

Comprehensive Progress Report

Mission:

Ranson IB is a passionate community that is student centered, building leaders who are globally prepared agents of social change.

Vision:

Building Power with Communities

Goals:

By the end of the 2019-2020 school year, 35% of our scholars will be marked proficient or CCR (College & Career Ready) according to the state Reading and Math EOG assessment. The remaining 65% of our scholars which is inclusive of all subgroups, will show a 10% growth from their 2018-2019 EOG assessments. Ranson IB Middle School will meet high growth as a result of our focus on the aforementioned proficiency targets. Performance Measures: Activities/Actions: -School Wide MAP Assessment for Baseline -Unit Plan & Lesson Plan Review -CT3 Instructional Strategy PD -RTTC *Expected Outcomes/Evidence of Completion: -Increased student engagement -Planned lesson sections with focus on modeling, demonstrating, think-alouds and explaining -Frequent checkpoints to gauge progress & mastery -Differentiated Instruction

Provide a duty-free lunch period for every teacher on a daily basis, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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>		We will be using the "No, Nonsense, Nurturing" format to create a caring environment that shapes our school culture. We will utilize the "SER Guide" (Student Engagement Rubric) to assess where each class is and what the next steps are for each teacher in RTTC.	Limited Development 10/03/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Design and create differentiated PD pathways to include a fusion of IBMYP, AVID , & CT3/RTTC-I to support instructional coaching and IB teaching & learning		Jonnecia Alford	05/31/2020
Actions			0 of 7 (0%)		
	10/3/17	Create a long term PD plan that will include the infusion of all instructional platforms (AVID, MYP, NNN)		Shanniska Howard	05/31/2020
		<i>Notes:</i>			
	10/17/18	Merge/Overlay all instructional strategies to support and meet our individual teacher needs through differentiation and Individual PD pathway design		Jonnecia Alford	05/31/2020
		<i>Notes:</i>			
	10/21/18	Create a train the trainer model with the ILT team to support ½ day PD that will be content based		Shanniska Howard	05/31/2020
		<i>Notes:</i>			
	10/21/18	Establish PDL (Personalized Digital Learning Pathways) opportunities for scholars through the use of Extended Day funding & Title I funding		Shanniska Howard	05/31/2020
		<i>Notes:</i>			
	10/21/18	Establish an AVID cadre – monthly MYP/AVID cadre meetings for alignment		Shanniska Howard	05/31/2020
		<i>Notes:</i>			
	10/21/18	Create an IB CTE Pathway Plan – PDL Team for PDL implementation		Shanniska Howard	05/31/2020
		<i>Notes:</i>			
	10/24/17	The Instructional Leadership Team will be trained in the "Management & Instructional" components of "Real Time Teacher Coaching"		Jonnecia Alford	05/31/2020
		<i>Notes:</i>			
Implementation:			05/14/2018		

Evidence	5/14/2018 We have 95% of our classrooms reaching their classroom RTTC goals.			
Experience	5/14/2018 The ILT team has been fully trained in all aspects of RTTC. Team members utilize this model for coaching and classroom walkthroughs.			
Sustainability	5/14/2018 Moving forward we will review the instructional components of this model to see which one will be the strategy of focus.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The ILT will collaborate to develop standards-aligned instructional units and daily lesson plans. These standards aligned units and lesson plans of instruction will include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible. This information will be shared within their PLC's (Professional Learning Communities). The designed unit plans and lesson plans will be reviewed for standards alignment and differentiation as well as ensure that the needs of all scholars (Special Education, ELL, & AIG, etc) are met.	Limited Development 05/13/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>Lead planners will be utilized to create instructional unit plans for the school year. All unit plans will be reviewed for alignment to CCSS and MYP. Tuesday and Thursday are designated sacred PLC days. Tuesday is utilized for teacher practice of the upcoming instructional strategy. This is the time for "Perfect Practice" and real time coaching feedback from the MCL/PLC lead. Thursday is set aside for data review of the weekly learn check. All units will be housed on Google drive. Our instructional platform will be rooted in the following three areas, ATL (Approaches to Learning), FI (Focused Instruction), and AVID.</p> <p>Unit plans and lesson plans will be reviewed for standards alignment and differentiation to ensure that the needs of all scholars (SWD, ELL, & AIG, etc) are met.</p>		Shanniska Howard	05/31/2020
<i>Actions</i>			0 of 3 (0%)		
	12/6/16	Utilization of MAP data to ensure review and update summer unit plans and daily lesson plans for all subjects		Jonnecia Alford	05/31/2020
	<i>Notes:</i> MCL's & PLC Leads will have designated planning days to support Unit Plan design and alignment.				
	10/24/17	Implementation and development of a system to support the review of lesson plans, unit plans, and assessment creations, by ensuring their alignment to MYP Objectives, CCSS, as well as differentiation to meet the needs of all scholars		Shanniska Howard	05/31/2020

