

## 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:**

**Duty Free Lunch:** The NC SBE’s statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

**Duty-Free Instructional Planning Time for Teachers:** The NC SBE’s statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04, B2.03).

**Bullying Prevention:** Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06, A1.07).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 14.0% in SY2021-22 to 32.0% in SY2022-23 and 50.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their 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. (Aligns to A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<b>Initial Assessment:</b>	Croft will reinstate our implementation of a school-wide PBIS framework, focusing on three school-wide rules and the behavior matrix.	Limited Development 09/29/2019		
----------------------------	---	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	Social and emotional learning will teach each student to: <ul style="list-style-type: none"> <li>• Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;</li> <li>• Manage emotions—regulate feels so that they aid rather than impede the handling of situations;</li> <li>• Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans;</li> <li>• Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity;</li> <li>• Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;</li> <li>• Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;</li> <li>• Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;</li> <li>• Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior;</li> <li>• Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals;</li> <li>• Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct.</li> </ul> Use of Panorama data in the fall and spring to evaluate effectiveness of instruction		<b>Objective Met 11/30/20</b>	<b>Christi Sims Little</b>	<b>06/02/2022</b>
<b>Actions</b>					
10/20/19	Implement Caring School Community curriculum school-wide as part of daily SEL time in a remote or in-person learning environment.		Complete 12/09/2021	Megan Cahill Morris	12/09/2021
<i>Notes:</i>					
1/24/22	Conduct professional development for select teachers to support with Core Behavior to increase teacher capacity to manage behavior for all students in the classroom and decrease office calls/referrals.		Complete 06/01/2022	Natalie Falkowski	06/01/2022

Notes: Jackie Peterson, Core Behavior Specialist assigned to Croft, will lead the PD sessions, conduct classroom observations, and provide feedback. Credit is available to participants in My Talent.

<b>Implementation:</b>		11/30/2020		
<b>Evidence</b>	11/30/2020 To date, there are 0 incidents of referral for behavioral concerns.			
<b>Experience</b>	11/30/2020 Staff and students benefited from shared understanding of the Rights and Responsibilities Handbook and the Croft Way.			
<b>Sustainability</b>	11/30/2020 Continue using Caring School Community as the basis for SEL instruction for the remainder of the 2020-21 school year.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
----------------------------	---

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<p><b>Initial Assessment:</b></p>	<p>We are moving into year five of our K-3 EL Education adoption and K-5 enVision adoption. The 4th and 5th grade teachers will continue with their implementation of EL Education and will have a more typical year with a focus on differentiation of the core through effective implementation of ALL plus Skills block. SORA and EPIC will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through ongoing coaching and feedback cycles will be a priority for us.</p> <p>In terms of PLCs and planning, staff are meeting in-person and following CDC recommendations for the COVID-19 pandemic. PLC meetings will occur three times per week for each PLC with focus on reading, math, and data.</p> <p>We have used Title I funds to purchase and/or fund supports for standards-aligned instruction:</p> <ul style="list-style-type: none"> <li>• IXL subscription for K-5 reading, math, and science</li> <li>• Substitute teacher funding for quarterly half day planning meetings for all PreK-5 grade teachers</li> <li>• Funding for K-2 academic facilitator</li> <li>• Funding for Title I tutor to focus on math instruction</li> <li>• Funding for additional teacher assistant position to support with small group instruction, supervision, and CONNECT to support teacher planning time</li> </ul>	<p>Limited Development 06/13/2019</p>		
-----------------------------------	---	---	--	--

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• 100% of Croft teachers are consistently utilizing standards-aligned units of instruction for each standard and grade level as evidenced by classroom walk through and observational data.</li> <li>• 100% of Croft teachers will use data to design small group instruction</li> <li>• PLC agendas reflect discussion of standards-aligned instruction with evidence of backward planning to include pre-test and post-test data to determine effectiveness of instruction</li> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach including creating of exemplars for student work products and ongoing checks for understanding</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally with feedback provided to small group plan</li> <li>• Common vocabulary and academic language being used</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> <li>• PLC teams include input from and provide access to special education, ML, and TD teachers</li> </ul>			<b>Megan Cahill</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/30/19	Implement Classroom Walk Protocol to be used at the school and district levels in order to look for evidence of CMS Core Actions in every classroom and identify trends across the school.		Megan Cahill Morris	12/16/2022
	<i>Notes:</i>				
	8/11/22	Schedule and hold half day planning meetings with Pre-K-5th grade PLC teams to unpack upcoming units of instruction.		Christi Sims	12/16/2022
	<i>Notes:</i>				
<b>Implementation:</b>			06/09/2022		

