



**Level Cross Elementary School
School Improvement Plan
2022-2023**

Comprehensive Progress Report

Mission: Mission: The mission of Level Cross Elementary School is to grow students in a caring environment where every student and every minute count.

Vision: Level Cross students will become confident, self-directed, lifelong learners.

Goals:

- By Spring 2023, each grade level will meet expected growth as measured by EVAAS in literacy (A.2.07, A.3.01, A.1.04, C 2.01, C 2.03).
- By Spring 2023, each grade level will meet expected growth as measured by EVAAS in math (A.1.04, A.3.01, C 2.01, C 2.03).
- Improve school wide composite percentage by 3% annually (A.104, A.3.01, A.2.07, C 2.01, C 2.03).
- Students in identifiable subgroups will make expected growth as evidenced by EOG and MCLASS assessments annually (A.1.04, A.3.01, A.2.07, A.4.01, C 2.01, C 2.03).
- By 2023, 60% of students at all grade levels will be proficient with Tier I MTSS Core Instruction in Reading as evidenced by mClass data. (A.4.01, A 4.17, C 2.01, C 2.03).



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Level Cross Elementary has created a system of Professional Learning Teams (PLT) that encourage collaboration. PLT's meet once a week every week and twice a week every other week with the lead teacher and administration. During these meetings these teams analyze data, create lesson plans, and discuss students that are at risk. Teachers are encouraged to collaborate with each other during their other planning	Limited Development 09/15/2019		

	time that is included in the master schedule. They are encouraged to discuss effective teaching strategies, model for colleagues that need it, and plan effective instruction. New teachers will be provided a mentor that will meet with them regularly to offer support. Every month the lead mentor will meet with beginning teachers to support them. Sometimes professional development opportunities are created based on what teachers need. Administrators review lesson plans, observe teachers using the North Carolina Education Evaluation System (NCEES), and use the instrument to coach teachers to improve teaching strategies.			
How it will look when fully met:	Administrators will use informal and formal walk through data and NCEES (North Carolina Education Evaluation System) information to provide professional development for teachers to improve their skills and teaching strategies. Classroom teachers will participate in vertical visits twice a year. Beginning teachers will be provided a mentor and monthly meetings will be held by the lead mentor to discuss topics and issues that new teachers face. The principal will meet regularly with beginning teachers for support. Each meeting with beginning teachers will be led by an agenda and minutes will be kept. Professional development will be provided to teachers based on the School Improvement Plan (SIP) and teacher need discovered through PLT meetings and observations.		Kelli Harrell	06/02/2024
Actions		10 of 13 (77%)		
9/15/19	PLT meetings	Complete 06/10/2019	Shelly Harris	06/10/2019
	<i>Notes:</i>			
9/15/19	MTSS Tier I professional development	Complete 08/19/2019	Cindy Walker	08/19/2019
	<i>Notes:</i>			
9/15/19	MTSS Overview professional development	Complete 09/10/2019	Shelly Harris	09/10/2019
	<i>Notes:</i>			
9/15/19	Chalk Talk professional development for PBIS strategies.	Complete 10/08/2019	Gloria Cheek	10/08/2019
	<i>Notes:</i>			
9/15/19	Daily Differentiation professional development	Complete 11/12/2019	Selena Fleming	11/12/2019
	<i>Notes:</i>			
9/15/19	MTSS Tier II professional development	Complete 01/14/2020	Cindy Walker	01/14/2020
	<i>Notes:</i>			

