

## 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:**

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 --on the Grade 8 Mathematics EOG will increase from 1.1% in SY2021-22 to 14.6% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their engagement will increase from 30% on the Fall 2021 Panorama Screener (in Grades 6-12) to 35% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Disproportionality Goal: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 19.0% in SY2021-22 to 14.0% in SY2022-23 and 9.0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of students reporting a positive self-perception of their self- efficacy will increase from 41% on the Fall 2021 Panorama Screener (in Grades 6-12) to 46% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

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>		Big 10 Procedures (school-wide management procedures) practiced by staff and students during first days of school with constant reinforcement throughout the year; Raider Way lessons at the start of each semester to acclimate all Ranson Raider stakeholders to RIBMS culture and expectations; MTSS Tiered support provided for scholars with additional social-emotional needs; community circles, morning meetings, SEL lessons, advisory lessons; school-wide consequence matrix and intervention support; monthly incentives for scholars based on attendance, discipline, academics, and Panorama data analysis.	Limited Development 08/22/2022			
<i>How it will look when fully met:</i>		Big 10 Procedures observation with coaching and feedback provided during first 30 days of school; assessing teachers' individual progress using the Get Better Faster Scope & Sequence - daily through observation and feedback; monitoring discipline data in Educator's Handbook (daily), Navigator Portal (weekly), PowerSchool (daily) and providing increased support for scholars with multiple infractions (after 3 infractions); monitoring success of interventions provided (daily/ according to MTSS framework); coaching and support provided for teachers who display difficulty with classroom management with action steps monitored for progress (daily to weekly, as needed based on Tiered Coaching Support plan)		Michelle Fox (09/28/2022)	06/15/2024	
<b>Actions</b>			<b>0 of 3 (0%)</b>			
	8/22/22	Establish an AVID cadre – monthly MYP/AVID cadre meetings for standard align grade level appropriate content. (EVAAS)		Michelle Fox	01/24/2023	

Notes: Meetings will be hosted twice a year.  
Full year date: 2023

8/22/22 Create a PD plan that will include the infusion of all instructional practices (AVID, MYP, NNN). (EVAAS)

Michelle Fox

01/24/2023

Notes: PD Plan will be created for the year.  
Full year date: 06/09/2023

8/22/22 Implementing tiered instructional strategies to support and meet the needs of individual teachers, through differentiation and Individual PD pathway design. (EVAAS)

Michelle Fox

01/24/2023

Notes: Differentiation design will be aligned once a year to reflect current practices.  
This will be monitored through the use of professional standard aligned walkthroughs and feedback provided directly to the teacher and coach.  
  
Full year date: 06/09/23

**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
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**Initial Assessment:**

The ILT will collaborate to develop standards-aligned instructional units. These standards aligned units 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) to support standard aligned units of study.

Title I funds are used for a technology associate, which is utilized to provide instructional interventions to close instructional gaps in learning. The anticipated outcome is RMS students will show at least a year's worth of growth this upcoming school year.

RIBMS is currently a Tier IV Title 1 school with specific instructional support needs to close the academic gap of student proficiency, particularly in the area of 7th and 8th grade Math. This upcoming year, over 70% of our school population is projected to start the school year 69% below proficiency. RIBMS utilizes the instructional expertise of Multi-Classroom leaders which are master teachers in their content to support aligned instruction, teaching and learning. MCL's maximize their impact by exposing every student in the school to a highly qualified teacher. RIBMS students will meet or exceed expected growth on the 6th - 8th grade Math EOGs.

Currently, RIBMS has 2 returning Science teachers out of department of 6; one of our former teachers is now one of our MTSS Interventionist, providing an additional layer of support for new teachers. The Title I funded academic facilitator will provide strategic support for the Science Dept. Our 21-22 8th Grade Science EOG Data indicates a decline of about 2% in from the previous school year. Our goal for the 22-23 school year is to increase the 8th grade Science EOG Data by at least 10%.

