

The Croatan Way
Master List of Teacher-Created Characteristics/Actions/Behaviors
December SBMT, SIT, ILT/BT [Data](#)

Indistar Information:

Guest Login - Password: GuestS15784 - GuestS15784



Mission Statement:

Foster lifelong learners who pursue excellence in academics, athletics, and the arts, empowering them to succeed now and in the future.

Vision Statement

To create a community of servant leaders dedicated to nurturing the whole child through excellence, accountability, rigor, and professionalism.

The Croatan Way
[Effect Size Breakdown](#)

Domain	Concepts (related to NCEES)	Exemplary Behaviors, Qualities, Strategies		
School Culture	At Croatan, we foster an inclusive and collaborative community where students are empowered to reach their highest potential and evaluate their impact.	Lack of Disruptive Behavior	Clarity	Knows current levels of understanding
		Expectations	Understand where they are going and be confident to take on the challenge.	Select tools to guide their learning
		Seeks feedback and recognizes opportunities to learn	Monitors progress and adjusts their learning	Recognize their learning and teach others

Classroom Culture	<p><u>Relationships, Personal Presence</u> (2a, 2c, 2e), (2a-e, 4f), (1a, 1d, 2c, 3b, 4e, 5a) Teachers become significant in students' lives to boost engagement, seek to increase parental involvement and collaborate with stakeholders to enhance the educational experience for all students.</p>	<table border="1"> <tr><td>Students before School</td><td>Students after School</td><td>Students at Lunch</td></tr> <tr><td>Club Advisor / Coach</td><td>Greeting Students</td><td>Routine e-mail to Parents</td></tr> <tr><td>Relationships</td><td>Authenticity</td><td>Parent Letter</td></tr> <tr><td>Visibility</td><td>Names and Connections</td><td>Thank Students</td></tr> <tr><td>Sense of Respect</td><td>Desire</td><td>Peer/admin Feedback</td></tr> <tr><td>Time</td><td>Professionalism</td><td>Excitement</td></tr> <tr><td>Passion</td><td>Proximity</td><td>Life-long Learning</td></tr> <tr><td>Personal Questionnaires</td><td>Students are Priorities</td><td>Attend Extra-curriculars</td></tr> <tr><td>Extreme Planning</td><td>Explicit Instruction</td><td>Value Student Voice</td></tr> <tr><td>"No opt-out"</td><td>Following School/LEA Policies</td><td>Intentional Planning</td></tr> </table>	Students before School	Students after School	Students at Lunch	Club Advisor / Coach	Greeting Students	Routine e-mail to Parents	Relationships	Authenticity	Parent Letter	Visibility	Names and Connections	Thank Students	Sense of Respect	Desire	Peer/admin Feedback	Time	Professionalism	Excitement	Passion	Proximity	Life-long Learning	Personal Questionnaires	Students are Priorities	Attend Extra-curriculars	Extreme Planning	Explicit Instruction	Value Student Voice	"No opt-out"	Following School/LEA Policies	Intentional Planning															
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Instructional Planning	<p><u>Rigor, Relationships, Clear Learning Goals, Intentional Planning with Professional Collaboration</u> (3a-d) (1b, 1c, 2d, 5b) Teachers clearly define lesson outcomes and use backward design to plan units aligned with NC standards. In Professional Learning Communities, they collaborate to create engaging lessons, high-level questions, and tasks, believing teamwork best addresses students' evolving needs.</p>	<table border="1"> <tr><td>Planner (Digital / Paper)</td><td>Common Planning</td><td>Embrace Rigor</td></tr> <tr><td>Semester Plan</td><td>Progress Monitoring</td><td>Plan Bell-to-Bell</td></tr> <tr><td>Co-teach</td><td>Follow Curriculum</td><td>Well organized LMS</td></tr> <tr><td>Authentic Feedback</td><td>Repetition</td><td>Create Curriculum Maps</td></tr> <tr><td>Explicit Instruction</td><td>Intentional Planning</td><td>Gradual Release model</td></tr> <tr><td>Backwards Design</td><td>Department PLC</td><td></td></tr> </table>	Planner (Digital / Paper)	Common Planning	Embrace Rigor	Semester Plan	Progress Monitoring	Plan Bell-to-Bell	Co-teach	Follow Curriculum	Well organized LMS	Authentic Feedback	Repetition	Create Curriculum Maps	Explicit Instruction	Intentional Planning	Gradual Release model	Backwards Design	Department PLC																												
