

Comprehensive Progress Report

Mission: Cone Elementary students will be challenged to achieve higher levels of success academically and socio-emotionally, so they are better prepared for their future.

Vision: All students will be challenged to manifest academic success.

Goals:

By June 2025, the percentage of students who were chronically absent will decrease by 5 percentage points from 44% to 39%.

By June 2025, the number of lost instructional days due to in-school and out-of-school suspensions will be decreased by 10% from 83 to 75.

By June 2025, Reading Proficiency (grades 3 through 5) by at least 3 percentage points from 28.7 to 31.7.

By June 2025, Math Proficiency (grades 3 through 5) by at least 3 percentage points from 37.6 to 40.6.

By June 2025, Science Proficiency (grade 5) by at least 3 percentage points from 40.6 to 43.6.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has support and improvement teams in place to support our efforts as a school. We have to lean into the coaching, resources, and suggestions. Our yearly comprehensive needs assessment is facilitated by district supports, and we have funding from a variety of sources to help us reach our goals.	Limited Development 09/06/2022		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		We use all of the funds allocated to support our school improvement efforts. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Shannon Peeples	06/30/2025
Actions			16 of 18 (89%)		
2/28/24		2018-2019: Use Budget Flexibility in 18-19 to help fund MCL positions and a reach associate.	Complete 06/01/2019	Shannon Peeples	06/01/2019
		<i>Notes:</i> We used this flexibility to partially fund 4 MCLs and a reach associate. MCLs-- April Fjeld, Shelena Chavis, Joy Martin and Avery Steele Reach Associate-- Tim Stewart			
2/28/24		2019-2020: Use Budget Flexibility in 19-20 to help fund MCL positions.	Complete 06/01/2020	Shannon Peeples	06/01/2020
		<i>Notes:</i> We used flexibility to partially fund 3 MCLs. MCLs-- Avery Steele, Shelena Chavis/Wykendra Parker (1 per semester due to Chavis moving to AP position), Joy Martin			
2/28/24		2020-2021: Use Budget Flexibility in 20-21 to help fund MCL positions.	Complete 06/01/2021	Shannon Peeples	06/01/2021
		<i>Notes:</i> We had 3 MCLs that were partially funded using this flexibility. MCLs-- Wykendra Parker, Joy Martin, Avery Steele			
2/28/24		2021-2022: Use Calendar Flexibility in 21-22 to add extra professional development days to increase staff efficacy.	Complete 06/01/2022	Tosha Rooks	06/01/2022

	<i>Notes:</i> UnboundEd training for whole staff on extra days			
2/28/24	2021-2022: Use Budget Flexibility in 21-22 to help fund MCL positions.	Complete 06/01/2022	Shannon Peeples	06/01/2022
	<i>Notes:</i> 3 MCLs this school year-- partially funded with this flexibility. MCLs-- Wykendra Parker, Joy Martin, Tara Mooring Roberson			
9/6/22	2022-2023 A school team will participate in NC DPI's RELAY professional development over the 2022-2023 school years. The Title I and Restart funded MTSS lead teacher will serve as one of the members of the team. The team will meet in October and December 2022.	Complete 12/06/2022	Stephanie Nix-Denmark	12/31/2022
	<i>Notes:</i> The appointed staff have attended the 2 sessions offered so far that focused on classroom feedback using the Get Better Faster framework. Members of the team attended NC DPI's RELAY professional development on October 13 and December 6. They attended in April, and two attended in June.			
2/2/24	In the 2022-2023 school year, we will use Calendar Flexibility in 22-23 to add 8 extra student days.	Complete 01/02/2023	Shannon Peeples	01/01/2023
	<i>Notes:</i> A calendar was adopted by the BOE to include 8 extra student days for Restart schools in our district.			
2/2/24	2022-2023 Use Budget Flexibility in 22-23 to help fund salary for 1 MCL and 1 MTSS lead teacher.	Complete 01/02/2023	Shannon Peeples	01/01/2023
	<i>Notes:</i> MTSS lead teacher and MCL hired using some of the funds.			
9/6/22	2022-2023 The principal and/or their designee will meet with the NC DPI assigned Restart coach for feedback on our School Improvement Plan.	Complete 02/07/2023	Shannon Peeples	01/31/2023
	<i>Notes:</i> Dr. Peeples met with Raketa and Julie from NCDPI at the NC Relay training.			
9/6/22	2022-2023 The principal and/or their designee will meet with the NC DPI assigned Restart coach to discuss our Restart Annual Report.	Complete 04/07/2023	Shannon Peeples	03/30/2023
	<i>Notes:</i> Dr. Peeples communicated with Raketa.			
2/28/24	2022-2023: Use Budget Flexibility in 22-23 to help fund salary for 1 MCL and 1 MTSS lead teacher.	Complete 06/01/2023	Shannon Peeples	06/01/2023
	<i>Notes:</i> MCL—Laura Gonzalez MTSS lead teacher—Stephanie Nix-Denmark			
9/6/22	2022-2023 The School Improvement Team will review coaching feedback from the Principal Supervisor to continually improve our school's improvement plan.	Complete 06/09/2023	Shannon Peeples	06/30/2023

Notes: October Update

The SLT met on September 6 to discuss our schools goals, approve the plan and decided upon monitors for each improvement goal. We will meet again on October 4 to discuss any updates on progress made towards our action steps.

Dr. Draper gave verbal feedback regarding adding FAM-S comments in feedback into the action steps.

November Update

The school leadership team met on October 4 to discuss action steps and monitor progress towards our school improvement goals. We will meet again on November 1st to discuss our action step progress, discussing budgeting and our upcoming parent involvement night.

December Update

The school leadership team met on November 1 to discuss action step progress, and finalize/update plans for our parent night scheduled for December 1.

January Update

The school leadership team met on December 6 to discuss action step progress, successes and grows from the previously held parent night, and began planning for the remainder of the parent nights for the year.

9/7/23	2023-2024 The principal and/or their designee will have feedback from the NC DPI assigned Restart coach for feedback on our School Improvement Plan.	Complete 02/01/2024	Shannon Peeples	01/31/2024
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Notes: 2-1-24 Tawanna Fonville provided the Restart Annual Report Feedback to the Team

9/7/23	2023-2024 The School Improvement Team will review coaching feedback from the principal supervisor to continually improve our school's plan.	Complete 05/08/2024	Samantha Stigall	06/01/2024
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	<p><i>Notes:</i> August-- no feedback September-- no feedback October-- no feedback November-- no feedback December-- no feedback (DPI feedback from Garber about SIP submission) January-- will review feedback in February meeting; will add the date of the next meeting to the agenda vs. only on the manage meeting tab February-- no PS feedback (DPI feedback-- T. Fonville sent our SIP feedback report; made edits and she re-checked per updates) March-June-- no feedback</p>			
2/28/24	2023-2024: Use Budget Flexibility in 23-24 to help fund salary for 1 MCL and 1.6 MTSS teacher.	Complete 06/12/2024	Shannon Peeples	06/01/2024
	<p><i>Notes:</i> MCL-- Mariah Allen 1 FTE MTSS Teacher-- Blen Enuol .6 FTE MTSS Teacher-- Domonique Powell</p>			
9/7/23	2023-2024 A school team will participate in NC DPI's RELAY professional development over the 2023-2024 school year. The Title I and Restart funded MCLs will serve on the team of attendees with the principal	Complete 04/23/2024	Rhonda Brown	08/01/2024
	<p><i>Notes:</i> October 3-- Allen, Peeples, Roberson attended-- topic Data Meetings November 30-- Allen, Peeples, Roberson attended-- topic feedback February 6-- Allen, Peeples, Roberson attended-- ensuring student success April 23-- Allen, Peeples, Roberson attended-- final session</p>			
9/6/24	2024-2025 The principal and/or their designee will have feedback from the NC DPI assigned Restart coach for feedback on our School Improvement Plan.		Christie Moore	02/01/2025
	<i>Notes:</i>			
9/6/24	2024-2025 The School Improvement Team will review coaching feedback from the principal supervisor to continually improve our school's plan.		Christie Moore	06/15/2025
	<i>Notes:</i>			
Implementation:		06/12/2024		
Evidence	6/12/2024 Each has CEU certificates as proof.			

Experience		6/12/2024 There were 8 day long PD sessions over two years. Ms. Allen joined all 8. Dr. Peeples attended 7/8. Ms. Roberson attended 5/8 (replaced Ms. Nix-Denmark who did the first 3).			
Sustainability		6/12/2024 Refine coaching and feedback cycles at the school.			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We meet montly as a School Improvement Team as outlined in our bylaws. The instructional team and MTSS teams meet weekly as subcommittees of the SLT. We use local/state, CSI and Title I funds to fund four MCL positions in the building to coach and support teacher growth and development, student growth, and overall school improvement. This indicator work is in alignment with FAM-S 24 and 30 which is a focus this year and part of our plan to exit CSI status.	Limited Development 09/07/2023		
How it will look when fully met:		Our Cone Leadership Team and administrative team meet, even though this objective is met. We have parents participating on the leadership team regularly, and the focus of the team and committees is about instructional practices to enhance growth and achievement with how to support our students' social-emotional needs. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Jane Shanks	06/30/2027
Actions			12 of 15 (80%)		
	2/27/24	2018-2019: Use Budget Flexibility in 18-19 to help fund MCL positions and a reach associate.	Complete 06/01/2019	Shannon Peeples	06/01/2019
		<i>Notes:</i> We used this flexibility to partially fund 4 MCLs and a reach associate. MCLs-- April Fjeld, Shelena Chavis, Joy Martin and Avery Steele Reach Associate-- Tim Stewart			
	2/27/24	2019-2020: Use Budget Flexibility in 19-20 to help fund MCL positions.	Complete 06/01/2020	Shannon Peeples	06/01/2020

	<p><i>Notes:</i> We used flexibility to partially fund 3 MCLs. MCLs-- Avery Steele, Shelena Chavis/Wykendra Parker (1 per semester due to Chavis moving to AP position), Joy Martin</p>			
2/27/24	2020-2021: Use Budget Flexibility in 20-21 to help fund MCL positions.	Complete 06/01/2021	Shannon Peeples	06/01/2021
	<p><i>Notes:</i> We had 3 MCLs that were partially funded using this flexibility. MCLs-- Wykendra Parker, Joy Martin, Avery Steele</p>			
2/27/24	2021-2022: Use Budget Flexibility in 21-22 to help fund MCL positions.	Complete 06/01/2022	Shannon Peeples	06/01/2022
	<p><i>Notes:</i> 3 MCLs this school year-- partially funded with this flexibility. MCLs-- Wykendra Parker, Joy Martin, Tara Mooring Roberson</p>			
2/27/24	2021-2022: Use Calendar Flexibility in 21-22 to add extra professional development days to increase staff efficacy.	Complete 06/01/2022	Tosha Rooks	06/01/2022
	<p><i>Notes:</i> UnboundEd training for whole staff on extra days</p>			
2/27/24	2022-2023: Use Calendar Flexibility in 22-23 to add 8 extra student days.	Complete 06/01/2023	Tosha Rooks	06/01/2023
	<p><i>Notes:</i> We added 8 extra student days to increase the amount of learning time students had compared to other schools on a traditional calendar.</p>			
2/27/24	2022-2023: Use Budget Flexibility in 22-23 to help fund salary for 1 MCL and 1 MTSS lead teacher.	Complete 06/01/2023	Shannon Peeples	06/01/2023
	<p><i>Notes:</i> MCL—Laura Gonzalez MTSS lead teacher—Stephanie Nix-Denmark</p>			
9/7/23	2023-2024 In alignment with FAM-S 12, 24 and 30 which is a focus this year and part of our plan to exit CSI status, PLCs will meet twice a week to address curriculum and academic needs and to plan for implementation of standards across grade levels and areas.	Complete 05/08/2024	Regina Gilyard	05/15/2024
	<p><i>Notes:</i> PLCs meet on Wednesdays and Fridays to review data, do module studies, and plan for instruction. All work is documented in our StaffNotebook on OneNote.</p>			
9/7/23	2023-2024 In alignment with FAM-S 21, 24 and 30 which is a focus this year and part of our plan to exit CSI status, the School Improvement subcommittee Attendance team will meet weekly to monitor Tier 2 and 3 attendance concerns and to follow up on those students and their families.	Complete 05/08/2024	Jane Shanks	05/15/2024

Notes: Attendance team monitors attendance rate for Tier 2/3.