Limited Development  
08/22/2022

<b>How it will look when fully met:</b>	Instructional coaches and PLC leads will collaborate with teachers to create standard aligned unit plans. All unit plans align to CCSS and MYP standards. Weekly PLC meetings consist of data driven instruction, and implementing instructional plans to address student needs. Unit and lesson plans will consist of small group differentiation plans, to ensure all scholars' needs are met (SWD, ELL, & AIG, etc.) All MYP course overviews, units plans, and lesson plans will be housed in the RIBMS School Wide Curriculum Google drive folder. At full implementation, the ultimate goal is significantly improved student academic proficiency and growth as it relates to EVAAS.		<b>Neodria Brown</b>	<b>06/15/2024</b>
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/22/22	MAP, common assessment, and content assessment data will drive small group instruction and determine discretionary moves for core instructional unit and daily lesson plans, for all subject groups. (EVAAS, Math 8)		Michelle Fox	01/24/2023
<i>Notes:</i> Full year date: 06/09/2023				
8/22/22	IB MYP units designed by MCL's & PLC leads will guide the standard aligned lesson planning during school year. IB MYP units provide explicit details around IB inquiry, approaches to learning, and rigorous teaching and learning. The Core curriculum provided by CMS is implemented with fidelity and integrity, across all subject groups. (EVAAS)		Michelle Fox	01/24/2023
<i>Notes:</i> Full year date: 06/09/2023				
8/22/22	During, Academic Enrichment students are provided tiered instruction that meets their individual needs through small instruction, re-teaching of standards, and enrichment activities. Students growth will measured through weekly learn checks in reading and math. (ELA, Math EVAAS)		Michelle Fox	01/24/2023
<i>Notes:</i> Deep Diving into the MAP data to make necessary discretionary moves. Full year: 06/09/23				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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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<b>Initial Assessment:</b>	<p>Currently we are actively implementing effective aligned teaching practices. This is a priority. We are utilizing the RIBMS Tiered Instructional Support to norm our observations and look-fors in instructional engagement.</p> <p>The use of walkthrough forms, coaching feedback and Get better faster assist in the implementation of effectively aligned practices.</p> <p>School based MTSS facilitator and interventionist are implementing a school wide tiered support plan, based on students individual needs. Scholars that require supplemental or intensive tiered support, receive interventions and progress monitoring regularly, based on the MTSS standard treatment protocol.</p>	Limited Development 08/22/2022		
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<p><b>How it will look when fully met:</b></p>	<p>Coaches track teachers progress and add to the observation tool during the weekly coaching session. We will also establish a built in scholar success block to support remediation, differentiation, and extension. We will utilize iReady, MTSS (Dreambox and Orton Gillingham), Panorama and Educators Handbook, to support this goal.</p> <p>School-wide updates provided on teacher progress in the Get Better Faster Scope &amp; Sequence and RIBMS Road Map with majority of teachers successfully moving through each phase during the designated time frame- monthly. PLC and content-specific progress in GBF and RIBMS Road Map provided by ILT bi-weekly PLC meetings. An increased proficiency from pre-assessment to post-assessment in core content areas, during the 6 week DDI cycles, and increased proficiency and growth in Reading &amp; Math MAP from fall to spring by end of year. 100% of Year 1-2 teachers will reach Tier 3 in the RIBMS Road Map, and 100% Year 3+ teachers will reach Tier 4 in RIBMS Road Map (monitored weekly during observation &amp; feedback cycles). Use data from current 7th grade scholars, to track academic progress during the 2022-2023 school year. We are monitoring the progress of the cohort (7th-previous 6th grade).</p>		<p><b>Michelle Fox (09/28/2022)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>8/22/22</p>	<p>Early Release professional developments are planned and facilitated by the Instructional Leadership Team, based on school data and teacher PD plans. (EVAAS)</p>		<p>Neodria Brown</p>	<p>01/24/2023</p>
<p><i>Notes:</i> PD Plan will be prepared at the beginning of each year. Full year date: 6/9/2023</p>				
<p>8/22/22</p>	<p>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 and Out-of-School Time Tutoring to design a tutorial program for our Tier II scholars. (ELA, Math EVAAS, Math 8)</p>		<p>Neodria Brown</p>	<p>01/24/2023</p>
<p><i>Notes:</i> MAP Data will be used to drive learning. MTSS will be provided during AE to assist with meeting the needs of all our scholars. Full year date: 06/09/2023</p>				
<p>8/22/22</p>	<p>Establish PDL opportunities for scholars to extend their learning, teacher remediation, and instructional differentiation through a blended learning model. (ELA, Math EVAAS, Math 8)</p>		<p>Neodria Brown</p>	<p>01/24/2023</p>

