

Comprehensive Progress Report

Mission:

The mission of Croft Community School is to work collaboratively in order to create an inclusive, student-centered environment that supports the development of independent thinkers and learners.

Vision:

Croft Community School will provide students with the best learning opportunities available through the use of 21st century teaching and learning strategies, character education, community service, and data-driven instructional practices to support the development of each individual child.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 75.1% in SY2024-25 to 81.1% 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 31.8% in SY2024-25 to 36.8% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR), on the math End of Grade assessments in grades 3-5 will increase from 37% in SY 2024-25 to 42.5% in SY 2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of OSS incidents will decrease from 12 in SY 2024-25 to 10 in SY 2025-26 in order to reduce the number of instructional days loss. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percentage of unexcused chronic absenteeism will decrease from 28.12% in SY 2024-25 to 23.12% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 80% of licensed, effective, highly-qualified classroom teachers throughout the SY 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring College and Career Ready (CCR), on the science End of Grade assessments in grade 5 will increase from 21.9% in SY 2024-25 to 30% in SY 2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)



! = 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

Initial Assessment:

BOY 25-26

As of August 2025, Croft met the school improvement goal: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY in 24-25 with a +2.0 or greater. We also monitored walkthrough data related to small group instruction based on data-informed small group decisions. According to iReady, Croft had an observed growth increase when compared to BOY/EOY data for early to on or above grade level. Our school experienced several successes related to this indicator: In reading, our K-2 students moved from 52.7% to 73.70% proficient (an increase of +14.30) as measured by our DIBELS assessment. Our overall reading composite increased +1.3 GLP and +3.8 CCR as measured by end-of-grade test.

As we move into the 2025-2026 school year, we anticipate the following challenges: an increase in the number of students with disabilities and new students that we will need to learn quickly in order to intervene or enrich quickly. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by providing teachers with onboarding and strong professional learning communities throughout the school year.

The leadership team, consisting of the principal, assistant principal, MCL, and counselor, meets weekly to discuss behavior trends, academic planning, data analysis, and schoolwide instructional trends. Admin and MCL meet with PLCs for data dives after major benchmark assessments to identify gaps in student performance and areas that need to be addressed. The leadership team conducts core action walkthroughs, focusing mainly on third-grade literacy. Informal walkthroughs are conducted across all grade levels and subject areas.

Limited Development
08/01/2024

How it will look when fully met:	The leadership team, consisting of the principal, assistant principal, MCL, Master Teacher, and counselor will meet weekly to discuss behavior trends, academic planning, data analysis, and schoolwide instructional trends. Analysis of the walkthrough form will be conducted looking for trends in instructional practice across grade levels and subject areas. An analysis of data, PLC planning, and observations will guide instructional tenets and practices. Teachers will receive immediate feedback from walkthrough observations and follow-up discussion in PLC will be routine.		Shannon Hamilton (9/3/24)	06/10/2026
Actions		0 of 1 (0%)		
9/10/25	Implement a schoolwide instructional walkthrough procedure focused on core instruction, using a common look-for tool developed collaboratively with staff to calibrate expectations and provide actionable feedback.		Shannon Hamilton (9/3/25)	06/10/2026
<i>Notes:</i> <ul style="list-style-type: none"> ● Rationale: Promotes consistency across classrooms, supports teacher growth, and ensures fidelity to core instructional expectations. ● Monitoring: Weekly ILT meetings, walkthrough schedule, coaching logs ● Evidence of Completion: Completed Google walkthrough forms, coaching notes, improved alignment in PLC instructional planning with what is observed in the classroom 				

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:

BOY 25-26

As of August 2025, Croft met the school improvement goal: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY in 24-25 with a +2.0 or greater. We also monitored walkthrough data related to small group instruction based on data-informed small group decisions. According to iReady, Croft had an observed growth increase when compared to BOY/EOY data for early to on or above grade level. Our school experienced several successes related to this indicator: In reading, our K-2 students moved from 52.7% to 73.70% proficient (an increase of +14.30) as measured by our DIBELS assessment. Our overall reading composite increased +1.3 GLP and +3.8 CCR as measured by end-of-grade test.

As we move into the 2025-2026 school year, we anticipate the following challenges: an increase in the number of students with disabilities and new students that we will need to learn quickly in order to intervene or enrich quickly. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by providing teachers with onboarding and strong professional learning communities throughout the school year.