<i>Notes:</i>				
10/24/17	IB Units will be designed by MCL's & Lead Planners for 1st & 2nd Semester during summer planning days.		Shanniska Howard	05/31/2020
<i>Notes:</i>				
Implementation:		01/25/2018		
Evidence	4/19/2017 Completed Instructional Action Plans			
Experience	4/19/2017 MCL's & Lead Planners have met each quarterly to revise and reflect on unit plans to support the data as we begin to prepare for our EOG's.			
Sustainability	4/19/2017 We will review these plans after Mock to see what other adjustments will need to be made.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we are in the beginning stages of Implementing effective aligned teaching practices. This is a priority. We are utilizing the SER (Student Engagement Rubric) to norm our observations and look-fors in instructional engagement.	Limited Development 09/26/2018		
How it will look when fully met:		Teachers will be at a Phase 3 on the Focused Instruction rubric, AVID strategies will be infused in instruction, and ATL's will be infused in all instruction school wide. We will also establish a built in scholar success block to support remediation, differentiation, extension, and personalized learning. We will utilize iReady, Edgenuity, Educators Handbook, and Global Learning Solutions to support this goal.		Jonnecia Alford	05/31/2020
Actions			6 of 7 (86%)		
9/26/18	ILT will prepare PD for the early release PD days		Complete 05/28/2019	Jonnecia Alford	05/28/2020
<i>Notes:</i>					
9/26/18	ATL's PD and activities will become a part of the staff meetings & updates		Complete 05/28/2019	Shanniska Howard	05/31/2020
<i>Notes:</i>					

10/17/18	MAP Data will support differentiated instruction. We will utilize Title I funding to purchase instructional programming to support personalized learning paths and we will utilize Extended Day funding to design a tutorial program for our Tier II scholars	Complete 05/28/2019	Shanniska Howard	05/31/2020
<i>Notes:</i>				
10/21/18	Establish PDL opportunities for scholars to extend their learning, teacher remediation, and instructional differentiation through a blended learning model	Complete 05/28/2019	Shanniska Howard	05/31/2020
<i>Notes:</i>				
10/21/18	Using the benchmark data trackers created by MCLs to determine MTSS needs	Complete 05/28/2019	Angela Weddington	05/31/2020
<i>Notes:</i>				
10/21/18	Built-in remediation block – High II's and Low III's (35th – 50th percentile MAP) pulled and placed with ELA/ Math teachers		Jonnecia Alford	05/31/2020
<i>Notes:</i>				
10/21/18	Implement ESL and EC joint planning time with core content teachers (monthly)	Complete 05/28/2019	Jonnecia Alford	05/31/2020
<i>Notes:</i>				

	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 are an IB school. Within the MYP program, the "Learner Profiles" speak to the emotional and social development of our scholars. We have always utilized the profiles to speak about the type of citizen that we should all strive to be. The learner profiles will be threaded throughout our school practices as well as included in our advisory lessons. This is a huge opportunity for our school to add another layer to something that we do very well and continue to build alignment with our IB expectations.	Limited Development 05/17/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		Olivette Myers	05/31/2020
Actions				0 of 4 (0%)		
	10/3/17	Bully Liaison/Bully Prevention Continue to implement a bullying and harassment committee within the structure of the character education committee to proactively address issues Provide bullying and harassment information regularly through the school counselor's website, as well as through school activities and closed-circuit broadcasts as the start of the school day to keep students and parents informed			Olivette Myers	05/31/2020
<i>Notes:</i>						
	10/24/17	Character Education: Establish and maintain consistent behavior expectations throughout the school environment Utilize Class Dojo to implement a positive praising environment Recognize scholars selected for good character during monthly incentives Integrate the Learner Profiles in Class Dojo (Character Development Platform)			Olivette Myers	05/31/2020
<i>Notes:</i>						
	10/24/17	Healthy Active Child for 30 minutes: All scholars will engage in 30 minutes of healthy activity daily			Shanniska Howard	05/31/2020
<i>Notes:</i>						