		<i>Notes:</i> Provide scholars with the opportunity to learn through a blended learning model. Full year date: 6/9/2023			
	8/22/22	Interdisciplinary team leads and student support services will lead Tier I meetings in MTSS. (ELA and Math EVAAS)		Neodria Brown	01/24/2023
		<i>Notes:</i> Teams will meet monthly to assess data and ensure scholars who need the services receive the services. Full year date: 06/9/2023			
	8/22/22	Built-in academic enrichment based on literacy and numeracy needs. Weekly review of Student Engagement Rubric to support academic needs. Ranson IB Middle school will use Title I funds for Summer Curriculum Development and Planning with a focus on MTSS in Math (numerical) and ELA (literacy). (ELA and Math EVAAS, Math 8)		Neodria Brown	01/24/2023
		<i>Notes:</i>			
	8/22/22	MTSS and academic enrichment TWTH and SEL MF. Students are receiving supplemental or core through Dreambox for math or OG for intensive. (ELA, Math, EVAAS, Math 8)		Michelle Fox	01/24/2023
		<i>Notes:</i> Teachers will be hosting AE to support academic and Social Emotional needs daily. Full year date: 06/09/2023			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



**Initial Assessment:**

Weekly advisory activities based on the Panorama social and emotional platform, along with Caring Schools SEL lessons implemented. Learner profiles are used utilized to guide, students in managing their emotions, and arrange for supports and interventions when necessary.

Students join clubs at Ranson IB Middle School that meets monthly during school hours as well as established before- and/ or after-school times School-wide incentives based on attendance, positive behavior, academics; "Ruler" is used to support staff emotional needs and well being."

The Attendance Team consisting of the administration, counselors, the social worker, and our attendance secretary meet monthly to discuss chronic absenteeism, school wide attendance trends, and supports that will decrease the school's attendance rate.

Rocking with Raiders is an advisory (mentoring) program help build strong and positive relationships between staff and scholars, through regular check-ins, tracking of academic and behavioral progress, and providing scholars with unique opportunities (based on their interest). Rocking with Raiders brings out a level of confident and support that many scholars lack and need.

Ranson IB Middle, use Title I funds to purchase SEL curriculum that will be taught by staff, including Counselors, Social Workers, BMTs and Family School Advocates.

Limited Development  
08/22/2022

<b>How it will look when fully met:</b>	At full implementation administration, instructional leaders, and support staff will monitor, assess, and implement actions as needed based on Fall and Spring Panorama surveys (weekly through SEL/Advisory). Consistent reviewing of Educator's Handbook, PowerSchool, and Navigator Portal data regarding both discipline and attendance to monitor growth in scholars earning incentives (daily). Full participation in monthly school clubs and daily Caring Schools SEL lessons. All teachers are attentive to students' emotional states based on feedback from the surveys provided by Panorama. Implementing IB learner profile traits will guide students in managing their emotions and arrange for supports and interventions, when necessary. "Ruler" will also be used to support staff emotional needs and well being.		<b>Neodria Brown</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
8/22/22	<p>Bully Liaison/Bully Prevention</p> <p>Bullying is defined as an action when one seeks to harm, intimidate, or coerce someone who is perceived to be vulnerable. Continue to implement strategies around bullying and harassment within the structure of our academic enrichment program, our social and emotional curriculum, and our IB Learner profiles.</p> <p>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. (SEL)</p>		Michelle Fox	01/24/2023
<p><i>Notes:</i> Scholars will receive 2 strategic days to which the focus is on social emotional learning. Panorama data will be the foundation.</p> <p>Full year date: 06/09/23</p>				
8/22/22	Establish advisory activities based on the Panorama social and emotional platform. (SEL)		Michelle Fox	01/24/2023
<p><i>Notes:</i> Teachers have prepared caring schools lessons based on the data from Panorama Survey and differentiated by grade level.</p> <p>Full year date: 06/09/23</p>				
8/22/22	<p>Healthy Active Child for 30 minutes:</p> <p>All scholars will engage in 30 minutes of healthy activity daily (SEL)</p>		Michelle Fox	01/24/2023

