

Comprehensive Progress Report

Mission: To empower our students by providing a nurturing educational environment which fosters real-world critical analysis, promotes positive social involvement, and enables students to reach their maximum potential as contributing members of our global community.

Vision: We are invested. We are engaged learners. We are respectful and scholarly. We are effective communicators. We are family.

- Goals:**
- Increase EOG/NCFE proficiency results by 10% in each content area & subgroup through stronger implementation of inquiry learning and small group instruction by June 2019. (NC Star: A4.01, A2.4, & B3.03)
 - Increase overall school culture, with focus on achieving a minimum average performance of 65% on the Learning Environment domain of the Spring 2019 Insight Survey. (NC Star: A1.07, A4.06)
 - To provide a duty-free lunch period for every teacher on a daily basis. (A1.07)
 - Provide duty-free instructional planning time for every teacher with a goal of providing a minimum of 5 hours of planning per week to the extent that proper supervision and safety will allow.
 - Provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors.



! = 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>		We have used TLaC PD, grade level House meetings, clear communication & reminders, student lessons through AE. Support from BMTs to help teachers follow through with school-wide expectations and up-to-date parent contact information. Interventions have been discussed frequently to help with addressing student behavior. BTSPs have submitted procedures for addressing various routines within their classes. We are still working to build relationships with parents and students and we are inconsistent with following through with standards for managing behavior. Within our school, there are many staff who are new and don't have experience with our students. They are still working to build relationships.	Limited Development 10/02/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Instructional time on task will increase. Decrease in referrals. Increased school climate (student and teacher morale). Students will report they have an advocate in at least one staff member. Teacher-student interactions will consistently be positive.		Matthew Adelman	01/18/2019
<i>Actions</i>			0 of 2 (0%)		
	10/2/17	1. Through the PD marketplace, teacher leaders will present ongoing professional development focused on behavior management and effective engagement strategies which address consistent and effective systems for managing classrooms.		Toni Perry	01/18/2019
<i>Notes:</i>					
	10/22/18	Restorative Practices will be introduced and regularly follow-up with with district support from Latasha Smith and will positively increase student-teacher interactions.		Toni Perry	06/12/2019
<i>Notes:</i>					
<i>Implementation:</i>			04/16/2018		
	<i>Evidence</i>	4/16/2018			
	<i>Experience</i>	4/16/2018			
	<i>Sustainability</i>	4/16/2018			

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>		Focus on clarifications for each content area* utilize district resources to expand conceptual understanding *PLC alignment to curriculum *backwards planning is in place *PLCs are working towards standard alignment and task development *differentiation for our highest performing students is also an area need*	Limited Development 03/17/2016		
<i>How it will look when fully met:</i>		We have begun the process of creating IB unit plan to help us further align the work within our school with the expectations of IB. All PLC began the year with a plan for unit 1 but not all PLCs began with a unit plan structure for the year. When we have fully met this objective, all teachers will have access to short and long term planning documents and will utilize the resources as part of their PLC meetings. According to Wise Ways, the expectation is as follows: The Instructional Team: 1. Determines the concepts, principles, and skills that will be covered within the unit. 2. Identifies the standards/benchmarks that apply to the grade level and unit topic. 3. Develops all objectives that clearly align to the selected standards/benchmarks. 4. Arranges the objectives in sequential order. 5. Determines the best objective descriptors. 6. Considers the most appropriate elements for mastery and constructs criteria for mastery. 7. Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. (p. 103) We are in the process of completing this objective but we need more time to make it a routine process at our school and to continue building on the complexity and depth of our units. We are storing unit plans in Google, making them accessible as an artifact that this work is happening. When this objective is fully met: 1. We will see unit plans being discussed and referenced in PLCs. 2. We will see adjustment being made to the unit plan based on what worked/didn't work for teachers. 3. We will see varied forms of assessment, including performance tasks. 4. We will see greater alignment to the curriculum by every teacher, which will lead to less variance in outcomes for students across classes. 5. We will see greater student proficiency across all content areas.		Kimberly Hazel	06/12/2019
<i>Actions</i>			2 of 3 (67%)		
	10/13/16	Provide weekly facilitative support and resources to ensure an aligned curriculum, delivery, and assessment. Also, provide supporting resources to the PLCs.		Matt, Lindsay, Val, Andrea, Kim, Lynch, Kiara	06/12/2019

Notes: Primarily facilitator's responsibility to ensure that the curriculum assessment is reviewed and aligned with the standards, along with assessments that match the standards.

