



**Level Cross Elementary School
School Improvement Plan
2023-2024**

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 2024, 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 2024, 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).
 - By Spring of 2024, Level Cross Elementary will Improve school wide composite percentage by 5% in all academic areas. (A.104, A.3.01, A.2.07, C 2.01, C 2.03).
 - By the spring of 2024, Students composite performance in all subgroups will increase 5% across all academic areas(A.1.04, A.3.01, A.2.07, A.4.01, C 2.01, C 2.03).
 - By 2025, 80% of students at all grade levels will be proficient with 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>		<u>09/28/2023</u> - Level Cross Elementary has 2 CTT's a month for certified staff that encourage collaboration. All beginning teachers have mentors and have monthly meetings with the lead mentor. A weekly Lion's Letter is shared to make sure that everyone is updated on upcoming events and encouraged to participate. Surveys are given throughout the year for input and voting is put into place for events throughout the	Limited Development 09/15/2019		

	<p>year.</p> <p>09/19/2021-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 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.</p>			
<p>How it will look when fully met:</p>	<p>In order to promote a school culture with valued professional collaboration, administrators use informal and formal walk through data and NCEES (North Carolina Education Evaluation System) information to provide professional development for teachers to improve skills and teaching strategies. Classroom teachers participate in vertical visits twice a year. Beginning teachers have a mentor and monthly meetings that are held by the lead mentor to discuss topics and issues that new teachers face. Each meeting with beginning teachers is led by an agenda and minutes are kept. Professional development is provided to teachers based on the School Improvement Plan (SIP) and teacher need discovered through PLT meetings and observations. Evidence of full implementation is beginning teacher agendas, beginning teacher minutes, vertical visits documentation, and professional development sign in sheets.</p>		<p>Kristy Rowland</p>	<p>06/02/2024</p>
<p>Actions</p>		<p>11 of 14 (79%)</p>		
<p>9/15/19</p>	<p>PLT meetings</p>	<p>Complete 06/10/2019</p>	<p>Shelly Harris</p>	<p>06/10/2019</p>
<p>Notes:</p>				
<p>9/15/19</p>	<p>MTSS Tier I professional development</p>	<p>Complete 08/19/2019</p>	<p>Cindy Walker</p>	<p>08/19/2019</p>
<p>Notes:</p>				

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.	Complete 05/11/2023	Kelli Harrell	05/09/2023
	<i>Notes:</i>			
8/11/21	Beginning teachers will meet monthly with the lead mentor on a given topic to improve classroom management, academic performance, and increase teacher efficacy. This will be monitored by an agenda created by the lead mentor.		Georgia Sparks	06/02/2024
	<i>Notes:</i>			
9/26/22	Create a schedule and plan to implement the opportunity for teachers to complete vertically aligned observations. This will give teachers the opportunity to observe standards being taught before and after the grade level they currently teach.		Kristy Rowland	06/12/2024
	<i>Notes:</i>			
9/28/23	Teachers will complete professional development provided by the district to increase their efficacy in reading instruction. The lead teacher will keep professional development logs to monitor the implementation.		Lisa Young	06/12/2024

Notes:

		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
Initial Assessment:			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 focused meetings and data on their specific interventions are tracked to see what growth is being made, or if interventions need to be altered.	Limited Development 09/02/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			The SIT team creates goals for the school and uses the data available to see if those goals are being met. All available data is being used to inform instruction, decide on what professional development opportunities to offer to teachers, identify student needs and form a plan of action. Grade level PLT teams creates common formative assessments year round based on the standards being taught and uses them to inform their planning/instruction of the core, as well as remediation and enrichment needed. NC Check-in data are 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 is given at BOY, MOY and EOY and teachers are using the data to help identify students that are at-risk and target their needs with interventions. mCLASS is given and analyzed at the BOY, MOY and EOY, with teachers also progress monitoring students that are at risk throughout the year as needed. Teachers use mCLASS data to decide where to begin interventions with students that are not proficient and moves them forward through a progression of reading skills. These interventions		Lisa Young	06/01/2024

