

Comprehensive Progress Report

Mission: Foust Elementary creates the conditions that prepares our students to challenge systematic inequities and pursue a life of purpose and opportunity.

Vision: At Foust Elementary, we nurture, empower, and equip our students with tools that will make them responsible and informed global citizens who create change in society.

Goals:

- Goal 1: By the end of the school year, we will increase our EOG Reading 3-5 from 37% to 42% and K-5 Dibels composite from 55% to 60%.
- Goal 2: By May 2027, Foust Elementary will establish and implement a standards-aligned K–5 gaming and robotics integration model that increases staff capacity and student access to meaningful gaming and robotics learning experiences. By spring 2027, 100% of grade levels will implement and document at least one standards-aligned gaming or robotics learning experience each month within core instruction, supported by shared instructional resources, professional learning opportunities, and one per semester STEM Innovation Days.
- Goal 3: By the end of the school year, 85% of staff and students will report feeling a sense of belonging and experiencing a positive school culture and climate as measured through school climate surveys.
- By June 2027, 100% of Foust Elementary grade levels will provide students with at least two intentional Guilford Guarantee-aligned career awareness experiences that connect grade-level learning and student interests to real-world careers and the ways people contribute, create, and solve problems. Across the school year, Foust students will be exposed to at least 10 distinct careers representing a variety of career fields. Progress will be demonstrated through existing instructional evidence, student artifacts, and documentation of classroom and schoolwide career-awareness experiences.



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Domain 1: Turnaround Leadership

<i>Notes:</i> PLC schedules and calendars serve as evidence of implementation.				
8/31/26	Utilize a consistent PLC structure that includes review of student learning data, instructional practices, student needs, and appropriate instructional responses.		Tori Blackwell (Permanent Member)	06/11/2027
<i>Notes:</i> PLC agendas, notes, data-analysis documents, and instructional planning artifacts provide evidence of implementation.				
8/31/26	Regularly review assessment and progress-monitoring data during PLCs to identify student needs, evaluate the effectiveness of instruction and interventions, and determine necessary instructional adjustments.		Tiffany Cockman (Permanent Member)	06/11/2027
<i>Notes:</i> Evidence includes assessment data, progress-monitoring records, intervention documentation, PLC notes, and instructional adjustments.				
8/31/26	Periodically review PLC implementation to ensure instructional teams are meeting consistently and using collaborative time to review effective practices and student progress.		Gabrielle Hall (Permanent Member)	06/11/2027
<i>Notes:</i> PLC agendas, ILT agendas, meeting documentation, administrative participation, and instructional artifacts are reviewed to monitor implementation.				

		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal maintains an active presence in instructional leadership through regular classroom walkthroughs and observations, participation in grade-level PLCs when available, and the provision of feedback to support effective instructional practices. The principal collaborates with school-based leadership and instructional leadership teams to review instructional priorities, discuss student and teacher needs, and identify areas for continued support. Through classroom observations, PLC participation, feedback, and leadership collaboration, the principal remains directly engaged with teachers and the ongoing improvement of instruction.	Limited Development 08/31/2026		
How it will look when fully met:			Full implementation is evident when the principal consistently dedicates at least 50% of their time to instructional leadership activities that directly support teachers and improve instruction. This includes regular classroom walkthroughs and observations, participation in PLCs, providing timely and actionable feedback to teachers, and collaboration with school-based and instructional leadership teams to address instructional priorities and student needs. Evidence of full implementation includes the principal’s calendar and schedule, classroom walkthrough and observation documentation, feedback provided to teachers, PLC agendas and participation records, leadership team meeting documentation, and other records demonstrating consistent engagement in instructional leadership. These sources are reviewed to determine whether at least 50% of the principal’s time is devoted to working directly with teachers to strengthen instructional practice.		Gabrielle Hall (Permanent Member)	06/11/2027
Actions				0 of 3 (0%)		
	8/31/26	Maintain protected time within the principal’s schedule for instructional leadership activities, including classroom walkthroughs and observations, PLC participation, teacher feedback, and instructional collaboration.			Gabrielle Hall (Permanent Member)	06/11/2027

Notes: Administrative calendars and schedules are used to document time dedicated to instructional leadership and monitor progress toward the 50% expectation.

8/31/26 Conduct regular classroom walkthroughs and observations and provide timely, actionable feedback to teachers to support continuous improvement of instructional practices.

Gabrielle Hall
(Permanent
Member)

06/11/2027

Notes: Evidence includes walkthrough and observation documentation, feedback provided to teachers, and identified instructional trends or areas requiring additional support.

8/31/26 Participate regularly in PLCs and instructional leadership meetings to collaborate with teachers and instructional leaders around student data, instructional practices, and identified areas of need.

Gabrielle Hall
(Permanent
Member)

06/11/2027

Notes: Evidence includes PLC and instructional leadership agendas, meeting notes, principal participation, student data reviewed, and instructional decisions or supports identified.