Resources are also provided to PLCs.

Making sure that the facilitators review the beginning of the years unit to ensure they are as strong as the end of the year.

10/13/16	Implement time & process for unit planning reflection, updates, and feedback for improvements at the end of the unit.	Complete 01/31/2019	Kimberly Hazel	11/30/2019
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Notes: We have inconsistently implemented reflection and feedback with our IB unit plans. We plan to address this in the summer (from June 15-30) with PLC and we will create a better detailed calendar for how we do this next year.

10/13/16	Create professional development and process for IBMYP assessment reflection & updates	Complete 04/19/2017	Kimberly Lynch	11/30/2019
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Notes: We have had monthly IB training focused on IB assessment and reflection. We have merged the ILT work with the IB process.

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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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<i>Initial Assessment:</i>	Currently, we are working to strategically place and plan for students based on their needs in reading and math. We are using Achieve3K for lower level readers and IXL with our highest achieving math learners. We will continue to research the most effective program to support math for non-math teachers.	Limited Development 10/02/2017		
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<i>How it will look when fully met:</i>	Students will participate in conferences related to their individual data. Common assessment and interim assessment data will show improvements. Basic foundations in math and a greater appreciation for reading will be evident.		Lindsay Jenkins	06/12/2019
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Actions		0 of 3 (0%)		
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10/22/18	Host Achieve3000 training and establish celebrations points/criteria.		Deonne Barnes	10/30/2019
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Notes:

10/22/18	Training teachers on IXL for math intervention		Lindsay Jenkins	10/30/2019
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Notes:

10/22/18	Implement celebrations for Achieve3000 & IXL based on performance (activities and percent accurate)		Toni Perry	10/30/2019	
<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
<i>Initial Assessment:</i>	*we are good at identifying students who need support but lack resources to fully support varied needs *we have not maximized our work with providing group interventions for students through the guidance department *we do not demonstrate consistent awareness of students' emotional states. We will work to implement better supports next year for classroom management, behavior management, and intervention supports for all students and by all teachers. We will work towards PBIS next year to help improve in this area.		Limited Development 03/17/2016		
<i>How it will look when fully met:</i>	Achieve3000: We will utilize Achieve3000 with targeted Academic Enrichment groups developed based on last year's EOG performance and selected based on readiness to stretch into next levels of proficiency. Teachers leading Achieve3000 AE groups have been selected based on ability to motivate and hold accountable students within their specified subgroup target. They have been trained and will follow through with conferring with students regarding performance. Achieve3000 will also be used as a supplement to all ELA instruction and encouraged in science/social studies classes as support. We will incentivize students on a monthly basis for their performance towards our Reading Achievers program . Teachers whose students best meet the expectations for number of lessons and percent accuracy will also be rewarded.			Matthew Adelman	06/12/2019
Actions			0 of 3 (0%)		
10/17/18	Create targeted intervention groups for AE, including EC grouping, reading, intervention, and math.			Matthew Adelman	11/30/2019
<i>Notes:</i>					
10/17/18	Train math teachers and math support team on the use of IXL for support in AE.			Lindsay Jenkins	11/30/2019
<i>Notes:</i>					
10/17/18	Create incentive program for Achieve3000 to reward students for participation and accuracy within the program.			Deonne Barnes	11/30/2019
<i>Notes:</i>					

