can use at home to support their students' learning. (Guardrail 1, Goal 1, Fam-S 3)		Ebony Williams	10/25/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/18/2025		
<b>Evidence</b>	5/29/2026			
<b>Experience</b>	5/29/2026			
<b>Sustainability</b>	5/29/2026			