

## Comprehensive Progress Report

**Mission:**

At Crown Point Elementary we empower students to become self-directed learners, collaborative thought partners, and strategic decision makers.

Empowering today's learners and tomorrow's leaders.

**Vision:**

**Goals:**

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 71% in SY2024-25 to 77% in SY2025-26. (A2.04 and B3.03)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 29.5% in SY2024-25 to 36% in SY2025-26. (A2.04 and B3.03)

The percent of our students in characteristic groups scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 24/25 school year to the 25/26 school year as documented in our Performance Measures.

Within the 2025-2026 school year, our ATSI school will implement the following evidenced-based interventions; we will support are through more frequent walk-throughs, as well as lesson plan review to increase overall performance of Students With Disabilities.



! = 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>		<p>As of May 2025, the principal and leadership team consistently monitor instruction and provide timely, constructive feedback. A total of 404 informal walkthroughs have been conducted, each followed by a note highlighting strengths and reflective questions. Administration attends weekly PLCs, reviews planning materials, and uses weekly recap emails to ensure instructional alignment. All CMS evaluation timelines have been met, and the school maintained 100% compliance with Beginning Teacher Support. End-of-Year PDPs are complete for all staff. Teachers engaged in learning walks to observe vertical rigor and student independence. Although weekly calibration walks were a challenge, monthly walks helped identify trends.</p> <p>In 2025–2026, the team will expand learning walks and conduct more frequent ILT calibrations to strengthen instructional consistency. These efforts will be directly connected to schoolwide achievement goals: increasing the percent of students scoring College and Career Ready (CCR) on Reading EOGs in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026, increasing the percent of students scoring CCR on Math EOGs in grades 3–5 from 34.6% in June 2025 to 40% by June 2026, and increasing the percent of K–2 students at or above benchmark in early literacy from 71.3% in June 2025 to 77%+ by June 2026. By aligning instructional monitoring, feedback, and calibration practices with these measurable goals, the leadership team will ensure that walkthroughs, PLC participation, and coaching cycles are not just compliance-driven, but strategically focused on driving growth in literacy, math, and early foundational skills.</p>	Limited Development 07/18/2024		

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

When this objective is fully met, the administrative team will maintain a consistent cadence of both formal and informal walkthroughs, with a goal of conducting 800+ informal walkthroughs during the 2025–26 school year to provide teachers with timely, constructive, and actionable feedback. Walkthrough data will be reviewed weekly and monthly to identify trends and develop focus areas, ensuring that professional development is directly aligned to the needs of individual teachers, PLCs, and the whole school. Regular ILT calibration walks will strengthen instructional consistency and ensure that expectations for rigor, engagement, and student independence are aligned across classrooms. Full implementation will be evident through documented walkthroughs with feedback notes, PD agendas tied to identified trends, and ILT calibration records, as well as teacher survey data showing that feedback is timely and impactful. Most importantly, student achievement data will reflect progress toward our 2025–26 schoolwide goals: increasing the percent of students scoring CCR on Reading EOGs in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026, increasing the percent of students scoring CCR on Math EOGs in grades 3–5 from 34.6% in June 2025 to 40%+ by June 2026, and increasing the percent of K–2 students at or above benchmark in early literacy from 71.3% in June 2025 to 77%+ by June 2026. Together, these actions will ensure that walkthroughs, calibration, and professional learning are strategically used as levers to improve instructional quality, strengthen alignment, and drive measurable gains in student outcomes.

**Layla Stanley**

**06/10/2026**

Actions			0 of 3 (0%)		
	7/18/24	<p>During the 2025–2026 school year, the administrative team will conduct weekly walkthroughs in every grade level to provide immediate growth feedback and positive reinforcement to staff. The principal will monitor to ensure that each grade-level administrator visits their assigned grade at least once per week. This consistent presence will ensure that the admin team knows what is happening in the building in real time and can address needs as they arise.</p> <p>Regular, focused walkthroughs will strengthen instructional practices and reinforce classroom environments that are safe, positive, and engaging. Immediate feedback and support will help teachers implement standards-based lessons with fidelity, which is essential for improving outcomes in literacy, math, and early literacy. This action directly supports progress toward:</p> <p>Goal 1: Raising Reading CCR from 29.5% to 36%+            Goal 2: Raising Math CCR from 34.6% to 40%+            Goal 3: Raising K–2 Early Literacy from 71.3% to 77%+ by June 2026</p>		Layla Stanley	06/10/2026
	<i>Notes:</i>				
	7/18/24	The admin team will review walkthrough data to determine trends for instructional coaching and school-wide PD. (Goal 2 and Guardrail 1)		Layla Stanley	06/10/2026
	<i>Notes:</i>				
	7/18/24	The Admin team will have a goal of 800 plus informal walkthroughs for the 2025/2026 school year to ensure we are aligned with the schools FAMs and that we are well aware of the instructional temperature of the school.		Layla Stanley	06/10/2026
	<i>Notes:</i>				
<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>