	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>	Develops transition of students from grade to grade. Discussion shows that 100% of grade levels are having meetings to address transitions.	Limited Development 10/02/2017			<i>How it will look when fully met:</i>	All students will understand the importance of smooth transitions to the next grade level. They will participate in course selection processes and be counseled in areas of special need.		Toni Perry	06/12/2019
Actions				0 of 2 (0%)					
10/22/18	Collaborate with high schools to determine transition plans for eighth graders, including Open House dates/times as well as orientations at ARMS.		Kimberly Hazel	04/01/2019	<i>Notes:</i>				
10/22/18	Collaborate with elementary schools to ensure smooth transitions through activities such as open house, orientation, parent nights, school tours, and introductions to IB.		Matthew Adelman	05/30/2019	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 and Priority schools in this planning year. 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 attend one SLT meeting monthly as a member of the school's SLT team. Title I Office will also provide training in NCStar to principals and process managers in August and January in alignment with NCDPI training and will provide coaching comments monthly with constructive feedback to schools in NCStar as they document and review their implementation progress of their strategic plan. At this time, the NCStar Coach position is posted and will be on staff by August 2019.	Limited Development 03/17/2016		
<i>How it will look when fully met:</i>		The SLT will be involved in strategic decision making regarding the school which will increase investment and understanding of next steps within the school.		Toni Perry	06/12/2019
<i>Actions</i>			0 of 2 (0%)		
	10/22/18	Cadres will elective SLT membership/cadre chair persons for each team.		Toni Perry	09/30/2018
<i>Notes:</i>					
	10/22/18	SLT will meet monthly to revisit data and assess indicators. We will also share plans for each cadre to advance our vision for this year.		Krystal McPhail	06/12/2019
<i>Notes:</i>					

	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
<i>Initial Assessment:</i>			Our SLT is taking on portions of the SIP but have not gotten to the extent of analyzing data.	Limited Development 03/17/2016		
<i>How it will look when fully met:</i>			Our leadership team will make decisions that concern the general operation of the school and its continuous improvement. We will place those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. The Leadership Team will meet twice each month for an hour each meeting. We will operate with agendas, keep minutes, stay focused, and follow through with the plans we make. We will make data driven decisions and will ensure collective responsiveness to interim assessments.		Toni Perry	06/12/2019
Actions				0 of 3 (0%)		
	10/11/17	The SLT meets each month with facilitators and administrators to discuss, review and select effective teaching practices for teachers. Data is reviewed and discussed as well to assist teachers in being intentional about remediation and planning for success for all involved stakeholders.			Tiffany Rivers	06/12/2019
<i>Notes:</i>						
	10/13/16	Create process for holding SLT elections			Toni Perry	09/30/2019
<i>Notes:</i> Elections were held during Cadre meetings this year. Each cadre decided						
	10/13/16	Provide time to define and elect roles for the SLT (Chairperson/facilitator, note taker, general school data conferer, etc.)			Kimberly Hazel	09/30/2019
<i>Notes:</i> Ms. Rivers and Ms. McPhail will lead the SLT this year.						

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>		We have implemented teams and times for planning amongst grade levels, departments, content areas, and auxillary organizations. We have not published the purpose or by-laws for most of these teams.	Limited Development 04/21/2016		
<i>How it will look when fully met:</i>		We will use our PLC norms for our by-laws.		Toni Perry	11/30/2018
Actions			0 of 1 (0%)		
	10/17/18	Implement by-laws		Tiffany Rivers	11/30/2018
<i>Notes:</i>					