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Instruction	<p><u>Effective Questioning, Rigor, Intentional Planning & Conscious attention</u> (4a-c, 4f-g) <u>Rigor, Effective Questioning, Mid-Course Corrections and Performance Feedback</u> (4a-c, 4h) Teachers maximize instructional time by focusing students on learning activities. Lessons include explicit instruction, guided practice, independent work, and adaptable closures, adjusting quickly to meet students' needs and interests.</p>	<table border="1"> <tr><td>Pair-Share-Think</td><td>Efficient Class Warm-up</td><td>Pacing Changes</td></tr> <tr><td>Small Group Collaboration</td><td>Activity Changes</td><td>Humor</td></tr> <tr><td>Cold Calling Names</td><td>Movement Changes</td><td>No Heads on Desks</td></tr> <tr><td>Choose Text of Interest</td><td>Students write Notes</td><td>100% Focus/Monitoring</td></tr> <tr><td>Enthusiasm</td><td>Real-life Connections</td><td>Socratic Setup</td></tr> <tr><td>Bell-ringers</td><td>Formative Assessments</td><td>Vary Locations</td></tr> <tr><td>Assignment Time-limits</td><td>Effective Transitions</td><td>"No opt out"</td></tr> <tr><td>Explicit Instruction</td><td>Intentional Planning</td><td>Targeted Questioning</td></tr> <tr><td>HW Checks</td><td>Popsicle Sticks</td><td>Connections/Extensions</td></tr> <tr><td>Verbal Checks</td><td>Re-teach</td><td>Learning Styles</td></tr> <tr><td>Exit Tickets</td><td>Abandon</td><td>Questioning Techniques</td></tr> <tr><td>Growth Mindset</td><td>Mastery Summaries</td><td>Formative Assessments</td></tr> <tr><td>Active Participation</td><td>Questioning Techniques</td><td>Benchmarks</td></tr> <tr><td>Authentic Feedback</td><td>Targeted Questioning</td><td>Explicit Instruction</td></tr> <tr><td>Intentional Planning</td><td>Prompt Posting of Grades</td><td></td></tr> </table>	Pair-Share-Think	Efficient Class Warm-up	Pacing Changes	Small Group Collaboration	Activity Changes	Humor	Cold Calling Names	Movement Changes	No Heads on Desks	Choose Text of Interest	Students write Notes	100% Focus/Monitoring	Enthusiasm	Real-life Connections	Socratic Setup	Bell-ringers	Formative Assessments	Vary Locations	Assignment Time-limits	Effective Transitions	"No opt out"	Explicit Instruction	Intentional Planning	Targeted Questioning	HW Checks	Popsicle Sticks	Connections/Extensions	Verbal Checks	Re-teach	Learning Styles	Exit Tickets	Abandon	Questioning Techniques	Growth Mindset	Mastery Summaries	Formative Assessments	Active Participation	Questioning Techniques	Benchmarks	Authentic Feedback	Targeted Questioning	Explicit Instruction	Intentional Planning	Prompt Posting of Grades	
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Evaluation & Reflection	<u>Relationships, Rigor, Effective Questioning, Intentional Planning, & Diagnosis</u> (1a, 4a, 4b, 4h, 5b, 5c) Teachers collaboratively analyze evidence of student learning, including EOC scores, EVAAS data, failure rates, benchmarks, and common assessments, to guide instruction. They use multiple measures to assess progress, model a growth mindset, and engage in proactive data discussions. Teachers provide timely, specific feedback to help students understand misconceptions and improve learning.			
		EVAAS Projection	Analyze Data	View Grades in all Classes
		Meet w/ Prior Teacher	Released Tests	Intuition
		Weekly Quizzes	Discuss with Students	Systematic Review
		Remediation/Enrichment	Individualized Instruction	Formative Assessments
		Questioning Techniques	Real-time Monitoring	Intentional Planning
		Targeted Questioning		