The leadership team, consisting of the principal, assistant principal, MCL, and counselor, meets weekly to discuss behavior trends, academic planning, data analysis, and schoolwide instructional trends. Admin and MCL meet with PLCs for data dives after major benchmark assessments to identify gaps in student performance and areas that need to be addressed. The leadership team conducts core action walkthroughs, focusing mainly on third-grade literacy. Informal walkthroughs are conducted across all grade levels and subject areas.

Limited Development
07/25/2024

How it will look when fully met:	When this objective is fully met, the MTSS leadership will meet monthly to discuss student concerns regarding behavior, attendance, and student progress. Data from intervention blocks and progress monitoring tools will also be used to measure the effectiveness of the intervention and decisions will be made in a timely fashion to address the needs of students in real time. Other stakeholders will also be invited to quarterly MTSS meetings to get a larger overview regarding specific student concerns and utilize all specialists to make the most effective intervention plan for students, especially those at the intensive level.		Shannon Hamilton (9/3/24)	06/30/2026
Actions		0 of 2 (0%)		
9/10/25	Implement a schoolwide small group/What I Need (WIN) time focused on individualized instruction using common data points and planned during PLC time using District provided resources.		Melissa Lungarini	12/19/2025
<i>Notes:</i> <ul style="list-style-type: none"> ● Rationale: Promotes consistency across classrooms, supports student growth, and ensures fidelity to interventions and instructional expectations. ● Monitoring: walkthroughs, progress monitoring data ● Evidence of Completion: MTSS cycles and progress monitoring 				
9/19/25	Croft Community School will utilize \$44,162.65 of Title I funds for 2 EIT2 and 1 MCL2 differentials in order to continue experiencing academic success in reading as we did in 2024-2025 where our K-2 students moved from 52.7% to 73.70% proficient (an increase of +14.30) as measured by our DIBELS assessment and the overall reading composite increased +1.3 GLP and +3.8 CCR as measured by end-of-grade test.		Shannon Hamilton (9/3/25)	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
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

Initial Assessment:

BOY 25-26

As of August 2025, Croft met the school improvement goal: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY in 24-25 with a +2.0 or greater. We also monitored walkthrough data related to small group instruction based on data informed small group decisions. According to iReady, Croft had an observed growth increase when compared to BOY/EOY data for early to on or above grade level. Our school experienced several successes related to this indicator: In reading, our K-2 students moved from 52.7% to 73.70% proficient (an increase of +14.30) as measured by our DIBELS assessment. Our overall reading composite increased +1.3 GLP and +3.8 CCR as measured by end-of grade test. As we move into the 2025-2026 school year, we anticipate the following challenges: an increase in number of students with disabilities and new students that we will need to learn quickly in order to intervene or enrich quickly. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by providing teachers with onboarding and strong professional learning communities throughout the school year.

The leadership team, consisting of the principal, assistant principal, MCL, and counselor meet weekly to discuss behavior trends, academic planning, data analysis, and schoolwide instructional trends. Admin and MCL meet with PLCs for data dives after major benchmark assessments to identify gaps in student performance and areas that need to be addressed. The leadership team conducts core action walkthroughs, focusing mainly on third grade literacy. Informal walkthroughs are conducted across all grade levels and subject areas.

Limited Development
07/25/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<ul style="list-style-type: none"> ● Rationale: Promotes consistency across grade levels and classrooms, supports teacher growth, and ensures fidelity to core instructional expectations. ● Monitoring: Weekly PLC meetings, walkthroughs, coaching logs, student data ● Evidence of Completion: Completed Google walkthrough forms, coaching notes, and improved alignment in PLC instructional planning with what is observed in the classroom 			George Bridgers (9/3/25)	06/30/2026
Actions			0 of 5 (0%)		
7/25/24	Develop PLC procedures focused on maximizing core instruction, using District provided curriculum and resources aligned to state standards, building teacher capacity and monitoring student outcomes.			Shannon Hamilton (9/3/25)	12/19/2025
<i>Notes:</i>					
8/2/24	The leadership team will provide grade level PLCs with quarterly all-day planning days to ensure that upcoming units of instruction are standards aligned and rigorous. (Aligns to CMS Goal 1 and 2 and FAM S-29)			Shannon Hamilton (9/3/25)	06/10/2026
<i>Notes:</i>					
3/13/25	BUDGET: The principal will utilize \$9,010.78 in Title 1 to purchase poster-making supplies to support teachers with creating quality anchor charts for both literacy and math strategies and instructional accessories like cardstock paper, paper rolls, batteries, pencils, pens etc. . (aligns to CMS goals 1 and 2 and Title 1 budget)			Shannon Hamilton (9/3/25)	06/10/2026
<i>Notes:</i> To increase K-2 Literacy from 75.1% in SY2024-25 to 81.1% in SY2025-26.					