August/September-- n/a

October-- 39%

November-- 32.3%

December-- 32.1%

February-- 37.9%

March-- 40.3%

April-- 40%

Attendance Team updates:

- Chronic Absentee Rate: 40.4%
- 75 Tier 3 students
- DA Letters sent during Spring Break:
 - o Egypt White
 - o Kymani Taylor (no longer enrolled)
 - o Kamryn Taylor (no longer enrolled)
 - o Mylayah Brown
- 115 students had perfect attendance in March.
- 32 students had perfect attendance for Q3.
- Thoughts for next year:
 - o Start check-ins for students with a previous poor attendance history early in the school year.
 - o Identify students to start tracking tool after 20th day of school. The progress monitoring portion of the tracking tool can take some time so it's best to start as early as possible.

9/7/23	2023-2024 In alignment with FAM-S 24 and 30 which is a focus this year and part of our plan to exit CSI status, the School Improvement subcommittee MTSS team will meet weekly to address the areas and tiers of MTSS.	Complete 05/08/2024	Wykendra Parker	06/01/2024
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Notes: The team meets weekly. We document our efforts as a subcommittee in Indistar monthly.

Standing agenda items:

- attendance incentive
- Cone Contenders and Cone Champions
- Check In and Check Out student review

9/7/23	2023-2024 In alignment with FAM-S 24 and 30 which is a focus this year and part of our plan to exit CSI status, the School Improvement team will meet monthly to address the areas and tiers of MTSS and our progress toward our SIP goals.	Complete 05/08/2024	Samantha Stigall	06/01/2024
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	<i>Notes:</i> We meet monthly as documented in Indistar.			
2/27/24	2023-2024: Use Budget Flexibility in 23-24 to help fund salary for 1 MCL and 1.6 MTSS teacher.	Complete 05/08/2024	Shannon Peeples	06/01/2024
	<i>Notes:</i> MCL-- Mariah Allen 1 FTE MTSS Teacher-- Blen Enuol .6 FTE MTSS Teacher-- Domonique Powell			
9/9/24	2024-2025: Use Budget Flexibility in 24-25 to help fund salary for MCLs and interventionist.		Rachael Curtis	12/01/2024
	<i>Notes:</i>			
9/9/24	20243-2025 In alignment with FAM-S priority items 21, 26, 27 which are focus areas this year and part of our plan to exit CSI status, the School Improvement team will meet monthly to address the areas and tiers of MTSS and our progress toward our SIP goals.		Ellen Neese	06/01/2025
	<i>Notes:</i>			
9/9/24	2024-2025 In alignment with FAM-S 21, 26, and 27 which are focus areas this year, and part of our plan to exit CSI status, the School Improvement subcommittee MTSS team will meet weekly to address the areas and tiers of MTSS.		Lacie Parke	06/01/2025
	<i>Notes:</i>			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently we meet monthly as an elected School Improvement Team. We discuss discipline, academics and attendance in relation to MTSS tiers and oversee the overall program. We have other established meeting structures, like a weekly MTSS team meeting, administration meeting, MCL meeting, specialists meeting, and our classroom teachers meet at least twice a week to plan and discuss data in PLCs. We have a representation of all stakeholders on our team, though we need another parent representative that can be consistent in meeting. This indicator work is in alignment with FAM-S 21, 26, and 27 which are focus areas this year and part of our plan to exit CSI status.	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>			We continue to have more teacher leadership opportunities among the teams and in PLCs, in particular. The teachers guide the agenda building and implementation, and student outcomes are increasing at each measure. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Tara Mooring Roberson	06/30/2027
<i>Actions</i>				2 of 4 (50%)		
	9/6/22		2022-2023 Each team will submit agendas and notes monthly to help document efforts of the teams doing the work. Each month a different grade level (followed by specialists and MCLs) will share their efforts with the School Leadership Team.	Complete 06/09/2023	Tara Mooring Roberson	06/30/2023
<i>Notes:</i> October Update See corresponding artifact (Kinder PLC Minutes) September 7, 2022 November Update See corresponding artifact (1st Grade PLC Minutes) October 20, 2022 December Update See corresponding artifact (2nd Grade PLC Minutes)						

11/1/22	2023-2024 CSI funds will be used to fund field trip opportunities for students that the specialists will plan to support the academic goals. This will increase the interconnectedness of our disciplines and provide relevant opportunities for students to build background knowledge. Research shows that background knowledge is essential to students doing well on standardized testing, so these funds will help us exit CSI status by providing opportunities beyond this building.	Complete 06/03/2024	Elizabeth Morrison	06/20/2024
<p><i>Notes:</i> February-- we have not scheduled any trips for this month beyond district provided field trips that have occurred previously in the year</p> <p>We are planning ACC trip in March for 3-5 and some children's museum and/or science center trips for May for the K-2 students.</p>				
9/9/24	2024-2025 CSI funds will be used to fund field trip opportunities for students to support the academic goals. This will increase the interconnectedness of our disciplines and provide relevant opportunities for students to build background knowledge. Research shows that background knowledge is essential to students doing well on standardized testing, so these funds will help us exit CSI status by providing opportunities beyond this building.		Tanisha Bell	02/25/2025
<p><i>Notes:</i></p>				
9/9/24	2024-2025 Each team will submit agendas and notes monthly to help document efforts of the teams doing the work. Each month a different grade level (followed by specialists and MCLs) will share their efforts with the School Leadership Team.		Jaime Landi	06/01/2025
<p><i>Notes:</i></p>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team includes the principal, assistant principal, and four MCLs. Between the 6, feedback is given weekly to teachers. We use our Teacher Working Conditions Survey to guide our work about the need for teacher evaluation feedback being consistent and useful. We continue to use our StaffNotebook to keep all feedback in one spot to assure more alignment in the feedback given by the local/state, Title I and CSI paid MCLs and the administrators. This indicator work is in alignment with FAM-S 24 and 30 which is a focus this year and part of our plan to exit CSI status.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		Teachers each have documentation in their StaffNotebook related to action steps they've worked on, what supports have been given, and where they need further work. Interim data, CFA data, TWC data, etc. indicates an increase in scores as evidence of the work done. External coaching reports show progress in implementing curriculum materials. Our school exceeds expected growth and is high performing. We continue to show growth on our Teacher Working Conditions Survey related to teacher evaluation feedback being consistent and useful. We have exited CSI status.		Kesandra Farmer-Gills	06/30/2026
<i>Actions</i>			4 of 7 (57%)		
	9/7/23	2023-2024 The principal will monitor curriculum and classroom instruction via the MCL model from Opportunity Culture. Using Restart, Title I and CSI funds, we will have 4 MCLs to support all teacher. The administration will meet weekly with the admin team, each MCL, and attend at least 1 PLC to monitor implementation by the MCLs.	Complete 06/12/2024	Shannon Peoples	06/01/2024

Notes: 4 MCLs--
 Wykendra Parker-- K-1
 Tara Roberson-- 2-3
 Mariah Allen-- 4 and specialists
 Rachael Curtis-- 5 and EC

PLCs were held weekly on Wednesdays and Fridays; one of each was attended weekly.

Weekly meetings were held at least 75% of weeks due to other meetings, coaching visits, etc.

9/7/23	2023-2024 The principal and assistant principal will meet deadlines for the evaluation process for all employees on the various cycles.	Complete 06/12/2024	Kesandra Farmer-Gills	06/01/2024
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Notes: All evaluations were done per the timeline and submitted.

9/7/23	2023-2024 Administration will monitor ClassDojo and Educators Handbook data to inform work teachers and staff are doing to teach expectations and procedures.	Complete 05/20/2024	Kesandra Farmer-Gills	06/01/2024
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Notes: Educators Handbook data was monitored bi-weekly in MTSS meetings.

10/12/23	2023-2024 Teachers will do a Data Docket and meet with administration quarterly to review their own data and discuss next steps.	Complete 05/17/2024	Shannon Peeples	06/30/2024
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Notes: 11/2/23 meetings with all teachers
 1/22/24 meetings with all teachers
 by 5/17/24 meetings with all teachers as part of summative assessment

9/9/24	2024-2025 The principal will monitor curriculum and classroom instruction via the MCL model from Opportunity Culture. Using Restart, Title I and CSI funds, we will have 4 MCLs to support all teachers. The administration will meet weekly with the admin team, each MCL, and attend at least 1 PLC to monitor implementation by the MCLs.		Shannon Peeples	06/01/2025
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Notes:

9/9/24	2024-2025 The principal and assistant principal, along with the MCLs, will follow a walkthrough rotation to make sure all employees are getting feedback from multiple vantage points each month. Data will be used to inform next steps.		Mariah Allen	06/01/2025
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Notes:

9/9/24	2024-2025 The administration will lead Open Space and vertical planning sessions on a bi-monthly basis with staff based on walkthrough data, assessment data, and other data collected to inform topics. This will help us exit CSI status by honing in on our school's priority areas to help increase student outcomes.		Caroline Carpenter	06/01/2025	
<i>Notes:</i>					
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
Initial Assessment:		We are identified as a low performing school by the state. We were approved 6 years ago to be a Restart school to give us flexibilities that include funding flexibilities to address our needs. We have funds from Title I, Restart, CSI and PRC195, in addition to our state and local funds. We use these funds to focus on increasing achievement and growth for our students. We have met growth the last two years, and we are now back to pre-pandemic proficiency rates and growth measures. Resource Allocation Self Assessment	Limited Development 09/09/2023		
How it will look when fully met:		We are not on the State's low performing list. We have exited CSI status, and we are a B school for our letter grade which combines proficiency and growth data. We support our needs as a school with our existing budgets. We have exited CSI status.		Shannon Peoples	09/30/2025
Actions			6 of 12 (50%)		
10/12/23	Within the 2023-24 school year, our school identified the following resource inequity in whole child supports. As a result, our school plans to mitigate this inequity by using Title I and CSI funds to employ an additional teacher, allowing is to shift State funds to have a second counselor and allow us to focus more time and attention on whole child needs.	Complete 10/06/2023	Shannon Peoples	11/01/2012	
<i>Notes:</i> October 6, 2023: We voted as an SLT to use lapsed salary funds from dissolving the YDC, as well as tunds no longer needed for daytime tutors (district is providing with other funding sources), to shift allotments around at the 20 day adjustment period. This allowed us to keep a 3rd grade position and still keep our second counselor.					
2/26/24	2022-2023: Use Calendar Flexibility in 22-23 to add 8 extra student days.	Complete 06/01/2023	Tosha Rooks	06/01/2023	
<i>Notes:</i> We added 8 extra student days to increase the amount of learning time students had compared to other schools on a traditional calendar.					