		B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Foust Elementary’s School Based Leadership Team serves as a communication link between school leadership and faculty and staff. Leadership Team members participate in discussions regarding schoolwide priorities, instructional practices, school improvement efforts, and operational needs and communicate relevant information to their respective teams. Team members also bring staff questions, concerns, feedback, and suggestions to the Leadership Team for discussion. This structure supports consistent communication, shared understanding, and opportunities for staff voice in schoolwide decision-making and improvement efforts.	Limited Development 08/31/2026		
How it will look when fully met:			Full implementation is evident when the Leadership Team consistently serves as a two-way communication link between school leadership and faculty and staff. Leadership Team members regularly communicate schoolwide priorities, decisions, improvement efforts, and other relevant information to their respective teams while also providing opportunities for staff to share questions, concerns, feedback, and suggestions that are brought back to the Leadership Team. Evidence of full implementation includes Leadership Team agendas and meeting minutes, staff communications, documentation of information shared with teams, staff feedback and input, and evidence that feedback is addressed or incorporated into schoolwide discussions and decision-making. Staff understanding and feedback are also used to determine the effectiveness and consistency of the communication process.		Doretha Winstead	06/11/2027
Actions				0 of 2 (0%)		
	8/31/26	Utilize Leadership Team meetings to communicate schoolwide priorities, decisions, improvement efforts, and other relevant information that team representatives share with their respective faculty and staff teams.			Doretha Winstead	06/11/2027
Notes: Evidence includes Leadership Team agendas and meeting minutes, schoolwide updates, and documentation of information communicated to faculty and staff.						

8/31/26			Provide a consistent process for Leadership Team representatives to gather questions, concerns, feedback, and suggestions from faculty and staff and bring that information to Leadership Team meetings for discussion.		Doretha Winstead	06/11/2027
Notes:			Evidence includes Leadership Team agendas and minutes, staff feedback, team representative reports, and documentation of responses or follow-up actions.			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		Implementation Status	Assigned To	Target Date
Initial Assessment:			<u>2026-2027 Update</u> Foust Elementary has established grade-level and instructional team structures that provide teachers with opportunities to collaborate around instructional planning, student learning, and school improvement priorities. Grade-level teams engage in regularly scheduled collaborative planning, with Multi-Classroom Coaches (MCCs) providing instructional leadership, curriculum support, and facilitation within designated grade-level teams. Additional collaborative structures, including Data PLCs, the school Leadership Team, MTSS problem-solving teams, and specialized committees, provide opportunities for staff to analyze data, coordinate instructional and student supports, communicate schoolwide priorities, and contribute to continuous improvement efforts. Team responsibilities and collaborative structures are supported through established meeting schedules, agendas, shared resources, and communication among teachers, instructional support staff, MCCs, and administration. Continued efforts are focused on strengthening the consistency, purpose, documentation, and effectiveness of collaborative planning and ensuring that protected team time results in actionable instructional decisions and improved outcomes for students. ----- As a part of our 2025-2026 planning members of the Instructional Leadership Team have gathered input from grade level teams to diagnose the state of our school wide instructional planning practices to identify areas of strength and areas that need improvement. These adjustments fell into two categories: Technical Changes vs Adaptive Changes. Technical Changes	Limited Development 10/22/2020		

- Change Grade Level PLT instructional day from Wednesdays to Tuesdays. This will provide grade level teams with an additional day of planning during the week
- Departmentalize Third Grade by specific content areas. 60% of teachers in this grade level have less than one year teaching Third Grade; therefore, it is important that we are able to focus on instructional coaching on fewer content areas and core instructional resources.
- Adopt a school wide HW policy that ensures that all students are provided with additional skill practice beyond the school day. A HW log will be used to also collect feedback from parents so that any areas students struggled with can be corrected the following day.

Adaptive Changes

- Re-imagine our school wide coaching structure that provides all teachers and grade levels with some level of coaching support. Historically, teachers who were identified at Beginning Teachers or those whom student performance data indicated a need for more intensive coaching supports, were assigned an MCL. We believe that this covertly and overtly sent the message that coaching was punitive or as something that only a select group of teachers should receive.
- Adjust instructional feedback structure to ensure that weekly walkthrough feedback is paired with an instructional conversation with teachers and not a feedback email.