5/12/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving 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.		Shannon Hamilton (9/3/25)	06/10/2026
<i>Notes:</i>				
9/19/25	Croft Community School will use \$95,077.70 (including benefits) of Title 1 funds to hire a first grade teacher to reduce class size in order to increase K-2 Literacy from 75.1% in SY2024-25 to 81.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)		Melissa Lungarini	06/10/2026
<i>Notes:</i>				
Implementation:		09/09/2025		
<i>Evidence</i>	9/9/2025			
<i>Experience</i>	9/9/2025			
<i>Sustainability</i>	9/9/2025			

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

Initial Assessment:

24-25

As of June 2025, we are unable to determine if Croft Community School met the school improvement goal, the percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 67% on the Fall 2021 Panorama Screener (in Grades 3-5) to 72% in SY2022-23 and 77% in SY2023-24. Panorama Survey Data - Engagement: Fall 2023: 63%, Spring 2024: No Data. Due to the reclassification of the Panorama screener as a survey which students need to opt into, the last data point for Grade 3-5 students was Fall 2023, at which time Croft Elem. had a positive self-perception of their engagement rating at 63%, this is an increase of 13% from the Spring 2023 survey results.

We also monitored chronic absenteeism. According to the chronic absenteeism report, absenteeism decreased from 26.4% in the SY23-24 to 24.36% in the SY24-25. Our school experienced success related to this indicator: the percentage of chronic absenteeism decreased overall . As we move into the 2025-2026 school year, we anticipate the following challenges: an increase in transient and MCV classified students as well as students with residency affidavits as experienced in the current school year. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by engaging the student services PLC to better track and positively engage transient and MCV students and families, make home visits as needed, and have better communication with families in transition.

Currently Croft has a morning meeting time built into the daily classroom schedule. During this time, teachers use elements from the Caring Schools Curriculum and SEL playbook to address student needs. Croft has invested in a new curriculum to supplement Caring Schools for the SY25-26 to better meet our unique needs. Croft's counselor facilitates character lessons for each grade level on a rotating basis. Monitoring of fidelity of morning meeting time has not been consistent. Teachers require further professional development on how to use the curriculum and modeled lessons.

Limited Development
08/01/2024

How it will look when fully met:	When this objective is fully met, Croft teachers will have morning meeting each day, using the appropriate District resources, and adapt their lessons based on the needs of the students. The leadership team will monitor fidelity by conducting walkthroughs during morning meeting time and using data (like the Panorama screener) to monitor its effectiveness. Professional development on SEL and morning meeting will happen throughout the school year.		Shannon Hamilton (9/3/24)	06/30/2026
Actions		0 of 4 (0%)		
8/1/24	Classroom teachers will conduct daily morning meeting time to address students' SEL needs using the Caring Schools Curriculum (K-5) and Second Steps Curriculum (Pre-K) as the core instruction for SEL. (Guardrail 3, FAM-S 31)		Zahil Caraballo	06/10/2026
<i>Notes:</i>				
3/24/25	BUDGET: \$2,999.00 of Title 1 Funds will be used to purchase Character Strong SEL Curriculum from vendor Character Strong for Tier 1 Behavior intervention. The curriculum will impact all students, PreK to 5th grade. This program aims to affect academic success, emotional well-being, and student social interactions while impacting school culture. (aligns with CMS goals 1 and 2 and Guardrails 2 and 3 and Title 1)		Zahil Caraballo	06/10/2026
<i>Notes:</i> The percentage of unexcused chronic absenteeism will decrease from 10.3% in SY 23-24 to 8.3% in SY 24-25. (Aligns to A1.07, A4.06 and CMS Guardrail 3) The percent of OSS incidents will decrease from 15 in SY 2023-24 to 12 in SY 2024-25 to reduce the number of instructional days loss. (Aligns to A1.07, A4.06 and CMS Guardrail 2)				
5/12/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Corina Mota (9/3/25)	06/10/2026
<i>Notes:</i>				
5/12/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Corina Mota (9/3/25)	06/10/2026
<i>Notes:</i>				
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
<i>Initial Assessment:</i>			<p>BOY 25-26</p> <p>As of June 2025, Croft regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home through weekly community updates in ParentSquare. Communication data can be tracked on ParentSquare. Our school experienced several successes related to this indicator: Croft provided "Thursday Folders" for all students to be sent home weekly in order to facilitate two-way communication between home and school, including DIBELS and iReady student reports, MTSS supplemental or intensive parent letters, progress reports, and report cards. Croft maintained weekly communication and yearlong school calendar on ParentSquare via parent newsletter to keep parents/guardians informed about happenings in the school, classrooms, and community. Croft also conducted semester recognition ceremonies to acknowledge student achievements in academics, character development, and attendance. As we move into the 2025-2026 school year, we anticipate the following challenges: we continue to notice that parent attendance for curriculum type events are significantly lower than attendance for social events. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by merging curriculum and social events together to increase parent participation and engagement.</p> <p>Croft communicates with parents/guardians in various ways. The main form of communication about school events, general information, PTA, etc is through the ParentSquare platform. The principal also sends out weekly community newsletters. In addition, Croft hosts an open house, a curriculum night, and an EOG night. First quarter conferences with parents/guardians are required of classroom teachers and are monitored by administration.</p>	<p>Limited Development 08/01/2024</p>		