<b>Evidence</b>	6/9/2022 Walk through observations were conducted using the Qualtrics form provided by the district. Trends and practices observed were discussed in weekly administrative team meetings for follow up during PLC meetings.			
<b>Experience</b>	6/9/2022 Administrative team created and implemented a schedule for walk through observations.			
<b>Sustainability</b>	6/9/2022 Teachers received feedback on instructional practices and small group lesson plans, and aligned professional development opportunities based on need. Continue with systems already in place.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Student support services</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
-----	-------	--	-----------------------	-------------	-------------

**Initial Assessment:**

Croft is implementing an MTSS framework to allow teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Students with EOY 2021-22 Tier 2 and Tier 3 Plans are in place for 2022-23 and will be implemented at the start of school.

We have worked over the summer months of 2022 to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs, ML plans, and TD plans. Additionally, we are utilizing the district's Standard Treatment Protocol when providing supplemental and intensive interventions. There has been prioritization of WIN time for all grade levels in order to provide dedicated time for interventions and enrichment needs.

In terms of our MTSS leadership team, we have changes to the team membership this year to meet the recommendations from the district. Bridgett Walls will lead for academics in 3-5 and Natalie Falkowski will do the same in K-2. Nicki Elkins will be the lead for behavior interventions. School Psychologist Melinda Newman is working with Morgan Murphy (interim) in the NLC as we continue to clarify roles and responsibilities for this team.

We have used general school and Title I funds to purchase supports for equitable tiered instruction:

- Title I tutor to provide math support
- Interventionist position to support with Tier 3 instruction in reading
- PBIS student incentives
- Educators Handbook to use for tracking student referrals and identify trends as well as individual students in need of additional SEL or behavior supports

Limited Development  
09/30/2019



		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>Teachers implementing core curriculum with integrity</li> <li>Diverse use of best practices and strategies that address different learning styles and needs</li> <li>Established MTSS team, structures and processes</li> <li>Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>Focus is on the quality of instruction rather than student deficits</li> <li>Purposeful tiered instruction is being provided for academics and behavior</li> <li>Data driven instruction and decision-making</li> <li>Accurate identification of student needs rooted in data</li> </ul>			<b>Megan Cahill</b>	<b>06/15/2024</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/7/19	Teachers will create student intervention plans in Branching Minds based on school and classroom data collected and analyzed in PLCs and implement plans with fidelity, as measured through monitoring the plans.			Bridgett Walls/Natalie Falkowski/Nicki Elkins	12/16/2022
		<i>Notes:</i>				
<b>Implementation:</b>				04/21/2022		
	<b>Evidence</b>	04/21/2022 Closeout meetings for current plans will be held during the week of May 12 to determine next steps.				
	<b>Experience</b>	04/21/2022				
	<b>Sustainability</b>	04/21/2022 CMS is moving to a new platform and a new Standard Treatment Protocol, so teachers will need to be trained prior to implementing with students.				
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>We are working to address student needs in their current state as well as continuing to further their social-emotional development by implementing a social emotional universal screener called Panorama, and the Caring School curriculum for direct social-emotional instruction.</p> <p>Additionally, our EL Curriculum contains social-emotional learning targets for students. Our counselor provides guidance lessons to support social-emotional learning to all students K-5 and our Pre-K curriculum contains SEFL components.</p> <p>We have used the following general school and Title I funds to purchase supports for supporting our students' social and emotional states:</p> <ul style="list-style-type: none"> <li>• Camp Calm and/or Zen Den de-escalation room materials (dim lighting, fidgets, trampolines)</li> <li>• Educators Handbook to track rule infractions and identify trends across the school and/or students in need of additional SEL or behavioral support</li> </ul>	<p>Limited Development 09/30/2019</p>		
-----------------------------------	---	---	--	--