		are tracked for success through frequent progress monitoring. MTSS interventions are planned off of data available and targeted to student need and they will be tracked with fidelity.			
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	Certified staff members will meet in collaborative teams to analyze student performance results at least once per week for at least 45 minutes per meeting.		Lisa Young	06/01/2024
	<i>Notes:</i>				
	9/26/22	Certified staff will use DIBELS data, benchmark data at BOY, MOY, and EOY, and common formative assessments to discuss trends and areas of improvement to create supplemental and intensive groups for reading and math based on the standard treatment protocol (intensive-5 days, supplemental-10 days).		Lisa Young	06/12/2024
	<i>Notes:</i>				
Implementation:			09/14/2022		
	Evidence	9/14/2022			
	Experience	9/14/2022			
	Sustainability	9/14/2022			
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>09/05/2023</u> - Currently Level Cross is a PBIS school. Teachers explicitly teach classroom expectations across all settings. Students receive pride awards when found doing the right thing and classes receive paw prints when the whole class is doing the right thing. Social Emotional lessons are being taught weekly during guidance.	Limited Development 09/05/2023		
How it will look when fully met:	Teachers at Level Cross employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. All staff and teachers are giving out pride awards across all school settings for expected behaviors. Classrooms are receiving paw prints throughout the building and immediate feedback is given to students on behaviors. Social Emotional lessons are being taught weekly with fidelity and the skills are being used across all school settings. Evidence of full implementation includes PBIS matrix, social emotional lesson plans, and behavior data.		Angie Mitchell	06/07/2024
Actions		0 of 2 (0%)		
9/28/23	A spreadsheet will be created to track behavior based on our PRIDE matrix. Data will be kept to track duration, frequency, and location of behavior. This will be monitored and shared on a monthly basis with our PBIS team. Based on the data, supplemental behavior interventions will be put into place as needed.		Katie Husband	10/31/2023
	<i>Notes:</i>			
9/26/23	Monitor lesson plans to ensure school wide expectations are reflected and social emotional lessons are taking place weekly.		Angie Mitchell	06/11/2024
	<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	Curriculum and instructional alignment				
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>9/26/2023</u> With the purchase of UFLI for K-3 Core literacy and intervention support as well as Phonics 95nfor fourth and fifth grades, teachers need time to plan lessons that incorporate LETRS components and expectations.	Limited Development 09/26/2023		
How it will look when fully met:		When fully met, grade levels will have produced core lesson plans for literacy that encompasses LETRS expectations. There will also be plans		Lisa Young	06/06/2025

	created to support groups of students who need additional support with their literacy deficits. These lessons will be for interventions based on grade level skills. These plans will be housed in a location accessible for other grade levels to access when students are not proficient on grade level.			
Actions		0 of 4 (0%)		
9/26/23	The lead teacher will create a planning day agenda for all certified teachers. The plan will be implemented to make sure that teachers are planning using data and with a common goal.		Kristy Rowland	06/11/2024
<i>Notes:</i>				
9/28/23	Data driven core plans will be created during Collaborative Team Time. The lead teacher will guide certified teachers in looking and making adjustments monthly throughout the year to make sure groups remain flexible and needs based.		Lisa Young	06/11/2024
<i>Notes:</i>				
9/28/23	Scripted UFLI and Heggerty lessons will be implemented with fidelity 5 days per week in the general education classroom during small group instruction.		Heather Troyer	06/11/2024
<i>Notes:</i>				
9/26/23	Scripted 95 Phonics will be implemented with fidelity in the 4-5 general education classroom five days per week for 30 minutes.		Lisa Young	06/06/2025
<i>Notes:</i>				
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	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		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
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	Objective Met 09/28/23	Kristy Rowland	06/05/2025