9/15/19	MTSS Tier III professional development	Complete 02/11/2020	Cindy Walker	03/11/2020	
<i>Notes:</i>					
9/15/19	"Lunch with the Principal" for beginning teachers	Complete 06/10/2020	Cindy Walker	06/10/2020	
<i>Notes:</i>					
9/28/20	Provide MTSS and remote learning support through PLT's.	Complete 06/02/2021	Shelly Harris	06/10/2021	
<i>Notes:</i>					
9/26/22	Create Guiding Coalition to guide PLC work.	Complete 10/11/2022	Kelli Harrell	10/11/2022	
<i>Notes:</i>					
7/8/21	Grade levels will collaborate vertically during LETRS follow up sessions to share best practices for Unit 1 of the LETRS training.		Kelli Harrell	05/09/2023	
<i>Notes:</i>					
8/11/21	There will be a renewed emphasis on professional learning communities and the use of collaborative team time for common formative assessment planning, analysis as well as the development of remediation/enrichment plans.		Shelly Harris	06/02/2024	
<i>Notes:</i>					
9/26/22	Grade levels will collaborate vertically during LETRS follow up sessions to share best practices for Unit 2 of the LETRS training.		Kristy Rowland	06/12/2024	
<i>Notes:</i>					
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All students at Level Cross participate in mCLASS testing throughout the year, an HMH math screener is given at the beginning, middle and end of year for all students as well. These tests help develop a baseline of student learning and monitor growth over the year. This data is analyzed in PLT teams as well as SIT meetings throughout the year. Grade level Professional Learning Teams meet weekly and go through a cycle of creating common formative assessments, analyzing them and then deciding how to remediation/enrich students. PLT teams also use NC Check-in data and iReady data (3rd and 4th grades) in order to collect data from students and use that data to target student needs in core instruction as well as any intervention strategies needed. Based on all of the data available, as well as classroom observational data, teachers make decisions about which students need to have more intensive interventions beyond core instruction. These students are discussed more thoroughly in MTSS	Limited Development 09/02/2021		

	focused meetings and data on their specific interventions are tracked to see what growth is being made, or if interventions need to be altered.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	The SIT team will create goals for the school and use the data available to see if those goals are being met. All available data will also be used to inform instruction, decide on what professional development opportunities to offer to teachers, identify student need and form a plan of action. Grade level PLT teams will create common formative assessments year round based on the standards being taught and use them to inform their planning/instruction of the core, as well as remediation and enrichment needed. NC Check-in data will be analyzed and used to plan what instruction was not successful at the core level and needs to be retaught, as well as what students need to be remediated or accelerated. The HMH math screener will be given at BOY, MOY and EOY and teacher will understand and use the data to help identify students that are at-risk and target their needs with interventions. mCLASS will be used at BOY, MOY and EOY, with teachers also progress monitoring students that are at risk throughout the year as needed. Teachers will use mCLASS data to decide where to begin interventions with students that are not proficient and move them forward through a progression of reading skills. These interventions will be tracked for success through frequent progress monitoring. MTSS interventions will be planned off of data available and targeted to student need and they will be tracked with fidelity.		Shelly Harris	06/01/2024
Actions		4 of 6 (67%)		
9/3/21	Ana Floyd will train teachers to understand and utilize HMH growth measure data.	Complete 11/09/2021	Shelly Harris	11/09/2021
	<i>Notes:</i>			
9/3/21	Intervention data will be tracked, graphed and analyzed monthly at the PLT level for success.	Complete 05/16/2022	Kristy Rowland	06/05/2022
	<i>Notes:</i>			
9/26/22	Identify essential standards in reading and/or math, create PLC norms, and SMART goals for each grade level.	Complete 10/13/2022	Shelly Harris	10/11/2022
	<i>Notes:</i>			
9/3/21	Students who are at risk in an area of mCLASS will be progress monitored every 2-4 weeks.	Complete 05/16/2022	Katie Luther	06/08/2023

<i>Notes:</i>				
9/14/22	Each grade level will create and administer frequent formative assessments on important skills within Power Standards. These data points will drive Tier 1 intervention in reading and math. (Harris)		Shelly Harris	06/01/2024
<i>Notes:</i>				
9/26/22	Teachers will work to create informal assessments based on identified essential standards at their grade level in order to track student learning progress.		Shelly Harris	06/12/2024
<i>Notes:</i>				
Implementation:		09/14/2022		
Evidence	9/14/2022			
Experience	9/14/2022			
Sustainability	9/14/2022			