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>Students and staff are aware of a variety of emotional states and effective practices for managing them across the school using research-based strategies.</p> <p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>• SEL Caring School curriculum with explicit instruction that is being implemented with integrity</li> <li>• SEL instructional time in master schedule</li> <li>• Serving the whole child for all children</li> <li>• Established MTSS teams, structures and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Purposeful tiered instruction is being provided</li> <li>• Data driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> <li>• Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</li> <li>• A safe and welcoming environment is provided for all staff and students</li> </ul>			<b>Christi Sims Little</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/20/19	Implement and explicitly teach skills and strategies in the daily SEL block as evidenced through informal observations, Panorama data and student behavior data.			Natalie Falkowski/Bridgett Walls/Nicki Elkins	12/16/2022
<i>Notes:</i>					
10/20/19	Counselor will provide biweekly guidance lessons for students to explicitly teach students social-emotional skills and monitoring strategies throughout first semester. Student Services PLC will review data monthly on individual student social emotional needs and school-wide needs. Information will be collected and shared with the Leadership Team to inform decisions about modifications to individual student plans and/or needs for additional professional development for staff.			Nicki Elkins	12/16/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/09/2022		

<b>Evidence</b>	6/9/2021 SEL Caring School curriculum with explicit instruction that was implemented with integrity with time built into the master schedule daily for this purpose. MTSS teams, structures and processes were established for students who required additional support.			
<b>Experience</b>	6/9/2021 SEL lessons were taught daily in classrooms. The School Counselor provided whole and small group lessons and individual interventions as needed.			
<b>Sustainability</b>	6/9/2021 Teachers will continue to implement the Caring Schools curriculum during the 2022-23 school year.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>Transition meetings held for students moving from level to level (e.g., Pre-K to Kindergarten, 5th to 6th grade)</li> <li>Review of cumulative folders for incoming students at all grade levels</li> <li>Completion of student placement cards at the end of each year to make balanced classes for the following year</li> <li>Meetings with middle school teams at JMA and Ridge Road Middle Schools to provide orientation and scheduling information for rising 6th graders</li> <li>Beginner's Night in April for rising Kindergarten students</li> <li>Countdown to Kindergarten in conjunction with Discovery Place Kids Huntersville</li> </ul>	Limited Development 09/30/2019		
			Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>			Croft will develop, implement, and evaluate explicit and ongoing plans to support student transitions across grades and levels of schooling. Elementary schools should access data on incoming children's early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children's transition to elementary school settings. Students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; effective transition programs must foster communication and be responsive to stakeholder needs.	<b>Objective Met 06/09/22</b>	<b>Megan Cahill</b>	<b>06/03/2022</b>
<b>Actions</b>						
		8/31/20	Communicate with families about magnet offerings and timelines for the 2021-22 school year, including programs that require audition/portfolio (e.g., Northwest School of the Arts) so students can prepare.	Complete 12/16/2021	Megan Cahill Morris	12/16/2021
		<i>Notes:</i>				
		8/31/20	Facilitate and schedule meetings with middle school staff for scheduling rising sixth graders	Complete 04/01/2022	Megan Cahill Morris	04/01/2022
		<i>Notes:</i>				