<b>Initial Assessment:</b>	<p>Last year, we saw measurable success in raising our student achievement scores by strategically aligning our resources to instructional priorities. With the hiring of two additional Teaching Assistants, teachers were able to deliver more intentional and consistent small-group instruction, providing targeted support to students who needed it most. This contributed to a 6.2% increase in students scoring College and Career Ready (CCR) on Reading EOGs and a 4.5% increase in Math CCR from the previous year. We also encouraged more teachers to participate in the Teacher Leadership Pathway (TLP), which grew by 40% in participation, expanding teacher leadership capacity and promoting stronger instructional collaboration. In addition, our Master Teachers played a critical role by supporting daily instruction and facilitating data interpretation, which helped PLCs identify gaps and adjust instruction more precisely. Building on this momentum, this year we have added two part-time tutors, projected to provide over 300 hours of additional small-group and one-on-one intervention for students performing below grade level. These strategic investments demonstrate our commitment to aligning money, time, and human resources directly with instructional priorities, ensuring that staffing and supports maximize their impact on student learning.</p>	Limited Development 09/10/2024		
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<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, the school will demonstrate clear alignment of money, time, and human resources to instructional priorities. Title I funds will be used to hire staff such as Teaching Assistants, tutors, and a Behavior Management Technician to provide targeted support, while Master Teachers and TLP participants will strengthen instruction and data use. Time will be structured to prioritize planning, PLCs, and PD based on walkthrough and student data trends. Evidence of full implementation will include expenditure reports, staffing rosters, PD agendas, and walkthrough records (800+ informal walkthroughs). Progress will be shown through improvements in key student outcomes, including increases in Reading CCR (29.5% to 36%+), Math CCR (34.6% to 40%+), and K–2 early literacy (71.3% to 77%+). Together, these data confirm that resources are fully aligned to instructional priorities and producing measurable gains.</p>		<p>Layla Stanley</p>	<p>06/10/2026</p>
<p><b>Actions</b></p>		<p><b>5 of 6 (83%)</b></p>		
<p>9/30/25</p>	<p>We will use Title I funds (\$39,696.30, excluding benefits) to hire a Behavior Management Technician (BMT) to reduce Out-of-School Suspensions (OSS) from 28 days in 2024–2025 to 14 days in 2025–2026 (a 50% reduction) and to reduce In-School Suspensions (ISS) from 27 days in 2024–2025 to 15 days in 2025–2026 (a 44% reduction). This position will support the implementation of positive behavior initiatives, de-escalation strategies, and restorative practices in order to minimize the loss of instructional time in the classroom and promote a safe, supportive learning environment where students remain engaged and able to make academic progress.</p> <p>Guardrail 2</p>	<p>Complete 08/25/2025</p>	<p>Shawanna Brock</p>	<p>08/25/2025</p>
<p><i>Notes:</i></p>				
<p>9/30/25</p>	<p>We will use Title I funds (\$34,672.05, excluding benefits) to hire an additional Teaching Assistant to provide small-group and individualized support, assist with classroom management, and increase student access to targeted interventions in reading and math. This position will strengthen core instruction, minimize loss of learning time, and directly support our 2025–26 schoolwide goals of increasing the percent of students scoring College and Career Ready (CCR) on Reading EOGs in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026, increasing the percent of students scoring CCR on Math EOGs in grades 3–5 from 34.6% in June 2025 to 40% by June 2026, and increasing the percent of K–2 students at or above benchmark in early literacy from 71.3% in June 2025 to 77%+ by June 2026.</p>	<p>Complete 08/25/2025</p>	<p>Shawanna Brock</p>	<p>08/25/2025</p>

*Notes:*

9/30/25 We will use Title I funds (\$16,000, excluding benefits) for one Multi-Classroom Leader (MCL 1) position to extend the reach of high-performing teachers by coaching and supporting a team of teachers, modeling effective instructional practices, and ensuring data-driven planning that leads to improved student achievement. This position directly supports our 2025–26 schoolwide goal of increasing the percent of students scoring College and Career Ready (CCR) on Reading End-of-Grade (EOG) assessments in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026. The MCL will help achieve this by building teacher capacity, strengthening Tier 1 instruction, and ensuring that standards-based planning and data-driven interventions are implemented consistently across grade levels.