*Notes:* Scholars will have access to HAC daily through health and PE courses, transitions and dedicated movement time.  
Full Year date: 06/09/2023

8/22/22 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. (SEL)

Michelle Fox

01/24/2023

*Notes:* Virtual Club days to meet monthly with teacher sponsors.  
Check and Connect- counselors trained to facilitate/monitor the areas of attendance, along with failing groups.  
Staff wellness activities planned monthly  
BTSP meetings to assist with teacher retention.  
Full year date: 06/09/2023

	KEY	A4.16	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			End of grade data, IEP and EL plans are utilized to support student schedules. PLC Data Dives following 6-week IAs, implementing instructional action plans after interim assessments to re-teach and re-loop in some subject groups. Beginning to track scholars' progress in Honors Courses from 6th to 8th grade as well as cohort progress in each grade band.	Limited Development 08/22/2022		

<p><b>How it will look when fully met:</b></p>	<p>Providing qualified 6th and 7th grade scholars with Honors ELA and Math courses, preparing for matriculation into English 1 and Math 1 in 8th grade by 2022-23 academic year; providing increased opportunities per quarter for rising 6th grade scholars from feeder elementary schools to learn more about IB MYP at Ranson IB; increase opportunities for collaboration between 8th grade scholars and feeder high schools to increase preparation for college level courses; implement IB MYP school-wide; implement DDI with fidelity - using data from 6-week interim assessments to track scholars' progress; school-wide PD on IB implementation (RIBMS Instructional Road Map, IB unit plans, IB assessments/standards/rubrics); implementing MTSS Tiered Instructional Support with fidelity as a result of this, we implement the IBMYP program school wide to ensure exposure and equity school wide. We will have an established recruiting pipeline for our IB program and the matriculation of our IB Scholars. 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. 8th grade students will transition into a PYP programme to continue the IB course and requirements, with the support of IB Coordinator, administrators, and support team.</p>		<p><b>Michelle Fox (09/28/2022)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/22/22</p>	<p>Provide qualified 6th and 7th grade scholars with Honors ELA and Math courses, preparing for matriculation into English I and Math I in 8th grade by 2023-2024 academic school year. Create opportunities for incoming IB scholars to experience Ranson IB Middle School. (ELA, Math EVAAS, Math 8)</p>		<p>Michelle Fox</p>	<p>01/24/2023</p>
<p><i>Notes:</i> Each quarter, we will assess data and see which scholars can be recruited to join the MYP programme. We will be intentional around recruiting incoming scholars and promoting the IB programme and enrollment. Full year date: 06/09/2023</p>				
<p>8/22/22</p>	<p>Increase opportunities for using data from 6-week interim assessments to track scholars' progress and implementing MTSS Tiered instructional support with fidelity. (EVAAS, Math 8)</p>		<p>Holmes</p>	<p>01/24/2023</p>

Notes: Ongoing connection to WC to ensure program alignment.  
Full year date: 06/09/2023

8/22/22	Design a long term plan for whole school implementation of IB across the 8 Core Contents, through professional development in- and out- of school. (EVVAS, Math8)		Michelle Fox	01/24/2023
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Notes: Full year date: 06/09/2023

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

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 Improvement Team (SIT) 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.

A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.