How it will look when fully met:		2026-2027 Update: When this objective is fully implemented, Foust Elementary will have a clearly defined and consistently implemented team structure that provides all teachers with protected time for collaborative instructional planning, data analysis, problem-solving, and continuous improvement. Grade-level and instructional teams will have established roles, responsibilities, meeting schedules, and processes that support efficient and purposeful collaboration. Teams will use collaborative planning time to examine standards, plan instruction, analyze student data and student work, share effective instructional practices, and determine appropriate next steps for core instruction, intervention, and enrichment. MCCs, instructional support staff, and administration will provide leadership, resources, and support to strengthen the effectiveness of team collaboration. Full implementation will be evidenced through master schedules and protected planning time, team and PLC agendas and meeting documentation, collaborative planning artifacts, Data PLC records, classroom implementation, staff feedback, and evidence that decisions made during collaborative meetings result in adjustments to instruction and student supports. ----- To be fully operational our extended planning structure will be less dependent on individual people and the system itself will be sustainable.		Katie Kindermann (Permanent Member)	06/18/2027
Actions			5 of 9 (56%)		
9/29/24	Develop a school wide instructional planning Professional Learning Team meeting agenda template		Complete 09/13/2024	Shannon Suggs	09/10/2024
Notes:					
9/29/24	Modify grade level first semester PLT meeting calendar based on instructional needs of staff.		Complete 10/18/2024	Kendrick Alston	10/25/2024
Notes:					
11/18/24	Create a second semester Acceleration Plan that will outline various student academic and teacher capacity building supports from January-June		Complete 12/20/2024	Kendrick Alston	12/20/2024
Notes:					

8/19/25	Members of the ILT will meet with each grade level to gather input and feedback on items that feel would be most beneficial for them to unpack during weekly Instructional planning PLTs	Complete 08/29/2025	ILT members	08/27/2025
<i>Notes:</i>				
8/19/25	Admin will develop a tiered system of support that will outline the frequency of instructional walkthroughs, intensity and scope of coaching supports, and frequency of coaching cycles for each teacher. This will ensure that we are providing differentiated supports to teachers based on student performance metrics and classroom observations.	Complete 08/01/2026	Kendrick Alston	09/21/2025
<i>Notes:</i>				
8/31/26	Maintain protected collaborative planning time for grade-level instructional teams within the school schedule.		Tori Blackwell (Permanent Member)	06/11/2027
<i>Notes:</i> Administration and ILT will maintain designated collaborative planning opportunities for instructional teams. Teams will use this protected time for standards-aligned planning, sharing instructional practices and resources, reviewing student learning, and determining instructional next steps.				
8/31/26	Establish and maintain clear roles, responsibilities, agendas, and expectations for instructional teams and collaborative meetings.		Tori Blackwell (Permanent Member)	06/11/2027
<i>Notes:</i> Team structures will include clearly communicated purposes and responsibilities. Agendas, shared documents, meeting notes, or other artifacts will be used to maintain focus, document decisions, communicate next steps, and support accountability across teams.				
8/31/26	Utilize Data PLCs and collaborative team structures to analyze student data, problem-solve instructional needs, and develop actionable next steps for instruction and student support.		Tiffany Cockman (Permanent Member)	06/11/2027
<i>Notes:</i> Teams will examine available assessment data, student work, intervention information, and other relevant evidence to identify trends and instructional needs. Meetings will result in clearly identified actions related to core instruction, differentiation, intervention, enrichment, and progress monitoring.				
8/31/26	Use the Leadership Team to monitor the effectiveness of collaborative team structures and communicate schoolwide instructional priorities and improvement efforts.		Gabrielle Hall (Permanent Member)	06/11/2027

Notes: During monthly Leadership Team meetings, members will review implementation of schoolwide priorities, identify successes and barriers within team structures, communicate grade-level or departmental needs, and determine appropriate supports or adjustments. Leadership Team members will support two-way communication between school leadership and the teams they represent.

		B2.04	The principal makes sure everyone understands their role in continuously elevating professional practice.(5144)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As a part of our 2025-2026 planning efforts, the principal recognize the importance and need of building teacher leaders and collective capacity throughout the building. It is critically important that staff who demonstrate the willingness and have the necessary skillsets to serve in formal and informal leadership roles, are provided opportunities to do so. These teacher leaders will have the opportunity to lead PD sessions on effective practices, assist in providing colleagues with instructional feedback, and assist the ILT and SIT with identifying instructional and coaching supports for fellow colleagues and grade level teams.	Limited Development 08/19/2025		
How it will look when fully met:			When this objective is fully met, there will be clear systems and structures in the place that promotes and reinforces systematic alignment with Tier I core instructional practices, a reduced number of students who are needing Tier II and Tier III interventions or staying in Tier II and Tier III beyond 1-2 intervention cycles, and our school consistently Exceeding Expected Growth.	Objective Met 04/06/26	Gabrielle Hall (Permanent Member)	06/12/2026
Actions						
	9/15/25		Establish a school wide system of support that ensures that all members of the ILT provide all grade level teams with ongoing instructional support.	Complete 07/18/2025	Kendrick Alston	07/15/2025
<i>Notes:</i>						
	9/25/25		Restart funds will be used to purchase the supplements of an MCL for Reading, Math, and Science instructional support and coaching for teachers.	Complete 07/31/2025	Kendrick Alston (Permanent Member)	07/31/2025
<i>Notes:</i> Restart funds will be used to cover the cost of MCL II compensation.						
	9/17/25		MTSS Teacher will facilitate Tier II Intervention planning sessions with grade level teams based on BOY Dibels and Fall NWEA Data	Complete 09/29/2025	Tiffany Cockman	09/26/2025
<i>Notes:</i>						