Complete 08/25/2025

Layla Stanley

08/25/2025

*Notes:*

9/30/25 We will use Title I funds (\$45,959.70, excluding benefits) to hire two part-time (25 hours) tutors to provide targeted small-group and one-on-one instruction in reading and math. These tutors will support students performing below grade level, reinforce classroom learning, and close achievement gaps by delivering additional intervention time beyond core instruction. This investment directly supports our 2025–26 schoolwide goals of increasing the percent of students scoring College and Career Ready (CCR) on Reading EOGs in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026, increasing the percent of students scoring CCR on Math EOGs in grades 3–5 from 34.6% in June 2025 to 40% by June 2026, and increasing the percent of K–2 students at or above benchmark in early literacy from 71.3% in June 2025 to 77%+ by June 2026.

Complete 09/15/2025

Shawanna Brock

09/19/2025

*Notes:*

9/30/25	<p>We will use Title I funds to hire four Expanded Impact Teachers (EIT2 at \$2,250 each for a total of \$18,000, excluding benefits) and one Expanded Impact Teacher (EIT3 at \$9,000, excluding benefits) to expand instructional reach across all grade levels and content areas. The four EIT2s will provide direct instructional support in core classrooms, while the EIT3 will extend impact by coaching teachers, modeling effective practices, and strengthening Tier 1 instruction schoolwide. Together, these positions will reduce student-to-teacher ratios, increase opportunities for small-group instruction, and directly support our 2025–26 schoolwide goals of increasing the percent of students scoring College and Career Ready (CCR) on Reading EOGs in grades 3–8 from 29.5% in June 2025 to 36%+ by June 2026, increasing the percent of students scoring CCR on Math EOGs in grades 3–5 from 34.6% in June 2025 to 40% by June 2026, and increasing the percent of K–2 students at or above benchmark in early literacy from 71.3% in June 2025 to 77%+ by June 2026.</p>	Complete 09/30/2025	Layla Stanley	09/30/2025
<i>Notes:</i>				
9/30/25	<p>We will use Title I funds (\$53,423.53, excluding benefits) to hire an additional Kindergarten classroom teacher to reduce our larger class sizes to approximately 18–19 students per class. This reduction in student-to-teacher ratio will create smaller, more manageable groups, allowing for increased individual attention, stronger early literacy and numeracy instruction, and more targeted small-group interventions. This position directly supports our 2025–26 schoolwide goal of increasing the percent of K–2 students scoring at or above benchmark in early literacy, as measured by DIBELS, from 71.3% in June 2025 to 77%+ by June 2026.</p>		Layla Stanley	10/30/2025
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>

	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>As of May 2025, the school effectively implemented a tiered instructional system with PRIDE Time built into the master schedule for targeted intervention and enrichment. Kindergarten and 1st grade utilized Orton-Gillingham and Heggerty, while Title I funds supported three additional TAs to strengthen small-group instruction. In grades 2–5, students were flexibly grouped using BOY, MOY, and EOY data, with adjustments made mid-year to refine interventions and close reading strategies. The MTSS Team met weekly, and the FAM-S was completed on May 1st, reflecting a strong commitment to responsive instruction.</p> <p>In 2025–26, the school will deepen alignment between PRIDE and core blocks, supported by two new Title I-funded tutors to expand small-group and one-on-one interventions. Efforts will be measured by progress toward this year’s goals: increasing Reading CCR from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy from 71.3% to 77%+.</p>	<p>Limited Development 07/18/2024</p>		