Limited Development  
08/24/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>We will establish an instructional leadership team (ILT) that meets monthly with zone leaders to create a remediation plan to support the districts Strategic Plan for 2024. Staff will be proficient in executing an instructional platform that is grounded in personalized learning while also building capacity in all content.</p> <p>Full adoption and implementation of the K-8 ELA, Math, English I and II, and Math I district curriculum. Continuous building of staff capacity through professional development and resources provided by the district and school leaders, to ensure equity of standards-aligned content is accessible for all students. Utilization of Branching Minds to serve as a district-wide MTSS monitoring platform.</p>			<b>Neodria Brown</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
8/24/22	<p>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. (EVVAS, Math 8)</p> <p><i>Notes:</i> Our current implementation consists of bi-weekly meetings that are rooted in classroom observations. Agendas based on the goals and guardrails, SIP alignment. We have established 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. Staff will be proficient in executing an instructional platform that is grounded in personalized learning while also building capacity in all content. Full year date: 06/09/2023</p>			Michelle Fox	01/24/2023
10/4/22	<p>Staff will be proficient in executing an instructional platform that is grounded in personalized learning while also building capacity in all content. (EVVAS)</p> <p><i>Notes:</i> Full year date: 06/09/2023</p>			Tangela Solomon	01/24/2023
<b>Implementation:</b>			08/24/2022		
<b>Evidence</b>	<p>8/24/2022 Bi-weekly Meetings Agenda and presentation implementation Teacher leader PLC designed pathways.</p>				

<b>Experience</b>		8/24/2022 Instructional leadership team is established and has maintained for over 4 years. The team consist of Principal, Math, Science, Social Studies and ELA coach, IB Coordinator, AVID Coordinator and Assistant Principals.			
<b>Sustainability</b>		8/24/2022 Continue to hire Highly Qualified and Effective Coaches and continue to build teacher leaders.			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our current implementation consists of bi-weekly Instructional Leadership Team meetings that are geared towards data driven and standard aligned instruction, using common, interim, and curriculum assessment data.	Limited Development 08/24/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		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. ILT will be a sustained collaborative group that will continue to foster teacher leaders.		<b>Neodria Brown</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/24/22	Bi-Weekly ILT Meetings Monitoring and Assignment of coaches for all ILT members (EVAAS, Math 8)		Neodria Brown	01/24/2023
<b>Notes:</b>		ILT is fully established and meets bi-weekly to address teacher and student data trends, coaching support and instructional shifts. Full year date: 06/09/2023			
	10/4/22	Ensuring every student reaches his or her greatest potential by establishing leadership teams instructional teams with designated times to meet. All teachers meet together to discuss the students they have in common and to plan instruction and improvements. (EVAAS, Math 8)		Neodria Brown	01/24/2023



Notes: Full year date: 06/09/2023

<b>Implementation:</b>		08/24/2022		
<b>Evidence</b>	8/24/2022 ILT Team bi weekly meeting Coaching Trackers Monitoring of Coaches Teacher leader track			
<b>Experience</b>	8/24/2022 ILT is a structured collaborative group reaching all disciplines. ELA, MATH, SCIENCE, Social Studies, IB Coordinator, AVID Coordinator, Assistant Principals and Dean of Students are all included.			
<b>Sustainability</b>	8/24/2022 Employing highly qualified Coaches to train teacher leaders.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is designated time for teacher collaboration and individual planning, throughout the week and during required workdays.	Limited Development 08/24/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will have designated planning blocks and days that are uninterrupted. Teachers implement, assess, and adjust instruction in short-term cycles of improvement – not annually, but continuously. Common team tasks include intensive efforts to align content taught across grades, and development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. Practices such as the development of agendas and minutes and the use of organized procedures for meetings help the teams stay focused and maintain a history of team work.		Neodria Brown	06/15/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/24/22	Provide weekly, duty-free instructional planning time for every teacher with access to MCL, instructional coaches and department chairs for tiered instructional support and one-on-one coaching sessions. (EVAAS, Math 8)		Neodria Brown	01/24/2023
		<i>Notes:</i> Tuesday and Thursdays are dedicated teacher planning times.  Planned PD on Early Release days Full year date: 06/09/2023			
	10/4/22	Team structures charged with specific functions and purpose can address three unique areas of need in schools; instruction and instructional methods, whole school improvement planning and family community connections. (EVAAS, Math 8)		Neodria Brown	01/24/2023
		<i>Notes:</i> Full year date: 06/09/2023			
<b>Implementation:</b>			10/04/2022		
	<i>Evidence</i>	8/24/2022 Agendas, Meetings, PLC roles and responsibilities			

