

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:

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

To increase school-wide math CCR composite to by 8 percentage points (from 32% (current student proficiency) to 40% proficiency) as evidenced on the 2020 NC Math EOG.

To increase school-wide reading CCR composite to by 8 percentage points (from 28% (current student proficiency) to 36% proficiency) as evidenced on the 2020 NC Reading EOG.



! = 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	01/18/2020
Actions				1 of 7 (14%)		
	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.	Complete 08/19/2019	Toni Perry	06/12/2019
<i>Notes:</i>						
	9/30/19		TLaC strategies are being taught throughout the year through department meetings. We will teach positive interactions and relationship building with students. In addition, we will add instructional strategies for aggressive monitoring ad habits of evidence.		Toni Perry	01/20/2020
<i>Notes:</i>						
	9/30/19		We will introduce and utilize Educator's Handbook to document and track minor student behaviors. We will discuss data from EH monthly and make adjustments/set goals for students based on the results.		Matthew Adelman	01/20/2020
<i>Notes:</i>						
	9/30/19		Establish schoolwide procedures to reinforce procedures for hallway transition, uniforms, lunch, HAC, etc. These will help us monitor compliance and support teachers/students when there is misalignment.		Margie Scariot	01/20/2020

<i>Notes:</i>				
9/30/19	Implement practice clinics for continued practice for teachers experiencing complications with implementing schoolwide procedures and basic TLaC strategies.		Kimberly Hazel	01/20/2020
<i>Notes:</i>				
9/30/19	Increase mentor/mentee relationship building and coaching opportunities to help every staff member get better faster.		Valerie Jamison	01/20/2020
<i>Notes:</i>				
9/30/19	As needed and with mentee teachers, schedule peer observations which focus on building skills with another master teacher.		Valerie Jamison	01/20/2020
<i>Notes:</i>				
Implementation:		04/16/2018		
Evidence	4/16/2018			
Experience	4/16/2018			
Sustainability	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>			We have implemented unit plans through the IB model. Teachers have determined statements of inquiry, summative assessments, and factual/conceptual/debatable questions. We have more work to do with our daily experiences, rigor, and alignment.	Limited Development 03/17/2016		
<i>How it will look when fully met:</i>			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.		Toni Perry	01/17/2020
Actions				2 of 8 (25%)		
	10/13/16		Implement time & process for unit planning reflection, updates, and feedback for improvements at the end of the unit.	Complete 11/07/2019	Kimberly Hazel	11/30/2019
			<i>Notes:</i> 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 11/07/2019	Kimberly Lynch	11/30/2019
<i>Notes:</i> We have had monthly IB training focused on IB assessment and reflection. We have merged the ILT work with the IB process.				
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	01/15/2020
<i>Notes:</i> 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 year unit to ensure they are as strong as the end of the year.				
9/6/19	Incorporate quarterly planning days to include professional development and time for planning to examine alignment within our units, plan aligned learning experiences, and create multiple opportunities for skill development in preparation for summative assessments.		Lindsay Jenkins	01/17/2020
<i>Notes:</i>				
9/10/19	Monitor ILT alignment to school-wide expectations through PLC visits, observation and feedback evaluations, and classroom/PLC visits. Track performance for each ILT member through the GBF tracker.		Toni Perry	01/20/2020
<i>Notes:</i>				
9/10/19	Implement district mandated new curriculum in 6th ELA and 8th math to increase access to rigorous, standards-aligned learning experiences.		Toni Perry	01/20/2020
<i>Notes:</i>				
9/10/19	Follow TSI interventions to decrease the performance gap between EC students and their non-EC peers.		Tiffany Rivers	01/20/2020
<i>Notes:</i>				
9/30/19	Focus on alignment between learning experiences, summative assessment, and IB rubrics to help support greater success with students in the content, both with standardized testing and performance assessment.		Lindsay Jenkins	01/20/2020
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			Currently, we are building our system to tiered instruction/MTSS. We have begun with our returning students and are working towards developing tiered plans for sixth graders. Within our intervention block, we have strategically scheduled students for reading support (ELs), math enrichment (Math 1), and Tier 2 interventions based on referrals made last year. These students are receiving specified learning based on the purpose of intervention.	Limited Development 10/02/2017		
<i>How it will look when fully met:</i>			Students will enjoy greater academic and behavioral success. Students will know where to go for support in specific areas and will utilize resources provided at the school. Teacher will be informed and can take action based on what students know, can do, and what students need.		Lindsay Jenkins	01/20/2020
Actions				2 of 7 (29%)		
	10/29/18	Create targeted intervention time for designated students through the academic enrichment block. Match these groups to high impact teachers.		Complete 08/26/2019	Matthew Adelman	08/26/2019
<i>Notes:</i>						
	10/22/18	Implement behavior intervention plans for students whose needs are not met through out school-wide discipline system.		Complete 10/30/2019	Matthew Adelman	10/30/2019
<i>Notes:</i>						
	9/10/19	Participate in district Targeted Support and Improvement initiatives (PD) to strengthen our core curriculum and better support our EC students in accessing grade level content.			Tiffany Rivers	01/20/2020
<i>Notes:</i>						
	9/30/19	Utilize MTSS leadership team to review data, determine interventions, and establish plans for students in tier 2 and 3 academically and behaviorally.			Lindsay Jenkins	01/20/2020
<i>Notes:</i>						
	9/10/19	Implement 6th ELA and 8th math new curriculum adoptions (per district expectation) to increase access by all students to a rigorous, standards-aligned curriculum.			Kimberly Lynch	01/29/2020
<i>Notes:</i>						