9/17/25	School Psychologist will co-facilitate a session with the SBLT that will 1) Help define linked team structures and their purpose, 2) Understand the key components of effective linked teams, 3) Identify strategies for developing and linking teams across organizational levels and 4) Apply best practices to maintain communication, accountability, and equity within and between teams.	Complete 10/07/2025	Michelle Embrey	10/07/2025
<i>Notes:</i>				
11/16/25	Members of the Instructional Leadership Team will engage in ongoing analysis of progress of our assigned grade level teams and identify areas of progress and areas that require additional supports.	Complete 12/03/2025	Kendrick Alston (Permanent Member)	11/21/2025
<i>Notes:</i>				
9/18/25	Provide teachers and staff with ongoing opportunities to lead professional development opportunities and showcase effective practices	Complete 12/18/2025	Kendrick Alston	12/12/2025
<i>Notes:</i>				
2/15/26	Make adjustments to our site based Human Capital resources in an effort to realign grade level and teacher support needs based on MOY/Winter data.	Complete 03/06/2026	Kendrick Alston (Permanent Member)	02/23/2026
<i>Notes:</i>				
11/16/25	Members of the School Improvement Team, will review our progress toward our FAM-S Priority Indicators to ensure that we are on track to improve our rating prior to our FAM-S session in April 2026	Complete 03/10/2026	Michelle Embrey (Permanent Member)	03/03/2026
<i>Notes:</i>				

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

Initial Assessment:	<u>2026-2027 Update:</u> Foust Elementary currently supports consistent classroom management and the positive teaching of behavioral expectations through schoolwide PBIS practices and SOAR expectations. Schoolwide expectations are explicitly taught and reinforced across classroom and common-area settings, including hallways, cafeteria, bathrooms, playground, arrival, dismissal, and transportation. Teachers establish and teach classroom routines and procedures at the beginning of the school year and reinforce expectations throughout the year as needed. Daily Morning Meetings provide an additional structure for explicitly teaching, modeling, practicing, and discussing responsible behavior, positive decision-making, and schoolwide expectations. Staff utilize common language and visual supports to reinforce expectations and promote consistency across learning environments. School leadership and support staff reinforce these practices through staff communication, professional learning, classroom support, and ongoing review of student behavioral needs. Behavioral and classroom concerns may also be addressed through collaborative problem-solving and MTSS processes when students require additional behavioral supports beyond universal classroom practices. ----- Based on multiple data points (i.e., ODR, classroom walkthrough, parent contact logs, climate survey, SAEBRS), it is evident that >95% of classrooms have established and maintained a classroom environment that is student centered and conducive to learning. As a part of our 2025-2026 planning, members of the Climate Team have assisted with creating our school wide PBIS matrix and providing feedback on PPTs that will be used during the first two weeks of school. Based on 2024-2025 ODR data, it is evident that there is a need for uniformity and consistency as it relates to expectations across our school and more positive reinforcements. Monthly PBIS events will be placed on our monthly calendar and the criteria for students to earn their PBIS incentives will be shared with students and families in advance.	Limited Development 09/24/2023		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<u>2026-2027 Update:</u> When this objective is fully implemented, all Foust Elementary classrooms will demonstrate consistent, proactive, and positive classroom management practices aligned with schoolwide SOAR expectations. Teachers will explicitly teach, model, practice, reinforce, and revisit classroom rules, routines, procedures, and behavioral expectations throughout the school year rather than relying solely on beginning-of-year instruction. Students will be able to identify and demonstrate expected behaviors across classrooms and common areas, and staff will use consistent language and positive reinforcement to support student behavior. Classroom environments will reflect clear expectations, predictable routines, positive student-teacher relationships, and instructional practices that maximize student engagement and minimize disruptions to learning. Full implementation will be evidenced through classroom walkthroughs and observations, consistent use of SOAR expectations and visual supports, Morning Meeting implementation, behavior and discipline data, MTSS data when applicable, staff feedback, and evidence of reteaching or additional supports when behavioral data indicate a need. ----- When this objective is fully met, we will have a school wide systematic framework that incorporates elements of SEL and that are consistent school wide.			Tiffany Cockman (Permanent Member)	06/11/2027
Actions			3 of 8 (38%)		
9/29/24	Create a PBIS Matrix that will be used to outline school wide expectations across multiple sectors of our building		Complete 08/01/2026	Kendrick Alston	07/15/2025
Notes:					
8/19/25	All teachers will be provided with PPTs and resources that will be used during the first two weeks of school to teach our school wide PBIS expectations		Complete 08/01/2026	Shannon Suggs	08/19/2025
Notes:					