9/9/23	Within the 2023-24 school year, our school identified the following resource inequity-- teacher quality and capacity . As a result, our school plans to mitigate this inequity by employing four multi classroom leaders funded by local/state trade in (CF), Title I and CSI money to address teacher job-embedded differentiated coaching support and student growth.	Complete 08/14/2023	Shannon Peeples	10/01/2023
<i>Notes:</i> August: We have four MCLs employed.				
9/9/23	Within the 2023-24 school year, our school identified the following resource inequity related to subgroup success. As a result, our school plans to mitigate this inequity by aligning MCL support based on what performance and lost learning time data shows we need the support.	Complete 08/14/2023	Shannon Peeples	10/01/2023
<i>Notes:</i> August: Or performance data suggests a struggle to move from 2-3 and in 4th and 5th to have the proficiency and growth. As a result, one MCL will focus on 2-3 so the transition is attended to more closely with opportunities for vertical alignment. Additionally, we will have one MCL focus on 4 and one on 5 because the needs are so much that one person is not enough to effectively address the needs-- and 5/6 EOGs that are part of growth are in those two levels.				
10/12/23	Within the 2023-24 school year, our school identified the following resource inequity whole child supports. As a result, our school plans to mitigate this inequity by increasing parent involvement opportunities.	Complete 06/07/2024	Shannon Peeples	06/30/2024
<i>Notes:</i> August-- Open House September-- Grandparents Day lunch, Title I Curriculum Meet the Teacher Night/Book Fair, Parent Cougar Club Meeting October- Parent Cougar Club-- academic focus November-- Donuts for Dads and Dad Figures December-- Parent Cougar Club Financial Literacy Night, Winter Concert April-- Kindergarten kick off, 1st grade reading night May-- 1st grade math night, parent panel with NC DPI, Sneaker Ball parent EOG prep, 1st grade zoo field trip chaperoning, k field trip chaperoning June-- 5th grade promotion ceremony, K summer celebration, 1st summer celebration				
9/9/23	Within the 2023-24 school year, our school identified the following resource inequity for subgroup support. As a result, our school plans to mitigate this inequity by following district priorities for scheduling, adding 15 minutes more for small group time in reading and math based on the needs of our students in order to provide more intervention.	Complete 06/10/2024	Ellen Neese	10/10/2024
<i>Notes:</i> August: Schedule for all grade level includes 45 minutes daily for reading and 45 minutes for math small group instruction.				

8/13/24	Within the 2024-25 school year, our school identified the following resource inequity in whole child supports. As a result, our school plans to mitigate this inequity by using Restart, Title I and CSI funds to employ an additional teacher for intervention, a second school counselor, and multi-classroom leaders focus more time and attention on whole child needs and teacher development and support in meeting the whole child's needs.		Shannon Peeples	12/01/2024
<i>Notes:</i>				
10/10/24	Within the 2024-2025 school year we will use CSI funds to supplement the updates of antiquated technology to increase interactive opportunities via the purchase of interactive boards and document cameras to allow for more student opportunity to visually manipulate material.		Tanisha Bell	01/01/2025
<i>Notes:</i>				
8/13/24	Within the 2024-25 school year, our school identified the following resource inequity in educational resources. As a result, our school plans to mitigate this inequity by using Title I funds to purchase educational materials that support the curriculum and students needs.		Tanisha Bell	02/28/2025
<i>Notes:</i>				
10/10/24	o Within the 2024-2025 school year, our annual audit of the media center reveals our collection is more up to date, but we do not have enough titles to support each of our students in their learning. We will use CSI funds will be used to add to our collection in alignment with multi-disciplinary and cross-disciplinary work.		Erica Pence	03/01/2025
<i>Notes:</i>				
10/10/24	Within the 2024-25 school year, our school identified the following resource inequity-- whole child supports. As a result, our school plans to mitigate this inequity by increasing parent involvement opportunities and providing "lunch and learns" and/or "dine and do with your child" events to help teach strategies to support the whole child. We will use Title I and CSI funds to provide food at these events.		Ashley Hubbard	05/01/2025
<i>Notes:</i>				
8/13/24	Within the 2024-25 school year, our school identified the following resource inequity in educational opportunities. We are using CSI funds to help provide field trip opportunities so students can explore beyond our school building.		Tanisha Bell	06/01/2025
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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>		We are a Restart School on the low performing list for NC. Our district has made us an incentive school, and our staff have had opportunities to earn bonuses based on their EVAAS data. We use the Opportunity Culture Model to employ teacher leaders in higher stakes positions and fund their positions and differentials with Title I and CSI funds. Additionally, we have PRC195 funds that the School Leadership Team applied to use for retention bonuses for all certified and classified staff in December of last year; we will have some funds remaining this year for some staff. We highlight staff members in GroupMe, our newsletter, and ClassDojo to highlight efforts in the school.	Limited Development 09/08/2023		
<i>How it will look when fully met:</i>		Our teacher turnover rate is below the state and district averages. Our average years of experience in teaching is greater than 5 years for at least 80% of our teachers. All of our teachers meet or exceed growth based on EVAAS data. Our school has improved proficiency rates, and our school exceeds growth. We are a B school. Our Teacher Working Conditions Survey shows increases in areas related to this goal. Ceasar Cone Elementary School has exited CSI status.		Shannon Peeples	09/30/2025
<i>Actions</i>			5 of 8 (62%)		
9/9/23	2023-2024	To aid in recruiting and retaining staff, certified teaching staff will be paid an incentive and/or signing bonus from the district to teach at Cone.	Complete 12/21/2023	Shannon Peeples	01/01/2024
		<i>Notes:</i> All certified staff that qualify per GCS HR began receiving their incentives in the fall after the 20-day count shifts.			
9/9/23	2023-2024	We will use carryover PRC195 funds to pay retention bonuses in December returning staff.	Complete 12/21/2023	Shannon Peeples	01/01/2024
		<i>Notes:</i> School Leadership Team voted to give all returning staff bonuses. They were paid in December paychecks.			
9/9/23	2023-2024	A "Sunshine Committee" will work to address areas related to morale and climate.	Complete 01/02/2024	Tara Mooring Roberson	01/03/2024

Notes: Survey has been administered as of 11/14/23. Team will meet 1/2/24 to plan events for second semester.

Interest meeting held 1/2/24. Team will meet 1/10/24 to elect chairpeople.

9/9/23 2023-2024 We will host interns from local colleges and universities to establish a pipeline of teacher candidates.

Complete 02/19/2024

Kesandra Farmer-Gills

02/01/2024

Notes: September: We have a student teacher from UNCG for semester 1. We have 13 student interns beginning from Greensboro College.

February: We have Greensboro College interns this semester. There are 6.

1/3/24 For 2024, CSI funds will be used to employ multi classroom leader (salary and differential) to focus support in an EOG tested grade level. As our overall educator effectiveness on EVAAS is low, these funds will help use exit CSI status by providing wrap around teacher support at an EOG tested grade level.

Complete 06/12/2024

Shannon Peeples

06/01/2024

Notes: August-- we have 4 MCLs employed. All tested grade levels met growth. November-- 15/17 teachers in 3-5 met or exceeded growth on EVAAS on EOGs

February-- 2/21 (7%) of classroom teachers indicated a desire to transfer, though 100% are also interested in staying if other options don't work.

April-- 1/21 (4.78%) of classroom teachers accepted a transfer during the transfer period

May-- 1/21 (4.78%) was approved for transfer after the transfer period

June-- 3/21 (14%) took a transfer or resigned for next year-- 2 transfer; 1 resignation

9/9/24 2024-2025: A "Sunshine Committee" will work to address areas related to morale and climate.

Ellen Neese

12/01/2024

Notes:

9/9/24 2024-2025 We will host interns from local colleges and universities to establish a pipeline of teacher candidates.

Jane Shanks

06/01/2025

Notes:

9/9/24 2024-2025: CSI and Restart funds will be used to employ multi classroom leader (salary and differential) to focus support in an EOG tested grade level. As our overall educator effectiveness on EVAAS is low, these funds will help use exit CSI status by providing wrap around teacher support at an EOG tested grade level.