	9/6/19	Implement data driven small group instruction as a process for addressing individual academic student needs within the core curriculum. Develop specific days within PLCs where small group instruction takes place. Teach and monitor small group implementation (unique learning experience, bite-sized skill development, post assessment)		Toni Perry	01/30/2020
<i>Notes:</i>					
	10/22/18	Purchase IXL to support individual skill development in science, math, and language arts.		Toni Perry	01/30/2020
<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
<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 by 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 implementing restorative practices and Caring School Community this school year to help improve in this area. We have created an MTSS committee that supports the interventions necessary for improvement in this area.	Limited Development 03/17/2016		
<i>How it will look when fully met:</i>		Students will report that they have at least one advocate at school. All teachers will report having resources they need to diffuse/de-escalate situations. All teachers and students will agree that there are positive interactions between teachers and students. Our MTSS system will be fully and effectively functioning.		Matthew Adelman	06/05/2020
Actions			10 of 14 (71%)		
	8/13/19	Teachers will determine new, more visible and explicit expectations for students- following the restorative practices language expectations.	Complete 06/10/2019	Toni Perry	06/11/2019
<i>Notes:</i>					
	8/13/19	Based on the newly established expectations, we will create a matrix of student behavior expectations (similar to PBIS) which further describes expectations in various areas of the building.	Complete 08/12/2019	Matthew Adelman	07/15/2019
<i>Notes:</i>					