	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.			
Actions				
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>			
Implementation:		09/28/2023		
Evidence	9/28/2023			
Experience	9/28/2023 9/28/2023-Lesson plans incorporate vocabulary use weekly. Previous professional development from 2019 was offered at the school level, vocabulary strategies has been modeled through PLC's.			
Sustainability	9/28/2023 9/28/2023-Leadership will continue to monitor lesson plans, instructional practice during walkthroughs and observations, and discuss vocabulary strategies during weekly CTT's.			
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:	6/12/2023 We currently plan lessons as grade level teams. We are revamping our literacy block based on the science of reading. Grade levels currently meet two times per week with administration to review and implement new reading guidelines into their classroom. Grade level teams meet at least three days per week to collaboratively plan rigorous lesson plans. Teachers are working together to get a plan in place to group kids across the grade level based on the targeted skill that needs to be addressed.	Limited Development 06/12/2023		

How it will look when fully met:	At Level Cross Elementary, grade level teams have standards aligned activities which are utilized consistently across all classes. Teachers collaboratively plan with each other daily for all subjects. Students are shared across the grade level based on data driven planning. Students needs are addressed and based on the content prepared, supplemental and intensive needs are met. Data is collected across the team and shared with all stakeholders. Evidence of full implementation include, walk through data that includes consistent rigorous teaching across the grade level, lesson plans, and data collection sheets in the shared drive.		Kristy Rowland	06/12/2026
Actions		0 of 2 (0%)		
9/28/23	Using the LETRS lesson plan template provided by the training, teachers will create lessons for their small group instruction and teach with fidelity 5 days per week.		Lisa Davis	06/11/2024
<i>Notes:</i>				
9/28/23	Administration will provide feedback and coaching on the implementation of the new literacy block requirements. Walkthroughs will be conducted 2 hours per day, 5 days per week. Walkthrough feedback with be provided to certified staff through the use of a google form.		Katie Husband	06/08/2025
<i>Notes:</i>				
	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To
Initial Assessment:			Limited Development 08/10/2021	Target Date
	<p><u>9/28/2023</u>- All classrooms currently have Clear Touch Panels and have been trained on how to properly use them. We are currently 1:1 in grade K-5 with chromebooks. We have a 3D printer that is used during library instruction to enhance learning. Title I money is currently being used to update chromebooks.</p> <p><u>8/10/2021</u>-We currently have Clear Touch Panels in about half of the classrooms, but teachers don't have enough training to use the boards</p>			

	<p>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.</p> <p>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.</p>			
How it will look when fully met:	<p>Level Cross staff and teachers will use technology to empower students to participate in student-centered learning. All classrooms have clear touch panels and have been trained on how to properly use them. Students are currently 1:1 in grades K-5 with chromebooks. Teachers are using technology to enhance students learning through projects, research, and instructional based websites. Evidence of full implementation include lesson plans, technology plan, and the Title I plan.</p>		Angie Mitchell	06/01/2026
Actions		3 of 5 (60%)		
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, needed technology supplies and Windows licenses.	Complete 12/13/2022	Angie Mitchell	02/01/2023
	<i>Notes:</i>			
9/28/23	Create a plan to purchase new technology with the 2023-2024 Title I Plan. Once Title I money has been approved, purchase 10 new Chromebooks.		Kristy Rowland	10/31/2023
	<i>Notes:</i>			
5/16/22	Create lesson plans that incorporate technology to enhance student learning in the areas of reading and math.		Angie Mitchell	06/10/2025
	<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>		9/15/2019 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 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.	Limited Development 09/15/2019		
<i>How it will look when fully met:</i>		CTT's weekly meetings include grade level teachers, the lead teacher, and the administration. Teachers analyze student data through CTT data dives. Math and reading lesson plans are created for remediation/enrichment to improve student achievement. Data used to determine academic progress will be Common Formative Assessments (CFA's), mCLASS, NC Check-Ins, Benchmarks, and classroom assessments. These assessments indicate student mastery and student gaps of math and reading standards. Teachers use the data to plan for groupings of students that need to master or have mastered the standards during the scheduled remediation/enrichment time.		Kristy Rowland	06/03/2025
Actions			10 of 12 (83%)		
	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, Phonics kits) in order to differentiate and meet the needs of all students in literacy and math.	Complete 12/13/2022	Danielle Brewer	02/01/2023
<i>Notes:</i>				
9/28/23	Teachers will progress monitor students based on their level of support (5 days, 10 days, 20 days). Based on the evidence of the progress monitoring, teachers will meet students needs by flexibly grouping them based on the skills that need to be addressed.		Christine Marley	06/11/2024
<i>Notes:</i>				
5/16/22	Grade level teams and administration will analyze diagnostic assessments for grades 3-5. This data will be used to guide core instruction and implement supplemental and intensive intervention.		Lisa Young	05/31/2025