Core Function:		Dimension A - Instructional Excellence and Alignment		
Effective Practice:		Curriculum and instructional alignment		
	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To
Initial Assessment:		Regular classroom teachers have received some professional development regarding vocabulary development. Most teachers do vocabulary instruction during guided reading, but explicit vocabulary is not a typical part of daily lessons in other subjects. Past Istation data and current vocabulary data from mCLASS has shown that vocabulary is an area of need for our students.	Limited Development 01/07/2020	
How it will look when fully met:		All classrooms feature vocabulary posted for students to refer to in some way. Lesson plans would highlight the explicit teaching of vocabulary that is incorporated into across the curriculum. Student vocabulary work samples evident (notebooks, frayer model, etc.). Continued professional development in the area of vocabulary for classroom teachers. Modeling of rich vocabulary and read-alouds in all grades.		Shelly Harris
Actions			4 of 5 (80%)	06/05/2024

1/7/20	Vocabulary professional development from Deanna Wiles.	Complete 12/16/2019	Shelly Harris	12/16/2019	
<i>Notes:</i>					
1/7/20	Grade level vocabulary planning for third quarter for select grade levels.	Complete 02/01/2020	Shelly Harris	02/01/2020	
<i>Notes:</i>					
1/7/20	Vocabulary literacy credit opportunity for some classroom teachers.	Complete 02/28/2020	Shelly Harris	02/28/2020	
<i>Notes:</i>					
9/24/20	K-5 teachers incorporate vocabulary instruction in shared reading.	Complete 03/30/2022	Shelly Harris	03/30/2022	
<i>Notes:</i>					
1/7/20	Incorporate explicit vocabulary instruction that is evident in grade level lesson plans monthly within any curricular area.		Shelly Harris	06/05/2023	
<i>Notes:</i>					
	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have Clear Touch Panels in about half of the classrooms, but teachers don't have enough training to use the boards to their full potential as an interactive piece in the classroom. More Clear Touch Panels are being purchased and training is being arranged for teachers to build their technology skills with the boards. Chromebooks are currently used widely in the curriculum for third through fifth grade students. Chromebooks are used in K-2 for assessments and reading station activities, but there are not enough Chromebooks for a one-to-one ratio in these grades. Teachers also use IPEVO cameras and document cameras in the classroom during lessons. Canvas is used as the learning platform across the county, with students using it primarily when working remotely.	Limited Development 08/10/2021		
How it will look when fully met:		We will use technology to empower students to participate in student-centered learning. This learning will meet the needs of all learners and engage each child in the learning process through the use of technology. Personalized learning will be available to students through the use of technology so that their individual learning needs are met and students can follow a path that is tailored to them. Teachers will have thorough training and feel comfortable with the implementation of various technology tools in their classroom and be able to use them to their fullest potential. The learning platform, Canvas, will be utilized in all grade levels and students will be comfortable with its use both on		Angie Mitchell	06/01/2026

	campus and remotely. Teachers will make use of online curriculum resources, web tools and digital information sources within their lessons. Teachers will have training on the Clear Touch Panels and be able to use them to their full potential to make learning interactive and engaging for students.			
Actions		2 of 5 (40%)		
9/3/21	Provide a one-to-one ratio of Chromebooks for grades 3-5.	Complete 12/01/2021	Angie Mitchell	12/01/2021
<i>Notes:</i>				
8/10/21	Provide professional development on the use of interactive boards.	Complete 05/10/2022	Angie Mitchell	05/11/2022
<i>Notes:</i>				
9/7/21	Title I funds will be used to purchase an interactive touch board in each classroom, chromebooks for students with the goal of a 1:2 ratio in grades K-2 and a 1:1 ratio for grades 3-5, and needed technology supplies .		Angie Mitchell	02/01/2023
<i>Notes:</i>				
5/16/22	Teachers will use technology to help students think critically, solve problems and to communicate, innovate and collaborate. (Bobble Head , Animation, Discussion Boards, Padlets - Project Based Learning.		Angie Mitchell	06/10/2025
<i>Notes:</i>				
5/16/22	Teachers will utilize technology in order to differentiate instruction (leading towards more personalized learning). Brain Pop, Reading Eggs, and Reading A-Z will be purchased with Title I funds in order to assist with differentiation.		Angie Mitchell	06/10/2026
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Level Cross Elementary has Professional Learning Teams developed for its departments. The instructional teams consist of grade level teams which meet six times per month for a total of 225 minutes with administrators and the lead teacher. Grade levels also meet during their additional planning times with one another to continue mapping out lessons and assessments for instruction. During PLCTs data is a	Limited Development 09/15/2019		