Christie Moore

12/30/2025

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our grade levels look at data on a regular basis-- classroom assessments, district data, and state data. They plan instruction accordingly. Administration uses this data as well to determine what professional development needs exist. We are a Restart School, and we use the Opportunity Culture Model to provide four Multi Classroom Leaders who help lead the work and provide job-embedded coaching. Additionally, the district provides job-embedded coaching and professional development with our external CKLA (reading) and Eureka Squared (math) partners. Our school has hired a behavior consultant to help us attend to the climate and culture data, and we are partnering with another consultant through CSI funds to further develop our MCLs' knowledge of teaching/learning/coaching. We focus on analyzing data across all MTSS areas and tiers to best align our supports. We have met growth the last to school years. This indicator work is in alignment with FAM-S 21, 24 and 30 which is a focus this year and part of our plan to exit CSI status.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		Students demonstrate their success through EOGs and EVAAS data. All teachers meet or exceed growth with their students as measured by EVAAS data. Climate and culture percentages on the Teacher Working Conditions survey improve with each survey cycle. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Kesandra Farmer-Gills	06/30/2025
<i>Actions</i>			15 of 21 (71%)		
	2/28/24	2018-2019: Use Budget Flexibility in 18-19 to help fund MCL positions and a reach associate.	Complete 06/01/2019	Shannon Peoples	06/01/2019

	<i>Notes:</i> We used this flexibility to partially fund 4 MCLs and a reach associate. MCLs-- April Fjeld, Shelena Chavis, Joy Martin and Avery Steele Reach Associate-- Tim Stewart			
2/28/24	2019-2020: Use Budget Flexibility in 19-20 to help fund MCL positions.	Complete 06/01/2020	Shannon Peeples	06/01/2020
	<i>Notes:</i> We used flexibility to partially fund 3 MCLs. MCLs-- Avery Steele, Shelena Chavis/Wykendra Parker (1 per semester due to Chavis moving to AP position), Joy Martin			
2/28/24	2020-2021: Use Budget Flexibility in 20-21 to help fund MCL positions.	Complete 06/01/2021	Shannon Peeples	06/01/2021
	<i>Notes:</i> We had 3 MCLs that were partially funded using this flexibility. MCLs-- Wykendra Parker, Joy Martin, Avery Steele			
2/28/24	2021-2022: Use Budget Flexibility in 21-22 to help fund MCL positions.	Complete 06/01/2022	Shannon Peeples	06/01/2022
	<i>Notes:</i> 3 MCLs this school year-- partially funded with this flexibility. MCLs-- Wykendra Parker, Joy Martin, Tara Mooring Roberson			
2/26/24	2021-2022: Use Calendar Flexibility in 21-22 to add extra professional development days to increase staff efficacy.	Complete 06/01/2022	Tosha Rooks	06/01/2022
	<i>Notes:</i> UnboundEd training for whole staff on extra days			
2/28/24	2022-2023: Use Calendar Flexibility in 22-23 to add 8 extra student days.	Complete 06/01/2023	Tosha Rooks	06/01/2023
	<i>Notes:</i> We added 8 extra student days to increase the amount of learning time students had compared to other schools on a traditional calendar.			
2/28/24	2022-2023: Use Budget Flexibility in 22-23 to help fund salary for 1 MCL and 1 MTSS lead teacher.	Complete 06/01/2023	Shannon Peeples	06/01/2023
	<i>Notes:</i> MCL—Laura Gonzalez MTSS lead teacher—Stephanie Nix-Denmark			
9/8/23	2023-2024 We will use CSI and Title I funds to reform our classrooms to facilitate collaborative, hands on learning. This will help us excite CSI status by focusing on interactive learning to improve our reading, math, and science scores.	Complete 02/20/2024	Erica Pence	02/02/2024

Notes: 2-19-24 Our materials and furniture are all in the media center now. This is now our Maker Space/STEM area. We have many hands on materials to use in classrooms and the media center.

9/8/23	2023-2024 We will use Title I and CSI funds to pay for professional development aligned with trends, inclusive of EEA opportunities for teachers and staff supporting work using the data we see in walkthrough data. This will help us exit CSI status by providing focused professional development to assure instructional changes immediately based on data.	Complete 04/02/2024	Shannon Peeples	04/02/2024
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Notes: As of 2/1 we have not done this work yet. We are pushing out the date as some other funds are now available to spend by 3/15.

4/2 update: Dr. Jones is working with PLCs and the leadership team beginning 4/3. Ms. Gladstone began work in March to help focus on classroom management and behavioral challenges to help students, and help teachers help students, access the curriculum.

9/8/23	2023-2024 We will use CSI funds to provide supplies and materials to support our CKLA and Eureka Squared coaching visits, small group instruction, and other related needs to assure students have the materials they need to progress. This will help us exit CSI status by removing barriers to success.	Complete 04/02/2024	Joan Davis	04/02/2024
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Notes: 2-19-24 Supplies are in process of being ordered. We are at the district federal spending deadline. Shifting the date to 4/2 when the last dollars have to be allotted to assure the work is done.

4-2-24-- all purchase orders using CSI, Title I and Restart funds are processed and supplies and materials in the building. We are finishing orders by 4-5-24 using local/state funds.

9/8/23	2023-2024 We will use CSI and Title I funds for curriculum resources and supports related to reading, math, science, and small group instruction. This will help us exit CSI status by implementing the use of relevant, engaging materials with small groups and tutoring groups to improve achievement.	Complete 04/02/2024	Rachael Curtis	04/02/2024
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Notes: 2-19-24 We are at the funding deadlines for federal funds for our district. Some funds were recently reallocated, and a new deadline of 3-15 from the district. We are working on these POs now. We will push the date back to 4-2-24 to be sure we report on the status once orders are in.

4-2-24 We have submitted purchase orders for supplies and materials using Title I, CSI, and Restart funds that were available. To date, all are received in the building.

1/4/24	We will use CSI funds to pay for differentiated small group instruction coaching support from an outside consultant/coaching group. This will help us exit CSI status by providing focused support in how to use data and apply it to small group instruction in the classroom immediately. Dr. Jones coaching support contract.	Complete 05/08/2024	Samantha Stigall	05/01/2024
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Notes: With CSI funds-- 3 full days of PD/coaching/classroom observations completed with Dr. Jones and the admin team (principal, AP, MCLs)

With Title I funds-- contract proposal in the works to have 3 more days with teachers and PLCs.

Dr. Jones completed 3 full days with the admin team. He's finishing the 3rd of the second contract on 5/21.

9/8/23	2023-2024 We will use CSI funds to pay staff stipends for data days. This will help us exit CSI status by providing focused professional development in how to use data and apply it to teaching and learning in the classroom immediately.	Complete 05/08/2024	Tara Mooring Roberson	05/01/2024
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Notes: 1/2/24 and 2/11/24 update-- 5th grade held 2nd data day.
 2/11/24-- 1st data day
 2/17/24-- 3rd held data day 2
 3/2/24-- 4th data day
 2/21/24-- 2nd data day starts (will do a series)
 2/12/24-- k started their series of days
 3/9/24-- 1st and 2nd grade data day
 3/30/24-- 4th and 5th grade data day

2/28/24	2023-2024: Use Budget Flexibility in 23-24 to help fund salary for 1 MCL and 1.6 MTSS teacher.	Complete 05/08/2024	Shannon Peoples	06/01/2024
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Notes: MCL-- Mariah Allen
 1 FTE MTSS Teacher-- Blen Enuol
 .6 FTE MTSS Teacher-- Domonique Powell

9/8/23	2023-2024 We will have 6 Eureka Squared and 5 CKLA coaching visits with our external partners to provide job-embedded support for our teachers and multi-classroom leaders.	Complete 06/07/2024	Shannon Peeples	06/30/2024
<i>Notes:</i> We had 6 Eureka Squared visits and 5 CKLA TNTP coaching visits throughout the year.				
10/10/24	Within the 2024-2025 school year, we will use CSI funds to create an additional teacher assistant position to provide more support in 1st grade where students are measured on 7 reading measures and extra support is particularly needed. As we look at the teachers' level of experience, the mClass data, and the NWEA data, we see a need to align more support.		Caroline Carpenter	12/01/2024
<i>Notes:</i>				
9/9/24	2024-2025: Use Budget Flexibility in 24-25 to help fund salary for 1 MCL and 1 MTSS interventionist to allow us to hone in on student needs based on the data analyzed. This will help us exit CSI status as we positively impact student proficiency and growth.		Shannon Peeples	12/01/2024
<i>Notes:</i>				
9/9/24	2024-2025 MCLs will engage in 5 face to face sessions on the coaching cycle and how to lead data driven conversations throughout the year. We will engage in learning walks to apply the learning and give feedback to teachers. This will help us exit CSI status as we increase the efficacy of our teaching staff.		Rachael Curtis	06/01/2025
<i>Notes:</i>				
9/9/24	2024-2025 The administrative team will look at walk through data weekly to identify trends and note areas more support is needed. We will use the data to inform PLC, vertical planning, and Open Space collaboration opportunities throughout the year. This will help us exit CSI status by increasing teacher capacity to impact learning.		Tara Mooring Roberson	06/01/2025
<i>Notes:</i>				
10/10/24	Within the 2024-2025 school year, we will use CSI funds to hire additional tutors. We have a large number of students who need more support in reading and math, particularly in 3-5 grades where the district provided tutors are not currently working. We would like to expand our tutors to support our tiered instruction, particularly in the upper grades.		Tara Mooring Roberson	06/01/2025
<i>Notes:</i>				

10/10/24 o Within the 2024-2025 school year, we will use CSI funds to provide 24 hours/3 data days beyond the typical contracted days for teachers led by MCLs. We have a large amount of data we can access and disaggregate throughout the year, but the time to really delve into it is limited to PLC time and after school, when available. These funds would be used to pay teacher and MCL stipends to spend 3 weekend days to do a deeper dive into data and to determine the next steps for student growth.

Mariah Allen

06/01/2025

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>MTSS tiers are in place:</p> <ul style="list-style-type: none"> • Tier 1 supports: CKLA, Eureka Squared, Zearn, UFLI, Sound Wall and/or Morpheme Magi • Tier 2 supports: small group instruction with GCS Standard Treatment Protocol and twice weekly PLC meetings to discuss all data • Tier3 supports: Zearn for math and 95% for reading <p>This indicator work is in alignment with FAM-S 21, 26, 27 which are our focus areas this year and part of our plan to exit CSI status.</p>	Limited Development 09/07/2023		
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<i>How it will look when fully met:</i>	<p>Staff use the district provided resources to assess, monitor, and provide support to all students on all tiers. We document PLC meetings, review of data, and IPS meetings with data-decision results and decisions. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.</p>		Joan Davis	06/30/2026
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Actions		22 of 26 (85%)		
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2/26/24	2018-2019: Use Budget Flexibility in 18-19 to help fund MCL positions and a reach associate.	Complete 06/01/2019	Shannon Peeples	06/01/2019
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Notes: We used this flexibility to partially fund 4 MCLs and a reach associate.

MCLs-- April Fjeld, Shelena Chavis, Joy Martin and Avery Steele
Reach Associate-- Tim Stewart

2/26/24 2019-2020: Use Budget Flexibility in 19-20 to help fund MCL positions. Complete 06/01/2020 Shannon Peeples 06/01/2020

Notes: We used flexibility to partially fund 3 MCLs.

MCLs-- Avery Steele, Shelena Chavis/Wykendra Parker (1 per semester due to Chavis moving to AP position), Joy Martin

2/26/24 2020-2021: Use Budget Flexibility in 20-21 to help fund MCL positions. Complete 06/01/2021 Shannon Peeples 06/01/2021

Notes: We had 3 MCLs that were partially funded using this flexibility.

MCLs-- Wykendra Parker, Joy Martin, Avery Steele

2/26/24 2021-2022: Use Budget Flexibility in 21-22 to help fund MCL positions. Complete 06/01/2022 Shannon Peeples 06/01/2022

Notes: 3 MCLs this school year-- partially funded with this flexibility.