8/19/25	Establish date and participation criteria for our September PBIS event	Complete 09/05/2025	Daniel Jones	09/02/2025
	<i>Notes:</i>			
8/31/26	Explicitly teach and reinforce schoolwide SOAR expectations, classroom rules, routines, and procedures across classroom and common-area settings.		Tiffany Cockman (Permanent Member)	06/11/2027
	<i>Notes:</i> Teachers and staff will explicitly teach, model, practice, and positively reinforce Foust's SOAR expectations and classroom routines throughout the school year. Expectations will be reinforced in classrooms and common areas, including hallways, cafeteria, bathrooms, playground, arrival, dismissal, and transportation. Expectations and procedures will be retaught following extended breaks and whenever student behavior or schoolwide data indicate a need.			
8/31/26	Implement daily Morning Meetings to explicitly teach and reinforce character development, positive behavior, responsible decision-making, and schoolwide expectations.		Tiffany Cockman (Permanent Member)	06/11/2027
	<i>Notes:</i> Teachers will implement daily Morning Meetings using the Foust Falcon Flight framework to provide consistent opportunities for students to develop responsibility, positive decision-making, relationship skills, and other schoolwide character competencies. Lessons will include explicit teaching, modeling, discussion, practice, and application of behaviors that support a positive and productive learning environment.			
8/31/26	Review schoolwide behavior and discipline data to identify trends, areas of concern, and needs for reteaching or additional student/staff supports.		Artia Long-Galberth (Permanent Member)	06/11/2027
	<i>Notes:</i> School leadership and appropriate support staff will review available behavior and discipline data to identify patterns by grade level, location, behavior type, time, or other relevant factors. Findings will be used to determine areas requiring schoolwide or grade-level reteaching, additional staff support, or targeted student interventions.			
8/31/26	Use the MTSS problem-solving process to identify and provide additional behavioral interventions and supports for students who demonstrate needs beyond universal classroom management and schoolwide expectations.		Tiffany Cockman (Permanent Member)	06/11/2027

			Notes: Students who demonstrate behavioral needs beyond universal classroom and schoolwide supports will be considered through the MTSS problem-solving process. Teams will use available behavioral, academic, attendance, classroom, and intervention data to identify student needs, select appropriate targeted interventions and supports, monitor progress, and adjust plans based on student response.			
9/29/26			Utilize Title I funds to purchase instructional supplies and materials, including basic school supplies, that support teaching and learning and the implementation of standards-aligned instruction.		Gabrielle Hall (Permanent Member)	06/11/2027
			Notes: Title I funds are utilized to provide supplemental supplies and materials that support classroom instruction, student access to learning materials, and implementation of standards-aligned instructional practices.			
Implementation:				08/31/2026		
Evidence			8/31/2026			
Experience			8/31/2026			
Sustainability			8/31/2026			
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:			<u>2026-2027</u> Foust Elementary instructional teams currently engage in collaborative planning to support the development and implementation of standards-aligned instruction across grade levels and content areas. Teachers utilize North Carolina Standard Course of Study standards, district-provided curriculum resources, pacing guidance, and instructional materials to plan units and daily instruction aligned to grade-level expectations. Grade-level teams collaborate to unpack standards, identify learning objectives and success criteria, plan instructional tasks and assessments, and share resources and instructional strategies. Multi-Classroom Leaders (MCLs), instructional support staff, and school leadership provide additional guidance and support to strengthen alignment, instructional rigor, and consistency across classrooms. Teachers also use available student performance data, including universal screening, interim, classroom, and formative assessment	Limited Development 09/20/2021		

data, to inform instructional planning and identify opportunities for reteaching, intervention, and enrichment. Collaborative planning structures continue to be strengthened to ensure greater consistency in standards alignment, instructional expectations, and implementation across all grade levels and content areas.

As of September 2022, all grade level teams are meeting every Wednesday with their assigned MCL and Admin to engage in weekly instructional planning. Minor adjustments have been made to the PLC agenda template to ensure that the majority of time is being spent on unpacking the applicable NCSCos standards and discussing the four PLC questions. Although there is an action included in this indicator, this is not one of our Priority Indicators for the 2022-2023 school year.

Used Restart budget flexibility to help fund salary differentials for 2 MCLs support 3-5 ELA teacher to support standards aligned instruction.

During the 2022-2023 school year, Restart Budget flexibility was utilized to add 8 student instructional days at the start of the school year. We utilized these days to provide students with additional core instructional support in Mathematics

2023-2024 Updates

As a part of our strategic planning, we have had to make adjustments to our MCL assignments. Due to decreased funding, we are transitioning from 2 Full Release MCLs to 1 Full and 1 Partial Release MCL. Teachers will be assigned an MCL based on Teacher Effectiveness data, student performance/growth indicators, and Summative Evaluation results.

2024-2025 Update

As a part of our school improvement efforts for the 2024-2025 school year, we have established a uniform Professional Learning Team meeting agenda template that will be used across all grade levels to ensure consistent instructional planning protocols are being implemented across the school. Teachers are provided with additional support outside of our PLT meetings through coaching cycles with MCL, weekly instructional walkthroughs and feedback from Admin, and differentiated PD opportunities.