	focus with it being used to drive instruction. Teachers collaborate and examine their efforts in the classroom to see what effect they are having on student achievement and learning. They assess how students are performing, where did students struggle, and what can be done differently to meet the needs of our students. They discuss students at risk in academic, behavioral, and in attendance areas.			
How it will look when fully met:	The Professional Learning Team (PLT) meetings with grade levels, the lead teacher, and the administration will follow the PLT Cycle. During the PLT cycle data dives will occur to analyze student data. During these data dives student data will be analyzed in math and reading and lesson plans will be created for remediation/enrichment to improve student achievement. Data that will be used to determine academic progress will be Common Formative Assessments (CFA's), mCLASS, NC Check-Ins, Benchmarks, and classroom assessments. These assessments will indicate student mastery and student gaps of math and reading standards. Teachers will use the data to plan for groupings of students that need to master or have mastered the standards during the scheduled remediation/enrichment time.		Shelly Harris	06/03/2025
Actions		9 of 12 (75%)		
9/15/19	Use Remediation/Enrichment time for small groups for struggling students.	Complete 06/10/2019	Cindy Walker	06/10/2019
	<i>Notes:</i>			
9/15/19	Administer Universal Screener from "Into Math" textbook.	Complete 10/01/2019	Shelly Harris	10/01/2019
	<i>Notes:</i>			
9/15/19	Designate Wednesday PLT dates to students who are at risk (MTSS).	Complete 06/10/2020	Shelly Harris	06/10/2020
	<i>Notes:</i>			
10/7/19	PLT teams will analyze Istation data, Math Universal Screener data, and Common Formative Assessments (CFA's).	Complete 06/02/2021	Shelly Harris	06/10/2021
	<i>Notes:</i>			
10/7/19	PLT teams will analyze Quarterly data such as: NC Check Ins and Benchmarks.	Complete 06/02/2021	Shelly Harris	06/10/2021
	<i>Notes:</i>			
9/28/20	Use Passports for Learning (4th and 5th grade) to plan remediation and close learning gap.	Complete 06/02/2021	Stephanie Shigemoto	06/10/2021
	<i>Notes:</i>			

9/3/21	Use mCLASS benchmark and progress monitoring data to identify at risk students in the area of reading.	Complete 05/16/2022	Shelly Harris	06/05/2022
<i>Notes:</i>				
10/7/19	During PLT's grade levels will create lessons for remediation/enrichment time that address data discoveries.	Complete 05/16/2022	Shelly Harris	06/10/2022
<i>Notes:</i>				
9/13/22	Title I funds will be utilized to hire a full time music teacher which will allow common planning time during the school day for each grade level. These meetings will focus on analyzing data and planning instructional supports and enhancements.	Complete 10/11/2022	Kelli Harrell	08/17/2022
<i>Notes:</i> This position will continue to be funded through the 2025-2026 school year.				
7/20/22	Title I funds will be utilized to purchase instructional materials (Math Fact Fluency Kits, Letterland kits, guided reading texts, and shared reading texts including Story Works, Scholastic News) in order to differentiate and meet the needs of all students in literacy and math.		Danielle Brewer	02/01/2023
<i>Notes:</i>				
5/16/22	Diagnostic assessments will be used to help identify specific point of need for intervention in reading and math for students at Tiers II and III.		Lisa Young	06/10/2024
<i>Notes:</i>				
5/16/22	Each grade level will create and administer frequent formative assessments on important skills within Power Standards. These data points will drive Tier 1 intervention in reading and math.		Shelly Harris	06/10/2025
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
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	
<i>Initial Assessment:</i>		At Level Cross PLT's discuss strategies and interventions implemented by the teacher within the classroom. Teachers discuss a student's progress in the regular education classroom, including the performance of students with additional supports in the classroom (small group differentiated instruction, behavior plans, etc.). If the expected level of progress in a targeted skill is not met after a minimum of at least four progress monitoring data points, the teacher notifies the Multi-Tiered	Limited Development 06/05/2017			