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>		<p><u>09/28/2023</u>- Currently, we have CTT's once a week to look at students who are receiving supplemental interventions. The team meets once a month to discuss intensive interventions. There is currently a plan in place with a chair and two co-chairs that oversee monthly meetings. There is a designated time for interventions to take place and all staff is currently learning the new standard treatment protocol and the new system in place for reading, math, attendance, and behavior. New administration is currently working on creating an attendance team to focus on schoolwide attendance.</p> <p><u>08/2017</u>-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 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.</p>	Limited Development 06/05/2017		

	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 are changing the mindset of all certified staff so that they understand the importance of tiered instruction and clear up misconceptions. Level Cross Elementary is currently working to strengthen the core as we are not at 80% proficient in most areas. By dividing the team into two smaller groups, MTSS members are able to focus on students and it allows for more time diagnosing the deficits, deciding on an appropriate intervention, and employing strategies that are based on evidence of effectiveness. Fidelity of progress monitoring is a critical piece of data that is used to determine effectiveness. Our ATSI school is implementing UFLI, Phonics 95, and Bridges, which are evidenced-based interventions, to increase overall performance of subgroups with an increased focus on Students with Disabilities and Economically Disadvantaged students. Evidence of full implementation includes MTSS agendas and minutes, progress monitoring data, subgroup data, and lesson plans.		Katie Husband	06/10/2025
Actions		13 of 19 (68%)		
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	School MTSS team will complete the Facilitation of MTSS Survey.	Complete 05/02/2023	Lisa Young	05/08/2023
<i>Notes:</i>				
9/25/20	The Leadership Team will use the FAM-S tool to improve MTSS implementation.	Complete 06/12/2023	Lisa Young	06/12/2023
<i>Notes:</i>				
9/28/23	Create subgroup data spreadsheet		Katie Husband	10/31/2023
<i>Notes:</i>				
9/28/23	Create and monitor MTSS agendas and minutes		Georgia Sparks	05/31/2024
<i>Notes:</i>				
10/5/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based intervention, UFLI for grades K-3 and Phonics 95 for grades 4-5, to increase overall performance of our SWD subgroup.		Jenny Hyatt	06/11/2024
<i>Notes:</i>				

9/21/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based intervention, Bridges for all grades K-5, to increase overall performance of our SWD subgroup.		Celes Sandt	06/11/2024	
<i>Notes:</i>					
9/21/23	Monitor lesson plans with the implementation of evidence based interventions		Katie Husband	06/11/2024	
<i>Notes:</i>					
9/26/22	Monitor the use of standard protocol for interventions in reading, math and behavior.		Lisa Young	06/12/2025	
<i>Notes:</i>					
Implementation:		09/25/2020			
Evidence	9/25/2020				
Experience	9/25/2020				
Sustainability	9/25/2020				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Level Cross Elementary currently utilizes Second Step Program through class meetings, Save One Student (SOS) mentor program, Olweus Bullying Prevention Program and Positive Behavior Interventions Support (PBIS) strategies. These programs teach students how to behave appropriately in certain situations. Student needs are also met through backpack pals, the clothes closet, and funds for assistance. Guidance classroom lessons are presented as well as group counseling sessions and individual counseling sessions. We need to provide professional development in the area of de-escalation and problem behaviors.	Limited Development 06/05/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will teach the Second Step Curriculum or Olweus Bullying Strategies to support students' behavior needs and log lessons taught. Teachers will be provided Olweus and PBIS training for strategies to prevent behavior problems. Student needs are also met through	Objective Met 07/19/22	Shelly Harris	06/03/2022