MCLs-- Wykendra Parker, Joy Martin, Tara Mooring Roberson

2/27/24 2021-2022: Use Calendar Flexibility in 21-22 to add extra professional development days to increase staff efficacy to address needs on MTSS tiers. Complete 06/01/2022 Tosha Rooks 06/01/2022

Notes: UnboundEd training for whole staff on extra days

2/27/24 2022-2023: Use Calendar Flexibility in 22-23 to add 8 extra student days. Complete 06/01/2023 Tosha Rooks 06/01/2023

Notes: We added 8 extra student days to increase the amount of learning time students had compared to other schools on a traditional calendar.

2/26/24 2022-2023: Use Budget Flexibility in 22-23 to help fund salary for 1 MCL and 1 MTSS lead teacher. Complete 06/01/2023 Shannon Peeples 06/01/2023

Notes: MCL-- Laura Gonzalez
MTSS lead teacher-- Stephanie Nix-Denmark

9/7/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: Training for staff will be provided by our MCLs on the MTSS tiers so we can appropriately address student needs. Complete 08/21/2023 Tara Mooring Roberson 09/01/2023

Notes: 8/25 All staff were given initial training on MTSS tiers.

10/25/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: We will use Title I, Restart, CSI and local funds to provide job-embedded coaching and support to all core teachers via the employment of 4 multiclassroom leaders. This will help us exit CSI status by focusing on improving teacher and staff efficacy and student support to improve our reading, math, and science scores.	Complete 08/01/2023	Shannon Peeples	11/01/2023
<p><i>Notes:</i> We used data to determine where our multi classroom leader support needs to be aligned to assure all teachers are getting the support they need to help teacher efficacy and student needs. We have one for K-2 (locally and federally funded), 2-3 (federally funded), 4 and specialists (federally funded) and 5 and EC (federally funded).</p>				
9/7/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: We will use Title I funds to reform our classrooms to facilitate collaborative, hands-on learning through interactive white boards. This will help us exit CSI status by focusing on interactive learning to improve our reading, math, and science scores.	Complete 01/03/2024	Shannon Peeples	01/01/2024
<p><i>Notes:</i> One board ordered and in transit. We reallocated funds earlier in the year, and we will revisit the request for more when/if more funds become available next school year.</p>				
9/7/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: we need access to a continually updated collection in our media center. By updating our materials, we will support our students' learning in the classroom and support the STEM library lessons our media specialist teaches during the specials rotation.	Complete 03/05/2024	Erica Pence	04/02/2024
<p><i>Notes:</i> December-- ordered more materials to support hands on STEM activities through media/technology lessons</p> <p>February-- putting in an order for \$10K in more books to continue to update the materials (we had funding returned from the state when MCL differentials were partially funded as of 2-23-24)</p> <p>April-- all orders have been submitted with CSI, Title I and Restart funds as of 2/28/24. Ms. Pence reported on how she has weeded and added to the collection at March meeting.</p>				

9/7/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: Assessment data, inclusive of common formative assessments and exit tickets, will be used for small group instruction, planning, and implementation.	Complete 05/08/2024	Samantha Stigall	06/01/2024
<p><i>Notes:</i> November-- MCLs started pulling small groups of students underperforming predicted and those that should pass the EOG but are not there yet based on current data</p> <p>February-- with NWEA data and predictions now in, groups have been revised for MCLs to focus</p> <p>December-March-- data days for each grade level are focused on small group instruction and aligning resources based on the data and student needs</p>				
9/7/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: Behavior Consultant, paid with state/local funds, will lead professional development through after school meetings, MTSS meetings, and PLCs to assure MTSS layers of support are being applied.	Complete 05/08/2024	Samantha Stigall	06/01/2024
<p><i>Notes:</i> August/September-- initial staff meeting training on strategies and for de-escalation team</p> <p>August-February-- classroom observations, feedback, support ideas</p> <p>Monthly-- review CICO data with MTSS team and help support changes as needed for students, help onboard new students/teachers/facilitators as students qualify</p> <p>February-- facilitated a visit to another school for BT teachers to see teachers who were of similar age and demographics for classroom management</p> <p>January-February-- coordinated with AP to begin a mentor program for students not already seeing support through other aspects at school</p> <p>Weekly-- developing morning meetings for K-1, 2-3, 4-5 aligned with SEL need to infuse CASEL framework</p>				
9/7/23	Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: EC teachers are provided research-based instructional supports to support student goals and grade level standards.	Complete 05/08/2024	Samantha Stigall	06/01/2024

Notes: EC teachers are using NumberWorlds, Sound Sensible and Spire January-February-- EC MCL working to screen all students with the EC Lead teachers to assure progress monitoring on appropriate probes and to help teachers better align IEP goals and document progress with more fidelity

9/7/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: PLCs will occur on Wednesdays and Fridays each week.

Complete 05/08/2024

Wykendra Parker

06/01/2024

Notes: PLCs are held weekly, and the data and notes housed in our StaffNotebook on OneNote.

10/25/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: The MTSS team will meet weekly to review data for students on all tiers and decide on appropriate research-based intervention via 1.6 Intervention teachers, paid via CSI funds, using the GCS Standard Treatment Protocol with assigned students. This will help us exit CSI status by addressing specific learning needs in reading and math for our lowest 20% of students.

Complete 05/08/2024

Kesandra Farmer-Gills

06/01/2024

Notes: Ms. Enuol was hired full time. Ms. Powell is working 60%.

10/25/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: teachers will have 2 data days per year funded with CSI funds to assure more opportunity to disaggregate data and plan with the data. This will help us exit CSI status by assuring opportunity to strategically analyze our data and make instructional decisions to move the students forward.

Complete 05/08/2024

Rachael Curtis

06/01/2024

Notes: 5th has met on 12/2, 1/27
4th scheduled for 31
3rd met on 2/17
2nd started meeting week of 2/5 in 1 hour increments; 2/21 vertical planning with 1st
1st met on 2/11; 2/21 vertical planning with 2nd
K started meeting on 2/5 in 1 hour increments

9/7/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: The Individual Problem Solving Team (IPS) will meet twice monthly to review data for students in Tier 2 Intervention.

Complete 05/08/2024

Samantha Stigall

06/01/2024

Notes: IPS meets the 2nd and 4th month.

Minutes and folders with all IPS paperwork are housed by our counselor.

9/7/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: The MTSS team will meet weekly to review data for students on all tiers.

Complete 05/08/2024

Samantha Stigall

06/01/2024

Notes: The MTSS team met weekly the first semester.

2nd semester-- we have moved to more of a bi-weekly rotation to address attendance, behavior and academics at all tiers.

Data from IPS feeds into what we discuss for academics.

Chronic absence data is used to review attendance tiers.

Educator Handbook referrals and ClassDojo are used to monitor behavior tiers.

10/12/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: CSI funds will be used to contract with an educational consultant to coach MCLs and then teachers via PLCs on how students learn and how we collect/use data to prove learning is occurring.

Complete 05/08/2024

Kesandra Farmer-Gills

06/01/2024

Notes: 10/30-- Dr. Jones trained MCLs on how students learn and what to monitor.

11/17-- Dr. Jones attended all six PLCs to discuss how students learn and what to monitor.

12/4-- Dr. Jones did small group walk throughs with admin team to collect and analyze data and trends and help identify next steps.

2/15-- We are entering into another contract to extend the work

3/7-- second contract continued the work

2/26/24 2023-2024: Use Budget Flexibility in 23-24 to help fund salary for 1 MCL and 1.6 MTSS teacher.

Complete 05/08/2024

Shannon Peoples

06/01/2024

Notes: MCL-- Mariah Allen

1 FTE MTSS Teacher-- Blen Enuol

.6 FTE MTSS Teacher-- Domonique Powell

9/7/23 Within the 2023-24 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: PLCs will meet twice weekly to plan and use data.

Complete 05/08/2024

Joan Davis

06/03/2024

Notes: PLCs meet on Wednesdays and Fridays to review pacing, look at data that is most current, and planned based on standards.

All documented in StaffNotebook on OneNote.

9/6/24 2024-2025: We will share about MTSS and how the tiers support students at our Meet the Teacher Night.

Ellen Neese

10/31/2024

Notes:

9/6/24 Within the 2024-25 school year, our CSI-LP school will implement the following evidence-based interventions to increase overall student performance: We will use Title I, Restart, CSI and local funds to provide job-embedded coaching and support to all core teachers via the employment of 4 multiclassroom leaders. This will help us exit CSI status by focusing on improving teacher and staff efficacy and student support to improve our reading, math, and science scores.

Shannon Peeples

12/01/2024

Notes:

9/6/24 2024-2025: Teachers and staff will move among the MTSS tiers based on data from universal screeners, diagnostic assessments, progress monitoring, and how students respond to intervention.

Tara Mooring
Roberson

12/30/2024

Notes:

9/6/24 2024-2025: Teachers will differentiate their lessons based on the learning needs of their students. They will pull small groups based on data to differentiate support.

Caroline Carpenter

06/15/2025

Notes:

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have taught PAWS expectations and shared their classroom rules and expectations. Training for using ClassDojo and Educator's Handbook have taken place. Teachers are leading morning meetings that focus on school wide PAWS expectations and SEL. The MTSS team, in collaboration with our behavior specialist, funded by Title I funds, access ClassDojo data and Educator's Handbook data in the weekly MTSS meetings.	Limited Development 09/06/2022		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		All classroom teachers and specialists use ClassDojo on a daily basis and consistency is seen in the data to prove the use. There is a reduction in students needing Tier 2, Check In Check Out, support, and less instructional time is lost as measured by ISS and OSS data. We are making improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Kesandra Farmer-Gills	06/30/2025
Actions			14 of 18 (78%)		
9/6/22	2022-2023 A De-escalation Team, D-Squad, will be set up and trained by our Title I funded behavior consultant to defuse situations with students with the intent of returning them to their classroom learning environment.	Complete 08/30/2022	Lacie Parke	10/01/2022	
<i>Notes:</i> Ms. Gladstone trained the D-Squad 8/30 and then explained in PLCs 10/6/2022.					
9/6/22	2022-2023 Staff will be trained on the D-Squad for classroom de-escalation by our Title I funded behavior specialist.	Complete 10/06/2022	Tricia Gladstone	10/01/2022	
<i>Notes:</i> MTSS PLCs focused on this 10/6 led by Ms. Nix-Denmark and Ms. Gladstone.					
11/1/22	2022-2023 These CSI funds will be used to employ a behavior consultant for six days of job-embedded coaching and support to teachers as well as a 5 week academy focused on students in Tier 2 behavior. This will help us exit CSI status by attending to what students need to focus on their academic gains.	Complete 06/09/2023	Stephanie Nix-Denmark	06/20/2023	
<i>Notes:</i> Behavior consultant Tricia Gladstone was employed during the 2022-2023 school year.					