	Support System (MTSS) Problem Solving team to further discuss new strategies and interventions, while continuing to monitor progress. The MTSS Problem Solving Team meets monthly or on an as needed basis from 30 to 90 minutes for student discussions. At these meetings, the team, composed of teachers across grade levels, discusses the instruction, curriculum, environment, and relevant factors of the individual student, as well as the progress of a student in the area(s) of concern, based on progress monitoring data. The team determines whether the current interventions should be continued, intensified, (frequency and/or duration) or modified. After a minimum of at least four progress monitoring data points, the team may meet to discuss the level of progress made by the student, based on the student's rate of progress. If, after a minimum of 12 progress monitoring data points, the data indicates the student is making no progress on individualized and intensified strategies, the team's discussion may deem appropriate a referral for special education. During this process of a special education referral, targeted tiered strategies and progress monitoring data are continued and collected for further review and discussion.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Through training, we plan to change the mindset of all certified staff so that they understand the importance of tiered instruction and clear up misconceptions. Our work should serve to strengthen the core as we are not at 80% proficient in most areas. By dividing the team into two smaller groups, MTSS members will be able to focus on students and enable them to spend more time diagnosing the deficits, deciding on an appropriate intervention, and employing strategies that are based on evidence of effectiveness. Fidelity of progress monitoring will be a critical piece of data needed to determine effectiveness.		Kristy Rowland	06/10/2025
Actions			11 of 14 (79%)	
6/13/17	Split MTSS into two teams (K, 2, and 4) and (1, 3, and 5).		Complete 09/19/2017	Gloria Cheek 09/29/2017
	<i>Notes:</i>			
6/13/17	Teachers will turn in progress monitoring calendars/plans after the Beginning of Year (BOY) window.		Complete 09/29/2017	Shelly Harris 09/29/2017
	<i>Notes:</i>			
6/13/17	Wendy Myers and Jordyn Bridger will offer a staff development session on progress monitoring/charting data, ICEL (instruction, curriculum, environment, learner), and ideas for intervention.		Complete 10/03/2017	Heather Troyer 10/27/2017
	<i>Notes:</i>			