	backpack pals, the clothes closet, and funds for assistance. The Guidance Counselor supports students in various ways such as: teach all students appropriate behavior strategies, provide small group counseling sessions with similar needs, and individual counseling sessions as needed.			
Actions				
9/25/18	Students can utilize the "Calm room" for a calming down space.	Complete 06/12/2018	Gloria Cheek	06/12/2018
	<i>Notes:</i>			
6/26/18	Qualifying students will receive a Christmas meal.	Complete 11/20/2018	Gloria Cheek	11/20/2018
	<i>Notes:</i>			
9/25/18	Partner with local organizations to provide a Thanksgiving meal for families in need.	Complete 12/03/2018	Gloria Cheek	12/01/2018
	<i>Notes:</i>			
6/26/18	Qualifying students will receive back packs containing food each week.	Complete 06/10/2019	Gloria Cheek	06/21/2019
	<i>Notes:</i>			
6/26/18	Qualifying students will receive Christmas assistance as needed.	Complete 12/20/2019	Gloria Cheek	12/20/2019
	<i>Notes:</i>			
1/7/20	Hold weekly class meetings regarding social/emotional topics using Olweus/Second Step curriculum.	Complete 06/02/2021	Gloria Cheek	06/05/2021
	<i>Notes:</i>			
1/7/20	Incorporate growth mindset lessons into quarterly lesson planning.	Complete 11/30/2021	Gloria Cheek	11/30/2021
	<i>Notes:</i>			
3/15/22	Zones of regulation professional development will be given by the Autism team to the entire staff.	Complete 03/15/2022	Kelli Harrell	03/14/2022
	<i>Notes:</i>			
9/24/20	Teachers and the PBIS team will complete a Functional Behavior Assessment survey on Tier III students as needed for behavior.	Complete 05/16/2022	Gloria Cheek	06/04/2022
	<i>Notes:</i>			
9/24/20	A behavior plan will be implemented for students struggling with behavior at Tier I, Tier II, and Tier III.	Complete 05/16/2022	Gloria Cheek	06/04/2022
	<i>Notes:</i>			
Implementation:		07/19/2022		
Evidence	5/16/2022 There are procedures in place at our school to make sure that students			

			are receiving social emotional lessons on a weekly basis. The guidance counselor and the PBIS team provide professional development for teachers and staff and provide lessons for teachers to use to teach students. We use the backpack pals program and other resources to meet the needs of all students in the building.			
	Experience		5/16/2022 Teachers have class meetings where they teach Olweus and other Social Emotional lessons to support students' behavior needs and logs lessons on google documents shared with the school counselor. We have yearly professional development for PBIS and Olweus at the beginning of the year. We meet students needs with backpack pals and the guidance counselor teaches lessons during media to meet needs that she sees.			
	Sustainability		5/16/2022 We need yearly refresher professional development on Olweus lessons. We need to continue to complete the class meeting log with the expectation of weekly SEL lessons based on student needs.			
	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
	Initial Assessment:		The school offers a transition night in the fourth quarter of each school year that provides families the opportunity to meet the teachers on their child's next grade level. During this family night, families get a brief snapshot into what their child will be learning in that grade level.	Full Implementation 09/26/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
	Initial Assessment:		The LEA has an LEA Support and Improvement Team consisting of the Assistant Superintendent for Instruction, the Director for Instructional Support, Elementary, Middle and High School Directors, the Director of Exceptional Children, the Testing/Accountability Director and the Digital Teaching and Learning Director.	Full Implementation 10/19/2021		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams. and other professional staff meets regularly (at	Implementation Status	Assigned To	Target Date