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>		We have a system in place for monitoring and delivering classroom instruction. Evidence: 1. notes from PLC meetings which indicate participation and leadership in meetings. 2. walkthrough feedback through Google which documents visits to learning team classrooms. 3. staff meetings/announcements focused on instructional practices 4. instructional guidance in the weekly memo 5. references & aggregate reviews of PLC data (from common assessments in Mastery Connect) 6. observation & feedback training with our leadership team 7. instructional professional development during school and away from school 8. weekly classroom visits by members of our leadership team 9. Literacy Explosion/literacy focused professional development 10. quarterly curriculum nights (with parents) to reinforce and celebrate instructional practice 11. schoolwide relooping instructional focus & plan 12. data protocols after each common assessment and face-to-face feedback on action planning 13. Monthly leadership team meetings (with focus on instruction & management)	Limited Development 04/21/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Leadership & Coaching: Each licensed instructional staff member will be coached through our Learning Team structure. ILT members will be coached by the principal on an every-other-week basis. Teachers will be coached by ILT members on an every week basis, with priority for face-to-face feedback given to new teachers and teachers who are under performing. PLC leaders will expand preparation for leading PLC by preparing specific questions and tasks well before the meeting, focusing on allowing the PLC to do the heavy lifting/thinking, and avoiding monopolizing the PLC with talk. Specific questions will remain: How is what we are asking students to do important? How will we support students while fostering independence? How can we guarantee our students can articulate what and why we are learning this material?		Toni Perry	06/12/2019
<i>Actions</i>			1 of 3 (33%)		
	10/17/18	Leadership team members will monitor progress on an every other week basis and provide feedback to them, giving priority to those areas that are most impactful to school progress.		Tiffany Rivers	06/12/2019

<i>Notes:</i>				
10/17/18	Leadership Team members will be coached by the principal during individual meetings & feedback sessions as well as during monthly ILT sessions. As applicable, they will also lead professional development sessions focused on better coaching and feedback.		Tiffany Rivers	06/12/2019
<i>Notes:</i>				
10/17/18	Assign learning teams	Complete 10/03/2018	Tiffany Rivers	09/30/2019
<i>Notes:</i>				
Implementation:		10/17/2018		
Evidence	10/17/2018 We can produce a list of all members of learning teams and the trackers we use to monitor feedback and progress for each teacher.			
Experience	10/17/2018 Teams were established based on PLC membership, skill, and expertise.			
Sustainability	10/17/2018 none			
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
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<p>Initial Assessment:</p>	<p>We have a team who does this work but it is not the role of this team. We need to shift the role of this team, which naturally means we have to change the structure and repurpose this team. 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.</p>	<p>Limited Development 04/21/2016</p>		
<p>How it will look when fully met:</p>	<p>Student data will be an integral conversation for this team. Classroom observation data will also be used show patterns of professional practice across the faculty. These two pieces of data will be used to determine next steps with professional development as well as intervention.</p>		<p>Toni Perry</p>	<p>06/12/2019</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>10/13/16</p>	<p>Lead discussion on 7/8 math data</p>		<p>Lindsay Jenkins</p>	<p>01/30/2019</p>
<p><i>Notes:</i> SLT members may be needed to bring specific data with them. This needs to be communicated upfront. This process needs consistent implementation.</p>				

10/13/16	Monitor implementation of 90 day plan & provide feedback on relevant deadlines/check-ins		Kimberly Hazel	03/01/2019
	<i>Notes:</i> SLT members may be needed to bring specific data with them. This needs to be communicated upfront. This process needs consistent implementation.			
10/13/16	Lead discussion on classroom walkthrough data		Matthew Adelman	06/12/2019
	<i>Notes:</i>			
10/13/16	Lead discussion on Insight Survey data		Toni Perry	06/12/2019
	<i>Notes:</i> SLT members may be needed to bring specific data with them. This needs to be communicated upfront. This process needs consistent implementation.			
10/13/16	Lead discussion on language arts data		Kimberly Lynch	06/12/2019
	<i>Notes:</i>			
10/13/16	Lead discussion on 6th grade math data		Matthew Adelman	06/12/2019
	<i>Notes:</i> SLT members may be needed to bring specific data with them. This needs to be communicated upfront. This process needs consistent implementation.			
10/13/16	Lead discussion on Achieve3000 implementation		Deonne Barnes	06/12/2019
	<i>Notes:</i> Corrective training for staff was held and now student are correctly monitored.			