How it will look when fully met:	When fully met, as a professional learning community, we will consistently utilize the PLC four questions and NCDPI unpacking documents to ensure instructional clarity, identify appropriate instructional practices are being implemented in Tier I core instruction, and utilize protocols to assist with reflection and core problem solving.		Katie Kindermann (Permanent Member)	06/11/2027
Actions		16 of 23 (70%)		
11/7/23	Engage in intensive grade level instructional planning with Admin and MCLs prior to the first day of school for students.	Complete 06/09/2023	Kendrick Alston	08/15/2022
	<i>Notes:</i> During the 2022-2023 school year, Restart Budget flexibility was utilized to add 8 student instructional days at the start of the school year. We utilized these days to provide students with additional core instructional support in Mathematics			
10/8/21	Grade Level Teams will engage in weekly instructional planning sessions with fellow grade level colleagues, MCLs, and Admin.	Complete 06/15/2023	Lauren Faucette	06/15/2023
	<i>Notes:</i> We have made minor adjustments to our PLC agenda format to ensure that we are able to spend the bulk of our time unpacking the appropriate NCSCoS standards, determining acceptable evidence to gauge instructional effectiveness, identifying appropriate instructional strategies, and outline Corrective Instruction and Enrichment			
10/26/23	Make adjustments to MCL teacher assignments due to change from 2 Full Release MCLS to 1 Full and 1 Partial Release	Complete 08/08/2023	Kendrick Alston	07/31/2023
	<i>Notes:</i> A tiered framework will be created to determine MCL teacher alignment. A combination of Title I and Restart funds will be used to fund MCL salary differentials.			
10/21/24	Establish a criteria to determine which teachers would benefit most from having an assigned MCL to assist with supporting standards aligned instruction.	Complete 08/01/2023	Kendrick Alston	08/01/2023
	<i>Notes:</i> Used Restart budget flexibility to help fund salary differentials for 2 MCLs supporting 3-5 Math teachers to support standards aligned instruction.			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 10/20/2023	Lauren Faucette	10/15/2023

	<i>Notes:</i> During the 2023-2024 school year, Foust will have 4 CKLA coaching visits and 10 Illustrative Math coaching visits.			
10/23/23	Utilize the "Know" and "Do" protocol that was shared in our October NC ILA to assist all grade level teams with unpacking their Grade Level NCSCoSs	Complete 10/12/2023	Lauren Faucette	10/15/2023
	<i>Notes:</i> Mrs. Faucette is a part of the team that attends NC ILA sessions, along with our SIT Chair.			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 12/12/2023	Lauren Faucette	12/01/2023
	<i>Notes:</i>			
7/24/23	Provide SIT members and Grade Level Chairs with initial and ongoing training to facilitate weekly instructional planning PLCs	Complete 01/31/2024	Lauren Faucette	01/31/2024
	<i>Notes:</i> Initial training will be provided during the SIT's August two day work session. Training will focus on the four PLC components: 1. What do we want students to know and be able to do? 2. How will we know when they have learned it? 3. How will we respond when some students do not demonstrate mastery? 4. How will we respond when students require extension?			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 02/02/2024	Lauren Faucette	02/01/2024
	<i>Notes:</i>			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 03/01/2024	Lauren Faucette	03/01/2024
	<i>Notes:</i>			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 04/02/2024	Lauren Faucette	04/01/2024
	<i>Notes:</i>			
10/30/23	Work collaboratively with our district CKLA and Illustrative Math coaches to help support our implementation of CKLA and Illustrative Math.	Complete 05/17/2024	Lauren Faucette	05/01/2024
	<i>Notes:</i>			

9/29/24	Create a Literacy Internalization protocol that will be used to assist with weekly collaborative grade level instructional planning	Complete 10/16/2024	Stephanie Lemon	10/15/2024
<i>Notes:</i>				
9/29/24	Participate in ongoing district instructional walkthroughs	Complete 11/04/2024	Kendrick Alston	11/01/2024
<i>Notes:</i>				
9/29/24	Identify 2-3 High Impact mathematical practices that we will focus on a school based on emerging trends identified from math instructional walkthroughs.	Complete 11/19/2024	Tabitha Garrett	11/30/2024
<i>Notes:</i>				
8/19/25	Establish a PLT outline that will guide weekly grade level instructional planning. This framework will be guided by the four PLC questions and will include Pre-work grade level teams will complete ahead of time so that grade level planning can be fully maximized.	Complete 08/29/2025	ILT	08/29/2025
<i>Notes:</i>				
8/31/26	Facilitate collaborative planning to develop and refine rigorous, standards-aligned units of instruction across grade levels and core content areas.		Katie Kindermann (Permanent Member)	06/11/2027
<i>Notes:</i> Teams will collaboratively unpack standards, establish shared expectations for rigor, identify learning targets and success criteria, and plan aligned instructional experiences using district curriculum, pacing guidance, and available resources.				
8/31/26	Develop and use standards-aligned formative assessments, student work, and achievement data to evaluate learning and adjust instruction.		Katie Kindermann (Permanent Member)	06/11/2027
<i>Notes:</i> Teams will use common assessments, student work, interim assessments, universal screening, and other relevant data during collaborative planning and Data PLCs. Findings will guide adjustments to core instruction and identify needs for reteaching, intervention, enrichment, and extension.				
8/31/26	Monitor the implementation and effectiveness of standards-aligned instruction through classroom walkthroughs, planning artifacts, and instructional feedback and support.		Tori Blackwell (Permanent Member)	06/11/2027
<i>Notes:</i> Leadership and instructional support staff will monitor standards alignment, rigor, student engagement, and connections between planned and delivered instruction. Findings will be used to identify strengths and provide targeted coaching, resources, or professional learning.				