9/6/22	2022-2023 ClassDojo data will be reviewed by the MTSS team and leadership team to identify fidelity and consistency.	Complete 06/09/2023	Stephanie Nix-Denmark	06/30/2023
<p><i>Notes:</i> The MTSS team reviews Class Dojo data during their weekly meeting to identify students on Cone Contender/Champions and to monitor students on or possibly getting referred to Tier 2 for behavior.</p>				
9/6/22	The assistant principal will share monthly behavior reports with the School Leadership Team to identify trends.	Complete 06/09/2023	Tosha Rooks	06/30/2023
<p><i>Notes:</i> October Update See corresponding artifact.</p> <p>November Update The implementation of D-Squad appears to have made a significant contribution to decreased majors when comparing the 2021/2022 school year to this school year, 2022/2023. August had 3 majors, September had 14 majors, and October had 28 majors, for a total of 45 majors so far during the 2022-2023 school year. Physical aggression, disruption of class or activity, and fighting are the top 3 offenses. The classroom and playground are where most offenses occur. 5th & 4th grade have the highest number of incidents. The majority of all incidents occur @ 8:00 am, 12:00 pm, and during non-instructional times.</p> <p>January-May Update Monthly behavior reports are given during each staff meeting.</p> <p>The MTSS team meets weekly to share and discuss data points of Tier 1 and Tier 2 students. All referred students, implemented strategies, and potential solutions are reviewed.</p>				
9/6/22	The MTSS team will monitor Tier I (morning meetings, Cone Cougar Champions, etc.) and Tier 2 Behavior supports (Check In Check Out data and referrals).	Complete 05/22/2023	Lacie Parke	06/30/2023

Notes: October Update
See corresponding artifact.

November Update

The implementation of D-Squad appears to have made a significant contribution to decreased majors when comparing the 2021/2022 school year to this school year, 2022/2023. August had 3 majors, September had 14 majors, and October had 28 majors, for a total of 45 majors so far during the 2022-2023 school year. Physical aggression, disruption of class or activity, and fighting are the top 3 offenses. The classroom and playground are where most offenses occur. 5th & 4th grade have the highest number of incidents. The majority of all incidents occur @ 8:00 am, 12:00 pm, and during non-instructional times.

January Update

Monthly behavior reports are given during each staff meeting.

The MTSS team meets weekly to share and discuss data points of Tier 1 and Tier 2 students. All referred students, implemented strategies, and potential solutions are reviewed.

Last MTSS meeting held on May 22, 2023.

9/6/22	100% of teachers will use ClassDojo to celebrate positive behaviors and document behaviors aligned with GCS Student Handbook offenses.	Complete 06/09/2023	Tosha Rooks	06/30/2023
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Notes:

9/6/22	Cougar Champions will be established to reward students who are doing what they should behaviorally, and the data tracking will be used to monitor fidelity and consistency with the data collection.	Complete 06/09/2023	Vernon "Kenji" Johnson	06/30/2023
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Notes: September

Week 1- 159 Contenders
Week 2- 169 Contenders
Week 3- 214 Contenders
Week 4-106 Contenders
20 Champions

October

Week 1 Contenders:182
Week 2 Contenders:142
Week 3 Contenders:164
Week 4 Contenders:136

Champions: 53

November

Week 1 Contenders:185

Week 2 Contenders:225

Week 3 Contenders:170

Week 4 Contenders:235

Champions: 39

December

Week 1 Contenders:157

Week 2 Contenders:158

Champions: 66

January

Week 1 Contenders:197

Week 2 Contenders:168

Week 3 Contenders:180

Week 4 Contenders:135

Champions: 30

February

Week 1 Contenders:137

Week 2 Contenders:116

Week 3 Contenders:219

Week 4 Contenders:173

Champions: 22

March

Week 1 Contenders:94

Week 2 Contenders:116

Week 3 Contenders:73

Week 4 Contenders:74

Champions: 8

April

Week 1 Contenders:165

Week 2 Contenders:136

Week 3 Contenders:TBD

Week 4 Contenders:11

Champions: TBD

May Data TBD

9/7/23	2023-2024 The updated De-escalation Team, D-Squad, will be and trained by our behavior consultant to defuse situations with students with the intent of returning them to their classroom learning environment.	Complete 10/19/2023	Tricia Gladstone	11/01/2023
<p><i>Notes:</i> Ms. Gladstone trained the team at the summer leadership team meeting in August. She followed up 10/29/23 with new members to the team who were not in the training.</p>				
9/7/23	2023-2024 Local/state funds will be used to employ a behavior consultant for six days of job-embedded coaching and support to teachers as well as a 5 week academy focused on students in Tier 2 behavior. This will help us exit CSI status by attending to what students need to focus on their academic gains.	Complete 05/28/2024	Shannon Peeples	06/01/2024
<p><i>Notes:</i> August-- MTSS/SLT meeting; staff training on PERMA model; planning meetings an observations; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends September-- classroom observations and support feedback; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends October-- classroom observations and support feedback; train d squad team members on de-escalation; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends November-- kinder teacher sessions; SEL videos; 2nd grade student observation/support suggestions; SEL meeting prep; MTSS meeting; MCL follow up for teacher/student support; classroom observations and feedback; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends December-- observations and feedback on classroom management; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends; MTSS meeting; Winter Wonderland prep February-- co facilitated a visit to another school with similar population for 2 BT teachers to see behavior management March-June-- observations and feedback on classroom management; develop SEL daily meetings based on counselor/social worker scope and sequence, behavior data, and school trends; MTSS meeting; spring incentive planning and prep</p>				
9/7/23	2023-2024 The assistant principal will share monthly behavior reports with the School Leadership Team to identify trends.	Complete 06/07/2024	Kesandra Farmer-Gills	06/01/2024

Notes: Monthly data protocol done and shared at each SLT meeting and/or admin team meeting.

9/7/23 2023-2024 The MTSS team will monitor Tier I (morning meetings, Cone Cougar Champions, etc.) and Tier 2 Behavior supports (Check In Check Out data and referrals).

Complete 05/20/2024

Kesandra Farmer-Gills

06/01/2024

Notes: See MTSS subcommittee minutes

10-9-23 5 students on CICO

12-4-24 4 students on CICO

As of 2-2-24 (*note tier 2 and 3 students are not counted against their data):

- 21/21 classes have earned extra recess for 10 days of perfect attendance as a class

- 8/21 classes have earned popsicle party for 10 more days of perfect attendance as a class

For Cone Contenders (weekly earners of top Dojo positive points and perfect attendance, no referrals) and Cone Champions (all of the above for the month):

September- Data coming from Scott

§ Week 2- 206 (Freeze Pops)

§ Week 3- 177 (Blow Pops)

§ Week 4- 175 (Fruit snacks)

· October -

§ Week 1- 148 (Sour Patch Kids)

§ Week 2- 126 (Freeze pops)

§ Week 3- 156 (Blow Pops)

§ Week 4- 123 (Fruit Snacks)

§ Champions (46): Pick your play – went so well!

- November

§ Week 1- 187 (Fruit Snacks)

§ Week 2- 146 (Sour Patch)

§ Week 3- 125 (Rice Krispies)

§ Week 4- 126 (Blow Pops)

December

Week 1-- 53

Week 2-- 67

Week 3-- 82
Week 4-- n/a break
Champions-- 17

February
Week 1-- 60
Week 2-- 65

Shifted how contenders and champions were picked. Numbers went down monthly.

CICO-- 4 on CICO as the year ended

9/7/23

2023-2024 Cougar Champions will be used to reward students who are doing what they should behaviorally, and the data tracking will be used to monitor fidelity and consistency with the data collection.

Complete 05/20/2024

Deon Scott

06/01/2024

Notes: For Cone Contenders (weekly earners of top Dojo positive points and perfect attendance, no referrals) and Cone Champions (all of the above for the month):

September- Data coming from Scott

§ Week 2- 206 (Freeze Pops)

§ Week 3- 177 (Blow Pops)

§ Week 4- 175 (Fruit snacks)

· October -

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§ Champions (46): Pick your play – went so well!

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§ Week 1- 187 (Fruit Snacks)

§ Week 2- 146 (Sour Patch)

§ Week 3- 125 (Rice Krispies)

§ Week 4- 126 (Blow Pops)

December

Week 1-- 53

Week 2-- 67

Week 3-- 82

Week 4-- n/a break

Champions-- 17

February

Week 1-- 60

Week 2-- 65

The way contenders and champions was monitored was shifted mid year due to inconclusive data from teachers.

9/7/23 2023-2024 ClassDojo data will be reviewed by the MTSS team and leadership team to identify trends to address.

Complete 05/20/2024

Lacie Parke

06/07/2024

Notes: December-- some teachers only giving positives; skewing data for Cone Contenders and Cone Champions; team agreed to shift to picking top students each week per class that also have other criteria; eliminating classes that don't do attendance in a week as that skews data

January-June-- changed how students were recognized to being the top 5 in each class, if the data was collected with fidelity; this changed the numbers drastically

April-May-- implemented a spring incentive after looking at historical data and seeing spikes in behavior referrals after spring break. The incentive ran from the day after spring break to the end of May, right before EOG testing.

9/9/24	2024-2025 ClassDojo data will be reviewed by the MTSS team and leadership team to identify trends to address.		Deon Scott	06/01/2025
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Notes:

9/9/24	2024-2025: The MTSS team will monitor Tier I (morning meetings, Cone Cougar Champions, etc.) and Tier 2 Behavior supports (Check In Check Out data and referrals).		Lacie Parke	06/01/2025
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Notes:

9/9/24	2024-2025: Teachers will share school wide expectations via morning meetings at the start of the year and after winter and spring break.		Samantha Stigall	06/01/2025
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Notes:

9/9/24	2024-2025: Specialists will give PAWS to classes who have 80% or more of the group following school wide expectations in a class session. After 10 cumulative PAWS, the class will earn an incentive.		Jaime Landi	06/01/2025
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Notes:

Implementation:		06/06/2023		
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Evidence	6/6/2023			
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Experience	6/6/2023			
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Sustainability	6/6/2023			
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>We use resources from Eureka Squared, CKLA, and Stemsscopes to plan and deliver lessons that align with the NC Standards. We use class assessments, ancillary resources like Zearn (math), Numberworlds (math) and Amplify (reading) to ascertain that students have learned what they need to successfully progress to the next level. Grade levels have examples of data disaggregation and remediation, intervention and enrichment baased on the data. Our data shows that we have met growth and improved our school composite steadily over the last two school years. Ceasar Cone Elementary will exit CSI status when this goal is met. This indicator work is in alignment with FAM-S 21, 26 and 27 which are focus areas this year and part of our plan to exit CSI status.</p>	<p>Limited Development 09/07/2023</p>		
			<p><i>How it will look when fully met:</i></p> <p>We use resources from Eureka Squared, CKLA, and Stemsscopes to plan and deliver lessons that align with the NC Standards. We use class assessments, ancillary resources like Zearn (math), Numberworlds (math) and Amplify (reading) to ascertain that students have learned what they need to successfully progress to the next level. Grade levels have examples of data disaggregation and remediation, intervention and enrichment based on the data. Our data shows that we have met growth and improved our school composite. We are makin continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.</p>		<p>Mariah Allen</p>	<p>06/30/2025</p>
				<p>7 of 10 (70%)</p>		
		<p>9/7/23</p>	<p>2023-2024 Use historical data and interim data to help target instruction in the current grade using CKLA and Eureka Squared resources.</p>	<p>Complete 06/12/2024</p>	<p>Mariah Allen</p>	<p>06/01/2024</p>

Notes: November-- MCLs started pulling small groups of students underperforming predicted and those that should pass the EOG but are not there yet based on current data

February-- with NWEA data and predictions now in, groups have been revised for MCLs to focus

April-May-- used NWEA projection data and predictions to regroup and each MCL pulled small groups weekly

June-- reading increased from 24.6% proficient to 28.7% proficient; math increased from 23.5% proficient to 37.6%

9/7/23	2023-2024 Use the pacing calendars to assure standards are being taught and data analyzed in PLCs.	Complete 06/12/2024	Wykendra Parker	06/01/2024
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Notes: PLCs meet Wednesdays and Fridays-- pacing is always a part of the discussion and captured on PLC notes housed in our StaffNotebook on OneNote.