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, the school’s tiered instructional system will ensure that all students receive evidence-based instruction aligned to their individual needs during both core instruction and PRIDE Time. Teachers will use data from i-Ready, DIBELS, and classroom assessments to flexibly group students and adjust instruction. Support from Title I-funded TAs and tutors will expand small-group and one-on-one interventions, while the MTSS Team will meet weekly to monitor progress and resource alignment. Evidence of full implementation will include master schedules, walkthrough data, PLC minutes, and student outcome data showing progress toward 2025–26 goals: Reading CCR from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy from 71.3% to 77%+.</p>		<p><b>Tina Mohrman (Elected 8/22/2024)</b></p>	<p><b>06/10/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>5/30/25</p>	<p>To leverage i-Ready and strategic progress monitoring to support individualized pathways, the school will launch monthly schoolwide i-Ready growth challenges by class, grade level, and individual benchmarks to increase engagement and celebrate progress. Teachers will conduct biweekly PLC discussions to analyze i-Ready performance and usage, set short-term goals, and monitor growth, while students will participate in monthly goal-setting conferences to track their own data and reflect on progress. PLCs will use i-Ready instructional reports to adjust small-group plans, ensuring targeted intervention for students below grade level and enrichment for students ready to accelerate. Administrators and MCLs will conduct fidelity checks to ensure i-Ready instructional minutes are aligned with student needs and goals. By embedding this culture of ownership, accountability, and data-driven decision-making, the school will increase student motivation, strengthen alignment between data and daily instruction, and drive measurable growth toward 2025–26 goals: raising Reading CCR from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy benchmarks from 71.3% to 77%+.</p>		<p>Rachel Miller (K-2 MCL), Samuel Toron (3-5 MCL), T</p>	<p>06/09/2026</p>
<p><i>Notes:</i></p>				

9/16/25	By June 2026, the Connect Team (counselor, social worker, administrators, facilitators, MTSS liaison, and psychologist) will meet weekly to analyze academic data, identify trends, and make discretionary moves that support teaching and learning. In addition, monthly Grade Level MTSS Meetings will be held to review student data (i-Ready, DIBELS, classroom assessments), discuss interventions, and plan next steps. Coaches will support teachers with intervention planning, progress monitoring, and fidelity checks, while monthly Kid Talks will provide opportunities to address students of concern not yet receiving MTSS interventions.  FAM-S -3		Tina Mohrman (Elected 8/22/2024)	06/10/2026
Notes: Measure of Success: Increased student growth in reading and math, with measurable gains toward SIP goals of Reading CCR (23.3% → 29.5% → 36%+), Math CCR (35.2% → 34.6% → 40%+), and K–2 early literacy (71% → 71.3% → 77%+).				
5/30/25	To strengthen Tier 1 small-group instructional planning, the school will embed structured support within weekly PLCs. MCLs and instructional leaders will model the use of the small-group planning template, demonstrating how to align activities to core standards and i-Ready data. All teachers will complete the planning template weekly, focusing on targeted skills identified through formative data, while MCLs will review submissions each Friday and provide feedback by Monday, highlighting glows and grows to refine practice. Biweekly PLCs will also include short, targeted PD sessions to reinforce best practices for differentiation, grouping, and maximizing instructional time. These structures are expected to increase instructional precision, improve student engagement, and strengthen small-group outcomes, resulting in measurable progress toward 2025–26 goals: raising Reading CCR from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy benchmarks from 71.3% to 77%+.		Rachel Miller and Samuel Toron	06/10/2026
Notes:				

<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>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>

**Initial Assessment:**

By April 2025, all instructional teams developed standards-aligned units using CMS pacing and district-provided curriculum (EL Education and Illustrative Math). In PLCs, teachers unpacked standards and assessments, focused on Core Actions, and planned for student engagement and cognitive lift. Planning was intentional, vertically aligned, and supported by weekly 90-minute planning blocks with additional sessions for small-group planning and data dives. These structures led to stronger teacher understanding of standards, more effective use of planning time, improved PLC collaboration, and consistent support from coaches. Weekly PLC recaps and planning templates streamlined communication and alignment across grade levels. As a result, the school achieved measurable gains, including an increase in Reading CCR from 23.3% in June 2024 to 29.5% in June 2025 and a slight rise in K–2 early literacy from 71% to 71.3%. However, Math CCR declined from 35.2% to 34.6%, signaling a need for deeper support in mathematics instruction.