10/3/18	School Health Team: The school health team will meet at least quarterly to ensure implementation of the district's wellness plan for staff and students The school health team will highlight healthy practices throughout the year and encourage partnerships with families and community agencies for healthy living		Olivette Myers	05/31/2020
<i>Notes:</i>				
Implementation:		10/01/2018		
Evidence	10/3/2017 We just had our first school wide incentive based on the data from "Class Dojo."			
Experience	10/3/2017 The culture cadre created a system wide implementation of class Dojo to monitor behavior and to provide an incentive system.			
Sustainability	10/3/2017 We will continue to calibrate the use of this tool to ensure that scholars are having opportunities for restoration for loss points.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date			
<i>Initial Assessment:</i>	Currently we work with our counselors to communicate and complete scholar schedules and transitions.	Limited Development 10/03/2017				Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	We will develop, implement, and evaluate explicit and ongoing plans to support scholar transitions across grades and levels of schooling. We will provide appropriate supports; that include, but are not limited to personalized learning and high school course offerings. Closing the social capital gap between low-income students and their peers through early college programs, college/career advising, and predictive analytics systems have proven effective for students transitioning out of high school into colleges and/or careers. We will have an established recruiting pipeline for our IB program and the matriculation of our IB Scholars.	Objective Met 05/14/18	Shanniska Howard	05/31/2020	Actions				
10/3/17	Regularly recruit scholars for our IB program; Create opportunities for incoming IB scholars to experience Ranson IB Middle School	Complete 08/13/2019	Shanniska Howard	08/31/2019	<i>Notes:</i>				
10/24/17	Partner with West Charlotte High School to create a designated recruitment pipeline for all scholars that will be matriculating to their IBMYP program as well as their Technology Academy	Complete 08/13/2019	Shanniska Howard	05/31/2020	<i>Notes:</i>				
10/3/18	Design a long term plan for whole school implementation of IB across the 8 Core Contents	Complete 08/13/2019	Shanniska Howard	05/31/2020	<i>Notes:</i>				
<i>Implementation:</i>		05/14/2018			<i>Evidence</i>	5/14/2018 We grew our IB population over 100%.			
<i>Experience</i>	5/14/2018 Through our partnership with JCSU, we have created a strong pipeline of recruitment for scholars attending West Charlotte's IB & Tech Academy.								

Sustainability	5/14/2018 Ensuring scholars have all prerequisite coursework to be successful for the programs.			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	From the LEA/District: The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus, Priority, and Targeted Support schools. The meetings included specific requirements identified under the current federal regulations and NC Waiver, utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Department facilitates meetings, if requested, and provides stakeholders additional information to help in decision making. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Title I Office will also provide training in NCStar to principals and process managers.	Limited Development 05/17/2016		
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How it will look when fully met:	We will establish an instructional leadership team (ILT) that meets monthly with zone leaders to create a long term action plan to support the districts Strategic Plan for 2024.		Neodria Brown	05/31/2020
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Actions		0 of 3 (0%)		
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10/24/18	Establish a clear expectation for our school's instructional core: Planning, Execution, Student Culture		Neodria Brown	05/31/2020
<i>Notes:</i>				
10/24/18	Establish a personalized digital learning team to design a personalized learning platform for scholars.		Neodria Brown	05/31/2020
<i>Notes:</i>				
10/24/18	Collaborate with the ILT to support the building of teacher knowledge, Content, and Knowledge/Skill		Neodria Brown	05/31/2020

Notes:

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:		Our current implementation consists of bi-weekly meetings that are rooted in classroom observations.	Limited Development 10/01/2018		
How it will look when fully met:		ILT will become a training time for all instructional leaders to strengthen their skill sets and become expert trainers in our instructional strategies and foci.	Objective Met	Neodria Brown	05/31/2020
Actions			3 of 3 (100%)		
	10/17/18	Bi-Weekly ILT Meeting	Complete 08/13/2019	Neodria Brown	05/31/2020
<i>Notes:</i>					
	10/17/18	Focused Agendas based on 2018-2019 SIP Goals	Complete 08/13/2019	Neodria Brown	05/31/2020
<i>Notes:</i>					
	10/17/18	Monitoring and Assignment of coaches for all ILT members.	Complete 08/13/2019	Neodria Brown	05/31/2020
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We provide a duty free lunch period for every teacher on a daily basis.	Limited Development 10/03/2018		
How it will look when fully met:		School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel.	Objective Met	Neodria Brown	05/31/2020
Actions			2 of 2 (100%)		
	10/3/18	CSA's, BMT's, and Grade Level leaders will monitor student lunch times	Complete 08/13/2019	Neodria Brown	05/31/2020
<i>Notes:</i>					
	10/17/18	Meeting with Culture Cadre to design advisory activities that are geared towards social and emotional wellness of scholars	Complete 08/13/2019	Neodria Brown	05/31/2020
<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
Initial Assessment:			Minimum amount of time for teacher collaboration and individual planning	Limited Development 10/01/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Teachers will have designated planning blocks and days that are uninterrupted.	Objective Met 05/29/19	Angela Weddington	05/31/2019
Actions						
	10/1/18		Provide weekly, duty-free instructional planning time for every teacher	Complete 05/28/2019	Angela Weddington	05/31/2019
<i>Notes:</i>						
	10/1/18		Planned PLC days and times	Complete 05/29/2019	Angela Weddington	05/31/2019
<i>Notes:</i>						
	10/17/18		Planning of PD on early release days	Complete 05/29/2019	Angela Weddington	05/31/2020
<i>Notes:</i>						
Implementation:				05/29/2019		
	Evidence		5/29/2019			
	Experience		5/29/2019			
	Sustainability		5/29/2019			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Lead planners have been developing the instructional curriculum. This has led to some instructional gaps and challenges with instructional delivery.	Limited Development 10/01/2018		
<i>How it will look when fully met:</i>		The principal will establish clear expectations and processes for team planning and for instructional delivery. This will include monitoring of the work, designated planning times and classroom visits.		Neodria Brown	05/31/2020
Actions			0 of 7 (0%)		
10/21/18		Spend the next set of weeks in teacher classrooms to identify coaching needs & support (establish a monthly checkpoint) 10% increase, per scholar, between each benchmark assessment – CIA, NC Check In, MSL Increase individual Reading and Math Scores by 5 – 6 RIT points each testing session (Fall to Spring)		Neodria Brown	05/31/2020
<i>Notes:</i>					
10/21/18		Design a student data tracker to support ownership - Students should begin to track their data as well. Allowing them some buy in will support them setting goals. Student-Led conferences are a huge part of IB. If the students don't understand what they are to master, they cannot own it either. This will help the teacher have data discussions and 1:1 conversations.		Jonnecia Alford	05/31/2020
<i>Notes:</i>					
10/21/18		Analyze Fall MAP data, in comparison to learn check data to determine the need to implement a remediation/ enrichment period into the master schedule		Shanniska Howard	05/31/2020
<i>Notes:</i>					

10/21/18	Establish data days for MCLs and teachers after each benchmark assessment to delve into the data and tailor coaching support as needed		Jonnecia Alford	05/31/2020
<i>Notes:</i>				
10/1/18	Constant Review of Units & Daily Lesson Plans		Neodria Brown	05/31/2020
<i>Notes:</i>				
10/1/18	Scheduled planning days for lead planners		Neodria Brown	05/31/2020
<i>Notes:</i>				
10/17/18	ILT meetings will focus on the practice and execution of aligned instruction. This will include student work analysis and standardization.		Neodria Brown	05/31/2020
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Current Level of Development (by LEA): Data driven instruction and the use of leading indicator data are the primary strategies to progress monitor in the LIFT Learning Community. Additionally, school walkthroughs followed by coaching conversations have provided additional ways to assess school progress and provide feedback needed for adjustments. A learning community teaching and learning team can be deployed to support and respond to efforts to improve. The Project L.I.F.T. Learning Community extends professional development and other experiences that support school transformation to instructional leadership team members, teacher leaders, deans and assistant principals. To date, opportunities for this have been inconsistent resulting in fragmented understanding of expectations and new learning to appropriately drive change. From the LEA/District: District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied.