8/13/19	To align our staff interactions, we will create a staff expectations matrix which will reflect our expectations for all staff.	Complete 08/12/2019	Toni Perry	08/01/2019
<i>Notes:</i>				
8/13/19	We will establish, teach, and practice school-wide routines. We will create a weekly playbook of expected proficiency of routines. We will use the monitoring checklist to determine where we are misaligned. We will determine interventions and make adjustments based on weekly monitoring checklist.	Complete 10/28/2019	Toni Perry	08/23/2019
<i>Notes:</i>				
8/13/19	We will adopt and strategically implement the Caring School Community curriculum during academic enrichment. Using the curriculum, we will prepare slides for staff to present to students which includes two lessons per week and a weekly circle conversation.	Complete 09/27/2019	Matthew Adelman	08/26/2019
<i>Notes:</i>				
8/13/19	We will establish clearer procedures for tracking and reporting student behavior. We will require teachers to follow through with three interventions prior to removal from class unless the behavior is "below the line".	Complete 09/09/2019	Toni Perry	09/04/2019
<i>Notes:</i>				
8/13/19	We will utilize Educator's Handbook to monitor minor and major (referral) offenses, set goals for growth, and monitor this data monthly.	Complete 10/31/2019	Matthew Adelman	09/04/2019
<i>Notes:</i> We will use the platform daily. Our monthly staff meetings will include data about progress.				
8/13/19	Counselors will push in to classes for guidance lessons which support the Caring Schools Community curriculum.	Complete 09/16/2019	Kimberly Lynch	09/15/2019
<i>Notes:</i>				
8/13/19	Based on Educator's Handbook data, more emphasis will be focused in places where we are seeing more incidents. Practice clinics will be established for teachers who are having more incidents.	Complete 11/04/2019	Matthew Adelman	10/15/2019
<i>Notes:</i>				
8/13/19	We will implement monthly celebrations for students who have earned rewards through Educator's Handbook. We will establish a reward system that is merit base and will provide access to all students. Candy cart and specified uniform free days will be a part of the reward system.	Complete 11/04/2019	Matthew Adelman	10/30/2019
<i>Notes:</i>				
9/10/19	We will establish a process for how BMTs counsel and moderate with students regarding their behavior when they are removed from class.		Matthew Adelman	01/20/2020

<i>Notes:</i>							
9/30/19	Continue One School One Book to teach, discuss, and implement self-management approaches to learning which align with IB principles.				Lindsay Jenkins	01/20/2020	
<i>Notes:</i>							
9/30/19	Implement Parent Involvement flowchart to guide teachers/staff in discussing emotional needs with parents.				Tiffany Rivers	01/20/2020	
<i>Notes:</i>							
10/29/18	Teachers are being trained and will continue to practice restorative practices to support SEL for all students.				Kimberly Hazel	06/12/2020	
<i>Notes:</i>							
!	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		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			
How it will look when fully met:		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	01/20/2020	
Actions				0 of 3 (0%)			
9/30/19	Utilize vertical alignment within department meetings to ensure student learning is increasingly rigorous from year to year.				Toni Perry	01/20/2020	
<i>Notes:</i>							
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	01/20/2020	
<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	06/12/2020	
<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.	Objective Met 11/28/19	Toni Perry	06/12/2019
Actions					
	10/22/18	Cadres will elective SLT membership/cadre chair persons for each team.	Complete 09/28/2018	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.	Complete 05/24/2019	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.		Objective Met 11/28/19	Toni Perry	06/12/2019
Actions						
	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.		Complete 06/10/2019	Tiffany Rivers	06/12/2019
<i>Notes:</i>						
	10/13/16	Create process for holding SLT elections		Complete 09/27/2019	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.)		Complete 09/30/2019	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.	Objective Met 11/28/19	Toni Perry	11/30/2018
Actions					
	10/17/18	Implement by-laws	Complete 11/30/2018	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. Specific questions will remain: Why is what we are asking students to do important? How will we know they learned? What happens when students have not learned?		Toni Perry	01/17/2020
Actions				2 of 5 (40%)		
	9/6/19	Create monitoring checklist which guides professional development and practice clinics focused on components that build a culture of learning and maximize instructional minutes. Assigned leadership team members to PD and practice clinics. Add feedback from the monitoring checklist to weekly ILT debriefs to determine which staff are required for practice clinics.	Complete 09/30/2019	Toni Perry	09/30/2019	