Goal 1:

SMART Goal for Teaching with Intent

Over the next two years, improve the effectiveness of instruction by using assessments to guide teaching practices, ensuring transparency, timely feedback, teacher clarity, and the implementation of common assessments.

Specific

- Objective: Utilize formative and summative assessments to inform instructional practices.
- Components: Focus on transparency, feedback, teacher clarity, and common assessments.

Measurable

- Metrics: Track student performance data, teacher feedback records, and assessment implementation consistency.
- Tools: Standardized test scores, teacher-created assessment results, student feedback surveys, and observation checklists.

Achievable

- Resources: Professional development sessions, teacher collaboration time, assessment creation tools, and administrative support.
- Support: Regular meetings with instructional coaches and peer review sessions.

Relevant

- Alignment: Supports school improvement plans and district educational goals.
- Impact: Enhances student learning outcomes and instructional quality.

Time-bound

- Duration: Two-year period with quarterly targets.

Quarterly Targets

Year 1

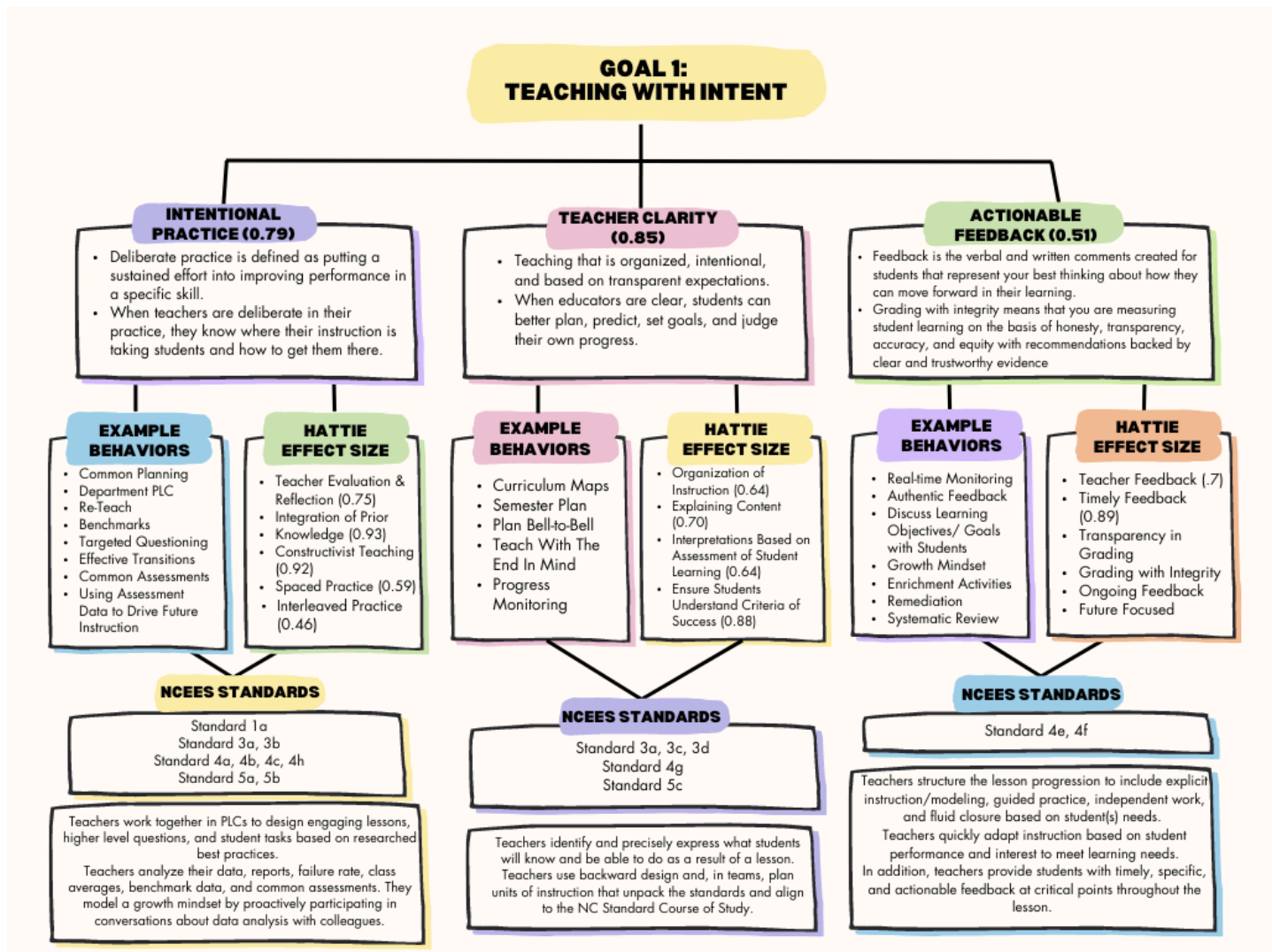
- **Q1 (September - November 2024):**
 - Establish a baseline of current assessment practices, interleaving usage, and teaching clarity.