6/13/17	Teachers will turn in progress monitoring calendars/plans after the Mid of Year (MOY) window.	Complete 02/02/2018	Shelly Harris	02/02/2018
<i>Notes:</i>				
6/13/17	MTSS Problem Solving Team coaches (Wendy Myers and Mollee Stout) will attend county MTSS trainings.	Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>				
6/13/17	Teachers will turn in monthly progress monitoring reports from MCLASS (PM Class Report).	Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>				
6/13/17	PLT teams will discuss MCLASS/reading data at least once a month.	Complete 06/08/2018	Shelly Harris	06/08/2019
<i>Notes:</i>				
6/13/17	Create and maintain a bank of interventions for PLT teams and MTSS teams to use as a resource.	Complete 06/10/2020	Gloria Cheek	06/08/2020
<i>Notes:</i>				
9/29/17	PLT teams will meet to discuss students that they are worried about and discuss interventions in order to address their specific needs prior to recommending students for MTSS.	Complete 09/08/2020	Shelly Harris	06/08/2020
<i>Notes:</i>				
9/25/20	Teachers will complete data mapping template on Tier II and Tier III students.	Complete 05/16/2022	Shelly Harris	06/10/2022
<i>Notes:</i>				
9/26/22	Hire an MTSS Interventionist with Title I funds to assist with the implementation of MTSS and matching students to interventions.	Complete 08/17/2022	Kelli Harrell	09/12/2022
<i>Notes:</i> Hired August 2022. This will be a recurring position into 23-24.				
9/25/20	Leadership team will complete the Facilitation of MTSS Survey.		Lisa Young	03/30/2023
<i>Notes:</i>				
9/25/20	The Leadership Team will use the FAM-S tool to improve MTSS implementation.		Lisa Young	03/30/2023
<i>Notes:</i>				
9/26/22	Create a standard protocol for interventions in reading, math and behavior.		Lisa Young	06/12/2025
<i>Notes:</i>				
Implementation:		09/25/2020		

<i>Evidence</i>	9/25/2020			
<i>Experience</i>	9/25/2020			
<i>Sustainability</i>	9/25/2020			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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>		The principal of Level Cross Elementary School focuses on instruction and creates avenues for this to be the primary focus of PLT meetings. In addition to meeting three times a week with PLT's, Instructional teams meet for a day of planning each quarter where they work with the lead teacher to plan instruction for the next quarter. Much work has been done to ensure that lessons align to the standards. We also have planning day pre-meetings where teachers meet with the county level math and ELA lead teachers. At this meeting, the lead teachers review the standards, share innovative strategies and pace out the instruction so teacher can plan effectively on their day. Our principal is visible. She attends the planning days with each grade level. Our principal and assistant principal conduct walk through observations on a daily basis and meet with all PLT's one day a week to look into student data. Teachers receive feedback from walk through observations electronically.	Limited Development 06/05/2017		
<i>How it will look when fully met:</i>		Teachers will be provided feedback from administration on a regular basis through Professional Learning Teams (PLT's), walk through observations, and teacher evaluations to help them improve instruction. Professional Learning Teams will follow the Professional Learning Community cycle as a guide to determine what we want students to know (goals that meet the standards), how do we assess what students know (creating Common Formative Assessments (CFA's) as pre/posttests), what lessons will help students learn the standards, and what do we do when students don't get it.		Shelly Harris	06/10/2023
Actions			7 of 8 (88%)		
	9/24/18	Review Teacher Working Conditions Survey and use data to support teachers	Complete 11/30/2018	Cindy Walker	11/30/2018
<i>Notes:</i>					

9/24/18	Review EVAAS data with teachers	Complete 12/20/2018	Cindy Walker	12/20/2018
<i>Notes:</i>				
9/24/18	Principal in classrooms 2 hours a day	Complete 06/10/2019	Cindy Walker	06/12/2019
<i>Notes:</i>				
9/24/18	Follow PLC cycle.	Complete 06/10/2019	Angela Harris	06/12/2019
<i>Notes:</i>				
9/24/18	Create and use an informal walk through tool to collect data on classroom instruction.	Complete 06/10/2019	Cindy Walker	06/12/2019
<i>Notes:</i>				
9/24/20	Use the data collected from the Google Walk Through Form to help target walk throughs.	Complete 06/02/2021	Cindy Walker	06/04/2021
<i>Notes:</i>				
7/20/22	Title I funds will continue to pay for our lead teacher who facilitates professional learning communities and offers informal, non-evaluative feedback and support to teachers regarding curriculum planning and instructional delivery.	Complete 09/13/2022	Shelly Harris	08/17/2022
<i>Notes:</i> This position will be funded through the 2024-2025 school year.				
6/10/19	Provide feedback (verbal, written, etc.) to teachers using the information gathered from formal and informal walk through data.		Kelli Harrell	04/01/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
Initial Assessment:		At Level Cross we currently gather data among grade levels and discuss overall performance to determine the learning needs of students. We need more work on disaggregating the data in order to further identify specific student needs. We also need work with using the data we collect to plan professional development based on the needs of students and staff.	Limited Development 06/05/2017		
How it will look when fully met:		Teachers will collect data in core subject areas from various sources such as: End of Grade Tests (EOG's), Benchmarks, NC Check-Ins,		Shelly Harris	06/03/2023