8/31/20	Schedule and facilitate Beginner's Night event for rising Kindergarten students and families in order to inform and prepare them for the transition to elementary school.	Complete 05/01/2022	Megan Cahill Morris	05/01/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/09/2022		
<b>Evidence</b>	5/13/2021 Beginner's Night was held in person on April 28, 2022.			
<b>Experience</b>	5/13/2021 Beginner's Night was held in person on April 28. Parents of registered rising Kindergarten students were invited to attend. Rising Kindergarten students visited classrooms and completed activities while parents attended an informative meeting.			
<b>Sustainability</b>	5/13/2021 Beginner's Night is held each year for families of rising Kindergarten students.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Northeast Learning Community provides weekly support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. The Northeast Learning Community also provides opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices.	Limited Development 09/30/2019		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully met, the coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place will result in Croft Community School no longer having the Low Performing School designation.	<b>Objective Met 12/21/20</b>	<b>Megan Cahill</b>	<b>06/03/2022</b>
<i>Actions</i>					
	8/14/20	The Northeast Learning Community Coaching Plan will be used to support the principal in motoring and maintaining a clear focus on school improvement. This plan will be revisited during weekly coaching sessions and monitored for effectiveness of actions.	Complete 09/01/2022	John Wall	12/01/2022
		<i>Notes:</i> 01/24/2022 - Coaching meetings with Mr. Wall have been occurring on about a once per month basis with a focus on core action walks in 3rd ELA  6/9/2022 - Coaching meetings were inconsistent and not as frequent as initially intended			
<i>Implementation:</i>			12/21/2020		
<i>Evidence</i>		12/21/2020 - Weekly administrative team coaching notes reflect weekly coaching with Ms. Lonon			
<i>Experience</i>		12/21/2020 - Ms. Lonon has coordinated with the administrative team to determining a mutually agreeable time to meet weekly and provide coaching, feedback, and support.			
<i>Sustainability</i>		12/21/2020 - Continue the current schedule and make any necessary adjustments collaboratively.			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Building leadership team (BLT) meets to discuss school-wide information related to instructional practices and available data. Data that is collected through the Qualtrix Walkthrough Protocol will be included this year to allow a closer look at trends across classrooms, grade levels, the school, and district.	Limited Development 09/30/2019		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>			Teachers throughout the school will understand where we are as a school with implementation of effective practices. They will also be able to identify where they personally are with implementation.	<b>Objective Met 01/24/22</b>	<b>Megan Cahill</b>	<b>02/01/2022</b>
<b>Actions</b>						
	2/10/20	Administrative team meeting weekly to discuss school business, instructional trends, analyze data, identify professional development needs, and support school culture and morale		Complete 10/04/2021	Megan Cahill Morris	12/02/2021
<i>Notes:</i>						
	2/10/20	Student Services PLC meets biweekly using agenda templates provided through the Student Services department.		Complete 12/16/2021	Megan Cahill Morris	12/16/2021
<i>Notes:</i>						
<b>Implementation:</b>				01/24/2022		
<b>Evidence</b>			01/24/2022 - notes from meetings can be provided			
<b>Experience</b>			01/24/2022			
<b>Sustainability</b>			01/24/2022 - Continue to meet as a team on a regular basis to discuss strengths and needs with the SSPLC			



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		Master schedule was written with half time connect staff this year. All PLCs are scheduled to take place in the afternoons as a result. There is adequate time in the master schedule for PLC planning time with each K-5 teacher having 45 minutes of daily unassigned planning. PLC meetings take place on Tuesdays, Wednesdays, and Thursdays (as needed basis). At this time, we are attempting to staff appropriately in order to provide duty-free lunch time for teachers on a rotating basis using the cafeteria. The goal would be to have this in place by the end of first quarter.	Limited Development 09/30/2019		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		PLCs are able to and do run independent of administrator or facilitator presence. Staff see the value in this time to work together, know the expectations, and can deliver without additional support. There is time to discuss standards, analyze student work/assessments, and determine next steps for instruction.	<b>Objective Met 06/09/22</b>	<b>Megan Cahill</b>	<b>05/26/2022</b>
<b>Actions</b>					
	9/16/21	Facilitators will meet with teachers during PLC planning times to build teacher capacity to independently discuss standards, instructional practice, and analyze student work and assessments.	Complete 05/26/2022	Bridgett Walls/Natalie Falkowski	05/26/2022
		<i>Notes:</i> 01/24/2022 - Keeping teacher planning time continues to be a major focus of the leadership team, which has included modifying duty schedules and facilitators covering classes to provide teacher planning. The high volume of absences and vacancies impacts their ability to meet with teachers and support instruction.			
<b>Implementation:</b>			06/09/2022		
<i>Evidence</i>		6/9/2022 Grade level PLCs met three times per week formally with the academic facilitator and an administrator as available to discuss standards, analyze student work/assessments, and determine next steps for instruction.			