Looking ahead to 2025–2026, the focus will be on strengthening Tier 1 instruction by scheduling dedicated time for foundational skills, particularly in grades 3–5, and improving student performance on cold reads through targeted strategies. Student goal-setting and ownership of progress will be emphasized, with structures in place for regular conferences and reflection. Instructional follow-through will be strengthened through safe practice opportunities in PLCs and targeted walkthroughs to ensure fidelity of implementation. These next steps are designed to directly support progress toward schoolwide goals of raising Reading CCR to 36%+, Math CCR to 40%+, and K–2 early literacy to 77%+ by June 2026, ensuring that gains in instructional planning and collaboration translate into improved student outcomes.

Limited Development  
07/18/2024

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, instructional teams will consistently design and implement standards-aligned units of instruction in every subject and grade level. Weekly 90-minute PLCs will be used to unpack standards, align assessments, and plan for student engagement and cognitive lift, supported by district pacing guides and curriculum resources such as EL Education and Illustrative Math. Teachers will collaboratively develop small-group action plans, integrate targeted strategies for foundational skills, and adjust instruction based on ongoing data analysis. Coaches, MCLs, and administrators will provide modeling, feedback, and support to ensure units are vertically aligned and responsive to student needs.</p> <p>Full implementation will be evident through PLC agendas and minutes, completed planning templates, and weekly recap communications that document collaborative planning and alignment. Evidence will also include walkthrough and observation data confirming that units are standards-aligned and implemented with fidelity, as well as student outcome data demonstrating growth toward 2025–26 goals: Reading CCR increasing from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy from 71.3% to 77%+. These artifacts and outcomes will confirm that instructional planning is intentional, data-driven, and directly supporting student achievement across all grade levels.</p>		Layla Stanley	06/30/2026
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>9/16/25</p>	<p>By the end of the 2025–2026 school year, school leadership will ensure that all teachers receive an average of at least five hours of duty-free instructional planning per week. This will be accomplished by protecting the current schedule of one 90-minute weekly collaborative planning block and four additional 55-minute planning periods. Administrators will monitor schedules, provide coverage as needed, and collaborate with grade levels to ensure planning time remains consistent and uninterrupted.</p>		Layla Stanley	06/10/2026
<p><i>Notes:</i> Measure of Success: Teacher schedules, duty rosters, and administrator monitoring will confirm that each teacher has access to a minimum of 5 hours of planning time weekly. Staff feedback and instructional planning documentation (e.g., PLC agendas, lesson plans) will also serve as evidence of effective implementation.</p>				

9/16/25	By June 2026, teachers will incorporate student goal-setting and academic monitoring into instruction, supported by regular student-teacher conferences and reflection structures. PLCs will include safe practice opportunities for teachers to rehearse strategies, while targeted walkthroughs will monitor fidelity of implementation and provide real-time coaching feedback. These practices will strengthen Tier 1 math instruction and address areas of decline, with the goal of raising Math CCR from 35.2% → 34.6% → 40%+ by EOY 2026.		Rachel Miller and Samuel Toron	06/10/2026
<i>Notes:</i>				
9/16/25	By June 2026, instructional teams will use weekly 90-minute PLC blocks and additional planning sessions to utilize district curricula (EL Education, Illustrative Math) along with standards-based supplemental materials, anchored in CMS pacing guides. PLCs will intentionally unpack standards, analyze cold read assessments, and embed opportunities for cognitive lift and student engagement. Coaches will provide consistent support through PLC facilitation, planning templates, and weekly recaps.  FAM-S-29		Shawanna Brock	06/10/2026
<i>Notes:</i> Measure of Success: This action step will support measurable gains in Reading CCR (23.3% → 29.5% → 36%+) and K–2 early literacy (71% → 71.3% → 77%+) by June 2026.				
9/30/25	We will use Title I funds (\$5,000) to support field trips that enhance standards-based learning and provide students with meaningful, hands-on experiences. One field trip (\$2,500) will fund 4th grade students attending JA Biztown, which directly aligns with 4th grade social studies standards by engaging students in real-world applications of economics, citizenship, and financial literacy. The other field trip (\$2,500) will support a school visit to Discovery Place, which is tied to multiple grade-level science standards and provides students with access to STEM-focused, hands-on activities that promote exploration, inquiry, and problem-solving. These experiences will extend classroom instruction, increase student engagement, and deepen content understanding.		William Corbin	06/10/2026
<i>Notes:</i>				