9/7/23	2023-2024 Provide 8 days of job-embedded coaching for Eureka Squared to support teachers' implementation of curriculum materials.	Complete 05/15/2024	Tara Mooring Roberson	06/01/2024
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Notes: 10-26-23 coaching visit 1-- 1, 3, 4, 5 observations and debrief with admin team
 11-9-23 coaching visit 2-- k-6 targeted prep PLCs
 12-5-24 coaching visit 3-- 3-5 PLCs-- deliberate practice, K-1 observation and debrief
 1-17-24 coaching visit 4-- 5th PLC-- deliberate practice; 3-4 observation and debrief
 2-8-24 coaching visit 5-- k, 1, 2, 5 observation and debrief
 3-20-24 coaching visit 6-- 1,3 observation and debrief; 2 and 4 PLC
 4-2-24 coaching visit 7-- K-5 PLCs
 5-15-24 coaching visit 8-- 1, 2, 4 observations and debrief; coaching closeout/data review

9/7/23	2023-2024 Provide 5 days of job-embedded coaching for CKLA to support teachers' implementation of curriculum materials.	Complete 05/10/2024	Rachael Curtis	06/01/2024
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Notes: 10-2-23 coaching visit 1-- PLCs; internalization document
 11-7-23 coaching visit 2-- PLCs and observations
 1-30-24 coaching visit 3-- PLCs and observation
 2-26-24 coaching visit 4-- PLCs and observation
 3-15-24 coaching visit 5-- PLCs and observation
 5-10-24 virtual session-- EOY close out

9/7/23	2023-2024 PLC planning will take place weekly to analyze data, plan instruction, and address the students' needs on all MTSS tiers/areas.	Complete 05/23/2024	Mariah Allen	06/01/2024
<p><i>Notes:</i> Grade levels meet on Wednesdays and Fridays weekly.</p> <p>IPS is held twice a month on Tuesdays to look at data related to students on Tier 2 and 3.</p> <p>Grade levels meet monthly to review data with MCL to determine who needs to move tiers and to IPS.</p>				
9/7/23	2023-2024 The administrative team will conduct walkthroughs to monitor core instruction is being implemented with fidelity	Complete 05/23/2024	Kesandra Farmer-Gills	06/01/2024
<p><i>Notes:</i> Walkthroughs are conducted weekly by both principal and AP. Notes are captured in StaffNotebook so the teacher and all admin can see feedback and support given.</p> <p>December-- intensified focus on 5th small group time to assure occurring with fidelity</p> <p>January-- shifted to do more walkthroughs in 1st (did not meet last year); 3rd (a district focus area and for SIP goal); and 4th (barely met growth in reading last year)</p> <p>February-- maintaining focus on small groups as much as possible-- doing unannounced observations in small groups as much as possible</p>				
9/7/23	2023-2024 Interventionists funded with CSI and local/state funds, will work with students on needing Tier 3 academic interventions. This will help us exit CSI status.	Complete 05/23/2024	Kesandra Farmer-Gills	06/01/2024
<p><i>Notes:</i> Ms. Enuol pulls K-5 reading and math groups M-F weekly. Ms. Powell pulls K-5 reading and math groups T-Th weekly. Both provide data and feedback to IPS for meetings on students in tier 3.</p>				
9/9/24	2024-2025 Use historical data and interim data to help target instruction in the current grade using CKLA and Eureka Squared resources.		Mariah Allen	05/01/2025
<p><i>Notes:</i></p>				
9/9/24	2024-2025 The administrative team will conduct walkthroughs on a rotation to monitor core instruction is being implemented with fidelity and to provide multiple perspectives with feedback aligned to our priorities.		Kesandra Farmer-Gills	06/01/2025
<p><i>Notes:</i></p>				

9/9/24	2024-2025: We will leverage the scheduling of our specialists and interventionist to support students in the MTSS tiers.		Jaime Landi	06/01/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
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	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	We currently have 1 full time interventionist to work with Tier 3 students in reading and math. We have two district provided tutors to focus on tutoring K-3 students who need literacy supports. All classroom teachers support students in core instruction (Tier 1) and progress monitor and support students who are in Tier 2 and 3. We work with specialists to integrate core content and standards-based strategies. We aim to provide opportunities beyond the classroom through clubs and field trips.		Limited Development 10/15/2024		
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<i>How it will look when fully met:</i>	Staff use the district provided resources to assess, monitor, and provide support to all students on all tiers. We document PLC meetings, review of data, and IPS meetings with data-decision results and decisions. Our data shows that we have exceeded growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.			Jaime Landi	03/01/2025
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Actions			0 of 3 (0%)		
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10/15/24	Within the 2024-2025 school year, Ceasar Cone Elementary will implement the following evidence-based interventions to increase overall student performance: Students will be provided opportunities for hands-on, interactive, exploratory learning through field trips funded with CSI and Title I funds.			Tanisha Bell	06/01/2025
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<i>Notes:</i>					
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10/15/24	Within the 2024-2025 school year, Ceasar Cone Elementary will implement the following evidence-based interventions to increase overall student performance: Students will be provided opportunities for tutoring funded with CSI funds.			Tara Mooring Roberson	06/01/2025
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<i>Notes:</i>					
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10/15/24	Within the 2024-2025 school year, Ceasar Cone Elementary will implement the following evidence-based interventions to increase overall student performance: Tier 3 students will be provided opportunities for reading and/or math intervention funded with Restart funds.			Rachael Curtis	06/01/2025	
<i>Notes:</i>						
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In alignment with FAM-S 21, 24 and 30 which is a focus this year and part of our plan to exit CSI status, the we have 1st grade visits to 2nd grade classrooms in the spring. We collaborate with the middle school for tours and registration. We bring our kindergarten students in for assessments to best place them in classes and to get to know their needs before school begins. We hosted a kindergarten kick off event the last two year. We employ two full time counselors and a full time social worker to attend to the SEL needs of students to support students as they transition grade to grade and during the current grade but with increased complexity.	Limited Development 09/07/2023		
How it will look when fully met:			We have evidence that our 5th graders transition to middle school prepared for that next step; we host kindergarten kick off sessions annually for new kindergarten students, and we give opportunities for K-4 students to sample what the next grade will entail, and develop ways to orient students new to our school. We use qualitative measures and will provide opportunities for families to give feedback to determine if we have answered the questions that they have and what areas they need more support. We document data of MTSS supports and results in addition to the progress monitoring and Read to Achieve data for our transition students. Our data shows that we have met growth and improved our school composite. We are makin continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.		Erica Pence	06/30/2027
Actions				8 of 11 (73%)		
9/7/23	2023-2024 Staff will align Class Dojo positive and negative behaviors K-5 to help with consistent expectations from grade to grade and to align with the GCS Student Code of Conduct for reportable behaviors.			Complete 10/03/2023	Ellen Neese	10/15/2023

	<i>Notes:</i> All classes have been checked for fidelity to assure all are using the same negatives for alignment.			
9/7/23	2023-2024 We will identify the MTSS supplemental and intensive groups based on the lowest 20%.	Complete 03/01/2024	Mariah Allen	03/01/2024
	<i>Notes:</i> Teams meet monthly to determine which tiers students need to be in at a review of data meeting.			
9/7/23	2023-2024 The interventionists, funded with CSI funds, will schedule and implement small group supports.	Complete 03/01/2024	Tara Mooring Roberson	03/01/2024
	<i>Notes:</i> Ms. Powell and Ms. Enuol have a schedule to see students on Tier 3 for both reading and math. Ms. Enuol pulls groups M-F and Ms. Powell pulls T-Th. Both use 95% for reading intervention and NumberWorlds for math.			
9/7/23	2023-2024 We will schedule moving up visits from from March-April.	Complete 05/08/2024	Tara Mooring Roberson	04/30/2024
	<i>Notes:</i> 5th grade is going to Mendenhall for a tour 3-13-24. 1st and 2nd are doing vertical planning 2-21-24. Kinder visited 1st on May 6. 1st visited 2nd on May 13.			
9/7/23	2023-2024 We will progress monitor all supplemental and transitional students.	Complete 05/08/2024	Mariah Allen	05/30/2024
	<i>Notes:</i> Supplemental students are being progress monitored weekly. At MOY we had movement between tiers in many classes. May update: We are in the EOY window, so we cannot progress monitor on Dibels anymore.			
9/7/23	2023-2024 Teachers will use CKLA and Eureka Squared materials for K-5 for consistency in academic language and expectations throughout elementary school.	Complete 05/08/2024	Rachael Curtis	06/30/2024
	<i>Notes:</i> Teachers are using both in all grade levels. Our Eureka Squared and literacy walk through data shows growth in using materials with fidelity.			
9/7/23	2023-2024 Teachers will have CKLA coaching via external TNTP coaches.	Complete 05/08/2024	Wykendra Parker	06/30/2024

Notes: Eureka Squared
 10-26-23 coaching visit 1-- 1, 3, 4, 5 observations and debrief with admin team
 11-9-23 coaching visit 2-- k-6 targeted prep PLCs
 12-5-24 coaching visit 3-- 3-5 PLCs-- deliberate practice, K-1 observation and debrief
 1-17-24 coaching visit 4-- 5th PLC-- deliberate practice; 3-4 observation and debrief
 2-8-24 coaching visit 5-- k, 1, 2, 5 observation and debrief
 3-20-24 coaching visit 6-- PLCs and classroom visits
 4-2-24 coaching visit 7-- PLCs
 5-15-24 coaching visit 8-- classroom observations and EOY data review