- Provide initial professional development on the use of assessments.
- Develop and distribute a common assessment template.
- Implement the first set of common assessments in all relevant subjects.
- **Q2 (December 2024 - February 2025):**
 - Implement the first set of common assessments in all relevant subjects (final exams).
 - Begin regular feedback sessions for teachers based on assessment data.
 - Create a transparent data-sharing platform for teachers and administrators.
 - Encourage the integration of interleaving in lesson planning and monitor its use.
- **Q3 (March-May 2025):**
 - Analyze first-semester data to identify strengths and areas for improvement.
 - Adjust instructional strategies based on assessment results.
- **Q4 (June - August 2025):**
 - Reassess and refine common assessment tools based on teacher and student feedback.
 - Hold mid-year review meetings to discuss progress and next steps.
 - Provide additional professional development based on identified needs.

Year 2

- **Q5 (September - November 2025):**
 - Continue implementing refined common assessments.
 - Monitor and document changes in instructional practices.
 - Collect and analyze student feedback on clarity and understanding.
 - Conduct peer observations focusing on the use of assessment data in instruction.
- **Q6 (December 2025 - February 2026):**
 - Conduct a thorough analysis of the first year's data.
 - Report findings to all stakeholders, highlighting successes and areas for improvement.
 - Adjust professional development plans based on data analysis.
- **Q7 (March - May 2026):**
 - Implement targeted instructional strategies based on continuous assessment data.
 - Facilitate teacher-led workshops to share best practices.
 - Maintain ongoing feedback loops for students and teachers.
- **Q8 (June 2026):**
 - Conduct end-of-year assessments and comprehensive data analysis.
 - Compare student performance data against the baseline to measure progress.
 - Finalize and document successful strategies and practices for future use.

By the end of the two years, teachers will have integrated assessments seamlessly into their instructional practices, leading to enhanced transparency, timely feedback, improved teacher clarity, and effective use of common assessments. This process will result in a measurable improvement in student performance and instructional quality.



Goal 2:

SMART Goal for: Enhancing Collective Efficacy and Teacher Credibility

Specific: Increase student achievement and engagement by enhancing collective efficacy among teachers and improving teacher credibility through professional development, collaborative practices, and consistent feedback mechanisms.