9/30/25	<p>By June 2026, teachers will incorporate student goal-setting and academic monitoring into instruction, supported by regular student-teacher conferences and reflection structures. PLCs will include safe practice opportunities for teachers to rehearse strategies, while targeted walkthroughs will monitor fidelity of implementation and provide real-time coaching feedback. These practices will strengthen Tier 1 math instruction and address areas of decline, with the goal of raising Math CCR from 35.2% → 34.6% → 40%+ by EOY 2026.</p> <p>We will use Title I funds (\$10,337.96) to purchase instructional materials to be used in classrooms in order to strengthen core instruction and provide students with high-quality learning resources. Materials will be purchased from Office Depot, Office Max, Staples, and Lakeshore to ensure teachers have access to essential supplies and instructional tools that support student engagement, small-group learning, and targeted interventions across content areas.</p>		Melissa Cook	06/30/2026
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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 2025, Crown Point has made significant progress in fostering a supportive, emotionally responsive school environment. Most teachers are attentive to students' emotional needs, implement daily morning meetings, and use tools like brag tags, paw stickers, and Pawsome referrals to reinforce positive behavior. Counselors have equipped staff with a Differentiated Core Support spreadsheet, and as a result, only 24% of students receiving core behavior support required Tier II or III interventions. Monthly SEL lessons are delivered schoolwide, calming corners are consistently used, and the MTSS team meets weekly to analyze trends and provide targeted support.

However, full implementation of the Caring School Community (CSC) curriculum remains an area for growth; while 70% of classrooms consistently conduct morning meetings, only 13% fully implement CSC lessons. To address this, the school will provide targeted professional development, increase SEL audit frequency for identified staff, and organize peer learning walks. This year's focus also includes the rollout of Capturing Kids' Hearts (CKH) to strengthen relationships and classroom culture. In addition, the school will prioritize improving Tier 1 attendance practices by enhancing teacher-family communication, expanding CICO and attendance buddy systems, and closely monitoring students with five or more absences to provide early interventions and reduce chronic absenteeism.

Limited Development  
07/18/2024

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

When this objective is fully met, all teachers will consistently demonstrate attentiveness to students' emotional states by checking in during daily classroom routines, actively listening to concerns, and creating safe, supportive spaces for expression. Teachers will guide students in managing their emotions by embedding SEL strategies such as morning meetings, calming corners, and reflection opportunities, while also modeling positive interactions and problem-solving. When needed, teachers will seamlessly arrange for supports and interventions through collaboration with counselors, support staff, and the MTSS team to ensure no student's emotional needs go unmet.

Evidence of full implementation will include SEL audit walkthrough data (quarterly and informal), records of morning meeting implementation, and CSC/CKH curriculum usage logs. Additional evidence will include MTSS meeting notes documenting referrals and interventions, counselor support records, and student engagement in SEL activities. Progress will also be reflected in behavior data, including the targeted reduction of suspensions supported by the Behavior Management Technician (BMT): reducing Out-of-School Suspensions (OSS) from 28 days in 2024–2025 to 14 days in 2025–2026 (a 50% reduction) and reducing In-School Suspensions (ISS) from 27 days in 2024–2025 to 15 days in 2025–2026 (a 44% reduction). Attendance data (improved chronic absenteeism rates) and Panorama/social-emotional survey results showing student growth in self-management and emotional regulation will further confirm that teachers are attentive, responsive, and proactive in meeting students' emotional needs.

Layla Stanley

06/30/2026

<b>Actions</b>		<b>0 of 5 (0%)</b>		
7/18/24	For the 2025–26 school year, counselors will lead the development of an SEL Audit Walkthrough Team consisting of support staff, classroom teachers, and administrators. The team will conduct quarterly walkthroughs using the CSC Elements of Strong Implementation form to monitor the fidelity of SEL curriculum implementation. In addition, support staff will conduct more informal walkthroughs during Morning Meetings to identify schoolwide trends in SEL practices. This year, the school will also be introducing Capturing Kids’ Hearts (CKH) to further strengthen relationships, build a positive classroom culture, and support student social-emotional growth. The information gathered from walkthroughs and CKH implementation checks will be used to provide actionable feedback to teachers, ensuring that SEL lessons and strategies are implemented consistently and with quality. These efforts will help ensure that all students’ social-emotional needs are met and align with Guardrail 3 and FAM-S 31, reinforcing the school’s commitment to a safe, supportive learning environment.		Paige Senecker and Rachel N. Miller	04/02/2026
<i>Notes:</i>				
9/16/25	School leadership will ensure that every teacher receives a daily duty-free lunch period, in compliance with G.S. 115C-301.1(a1). This will be accomplished by employing a dedicated lunch monitor to supervise students during lunch periods. In addition, administrators will oversee schedules and provide backup coverage, when needed, to guarantee that all teachers consistently have at least 30 minutes duty-free for lunch.		Shawanna Brock	06/10/2026
<i>Notes:</i>				