		least twice a month) to review implementation of effective practices.(5137)			
Initial Assessment:		<u>9/25/2023</u> -The School Improvement Team consists of team members that represent all departments of the school. Members have a shared vision and work together to contribute ideas and assistance, complete goals, and improve the school.	Limited Development 09/26/2023		
How it will look when fully met:		A leadership team consisting of various stakeholders meet twice a month to review implementation of effective practices. The team analyzes data and uses it to guide instruction and make schoolwide decisions. The meeting is based upon an agenda that is shared in advance by administration. Minutes are kept at each meeting and uploaded into a google drive. All school personnel have the opportunity to view the meeting dates in advance as posted by administration in a schoolwide google calendar. Evidence of full implementation includes agendas, minutes, the shared google drive, and the schoolwide google calendar.		Kristy Rowland	01/31/2024
Actions			1 of 2 (50%)		
9/26/23	Create a schoolwide google calendar that is shared with all stakeholders. This will include all dates for upcoming school year.	Complete 08/21/2023	Kristy Rowland	08/30/2023	
<i>Notes:</i>					
10/5/23	Administration will create a shared drive that will house all school improvement team information so that all stakeholders have the ability to be informed.		Katie Husband	02/20/2024	
<i>Notes:</i>					

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
Initial Assessment:		At the beginning of each school year, the leadership establishes a team structure among teachers with specific duties and time for instructional planning. This is evident in the master schedule and the committee assignments. Every staff member is assigned to at least one committee where they attend meetings and bring that information back to their	Full Implementation 09/26/2023		

grade level.

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
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<i>Initial Assessment:</i>	<p>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.</p>		Limited Development 06/05/2017		
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<i>How it will look when fully met:</i>	<p>Administration monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Teachers are provided feedback from administration on a regular basis through CTTs, walk through observations, and teacher evaluations to help them improve instruction. Collaborative Team Time is being used to analyze data, create common formative assessments, and guide instruction. Administration is utilizing a walkthrough data tracking sheet to track classroom walkthroughs. Evidence of full implementation includes walkthrough documentation, common formative assessment data, CTT agendas and minutes and feedback forms.</p>			Kristy Rowland	06/10/2024
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Actions **7 of 9 (78%)**

9/24/18	Review Teacher Working Conditions Survey and use data to support teachers	Complete 11/30/2018	Cindy Walker	11/30/2018
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Notes:

9/24/18	Review EVAAS data with teachers	Complete 12/20/2018	Cindy Walker	12/20/2018
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Notes:

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.				
9/28/23	Administration will create and manage a walkthrough documentation form. This form will be used virtually and feedback will be given to teachers following the walkthrough. Data will be kept through the collection of the walkthrough documentation.		Katie Husband	10/31/2023
<i>Notes:</i>				
6/10/19	Administration will create a guiding coalition team. This team will conduct meetings monthly to help guide the success of Level Cross Elementary. An agenda will be created and minutes will be taken to document the meeting.		Kristy Rowland	04/01/2025
<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	Limited Development 06/05/2017		

	collect to plan professional development based on the needs of students and staff.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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, 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.	Objective Met 04/11/23	Shelly Harris	06/03/2023
Actions				
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.	Complete 11/07/2022	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.	Complete 04/10/2023	Shelly Harris	03/31/2023
<i>Notes:</i>				
Implementation:		04/11/2023		
Evidence	4/11/2023 Our school made growth last year and increased proficiency through our use of data tracking. Every teacher met or exceeded growth expectations.			
Experience	4/11/2023 All teachers collect a variety of data to inform instruction. Collaborative Team Time is utilized to discuss data. Reading and math data is tracked in a schoolwide spreadsheet. Subgroup data has been a recent focus and we will continue to monitor patterns and trends across all data sources.			
Sustainability	4/11/2023 We will continue to look at patterns and trends in data and focus on subgroups. In upcoming years we are hoping to look more closely at aligning our MClass data with what we have learned through our LETRS training. Moving forward, we need to continue to focus on planning essential standards in order to narrow CFA's and adjust instruction accordingly.			