Measurable:

- Conduct biannual surveys to measure teacher perceptions of collective efficacy and their credibility.
- Track student performance metrics such as grades, standardized test scores, and attendance rates.
- Implement and monitor the frequency and quality of professional development sessions and collaborative planning meetings.

Achievable:

- Provide targeted professional development workshops focused on strategies to build collective efficacy and enhance teacher credibility.

- Establish teacher learning communities to foster collaboration and share best practices.
- Implement a peer observation and feedback system to support ongoing professional growth.

Relevant:

- Align this goal with the school's mission to provide high-quality education and foster a positive learning environment.
- Address the needs identified in previous school assessments and feedback from stakeholders, including teachers, students, and parents.

Time-Bound:

- Year 1: Conduct initial surveys and assessments, establish professional development plans, and initiate teacher-learning communities.
- Year 2: Implement peer observation systems, conduct mid-year and end-of-year surveys, and evaluate progress based on student performance metrics and teacher feedback.

Timeline and Milestones:

Year 1:

- Q1: Conduct initial surveys to assess current levels of collective efficacy and teacher credibility. Plan and schedule professional development sessions.
- Q2: Launch professional development workshops and establish teacher learning communities. Begin regular collaborative planning meetings.
- Q3: Implement initial peer observation and feedback systems. Collect mid-year data on student performance and teacher feedback.
- Q4: Review progress, adjust strategies based on feedback, and plan for the next academic year.

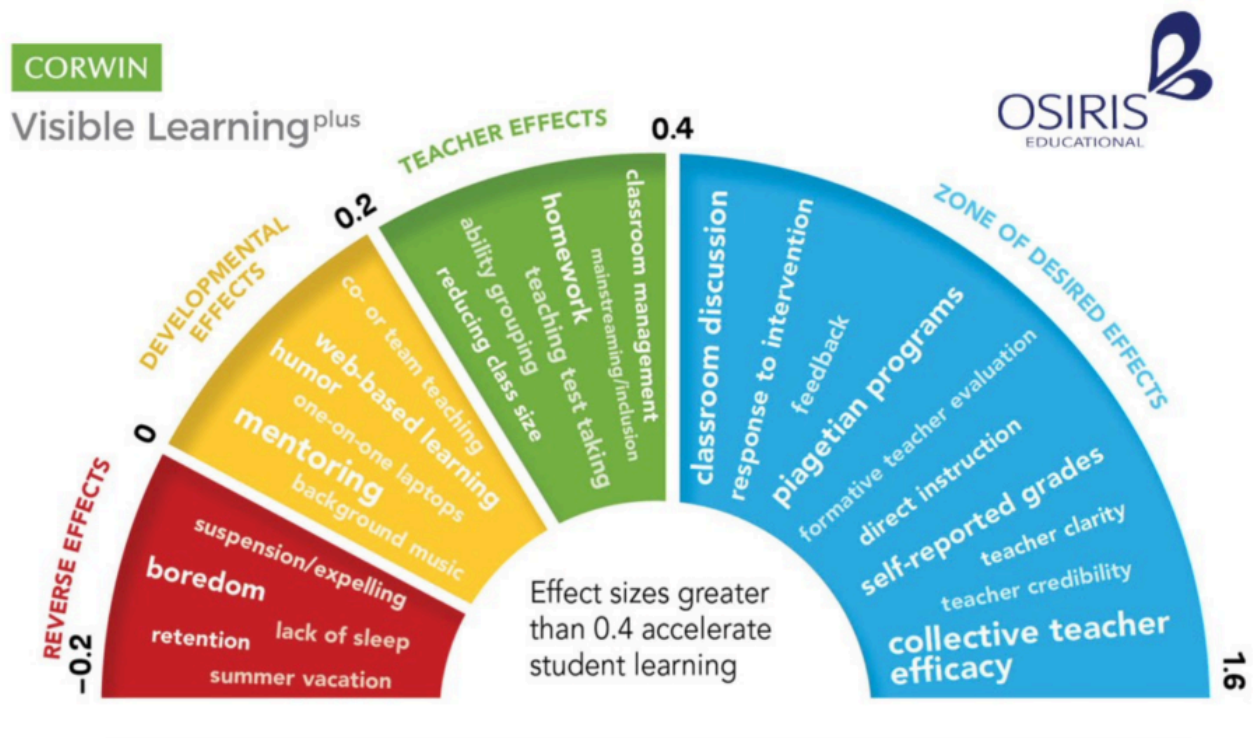
Year 2:

- Q1: Continue professional development and collaborative meetings. Conduct follow-up surveys to measure progress.
- Q2: Enhance peer observation systems with refined feedback mechanisms. Collect and analyze mid-year data.
- Q3: Assess the impact on student performance, adjust strategies as needed, and continue to support teacher development.
- Q4: Conduct final surveys and evaluations. Summarize findings, celebrate achievements, and plan for ongoing improvement in subsequent years.

Evaluation:

- Surveys: Biannual surveys to assess changes in collective efficacy and teacher credibility.
- Student Performance: Analyze grades, standardized test scores, and attendance rates.
- Feedback: Collect qualitative feedback from teachers and students regarding the impact of the initiatives.
- Professional Development Participation: Track attendance and engagement in professional development and collaborative activities.

By the end of the two-year period, the goal is to see a measurable increase in both collective efficacy and teacher credibility, leading to improved student outcomes and a more cohesive, effective teaching environment.



<https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>

<https://visible-learning.org/wp-content/uploads/2022/01/250-Influences.pdf>

- Classroom
- Teacher
- Student Learning Strategies
- Teaching Strategies
- Technology, School, Out of School Strategies

Strategies Proven to Positively Influence Student Achievement	Effect Size	Effect Size	Strategies Proven to Negatively Influence Student Achievement
• Small group learning	0.47	-0.32	• Retention (Holding Students Back)
• Accelerated Programs	0.68	-0.19	• Students feeling disliked
• Enrichment Programs	0.48	0.10	• Background Music
• Behavioral Intervention Programs	0.62	0.05	• Teacher Performance Pay
• Strong Classroom Cohesion	0.53	0.10	• Initial Teacher Training Programs
• Teacher Credibility	1.09	0.02	• Student Control Over Learning

• Teacher Estimates of Achievement	1.29	0.12	• Different Types of Testing
• Micro-teaching/ video review of lessons	0.88	0.04	• Humor
• Elaboration and organization	0.75	0.23 - 0.33	• Technology in Math, Reading, Science, etc.
• Evaluation and reflection	0.75		
• Transfer Strategies	0.86		
• Strategies to Integrate Prior Knowledge	0.93		
• Cognitive Task Analysis	1.29		
• Jigsaw Method	1.20		

Admin Goal

MTSS SMART Goal for: Improving Attendance and Developing Systematic Monitoring of Grades and Behaviors

Overall SMART Goal:

By the end of the 2025-2026 academic year, our high school will improve overall student attendance by 10% and implement a comprehensive, systematic approach to monitoring and supporting student grades and behaviors, achieving a reduction in chronic absenteeism by 15% and a reduction in major behavioral incidents by 20%.

Year 1: 2024-2025

Q1 Objectives:

1. Attendance:
 - Establish baseline attendance data and set up an attendance monitoring system by the end of Q1.
 - Launch an attendance awareness campaign targeting students and families.
2. Grade Monitoring:
 - Select and train staff on a digital grade tracking platform by the end of Q1.
 - Ensure all teachers are updating grades weekly on the new platform.
3. Behavioral Monitoring:
 - Implement a behavior tracking system and train staff on its use by the end of Q1.
 - Introduce the PBIS framework and conduct initial training sessions for staff.