9/16/25	<p>Crown Point Elementary will promote a safe learning environment in alignment with CMS Regulation JICK-R by ensuring that all students with parent permission receive Title IX lessons. These lessons will provide clear instruction on recognizing, preventing, and reporting bullying and harassing behaviors.</p> <p>Throughout the 2025–2026 school year, teachers and staff will implement Capturing Kids’ Hearts SEL strategies to reinforce positive relationships, empathy, and respect. These strategies will support a culture of kindness and inclusivity, reducing incidents of bullying and strengthening overall school climate.</p> <p>School leadership will monitor bullying and harassment data quarterly, review trends with staff, and respond with targeted supports, restorative practices, and family engagement as needed. The MTSS Behavior/SEL team will meet monthly to review cases and ensure interventions are effective.</p>		Shawanna Brock	06/10/2026
<i>Notes:</i>				
9/16/25	<p>By June 2026, the Connect Team will also meet weekly to review data on attendance, behavior, and SEL indicators, making strategic adjustments to address student needs. Monthly Grade Level MTSS Meetings will be used to monitor trends and evaluate interventions, while monthly Kid Talks will allow staff to discuss students of concern who may require Tier 2 or Tier 3 supports. Wraparound services and community partnerships will be leveraged to address barriers to learning, with teams proactively engaging families, implementing CKH, and supporting SEL check-ins.</p>		R.N. Miller, Seneker, Chester	06/20/2026
<i>Notes:</i> Measure of Success: Improved student attendance rates (reduced chronic absenteeism), a decrease in office discipline referrals, and growth in Panorama SEL survey indicators, ensuring students are present, engaged, and supported in meeting academic goals.				

9/30/25	<p>By June 2026, Crown Point Elementary will retain at least 95% of its highly effective classroom teachers by implementing a strategic teacher support system aligned to Indicator A4.06. This system will include:</p> <p>Quarterly wellness and morale-building initiatives to support teacher well-being.</p> <p>A mid-year teacher appreciation event to recognize excellence and foster a positive school culture.</p> <p>Ongoing leadership coaching and mentoring for new and veteran teachers.</p> <p>Progress will be monitored through HR retention data, teacher feedback surveys, and Indistar documentation.</p>		Layla Stanley	06/30/2026
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*Notes:*

**Core Function:** Domain 4: Culture Shift

**Effective Practice:** Practice 4C: Engage students and families in pursuing education goals

	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

<p><b>Initial Assessment:</b></p>	<p>As of August 2025, Crown Point continues to maintain strong, consistent communication with families about academic expectations and strategies to support learning at home. Title I Parent Compacts were distributed at the start of the school year, outlining the shared roles of students, parents, teachers, and the principal. The Crown Point Connection, now shared weekly as a Google Doc to allow translation through Google Translate, continues to provide families with updates on events, curriculum, testing, SEL resources, and school highlights. Teachers send monthly (or more frequent) curriculum updates through newsletters or ParentSquare, and the school maintains active social media platforms alongside the PTA to broaden outreach.</p> <p>Positive parent feedback highlights the effectiveness of weekly updates and family engagement nights in strengthening home-school connections. A continuing challenge remains reaching families who speak languages other than Spanish. The transition to a Google Doc format for the Crown Point Connection has improved accessibility, but the school is committed to expanding supports for multilingual families. In 2025–26, these efforts will strengthen family communication and engagement and will help ensure that all parents have the tools to support student learning at home, contributing to growth across content areas.</p>	<p>Limited Development 07/18/2024</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 6</p>	