	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		3 of 5 (60%)			
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.	Complete 06/12/2023	Stephanie Shigemoto	06/10/2023	
<i>Notes:</i>					
9/26/22	PreK-5 Classroom and select specialists will complete Unit 2 of LETRS training.		Georgia Sparks	06/12/2024	

Notes:

9/7/21 Yearly data reviews and teacher surveys will determine professional development needs for individual and groups of teachers.

Lisa Young

06/15/2025

Notes:

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>		<p>Level Cross Elementary School has a system of procedures to recruit, evaluate, reward, and replace school staff.</p> <p>Recruiting Procedures:</p> <p>Positions are advertised/posted on a variety of websites, including the RCSS TeacherMatch and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). The LEA participated in a Virtual Job Fair to provide national exposure for applicants. LEA administrators attend in-state and out-of-state job fairs. The LEA collaborates with universities to partner student teachers with cooperating teachers and recruits those that would be a good fit for our school system. The LEA provides possible offers of early contracts to student teachers that qualify. The new graduate list is shared with principals. Principals make recommendations for employment.</p> <p>Evaluating Procedures:</p> <p>All Beginning Teachers (BT's) and new employees to North Carolina are trained on the NC Teacher Evaluation Model. School and District level walkthroughs occur throughout the school year to spotlight what's going right with our school and to provide areas of improvement. The LEA follows district and state guidelines/laws for instruction. Human Resources (HR) meets with principals to reviews staffing plans.</p> <p>Rewarding Opportunities:</p> <p>Staff members can earn Pride Pins for doing exemplary work at the school level and Star 3 Recognition when they exhibit character that goes beyond what is expected of all employees. Beginning Teachers</p>	Full Implementation 10/19/2021		

have the opportunity of being recognized as BT of the Year as selected by the county office. Career Teachers have the opportunity to be recognized as Teacher of the Year and certified staff has the opportunity to be recognized as Distinguished Educator. Classified Employees have the opportunity to be recognized as Outstanding Employee. Teacher of the Year, Distinguished Educator, and Outstanding Employee are all voted on by the staff. RCSS recognizes retirees at the end of the year Retirement Banquet, the Bus Driver of the Year Award, and Custodian of the Year Award. These awards are recognized on RCSS Twitter page and website.

Replacing Staff:

Level Cross Elementary School has a recruitment plan in place to hire highly qualified staff. We value and utilize retirees for opportunities to volunteer. RCSS Human Resources Department provides guidelines when hiring new certified and classified staff.

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Resource Allocation

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Heggerty is currently being used for all K-3 students for literacy support. Previous school year, the team purchased a third grade UFLI extension. Within the 2023-2024 school year, our school identified the following resource inequity (Heggerty). As a result, our school plans to mitigate this inequity by using the Heggerty 12 week extension to support fourth and fifth grade students needing additional literacy support.	No Development 09/26/2023		
<i>How it will look when fully met:</i>		Level Cross School and administration is aligning resource allocation (money, time, human resources) within each school's instructional priorities. Heggerty is being used with fidelity for students in kindergarten through third grade for literacy support. Level Cross Elementary purchased and is currently implementing the UFLI extension into classrooms as needed. Instructional Assistants are being used to conduct small group instruction and master scheduling reflects the importance of intervention and enrichment time. Evidence of full implementation includes lessons plans. data driven based decision		Lisa Young	05/24/2024