<i>Notes:</i>				
10/17/18	Assign learning teams	Complete 09/02/2019	Toni Perry	09/30/2019
<i>Notes:</i>				
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 as well as the district Instructional Look-fors and our RELAY monitoring checklist.		Toni Perry	01/17/2020
<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.		Toni Perry	01/17/2020
<i>Notes:</i>				
9/6/19	Principal will communicate expectations for compliance on key classroom leadership skills and monitor compliance during classroom visits and hallway transitions. The principal will provide immediate feedback to teachers to improve adherence and clarify the expectations.		Toni Perry	01/17/2020
<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
--	-----	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------	-------------

<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>Objective Met 11/28/19</p>	<p>Toni Perry</p>	<p>06/12/2019</p>
<p>Actions</p>				
<p>10/13/16</p>	<p>Lead discussion on 7/8 math data</p>	<p>Complete 01/31/2019</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	Complete 02/22/2019	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 6th grade math data	Complete 06/10/2019	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	Complete 06/10/2019	Deonne Barnes	06/12/2019
<i>Notes:</i> Corrective training for staff was held and now student are correctly monitored.				
10/13/16	Lead discussion on Insight Survey data	Complete 06/10/2019	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	Complete 06/10/2019	Kimberly Lynch	06/12/2019
<i>Notes:</i>				

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.	Objective Met 11/28/19	Tiffany Rivers	06/12/2019
Actions				
10/17/18	Gather feedback from staff about retention strategies.	Complete 02/01/2019	Valerie Jamison	02/01/2019
<i>Notes:</i>				

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
---	-----	-------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------	-------------

Initial Assessment:	Currently, we invite parents to curricular functions throughout the year. There is limited participation in these functions. We ConnectEd message parents weekly to keep them informed of what's happening at the school and to provide specific steps for supporting academics at 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	01/17/2020
-----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------	-------------------

Actions		2 of 9 (22%)		
----------------	--	---------------------	--	--

10/17/18	Increase communication to parents through Connect5, the school website, and social media. Include parent education through multi-media.	Complete 11/18/2019	Margie Scariot	11/12/2019
----------	-----------------------------------------------------------------------------------------------------------------------------------------	---------------------	----------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

11/18/19	We will maintain an IB ARMS in A.C.T.I.O.N. bulletin board with upcoming events. Also, parent contact is updated during school events for IB.	Complete 11/22/2019	Kimberly Lynch	12/20/2019
----------	-----------------------------------------------------------------------------------------------------------------------------------------------	---------------------	----------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

10/17/18	Incorporate engaging family experiences which will enrich families and be relevant to their experiences (Latin Family Night, Black History Programming, Financial Literacy Night, etc.)		Kimberly Hazel	01/17/2020
----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------	------------

<i>Notes:</i>				
9/30/19	Create parent supporting resources to add to our website for added intervention. Tutor.com will also be communicated with parents as well as One Access info from our media specialist.		Tiffany Rivers	01/20/2020
<i>Notes:</i>				
9/30/19	Conferences will focus on communicating with parents of students who are earning D's or F's (more than 2). We will hold two sessions this year.		Kimberly Hazel	01/20/2020
<i>Notes:</i>				
9/30/19	Purchase agendas for every student to increase communication between home and school.		Toni Perry	01/20/2020
<i>Notes:</i>				
9/6/19	Create a schedule of parent involvement activities which include our IB activities, students services events, and school-wide family events to encourage planning and preparation for engagement at the school. Schedule will be distributed via website and hard copies during Curriculum Night. Additional copies will be distributed through the front office.		Kimberly Hazel	01/30/2020
<i>Notes:</i> We need to add a copy of parent involvement activities to the website. We can do a monthly ConnectEd of upcoming activities for the month (to mimic Buzz) and add to social media.				
9/10/19	Survey parents for contact information and how they can best get involved. Complete survey for face-to-face parent sessions and the school website.		Margie Scariot	01/30/2020
<i>Notes:</i> Parent Involvement will get information from teams if they have surveyed parents for contact information.				
9/10/19	Involve counselors in determining correct phone numbers for parent contact.		Tiffany Rivers	01/30/2020
<i>Notes:</i> Add message to the Buzz for updates with contact info.				