8/31/26	Build teacher capacity to intentionally integrate Gaming and Robotics into standards-aligned core instruction.		Christian Sturgis-Edwards (Permanent Member)	06/11/2027
<i>Notes:</i> Staff will work toward providing 1–2 standards-aligned Gaming and Robotics integration opportunities per month, as appropriate to grade-level standards. The Gaming & Robotics Committee and Robotics Facilitator will provide resources, modeling, planning support, and professional learning. Quarterly STEM Innovation Days will provide additional opportunities for students and staff to apply and extend standards-based learning.				
9/29/26	Utilize the school’s two Multi-Classroom Coach (MCC) positions—one supporting grades K–2 and one supporting grades 3–5—to provide targeted instructional support to grade-level teams in the development, implementation, and refinement of standards-aligned units and instructional practices.		Tori Blackwell (Permanent Member)	06/11/2027
<i>Notes:</i> MCCs support teachers through PLC collaboration, instructional planning, analysis of student learning data, modeling and coaching, resource development, and alignment of instructional practices to grade-level standards. Evidence may include PLC agendas and notes, collaborative planning materials, instructional resources, coaching documentation, and standards-aligned unit plans.				
9/29/26	Utilize Title I funds to support instructional capacity and the implementation of standards-aligned instruction through the funding of 1.0 teacher position, 1.0 MCC 3 position, and 1.0 MCC 3 differential.		Gabrielle Hall (Permanent Member)	06/11/2027
<i>Notes:</i> Title I funds are used to fund 1.0 teacher position, 1.0 MCC 3 position, and 1.0 MCC 3 differential to strengthen instructional capacity and provide additional support for standards-aligned planning, instruction, collaboration, and student learning. The MCC 3 position provides instructional leadership and support to teachers through collaborative planning, PLC participation, analysis of student learning data, coaching, and development and implementation of standards-aligned instructional practices.				
9/29/26	Utilize Title I funds to provide students with instructional field-trip experiences that extend and reinforce standards-aligned classroom learning and provide opportunities for students to apply academic content in authentic settings.		Gabrielle Hall (Permanent Member)	06/11/2027

Notes: Title I funds are utilized to support instructional and academic field trips aligned with grade-level standards and classroom learning. Field-trip experiences are intentionally connected to instructional content and provide students with opportunities to deepen understanding, make real-world connections, and reinforce concepts taught within standards-aligned units of instruction. Evidence may include field-trip requests, instructional connections or learning objectives, grade-level plans, student learning activities, and expenditure documentation.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Foust Elementary maintains schoolwide structures and practices designed to create a safe, welcoming, and supportive learning environment for students and staff. Schoolwide expectations and routines are explicitly taught and reinforced across settings to promote consistency, responsibility, and positive behavior. Staff utilize relationship-building practices, social-emotional learning opportunities, and student support systems to address students' academic, behavioral, social, and emotional needs. School leadership and support teams monitor school climate, student behavior, attendance, and other available data to identify needs and provide appropriate supports. Schoolwide activities, celebrations, and opportunities for student and staff engagement also promote connection, positive relationships, and a sense of belonging within the Foust community.	Limited Development 08/31/2026		
<i>How it will look when fully met:</i>			Full implementation is evident when Foust Elementary maintains a safe, welcoming, inclusive, and supportive school environment in which students and staff experience a strong sense of belonging. At least 80% of students and 80% of staff report a positive sense of belonging by the end of the school year. Schoolwide expectations, relationship-building practices, social-emotional supports, and opportunities for student and staff voice are consistently implemented across the school. Evidence of full implementation includes student and staff climate and belonging survey data, behavior and discipline data, attendance data, student and staff feedback, schoolwide implementation data, and documentation of activities and practices designed to strengthen relationships, engagement, and belonging. School leadership and support teams review these data to identify trends, monitor progress, and determine whether the school environment is consistently safe, welcoming, and conducive to learning.		Artia Long-Galberth (Permanent Member)	06/11/2027
<i>Actions</i>				1 of 4 (25%)		
	8/31/26	Staff recognize students of the month for each grade level.			Artia Long-Galberth (Permanent Member)	06/11/2027