<p>How it will look when fully met:</p>	<p>Croft will communicate with parents/guardians in various ways. The main form of communication about school events, general information, PTA, etc. will be through the ParentSquare platform. The principal also will continue to send out weekly community newsletters. In addition, Croft will host an open house, a math and literacy curriculum night with items/games for parents to take home to support their student, a family engagement event in conjunction with a benchmark assessment so that parents can receive the data report with a staff member available to explain its significance, and an EOG night to inform parents of what to expect and how to prepare their student for the end of year exam. First quarter conferences with parents/guardians will be required of classroom teachers and will be monitored by administration. Evidence of communication can be found on ParentSquare posts and parent sign in sheets for events.</p>		<p>Shannon Hamilton (9/3/24)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>8/1/24</p>	<p>The principal, leadership team, and classroom teachers will use ParentSquare for consistent communication between school and home to engage parents and inform them of their student's academic progress. (Aligns to All CMS Goals)</p>	<p>Complete 06/10/2025</p>	<p>Shannon Hamilton</p>	<p>06/10/2025</p>
<p><i>Notes:</i> 9/9 - Weekly community newsletters are being sent by the principal. 10/14 - open house and curriculum night events for family engagement</p>				
<p>8/1/24</p>	<p>The Family Engagement Committee will lead the school staff and implement quarterly family events for families to connect with teachers about student academic performance, specifically benchmark exam results interpretation, and to inform parents of strategies to use at home to support their student with resources provided. (Aligns to CMS Goals 1 and 2, FAM-S 29)</p>	<p>Complete 06/10/2025</p>	<p>Shannon Hamilton</p>	<p>06/10/2025</p>
<p><i>Notes:</i> Q1 - open house, curriculum night, family movie night, fall festival Q2 - Book Fair Family Night, Winter Show</p>				
<p>9/8/25</p>	<p>The Family Engagement Committee will lead the school staff and implement quarterly family events for families to connect with teachers about student academic performance, specifically benchmark exam results interpretation, and to inform parents of strategies to use at home to support their student with resources provided. (Aligns to CMS Goals 1 and 2, FAM-S 29)</p>		<p>Shannon Hamilton (9/4/24)</p>	<p>06/10/2026</p>

Notes: Q1 Open House, Family Movie Night, Curriculum Night - The DOT, includes student performance
Q2 Fall Festival, Book Fair Family Night, Winter Performance
Q3 March Madness
Q4 EOG ready Family Night

9/8/25 Croft Community will utilize \$3572.56 in Title 1 funds for parent and family engagement events (\$1758 carry over from 2024-2025 and \$1814.56 from 2025-2026) to provide strategies to support parents/guardians with how they can help their learner at home, which will help increase student achievement.

George Bridgers
(9/3/25)

06/10/2026

Notes: -\$214.31 with the Scholastic vendor to purchase the book, The Dot, for the first 100 families that attend Curriculum Night. The book will set a precedent of early literacy and the importance of reading with your student at home.

-\$817.55 with the Dominos vendor to purchase pizza for families during the Curriculum Night on September 25, 2025. Families will see their student perform for International Dot Day, receive information about their student's grade level curriculum and expectations, as well as strategies to implement at home.

-\$726.14 with the Food Lion vendor to purchase snacks and drinks for Coffee Talk sessions with parents during Quarter 1 and 2.

Providing the book and the strategies will impact our goal of increasing our overall DIBELS composite in grades K-2 from 67.00% at end-of-year in 2024-2025 to 75% in 2025-2026 school year. It will also impact our Grade Level Proficiency from 50% at the end of the 2024-2025 school year to 55% at the end of the 2025-2026 school year as measured by the NC End-of-Grade Reading test.