<b>Experience</b>	8/24/2022 Through intentional scheduling and teacher feedback, we have implemented PLC days on Tuesday and Thursday to which teachers will collaborate, data dive, lesson plan and modeling to ensure full collaboration.			
<b>Sustainability</b>	8/24/2022 Ensure the schedule allots for the time needed.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>			Lead planners have been developing the instructional curriculum. As an initiative, teacher leaders have been collaborators in creating the curriculum and using the train the trainer model effectively train the members of their PLC in curriculum building. The use of a tiered instructional roadmap for teachers is used to provide feedback and action steps for teachers. Coaches and instructional leaders use trackers to determine where teachers are performing and what actions steps are required to move up in tiers. Learn check data is utilized to monitor teachers' instructional progress and scholars' academic progress. Instructional leadership team participate in calibration walks to discuss teachers' instructional implementation and school wide trends across subject groups.	Limited Development 08/24/2022		
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<b>How it will look when fully met:</b>			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. During the weekly "Admin Team" and "ILT Team Meeting," the principal will review the notes/feedback with the team and weekly coaching will be shaped around the principals feedback.		Neodria Brown	06/15/2024
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<b>Actions</b>				<b>4 of 6 (67%)</b>		
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	8/24/22	Scheduled planning days for lead planners (EVAAS, Math 8)		Complete 08/17/2022	Neodria Brown	01/24/2023
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		Notes: Planning days have been assigned Full year date: 06/09/2023				
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8/24/22	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)	Complete 08/17/2022	Neodria Brown	01/24/2023
<i>Notes:</i> This is ongoing as coaching and support is needed Full year date: 01/24/2023				
8/24/22	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. (EVDAS, Math 8)		Michelle Fox	01/24/2023
<i>Notes:</i> Ongoing initiative to drive student led learning. The use of interactive notebooks, rubrics and trackers assist in students tracking their success.  Full year date: 06/09/2023				
8/24/22	Analyze Fall MAP data, in comparison to learn check data to determine the need to implement a remediation/ enrichment period into the master schedule (EVDAS, Math 8)	Complete 08/17/2022	Neodria Brown	01/24/2023
<i>Notes:</i> MAP Data is the driving force behind the master schedule. Full year date: 06/09/2023				
8/24/22	Data days are established for MCLs and teachers after each benchmark assessment, to delve into the data and tailor coaching support as needed. During these data dive days, teachers create action plans for re-looping or reteaching. (EVDAS, Math 8)	Complete 08/17/2022	Neodria Brown	01/24/2023
<i>Notes:</i> Data days have been implemented and are schedule for Tuesday of each week. Full year date: 06/09/2023				
8/24/22	Tiered support plan is used to determine what supports are needed for students. We meet as an ILT bi-weekly to discuss trends and observations made during walkthroughs. Each content is assigned and supported by a member of the Admin team. (EVDAS, Math 8)		Neodria Brown	01/24/2023
<i>Notes:</i> Teacher are tiered based on their individual needs of support. Full year date: 06/09/2023				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

	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
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**Initial Assessment:**

Data driven instruction and the use of leading indicator data are the primary strategies to progress monitor in the West 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 West Learning Community extends professional development and other experiences that support school transformation to instructional leadership team members, teacher leaders, deans and assistant principals.

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  
08/25/2022

<b>How it will look when fully met:</b>	All teachers will show proficiency in their use of rigor and management Instructional strategies, as connected to Get Better Faster, Teach Like a Champion, and the RIBMS Tiered Instructional Roadmap. The "Student Engagement Rubric " will be utilized as evidence to support teacher proficiency. This focus will impact student data and inform teacher instruction.		<b>Michelle Fox (09/28/2022)</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/25/22	Monitoring of coaching observation documentation (EVDAS, Math 8)		Michelle Fox	01/24/2023
	<i>Notes:</i> Full year date: 06/09/2023			
8/25/22	Aligned Instruction to NCSS Neodria Brown (EVDAS, Math 8)		Michelle Fox	01/24/2023
	<i>Notes:</i> Full year date: 06/09/2023			
8/25/22	Provide whole school professional development based on teacher instructional needs by designing individual professional development pathways for each teacher (EVDAS, Math 8)		Michelle Fox	01/24/2023
	<i>Notes:</i> Professional development for the year has been planned. Implementation will be ongoing. Full year date: 06/09/2023			

**Core Function: Dimension C - Professional Capacity**

**Effective Practice: Talent recruitment and retention**

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>West Learning Community has established a strong system for recruiting, evaluating, rewarding, and replacing staff.</p> <p>Recruiting for West Learning 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</p>	Limited Development 08/25/2022		

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.