CKLA
 10-2-23 coaching visit 1-- PLCs; internalization document
 11-7-23 coaching visit 2-- PLCs and observations
 1-30-24 coaching visit 3-- PLCs and observation
 2-26-24 coaching visit 4-- PLCs and observation
 3-15-24 coaching visit 5-- PLCs and observation
 5-10-24 virtual session-- EOY closeout session

9/7/23	2023-2024 Staff will hold monthly family events where there is a focus on skills needed for current and next school year skills. Topics include book fair/literacy, attendance matters, math at home, test prep, and summer learning.	Complete 05/08/2024	Wykendra Parker	06/30/2024
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Notes: August-- Open House, community Popsicle with Principal (3 events)
 September-- Grandparents Day lunch, Parent Cougar Club, Title I Annual Meeting/Meet the Teacher/Book Fair Night
 October- Parent Cougar Club (ELA and Math focus)
 November-- Donuts for Dads and Dad Figures
 December-- Winter Concert; Parent Cougar Club-- Financial Literacy Night
 April-- Kindergarten Kick Off, 1st grade Reading Night
 May-- 1st grade Math Night, Parent Panel with NC DPI, 5th Sneaker Ball EOG Information

9/9/24	2024-2025: The school counselors will work with the 5th grade students to visit the middle school, discuss middle school options, and prepare them for transitioning to middle school		Lacie Parke	05/01/2025
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Notes:

9/9/24	2024-2025: Each grade level will do some type of moving up activity in the spring, i.e. visit the next grade, have the next grade level teachers as guest readers, etc.		Joan Davis	05/01/2025
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Notes:

9/9/24 2024-2025: Kindergarten teachers and staff will host a kindergarten kick off event to help get families registered.

Caroline Carpenter

06/01/2025

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

KEY

A4.06

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Implementation Status

Assigned To

Target Date

Initial Assessment:

We have two counselors via local/state funds (traded positions to fund 2nd) to help attend to the SEL needs of students. We continue to have a full time social worker. Our local/state funded behavior consultant works with the team on the MTSS structures and supports. Use state/local, Title I and CSI funds to employ 4 MCLs. This indicator work is in alignment with FAM-S 21, 26, and 27 which is a focus this year and part of our plan to exit CSI status. We have daily morning meetings developed by our behavior consultant in conjunction with our MTSS team. Our counselors are part of the specials rotation weekly so every class/student is seen once every four weeks. We have a de-escalation team to address student needs in the minute.

Limited Development
09/07/2023

How it will look when fully met:

The impacts of trauma and the pandemic have less of a negative impact on students' academic outcomes at this point. We have fewer discipline referrals for aggressive and bullying behavior. Our overall climate and culture data has improved on the NC Teacher Working Conditions Survey. Our data shows that we have met growth and improved our school composite. We are making continual improvements in our achievement data based on proficiency on EOG tests and growth data reflected in EVAAS data. Ceasar Cone Elementary has exited CSI status.

Jane Shanks

06/30/2025

Actions

5 of 8 (62%)

9/7/23 2023-2024 Our current Deescalation Team will be onboarded.

Complete 11/16/2023

Samantha Stigall

10/30/2023

Notes: Ms. Gladstone trained Ms. Enuol and Ms. Powell who were new to the team this year.

10/25/23	2023-2024 Title I funds will be used to pay for another teacher allotment in 3rd grade to assure class sizes stay in ratio so we can best meet the needs of our student learners. This will help us exit CSI status by attending to research-supported data about class size which better allows teachers to focus on their academic gains.	Complete 10/09/2023	Samantha Stigall	11/01/2023
	<i>Notes:</i> We realigned support based on data from staff surveying, school improvement data, and actual class size. We added a 3rd grade position paid with Title I funds as of 10/6/23 to support appropriate class size.			
9/7/23	2023-2024 CSI funds will be used to pay for up to 20 staff to attend an afterschool session in a 5 week/2 hour per session series for adult SEL and how to use it in our practice. This will help us exit CSI status by attending to what students need to focus on their academic gains.	Complete 05/08/2024	Samantha Stigall	05/01/2024
	<i>Notes:</i> This session is being planned by the team, but has not occurred as of 2-6-2024. We tabled this session, and these funds will be carryover in CSI.			
9/7/23	2023-2024 CSI funds will be used to pay for up to 2 staff to lead an afterschool session in a 5 week/2 hour per session series for adult SEL and how to use it in our practice. This will help us exit CSI status by attending to what students need to focus on their academic gains.	Complete 05/08/2024	Samantha Stigall	05/01/2024
	<i>Notes:</i> This session is being planned by the team, but has not occurred as of 2-6-2024. We tabled this session, and these funds will be carryover in CSI.			
9/7/23	2023-2024 The data will be gathered for the times the Deescalation Team is called to assist with students to analyze trends and address areas of need.	Complete 05/08/2024	Kesandra Farmer-Gills	06/01/2024
	<i>Notes:</i> August-- 0 D Squad calls September-- 7 D Squad calls October-- 4 D Squad calls November-- 12 D Squad call December-- 5 D Squad calls January-- 2 D Squad call February-- 10 D Squad calls March-- 6 D Squad calls April-- 9 D Squad calls May-- 1 (to date)			
9/9/24	2024-2025: A second school counselor will be funding using CSI funds to attend to the SEL needs of our students. This will help us exit CSI status by assuring students are able to attend to class because their SEL needs are being addressed.		Shannon Peeples	12/01/2024

<i>Notes:</i>				
9/9/24	2024-2025: The IPS team will use the GCS Standard Treatment Protocol to support students on Tier 2 and 3 for behavior.		Samantha Stigall	06/01/2025
<i>Notes:</i>				
9/9/24	2024-2025: Teachers will lead a morning meeting each morning that focuses on SEL and aligned to the school's needs based on data collected.		Joan Davis	06/01/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We use ClassDojo as a platform to help communicate with families since it can be translated into over 40 languages. We are establishing a parent club and have planned 10 parent events for the year to increase opportunities for engagement.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		Parents and families have resources and options of ways to support their children in their academics. Their students' grades and testing data improve each year. Our feedback surveys at parent and guardian events indicate that their needs are being met. We will have a Parent Cougar Club (PCC). We will have increases yearly in the number of families coming to school events. Ceasar Cone Elementary has exited CSI status.		Kesandra Farmer-Gills	06/30/2025
Actions			6 of 8 (75%)		
9/7/23	2023-2024	We will establish a Parent Cougar Club (PCC) to increase parent involvement.	Complete 09/27/2023	Kesandra Farmer-Gills	10/10/2023
<i>Notes:</i> Our first Parent Cougar Club meeting was 9/27/2023.					
9/7/23	2023-2024	Staff will communicate with parents about what supplemental interventions are being used with their students and how parents/guardians can help at home.	Complete 05/08/2024	Ellen Neese	05/31/2024

Notes: At interim reports, NWEA home reports and mClass reports are sent home to help detail how to adjust.

2nd quarter-- 2nd grade started using standards based interim forms to try to convey areas of need and strength better-- will explore how this impacts grading and potentially expand to other grade levels

3rd quarter-- NWEA growth reports went home; students with interventions or tutoring took letters home

9/7/23 2023-2024 We will use Title I and CSI funds to provide supplies at curriculum nights throughout the year to support learning. The more parents are involved in the school, the more the students will engage in school which will improve academic outcomes and help us exit CSI status.

Complete 05/17/2024

Ellen Neese

06/01/2024

Notes: August-- Open House
September-- Grandparents Day lunch, Title I Curriculum Meet the Teacher Night/Book Fair, Parent Cougar Club Meeting
October- Parent Cougar Club-- academic focus
November-- Donuts for Dads and Dad Figures
December-- Parent Cougar Club Financial Literacy Night, Winter Concert
April-- Kindergarten Kick Off and 1st Reading Night
May-- 1st math night, parent panel with NCDPI, and Sneaker Ball EOG information pickup

9/7/23 2023-2024 Staff will use monthly parent events, inclusive of the required 4 Title I parent nights, to help share expectations and ideas with families about how they can support learning at home. We will use Title I funds to provide refreshments at events. This will help us exit CSI status by supporting parent support of learning and the school.

Complete 05/17/2024

Jane Shanks

06/30/2024

Notes: August-- Open House
September-- Title I Annual Meeting/Meet the Teacher; Parent Cougar Club lunch meeting- _ SEL supports
October-- Parent Cougar Club-- Academic Support

August-- Open House
September-- Grandparents Day lunch, Title I Curriculum Meet the Teacher Night/Book Fair, Parent Cougar Club Meeting
October- Parent Cougar Club-- academic focus
November-- Donuts for Dads and Dad Figures
December-- Parent Cougar Club Financial Literacy Night, Winter Concert
April-- Kindergarten Kick Off and 1st Reading Night
May-- 1st math night, parent panel with NCDPI, and Sneaker Ball EOG information pickup

9/7/23	2023-2024 We will use various funding to provide food at parent curriculum events throughout the year. The more parents are involved in the school, the more the students will engage in school which will improve academic outcomes and help us exit CSI status.	Complete 05/17/2024	Joan Davis	06/30/2024
<p><i>Notes:</i> September-- PCC lunch meeting--served food October-- PCC evening meeting-- served food November-- Donuts for Dads and Dad Figures-- has juice and donuts December-- PCC evening meeting-- served food</p> <p>August-- Open House September-- Grandparents Day lunch, Title I Curriculum Meet the Teacher Night/Book Fair, Parent Cougar Club Meeting October- Parent Cougar Club-- academic focus November-- Donuts for Dads and Dad Figures December-- Parent Cougar Club Financial Literacy Night, Winter Concert April-- Kindergarten Kick Off and 1st Reading Night May-- 1st math night, parent panel with NCDPI, and Sneaker Ball EOG information pickup</p>				
9/7/23	2023-2024 We will have 10% of parents/guardians join the PCC group.	Complete 05/08/2024	Kesandra Farmer-Gills	05/15/2025
<p><i>Notes:</i> September event-- 10 parents October event-- 5 parents December event-- 1 parent April K event-- 6 parents April 1st event-- 4 parents May panel event-- 3 parents May 1st event-- 6 parents May 5th Sneaker Ball-- 55 parents picked up information</p>				
8/13/24	2024-2025 Staff will use bi-monthly parent events, inclusive of the required Title I parent nights, to help share expectations and ideas with families about how they can support learning at home. We will use Title I funds to provide refreshments at events. This will help us exit CSI status by supporting parent support of learning and the school.		Caroline Carpenter	06/01/2025
<i>Notes:</i>				
10/10/24	Within the 2024-25 school year, our school identified the following resource inequity-- whole child supports. As a result, our school plans to mitigate this inequity by increasing parent involvement opportunities and providing resources and reminders via mail throughout the year. We will use CSI funds for postage.		Staci Rice	07/01/2025
<i>Notes:</i>				