Common Formative Assessments (CFA), mCLASS, unit tests, and K-2 Math Assessments. During Professional Learning Teams (PLT's), teachers, the lead teacher, and administrators will analyze the data collected. Math and Reading data will be recorded on data charts. PLT's will collaborate about effective strategies to drive instruction to meet the needs of the students and improve student learning based on those needs. Common Formative Assessments will be used as pre/post tests to determine what students know and what to do next.

Actions		12 of 14 (86%)		
10/8/17	Principal will participate in Data Mart Training.	Complete 08/15/2017	Cindy Walker	08/15/2017
	<i>Notes:</i>			
9/15/17	Build remediation and enrichment time into the master schedule.	Complete 08/18/2017	Shelly Harris	09/29/2017
	<i>Notes:</i>			
9/12/17	Analyze Beginning of Year (BOY) Reading 3D and Fountas & Pinnell data and create guided reading groups based on data.	Complete 10/31/2017	Shelly Harris	10/31/2017
	<i>Notes:</i>			
10/8/17	Administrators will share EVAAS data during individual data meetings.	Complete 12/01/2017	Angela Harris	12/01/2017
	<i>Notes:</i>			
9/12/17	Analyze Mid of Year (MOY) Reading 3D and Fountas & Pinnell data in order to create reading groups.	Complete 01/31/2018	Shelly Harris	01/31/2018
	<i>Notes:</i>			
9/15/17	Create Common Formative Assessment Data for reading and math in grades K-5 and analyze the data to inform instruction.	Complete 06/08/2018	Shelly Harris	04/30/2018
	<i>Notes:</i>			
9/15/17	Analyze data from County benchmarks and NC Check-in assessments in order to drive instruction.	Complete 06/08/2018	Shelly Harris	04/30/2018
	<i>Notes:</i>			
9/15/17	Utilize item analysis data from the End of Year (EOY) county Science benchmark.	Complete 06/01/2018	Shelly Harris	05/31/2018
	<i>Notes:</i>			
9/29/17	PLT's will plan for their remediation and enrichment block during PLT planning.	Complete 06/08/2018	Shelly Harris	06/08/2018
	<i>Notes:</i>			
7/8/21	Survey professional development needs from the staff.	Complete 03/22/2022	Angie Mitchell	03/22/2022

<i>Notes:</i>						
10/8/17	PLT's will analyze data to determine groups of students that need additional support.			Complete 05/16/2022	Shelly Harris	06/03/2022
<i>Notes:</i>						
9/24/20	Utilize district lead teachers to address professional development needs based on data findings.			Complete 05/16/2022	Shelly Harris	06/04/2022
<i>Notes:</i>						
5/16/22	Analyze subgroup data to determine trends.				Kelli Harrell	11/25/2022
<i>Notes:</i>						
7/20/22	Quarterly planning days will be provided with Title I funds for teachers to more thoroughly analyze data and plan for instruction.				Shelly Harris	03/31/2023
<i>Notes:</i>						
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)		Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, Level Cross offers professional development mainly to all staff. Most staff development in the past has been dictated at the county level and required of all certified K-5 classroom teachers. Occasionally, professional development is designated to the staff at the school level. Some professional development opportunities are offered on an as needed basis for teachers to sign up for and attend. School data/observation is considered in school level professional development, but is not often considered when the professional development comes from the county level.		Limited Development 09/03/2021		
How it will look when fully met:		Full implementation will be reached when school and classroom data, along with teacher input guide the professional development offerings at Level Cross. Differentiated professional development will be offered based on individual grade level/department data and may vary greatly across the school. Some professional development may include the entire staff if the school data shows a need for improvement across a certain area. Experts within the school and district will be called upon to help present offerings that are relevant to the staff and improving their instruction. Professional development will be followed up on and monitored for fidelity of implementation in the classroom, as well as opportunities being offered to teachers for coaching and long-term practice of skills learned.			Lisa Davis	06/03/2025