In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, 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 Title 1 schools receive supplemental pay. 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.

Over the past 5 years, Ranson IB has experienced a steady decline in 8th Grade Science EOG scores which has negatively impacted our School Report Card Data. With the implantation of MTSS Interventionists and Facilitators, we will have the necessary support in fundamental reading and math skills, which will positively impact student achievement. The addition of an AF focused on Science instruction will help streamline the much-needed content-specific support. Currently, RIBMS has 2 returning Science teachers out of department of 6; one of our former teachers is now one of our MTSS Interventionist, providing an additional layer of support for new teachers. This improves teacher retention, as well as effective instruction.

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.



<b>How it will look when fully met:</b>	Strong recruiting and marketing process to enable us to fill vacant positions quickly and with qualified candidates. Candidates will show a high rate of compatibility to our school environment. All new teachers will be paired with a mentor and a beginning teacher support program will be established.		Neodria Brown	06/15/2024
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/25/22	Update of all Marketing Materials (EVAAS)		Neodria Brown	01/24/2023
	<i>Notes:</i> Promotional materials have been updated Full year date: 06/09/2023			
8/25/22	Selecting a Hiring Cadre, Creating Calendar for Job Fairs, Sorting through Qualified Applicants (EVAAS)		Neodria Brown	01/24/2023
	<i>Notes:</i> Hiring Cadre consist of Assistant Principals, Dean of Students, IB Coordinator, Teacher Leaders, and Instructional Coaches. Full year date: 06/09/2023			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>	<b>Family Engagement</b>				
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

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 the West Learning Community to leverage their expertise in this area.

Currently, we utilize Connect-Ed, news letters, Raider Hub website, social media, and Canvas to keep parents informed.

For Teacher Leader Pathway (TLP) schools, identify Action Step around PLCs and coaching and assign to the MCL or EIT (paid out of Title I) positions to progress monitor (This teacher leader may or may not be a SIT member; administration would own action step on behalf of EIT or MCL).

Ranson IB Middle School uses Title I funds for Summer Curriculum Development and Planning with a focus on IB MYP course overviews and unit plans in all core subject groups- reading, math, individuals and society, science, enrichment, and health and PE. The success of summer planning is measured through formal and informal observations, walkthroughs, and EVAAS data.

RIBMS conducts quarterly curriculum events, to inform parents and caregivers about IB MYP programme standards and practices, and content based curriculum. Materials and food is purchased with Title I funds.

Limited Development  
08/25/2022

<b>How it will look when fully met:</b>	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. Parent's will be fully engaged in the SIT, parent advocacy, and a PTSA that is aligned with the school goals. The use of Parent Square, in addition to Connect-Ed to provide 2-way communication between the school and families.		<b>Neodria Brown</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
8/25/22	Continue to recruit parents/guardians to join the PTSA (EVAAS)		Michelle Fox	01/24/2023
<i>Notes:</i> Full year date: 06/09/2023				
8/25/22	The SIT will evaluate community partners, evaluate success of the community plan and begin a revision of our Parent Engagement Goals (EVAAS)		Neodria Brown	01/24/2023
<i>Notes:</i> Full year date: 06/09/2023				
8/25/22	Student Council elections are underway. The executive board of student council will join the SIT. (EVAAS, SEL, Math 8)		Neodria Brown	01/24/2023
<i>Notes:</i> Full year date: 06/09/2023				
8/25/22	Increase "Community Partner" involvement with accomplishing the goals of our SIP. (EVAAS, Math 8, SEL)		Neodria Brown	02/14/2023
<i>Notes:</i> Full year date: 06/09/23				