<b>Experience</b>	6/9/2022 Grade level PLCs met weekly with the academic facilitators. One day was dedicated to literacy, one day to math, and one day was used for data analysis each week. Grade level chairs created a team meeting agenda and small group instructional plans were posted each week in advance of teaching.			
<b>Sustainability</b>	6/9/2022 Continue with current systems already in place			

**Core Function:** Dimension B - Leadership Capacity

**Effective Practice:** Monitoring instruction in school

!	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>	<ul style="list-style-type: none"> <li>• Principal and instructional leadership team are completing biweekly informal observations, including written feedback and follow-up conversations as needed</li> <li>• Administration is completing formal observation processes</li> <li>• Instructional leadership team is providing coaching and support based on data from the formal and informal observation processes</li> </ul> <p>During the summer of 2022, we have been working to update our systems for monitoring instruction and providing timely, meaningful feedback. K-2 and 3-5 facilitators will update practices to observe and coach each teacher during regular and ongoing coaching cycles (1 in quarter 1, 2 in all subsequent quarters). Facilitators will share data from coaching in weekly instructional leadership team meetings. Administrators will coach facilitators.</p>	Limited Development 09/30/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>Principal is highly visible and regularly present in classrooms and PLCs</li> <li>Teachers receive meaningful feedback on their practice consistently from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs</li> <li>Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction</li> <li>Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice</li> <li>Principal will be able to show evidence of provided feedback in written form via walk through data, formal observation data, and PLC notes</li> <li>Assessment data will show evidence of student growth</li> </ul>			<b>Megan Cahill</b>	<b>06/03/2022</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/20/19	Leadership Team attends grade level PLCs to monitor for curriculum implementation, standards-alignment, differentiation, and team collaboration, as measured by individual calendars and Leadership Meeting Notes.			Megan Cahill	12/16/2022
<i>Notes:</i>					
7/29/20	Establish an observation system and process for observing, providing immediate feedback and holding coaching conversations that will be measured by completion of formal observations, completion of feedback forms, sharing of trends on Leadership Team agendas and designated schedule of informal observations.			Megan Cahill	12/16/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/09/2021		
<b>Evidence</b>	6/9/2021				
<b>Experience</b>	6/9/2021				

<i>Sustainability</i>	6/9/2021			
-----------------------	----------	--	--	--

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
-----------------------	--	--	--	--

<b>Effective Practice:</b>	<b>Quality of professional development</b>			
----------------------------	--	--	--	--

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	<ul style="list-style-type: none"> <li>Weekly data meetings in the PLC schedule to analyze classroom and grade level data sources</li> <li>SSPLC meetings biweekly to analyze school-level data and MTSS</li> <li>Administrative team meetings weekly to analyze observational and student data</li> </ul>	Limited Development 09/30/2019		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
--	---	----------------	--	--

<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> <li>Targeted professional development for teachers to support their individual learning needs based on observational data</li> <li>Small group lesson plans fully implemented showing which students, what they are learning, and the data that led to the decision-making</li> <li>Tier plans in place to support students who need them</li> </ul>	<b>Objective Met 06/09/22</b>	<b>Christi Sims Little</b>	<b>06/03/2022</b>
---	---	-----------------------------------	----------------------------	-------------------

<b>Actions</b>				
----------------	--	--	--	--

9/30/19	Teachers will use class and grade level formal and informal assessment data to develop differentiated small group instructional lesson plans to support individual student learning needs	Complete 12/16/2021	Bridgett Walls/Natalie Falkowski	12/16/2021
---------	---	---------------------	----------------------------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

9/30/19	Administrative team meeting established to discuss observation information and make decisions about student learning and teacher professional development needs	Complete 12/16/2021	Megan Cahill Morris	12/16/2021
---------	---	---------------------	---------------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

2/9/20	Conduct mid-year survey for teachers to get input on professional development needs for second semester	Complete 02/14/2022	Megan Cahill Morris	02/14/2022
--------	---	---------------------	---------------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

4/21/22	DUSI team meeting with PLCs following Spring MAP administration to target instruction for student needs in the last 6 weeks	Complete 04/26/2022	Bridgett Walls and Natalie Falkowski	04/26/2022
---------	---	---------------------	--------------------------------------	------------