Actions		2 of 5 (40%)		
9/3/21	District lead math teacher will complete walkthroughs of the classrooms to determine possible needs for instruction.	Complete 09/21/2021	Kelli Harrell	10/20/2021
<i>Notes:</i>				
9/3/21	District lead math teacher will offer professional development on fact fluency to help grade levels implement math fluency learning into the core.	Complete 04/10/2022	Shelly Harris	04/10/2022
<i>Notes:</i>				
5/16/22	PreK-5 Classroom and select specialists will complete Unit 1 of LETRS training.		Stephanie Shigemoto	06/10/2023
<i>Notes:</i>				
9/26/22	PreK-5 Classroom and select specialists will complete Unit 2 of LETRS training. (Shigemoto)		Georgia Sparks	06/12/2024
<i>Notes:</i>				
9/7/21	Yearly data reviews and teacher surveys will determine professional development needs for individual and groups of teachers.		Shelly Harris	06/15/2025
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Level Cross Elementary uses a variety of ways to communicate with parents from Class Dojo, newsletters, phone calls, and conferences. We tend to favor electronic communication in lieu of face-to-face or phone calls for the ease.	Limited Development 05/16/2022		
How it will look when fully met:		Conversations between school personnel and parents/guardians is candid, supportive, and flows in both directions. Phone calls and more personal ways of communication will be offered to parents more frequently.		Christine Marley	06/10/2023
Actions		0 of 3 (0%)			

9/26/22	We will use Title I funds to purchase materials (books, math manipulatives, science experiment materials) to create engaging and informative activities for parent night.		Danielle Brewer	02/01/2023
<i>Notes:</i>				
5/16/22	The school ensures that all parents understand motivational competency (a growth mindset, the value of mastery, and connecting learning tasks with students' personal aspirations) and how they can enhance motivational competency at home.		Gloria Cheek	05/01/2023
<i>Notes:</i>				
5/16/22	Face to face/phone communication at least 2-3 times per year with all parents.		Kristy Rowland	06/10/2023
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our PTO is our main partner in connecting with outside agencies. We had the Level Cross Fire Department come in for Fire safety. Dare and Care Officers came for their programs this year. Local church brings food for back pack pals.	Limited Development 05/16/2022		
<i>How it will look when fully met:</i>		We will have a higher number of businesses to reach out to for community support so that we can have the tools and materials we need to meet the students' needs.		Becky Warwick	06/10/2024
Actions			0 of 2 (0%)		
5/16/22	Local businesses/organizations will be contacted to support parent nights.			Becky Warwick	04/01/2023
<i>Notes:</i>					
5/16/22	Local businesses/organizations will sponsor an after club.			Becky Warwick	06/10/2024
<i>Notes:</i>					



NCStar/SIP Mandatory Components

School Name: Level Cross Elementary

School Year: 2022-2023

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to the inability to adequately supervise students during lunch, we do not provide duty-free lunch for teachers. Teacher assistants are used for instructional purposes in the classroom.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Teachers get 5 hours/15 min per week of duty free planning time. They have 45 minutes daily when students attend special classes as well as 15-30 minutes daily after school.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

Level Cross conducts middle school visits with our 5th graders every Spring. Our guidance counselor works with students on common fears (using lockers). Parents are invited to attend a transition night to meet with 6th grade teachers and learn important expectations of middle school. Individual IEP meetings are held to transition our most at risk students to middle school in the last month of the school year. We are working with the career technical education department to schedule a high school field trip in order to interest students in CTE pathways that begin with middle school exploration.