Q2 Objectives:

1. Attendance:

- Identify students at risk of chronic absenteeism and develop individualized support plans by mid-Q2.
 - Achieve a 2.5% increase in overall attendance by the end of Q2.
2. Grade Monitoring:
 - Conduct bi-weekly grade monitoring meetings starting in Q2.
 - Begin individualized academic interventions for students identified as at-risk.
 3. Behavioral Monitoring:
 - Begin regular data collection on behavioral incidents and positive behaviors.
 - Reduce major behavioral incidents by 5% by the end of Q2.

Q3 Objectives:

1. Attendance:
 - Implement incentives and recognition programs for improved attendance.
 - Achieve an additional 2.5% increase in overall attendance by the end of Q3.
2. Grade Monitoring:
 - Evaluate the effectiveness of academic interventions and adjust as necessary.
 - Ensure 100% compliance with weekly grade updates and feedback.
3. Behavioral Monitoring:
 - Conduct follow-up PBIS training sessions for staff.
 - Reduce major behavioral incidents by an additional 5% by the end of Q3.

Q4 Objectives:

1. Attendance:
 - Review and refine attendance support plans based on effectiveness.
 - Achieve a total 5% increase in overall attendance by the end of Q4.
2. Grade Monitoring:
 - Continue bi-weekly monitoring meetings and adjust interventions as needed.
 - Prepare and review end-of-year grade data to assess overall progress.
3. Behavioral Monitoring:
 - Assess the impact of PBIS implementation and make necessary adjustments.
 - Achieve a total reduction of 10% in major behavioral incidents by the end of Q4.

Year 2: 2025-2026

Q1 Objectives:

1. Attendance:
 - Analyze attendance data from the previous year and refine strategies.
 - Achieve an additional 2.5% increase in overall attendance by the end of Q1.
2. Grade Monitoring:
 - Ensure continuation of weekly grade updates and bi-weekly monitoring meetings.
 - Identify and support new at-risk students based on the first quarter data.
3. Behavioral Monitoring:

- Continue regular data collection and adjust PBIS strategies.
- Achieve a 5% reduction in major behavioral incidents by the end of Q1.

Q2 Objectives:

1. Attendance:
 - Maintain and enhance attendance incentives and recognition programs.
 - Achieve an additional 2.5% increase in overall attendance by the end of Q2.
2. Grade Monitoring:
 - Conduct mid-year reviews of academic progress and intervention outcomes.
 - Refine and implement new intervention strategies as needed.
3. Behavioral Monitoring:
 - Conduct additional PBIS training sessions as required.
 - Achieve a 5% reduction in major behavioral incidents by the end of Q2.

Q3 Objectives:

1. Attendance:
 - Review and update attendance support plans based on mid-year data.
 - Achieve an additional 2.5% increase in overall attendance by the end of Q3.
2. Grade Monitoring:
 - Continue bi-weekly monitoring meetings and ensure intervention effectiveness.
 - Prepare for end-of-year assessments and interventions for at-risk students.
3. Behavioral Monitoring:
 - Evaluate PBIS effectiveness and make necessary adjustments.
 - Achieve a total reduction of 15% in major behavioral incidents by the end of Q3.

Q4 Objectives:

1. Attendance:
 - Conduct final review and analysis of attendance data for the year.
 - Achieve the final 10% increase in overall attendance by the end of Q4.
2. Grade Monitoring:
 - Review end-of-year grades and overall progress.
 - Assess the effectiveness of the grade monitoring system and make improvements for the following year.
3. Behavioral Monitoring:
 - Conduct a comprehensive evaluation of PBIS implementation.
 - Achieve the final 20% reduction in major behavioral incidents by the end of Q4.

By systematically addressing these objectives each quarter, the school will make measurable progress toward improving attendance and developing a robust system for monitoring and supporting student grades and behaviors over the two-year period.