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, the school will maintain consistent, accessible, and culturally responsive communication with parents/guardians about academic expectations and ways to support learning at home. Families will regularly receive clear guidance on grade-level standards, curriculum priorities, and home-based strategies that reinforce classroom instruction, such as supporting reading fluency, fact practice, or goal-setting routines. Communication will be delivered through multiple platforms—including the weekly Crown Point Connection (Google Doc format for translation), ParentSquare updates, teacher newsletters, family events, and social media—to ensure equitable access for all families. Parents will report feeling informed and equipped to support their children’s learning, and family engagement activities will directly connect home strategies to schoolwide academic goals.</p> <p>Evidence of full implementation will include copies of Title I Parent Compacts, weekly Crown Point Connection newsletters, teacher newsletters/ParentSquare posts, and family engagement event agendas that include at-home strategies. Parent feedback from surveys and participation data from workshops and family nights will demonstrate families’ understanding of how to support learning at home. Success will also be measured through progress toward 2025–26 schoolwide goals: increasing Reading CCR from 29.5% to 36%+, Math CCR from 34.6% to 40%+, and K–2 early literacy from 71.3% to 77%+. Together, this evidence will confirm that parents are receiving clear expectations, resources, and support to strengthen the curriculum of the home.</p>		Layla Stanley	06/30/2026
<b>Actions</b>		<b>0 of 3 (0%)</b>		
7/18/24	<p>Throughout the 2025–2026 school year, the principal will send out the weekly Crown Point Connection newsletter to keep families informed and engaged. The newsletter will include key school updates, important upcoming dates and events, as well as weekly tips for parents to support learning at home. The format will be accessible in multiple languages through Google Docs translation features, ensuring all families can engage with the content.</p> <p>Consistent and clear communication builds strong home–school partnerships. Weekly tips give families actionable strategies to reinforce learning at home, supporting progress toward this year’s goals, including raising Reading CCR from 29.5% to 36%, improving Math CCR from 34.6% to 40%, and increasing K–2 early literacy from 71% to 77%.(Goal 2 and Guardrail 3)</p>		Layla Stanley	06/10/2026

Notes:

7/18/24 During the 2025–2026 school year, Crown Point Elementary will host quarterly Student Showcase Family Nights designed to increase parent and family engagement while highlighting student learning and performance tasks. Each showcase will feature student work aligned to grade-level standards in literacy and math, with opportunities for students to present projects, demonstrate skills, and share growth with families. Teachers will collaborate during PLCs to plan intentional performance tasks tied to current units, ensuring that showcases reflect high expectations, cognitive lift, and authentic application of learning.

Family nights provide parents with concrete strategies to support learning at home, which reinforces classroom instruction. Increased family engagement will help accelerate progress toward this year’s targets, including raising Reading CCR from 29.5% to 36%, increasing Math CCR from 34.6% to 40%+, and improving K–2 early literacy from 71% to 77%+.(Goal 2 and Guardrail 3)

We will use \$1,000 in Title I funds to purchase supplies and materials for parent-related events from Office Depot, Staples, and OfficeMax (September 17 – May 2026). These resources will support activities designed to increase family engagement, strengthen home-school connections, and promote student learning through collaborative experiences. Our goal is to achieve a 20% increase in family participation across these events compared to the previous school year.

We will use \$5,000 in Title I funds to purchase food and refreshments from Sabor and Food Lion to support three family engagement events at the school. Providing these refreshments will help foster a welcoming atmosphere, encourage greater family participation, and strengthen the home-school partnership; key elements in promoting student success. Our goal is for 90% of participating families to report that the sessions were valuable and beneficial.

Layla Stanley

06/10/2026

*Notes:* We will use \$1,000 in Title I funds to purchase supplies and materials for parent-related events from Office Depot, Staples, and OfficeMax (September 17 – May 2026). These resources will support activities designed to increase family engagement, strengthen home-school connections, and promote student learning through collaborative experiences. Our goal is to achieve a 20% increase in family participation across these events compared to the previous school year.

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7/18/24

During the 2025–2026 school year, Crown Point Elementary will hold monthly School Improvement Team (SIT) meetings that include staff, parents, and community members. These meetings will serve as a platform for parents to share concerns and ask questions, while also providing updates on school-level initiatives, student progress, and upcoming events. To maximize accessibility and engagement, each meeting will offer both in-person and virtual options for participation.

Open, consistent communication ensures that parent voices are represented in school decision-making and builds stronger trust between families and the school. Increased parent involvement directly supports progress toward raising Reading CCR from 29.5% to 36%, improving Math CCR from 34.6% to 40%, and increasing K–2 early literacy from 71% to 77%. (Goal 1, Goal 2 and FAMs 3)

Layla Stanley

06/10/2026

*Notes:*

**Implementation:**

05/30/2025

**Evidence**

5/30/2025

**Experience**

5/30/2025

**Sustainability**

5/30/2025