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

Initial Assessment:

We have process in school related to interviewing, hiring and rewarding staff. As a state, we are lacking in recruiting and replacement due to low wages. 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 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 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.

Limited Development
04/21/2016

How it will look when fully met:	We have a strong plan in place for recruiting and hiring teachers. We need a better plan for retention. Currently, we are using the Success by Design program to compensate our highest performing teachers. We need something to guarantee better retention for all teachers who perform at proficient levels and at least meet growth.		Tiffany Rivers	06/12/2019
Actions		0 of 1 (0%)		
10/17/18	Gather feedback from staff about retention strategies.		Valerie Jamison	02/01/2019
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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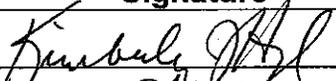
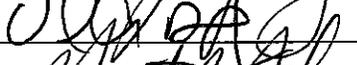
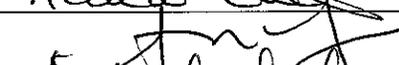
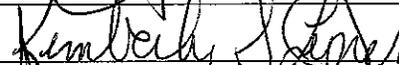
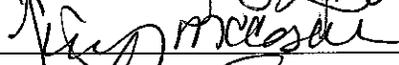
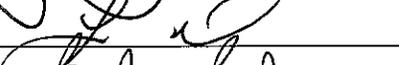
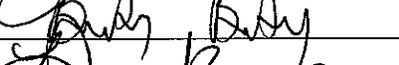
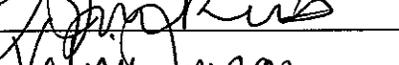
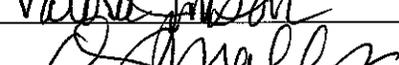
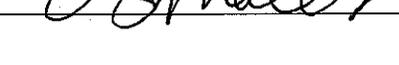
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, we invite parents to curricular functions throughout the year. Each quarter, we have a parent night to teach parents what students are learning in class. There is limited participation in this functions. We ConnectEd message parents to keep them informed of what's happening at the school. We have not had much success with getting large crowds of parents into our school to build curricular understanding.	No Development 04/21/2016		
How it will look when fully met:		Parents will become part of the SLT and PTO. Parents will also further support our school through curricular and extra-curricular functions.		Krystal McPhail	06/12/2019
Actions			0 of 2 (0%)		
10/17/18	Incorporate engaging family experiences which will enrich families and be relevant to their experiences.			Tiffany Rivers	06/12/2019
<i>Notes:</i>					
10/17/18	Increase communication to parents through Parent Square, Connect5, the school website, and social media.			Cera Sadler	06/12/2019
<i>Notes:</i>					

Approval of Plan

§ 115C-105.27. Development and approval of school improvement plans. (c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

My signature verifies that I adhered to the aforementioned statutory requirement. The 2018-2019 School Improvement Plan was voted on by secret ballot on _____.

Principal Name	Toni Perry	Principal Signature		Date	9-5-2018
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Committee Position	Name	Signature	Date
SLT/ Admin	Kimberly Hazel		9-5-18
SLT/ Chair	Krystal McPhail		9-5-18
SLT/ Teacher	Rosemary Berkley		9-5-18
SLT/ TEACHER	DANIELA BUTTS JR		9-5-18
SLT/ Admin - 6 th	Matt Adelman		9-5-18
SLT/ Admin	Margie Scariot		9-5-18
SLT/ Teacher	Diane Story		9-5-18
SLT/ Teacher - MCL	Kiara Cox		9-5-18
SLT/ A Facilitator	Andrea Fort		9-5-18
SLT/ IB Coordinator	Kim Lynch		9-5-18
SLT/ Admin	Tiffany McCosker		9-5-18
SLT/ Teacher	Lakisha My		9-5-18
SLT/ Teacher	Desh Berry		9-5-18
SLT/ MCL	Lindsay Jenkins		9-5-18
SLT/ New Teacher Support	Valerie Jamison		9-5-18
SLT/ Parent	Odetta Smalls		9/5/18