	making, core plans, master scheduling, and instructional assistant schedule.			
Actions		2 of 3 (67%)		
9/28/23	Create Master Schedule reflecting enrichment and intervention time	Complete 08/21/2023	Kristy Rowland	09/30/2023
<i>Notes:</i>				
9/28/23	Create Instructional Assistant Schedule to correlate with small group instruction	Complete 08/21/2023	Kristy Rowland	09/30/2023
<i>Notes:</i>				
9/26/23	Within the 2023-2024 school year, our school identified the following resource inequity, Heggerty, as a result, our school plans to mitigate this inequity by extending the use of Heggerty to fourth and fifth graders as a intervention resource.		Mollee Stout	05/24/2024
<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
<i>Initial Assessment:</i>		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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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.	Objective Met 06/12/23	Christine Marley	06/10/2023
Actions					
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.	Complete 12/13/2022	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.	Complete 06/12/2023	Gloria Cheek	05/13/2023
		<i>Notes:</i>			
	5/16/22	Face to face/phone communication at least 2-3 times per year with all parents.	Complete 06/12/2023	Kristy Rowland	06/10/2023
		<i>Notes:</i>			
Implementation:			06/12/2023		
	Evidence	6/12/2023 Dojo records, conference records, newsletters, Parent nights, attendance at events			
	Experience	6/12/2023 We have become more conscientious regarding the need for increased face to face and phone communications. Class dojo has been an integral part of this process.			
	Sustainability	6/12/2023 Continued focus is needed on face to face conversations.			
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
Initial Assessment:		Level Cross currently has multiple methods by which we inform families and keep them up to date with what is going on at school. We have a school website, a Twitter account, and PeachJar to inform parents about upcoming events. Teachers send newsletters home to inform parents of curricular topics that they are covering in class. Every Sunday night the principal sends a phone message to parents giving parents important information for the upcoming week. This same message is also emailed to parents. All of the above communication is provided in English and Spanish. We hold an Open House for parents at the beginning of the year where students come to find out who their teacher is and meet them. We also have four parental engagement nights each year. We try to involve parents and provide strategies so they can help their child at home.	Limited Development 07/14/2021		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Level Cross wants to strengthen the connection between the school and the home in order to engage parents in ways that directly relate to the academic progress of their child. We feel we do a good job keeping parents informed but know there is a need to extend our influence to that of helping parents know what they can do outside of school to help their child succeed. This will mean that the types of outreach we have should be different in terms of what advice, materials and support we offer parents. We want to assist parents in understanding how powerful their role in education is. Teachers will advise parents about helpful math websites and videos from Tools 4 NC Teachers. Evidence in support of this effort will be gained through the use of parent surveys.		Objective Met 09/14/22	Shelly Harris	06/30/2022
Actions					
	9/14/22	Plan 4 Title I Parent Engagement Nights	Complete 09/13/2022	Shelly Harris	09/13/2022
	Notes:				
Implementation:			09/14/2022		
Evidence	9/14/2022 - See surveys and sign in sheets				
Experience	9/14/2022 - Parent night dates have been set and initial plans are in place.				
Sustainability	9/14/2022 - continue to plan engaging activities to involve more parents.				

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
Initial Assessment:		<u>9/30/2023</u> -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		

How it will look when fully met:	Level Cross Elementary consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of our schools. A list is currently used and maintained with local business and community organizations that are actively assisting with meeting the needs of the school. PTO currently reaches out to various stakeholders for their input and resources to help with the success of our students. There is open communication between all stakeholders and students and staff take pride in knowing our community partners. Evidence of full implementation includes school partner list, more community involvement, and school clubs.		Katie Husband	06/10/2024
Actions		0 of 2 (0%)		
5/16/22	Local businesses/organizations will sponsor an after school club.		Samantha Queen	06/10/2024
<i>Notes:</i>				
10/5/23	The school will reach out to the community to create a list of community partners that are currently willing to assist in helping Level Cross Elementary in any capacity.		Samantha Queen	06/12/2024
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Level Cross Elementary

School Year: 2032-2024

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 between 5 hours and 6 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.