	<i>Notes:</i> Evidence includes schoolwide climate and culture activities, relationship-building practices, student and staff engagement opportunities, and documentation of initiatives designed to strengthen belonging.			
8/31/26	Collect student and staff feedback regarding sense of belonging, relationships, safety, and overall school climate to identify strengths and areas for improvement.		Kelley Harris (24-26)	06/11/2027
	<i>Notes:</i> Evidence includes student and staff climate/belonging surveys and other feedback data. Results are reviewed to monitor progress toward the goal of at least 80% of students and 80% of staff reporting a positive sense of belonging.			
8/31/26	Review available school climate data, including belonging feedback, behavior, discipline, and attendance data, to identify trends, determine barriers to belonging, and develop appropriate schoolwide responses.		Artia Long-Galberth (Permanent Member)	06/11/2027
	<i>Notes:</i> Evidence includes survey results, behavior and discipline data, attendance data, student and staff feedback, meeting documentation, and identified actions taken in response to trends. This will happen during our Leadership & Student Support Services meetings.			
8/31/26	Provide professional learning and guidance to staff on creating classroom learning environments that are warm, inviting, inclusive, and learner-friendly, including intentional use of classroom displays, organization, and “classroom wallpaper” to support student belonging and engagement.	Complete 08/17/2026	Alexis Moore (26-28)	06/11/2027
	<i>Notes:</i> Staff participated in a mini-PD focused on “classroom wallpaper” and received guidance, examples, and models for designing learning spaces that are welcoming, inclusive, developmentally appropriate, and supportive of student learning and belonging. Evidence includes professional learning materials, models/examples shared with staff, and classroom learning environments.			

Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals		
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Foust Elementary teachers maintain ongoing communication with parents and guardians regarding student progress, academic and behavioral needs, classroom expectations, school events, and opportunities for family engagement. Teachers utilize multiple methods of communication, including phone calls, email, ClassDojo, conferences, and other school-approved communication platforms. Communication with families is documented and maintained by teachers to support consistent outreach, strengthen school-family partnerships, and provide a record of communication regarding individual student needs and progress.	Limited Development 08/31/2026	
<i>How it will look when fully met:</i>			Full implementation is evident when all teachers consistently maintain an organized and up-to-date record of communication with parents and guardians. Communication reflects ongoing outreach regarding student progress, academic and behavioral needs, classroom expectations, and other information that supports student success. Teachers utilize multiple methods of communication to provide families with consistent opportunities to remain informed and engaged in their child's education. Evidence of full implementation includes teacher communication logs or files, ClassDojo communication, emails, phone contact records, conference documentation, and other school-approved records of family communication. Periodic reviews of communication documentation are used to monitor implementation across grade levels and determine whether all teachers are consistently maintaining evidence of ongoing communication with families.		Tiffany Cockman (Permanent Member) 06/11/2027
<i>Actions</i>				0 of 6 (0%)	
	8/31/26	Maintain regular communication with parents and guardians regarding student progress, academic and behavioral needs, classroom expectations, and other information that supports student success.			Tiffany Cockman (Permanent Member) 06/11/2027

	<i>Notes:</i> Evidence includes teacher communication logs or files, ClassDojo records, emails, phone contact documentation, conference records, and other appropriate communication documentation.			
8/31/26	Review teacher family-communication documentation to monitor consistent implementation across grade levels and identify areas where additional support or clarification is needed.		Tiffany Cockman (Permanent Member)	06/11/2027
	<i>Notes:</i> Evidence includes teacher communication logs or files, ClassDojo records, emails, phone contact documentation, conference records, and other appropriate communication documentation.			
8/31/26	Review teacher family-communication documentation to monitor consistent implementation across grade levels and identify areas where additional support or clarification is needed.		Tiffany Cockman (Permanent Member)	06/11/2027
	<i>Notes:</i> Evidence includes periodic reviews of communication documentation, grade-level trends, teacher feedback, and follow-up support provided when needed.			
9/29/26	Utilize Title I parent and family engagement funds to provide supplies, materials, and allowable refreshments that support Title I family engagement activities and strengthen partnerships between families and the school.		Gabrielle Hall (Permanent Member)	06/11/2027
	<i>Notes:</i> Title I parent and family engagement funds are utilized for supplies and materials associated with family engagement activities and for allowable food purchases, including snacks and drinks provided during Title I family engagement events. Documentation may include event materials, family communications, participation records, agendas, and expenditure records.			
9/29/26	Utilize Title I parent and family engagement funds to purchase supplies and materials that support family engagement activities and provide families with resources that strengthen home-school partnerships and support student learning.		Gabrielle Hall (Permanent Member)	06/11/2027
	<i>Notes:</i> Title I parent and family engagement funds are utilized to purchase allowable supplies and materials for family engagement activities. Materials may support Title I events, parent learning opportunities, family resources, and activities designed to strengthen communication and engagement between families and the school. Specific purchases will be determined based on identified family engagement needs and planned activities.			
9/29/26	Utilize Title I parent and family engagement funds to provide allowable refreshments during Title I family engagement events to support family participation and engagement.		Tiffany Cockman (Permanent Member)	06/11/2027

Notes: Title I parent and family engagement funds are utilized for allowable food purchases, including snacks and drinks provided during Title I family engagement events. These expenditures support opportunities for families to participate in school-based activities focused on communication, family engagement, and student learning.