Limited Development
05/13/2016

How it will look when fully met:	All teachers will show proficiency in their use of Focused Instruction by being rated at a Phase 3. This focus will impact student data and inform teacher instruction.		Neodria Brown	05/31/2020
Actions		0 of 3 (0%)		
10/1/18	Monitoring of coaching observation documentation		Neodria Brown	05/31/2020
	<i>Notes:</i>			
10/1/18	Aligned Instruction to NCSS		Neodria Brown	05/31/2020
	<i>Notes:</i>			
10/17/18	Provide whole school professional development based on teacher instructional needs by designing individual professional development pathways for each teacher.		Neodria Brown	05/31/2020
	<i>Notes:</i>			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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	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
Initial Assessment:			Current Level of Development (from LEA): Project L.I.F.T. has established a strong system for recruiting, evaluating, rewarding, and replacing staff. Recruiting for L.I.F.T. positions begins very early (December) and runs through the beginning of the next school year. We have developed key messages to attract talent from around the region. In addition, we have established a rigorous screening process to ensure we hire the best talent available. Evaluation of staff is critical and we have sought to provide regular feedback to every teacher. We also develop leadership capabilities within teachers and further develop teacher leaders and administrators . Along with the standard evaluations the state requires, we regularly observe and give feedback to staff members. We also use a common set of competencies across the entire learning community to force rank our staff. Our evaluations inform our reward system. Those teachers who are ranked in the top percentile of their school are rewarded monetarily as well as with accolades and invitations to special celebratory events. Also, those teachers who show the highest growth receive a monetary reward. With a robust recruitment plan we have been able to replace staff effectively. We had less than 4 openings for the start of school this past school year. From the LEA/District: In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit,	Limited Development 05/13/2016		

evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. For example, some principals receive incentives for leading high-needs schools on an as-needed basis, though the practice is not systematic, limiting impact. In the fall, Title I funds will begin to be used by some schools to recruit and retain staff with 3 or more years of experience in designated areas (ELA, math, science, EC, ELL), creating the potential to positively improve the quality of staff hired and increase the likelihood of retaining them. In addition, staff in Project LIFT schools receive signing bonuses as well as performance bonuses based on a rubric, offering incentives for staff to work in a high-needs feeder pattern. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled “Opportunity Culture” as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district’s human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district’s strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. CMS implemented retention/recruitment bonuses for the principal position in the three Beacon high schools in an effort to recruit and retain strong leadership. Other Beacon principals received a 10% bonus for taking on the challenge of a turnaround school.

How it will look when fully met:	Strong recruiting and marketing process to enable us to fill vacant positions quickly and with qualified candidates.	Objective Met	Angela Weddington	08/01/2019
Actions		2 of 2 (100%)		
10/1/18	Update of all Marketing Materials	Complete 03/31/2019	Angela Weddington	03/31/2019

<i>Notes:</i>				
10/1/18	Selecting a Hiring Cadre, Creating Calendar for Job Fairs, Sorting through Qualified Applicants	Complete 08/01/2019	Angela Weddington	07/31/2019
<i>Notes:</i> Hiring Cadre has been actively recruiting for open positions. We are currently 96% complete with hiring.				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		Parental engagement is a focus area for us. This year we are strategically looking at ways to engage our parents and communicate our school expectations. We will be utilizing the community outreach team through Project LIFT leverage their levels of expertise in this area. Currently, we only utilize connect-ed, news letters, social media, and canvasing to keep parents informed.	Limited Development 05/17/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		When this standard is met, we will have an established PTSA, weekly parent calls through connect-ed, and a website that will be updated regularly with school wide information.		Neodria Brown	05/31/2020
Actions			2 of 3 (67%)		
10/3/17	Enhanced marketing for our PTSA		Complete 01/31/2019	Neodria Brown	01/31/2019
<i>Notes:</i>					
10/24/17	Continue to recruit parents/guardians to join the PTSA		Complete 05/31/2019	Neodria Brown	05/31/2019
<i>Notes:</i>					
10/24/17	The SLT will evaluate community partners, evaluate success of the community plan and begin a revision of our Parent Engagement Goals			Braxton Becoats	05/31/2020

Notes:

Implementation:		05/14/2018		
Evidence	10/3/2017 Letters have gone out to invite parents to join the PTSA and a board has been formed.			
Experience	10/3/2017 We identified and invited parents out for our first PTSA meeting.			
Sustainability	10/3/2017 Creating a board and supporting our new PTSA board.			