Notes: Meetings have occurred following each MAP administration window

<b>Implementation:</b>		06/09/2022		
<b>Evidence</b>	4/26/2022 - Each grade level met with the CMS DUSI team, academic facilitators, and an administrator to analyze spring MAP data as well as DIBELS data for K03 students. Action plans were created for individual students and small groups for targeted instruction. Support staff worked with students to set academic goals.			
<b>Experience</b>	4/26/2022 - Completed all target actions			
<b>Sustainability</b>	4/26/2022 - continue to implement systems already in place			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>Purple horseshoes are being given to PLCs for optimal use of their time and following protocols and procedures</li> <li>Beginning of year orientation, PD, and team building activities - August 2020</li> <li>Morale improvement efforts - dress down days (Fridays with Croft gear/colors, Pink Mondays in October, etc.), provide staff t-shirts for all in August, candy/snacks at staff meetings, etc.</li> <li>Shared leadership opportunities - grade level chairpersons, COPs, BLT, committee chairperson, SLT, PTA board</li> <li>Respond to FAC concerns in a timely and fair way</li> <li>PBIS implementation for school-wide behavior interventions and support</li> <li>SEL curriculum adoption and implementation</li> <li>On-going PD opportunities, including quarterly half day planning meetings for PK-5 teachers</li> <li>Christmas gifts for all staff</li> <li>Come late/Leave Early Pass Quarterly</li> <li>Staff appreciation week - breakfast</li> </ul>	Limited Development 09/30/2019		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Spring Insight Survey data in the domains of Peer Culture, Planning, and Observation/Feedback will show positive gains from the prior year Spring Survey  Retention of 90% of teachers rated proficient or above who do not leave due to promotion, family or personal reasons	<b>Objective Met 06/09/22</b>	<b>Megan Cahill</b>	<b>06/03/2022</b>
<b>Actions</b>					
	10/7/19	Staff provided opportunities for shared decision making and problem-solving through the FAC and BLT	Complete 05/26/2022	Megan Cahill Morris	05/26/2022
<i>Notes:</i>					
<b>Implementation:</b>			06/09/2022		
<b>Evidence</b>		5/26/2022 - meeting notes and minutes for each group			
<b>Experience</b>		5/26/2022 - Staff members have been involved in on-going decision making processes this school year through SIT, FAC, and BLT.			

<b>Sustainability</b>	5/26/2022 - continue to use the current systems in place			
<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>	<b>Family Engagement</b>			



!	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>	<ul style="list-style-type: none"> <li>Weekly updates from grade levels via ParentSquare</li> <li>Upcoming events: <ul style="list-style-type: none"> <li>Open House on 8/25/2022</li> <li>Curriculum Night 9/20/2022</li> </ul> </li> <li>Student progress communicated frequently</li> </ul> <p>We are working to streamline our communication and instruction through the use of Canvas, Parent Square and ConnectEd messages.</p> <p>We have used Title I and PTA funds to purchase supports for for parent engagement:</p> <ul style="list-style-type: none"> <li>Parent Square</li> <li>Parent Events - tbd</li> </ul>	<p>Limited Development 09/30/2019</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>100% parent-teacher communication</li> <li>Consistent two-way communication tool is being leveraged (Parent Square)</li> <li>Collaborative relationships; all voices matter</li> <li>School events have high participation and engagement across all parent groups</li> <li>Resources and support are made available to parents regularly in support of student learning</li> <li>Language and technology are not barriers; open access</li> <li>Transparent communication with an open-door policy</li> <li>Parent survey results are high in participation and engagement</li> <li>Parents receive weekly communication from their child's teacher and/or grade level team about what is being taught and how to support at home</li> </ul>		<p><b>Christi Sims Little</b></p>	<p><b>02/01/2022</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>10/20/19</p>	<p>Create and maintain a school calendar on ParentSquare to keep parents/guardians informed about happenings in the school, classrooms, and community. This will be monitored through the use of the calendar function on ParentSquare and delivery stats in the platform.</p>		<p>Megan Cahill</p>	<p>12/16/2022</p>
<p><i>Notes:</i></p>				

9/22/20	Communicate using lower-tech means including text messaging and phone messages to include all families.		Megan Cahill	12/16/2022
<i>Notes:</i>				
<b>Implementation:</b>		01/24/2022		
<b>Evidence</b>	1/24/2022 - ParentSquare message logs, Blackboard message logs, parent reachability stats			
<b>Experience</b>	1/24/2022 - Communicating in smaller bites more frequently per parent request has been helpful			
<b>Sustainability</b>	1/24/2022 - Continue to utilize the platforms, allocate funding to continue for next school year			