

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>	<p>As of May 2023, all subject groups have completed MYP Course Overview planners and semester 1 MYP unit planners. 95% of the PD plan was completed throughout the school year, the 5% was not completed due to required district professional development trainings for staff.</p> <p>As of May 2023, the successes we experienced related to this indicator in meeting our goal is that a professional development (PD) plan was created for the 2022-2023 school year and updated throughout to meet the staff's needs. The PD plan infused instructional practices such as, MYP, AVID, data-driven instruction, multi-tiered instruction, and iReady differentiated instruction.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that although all staff received on-going professional development, implementation of strategies learned are not consistent across all subject groups.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to use our PD plan for the upcoming school year to address the areas of improvement for individual teachers, as well continue to build capacity with the MYP curriculum and AVID within each subject group. Each subject area will be responsible for completing or modifying semester 1 and 2 MYP unit planners, which will be used to house daily core and core plus lesson plans.</p>	Limited Development 08/22/2022		

How it will look when fully met:	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	06/15/2024
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Actions		0 of 3 (0%)		
9/13/23	Provide instructional and support staff will on-going professional development with Capturing Kid's Hearts to employ effective classroom management and reinforce classroom rules and procedures, by building and maintaining positive relationships. (SEL, OSS, FAM- S 30)		Courtney Burns	02/01/2024
<i>Notes:</i>				
8/22/22	Establish a committee that supports student culture, with a focus to incentivize and increase self-efficacy. (SEL, OSS)		Courtney Burns	06/09/2024
<i>Notes:</i>				
8/22/22	Establish a tiered instructional strategies to support and meet the needs of individual teachers, through differentiation and individual coaching and professional development. (EVAAS, SEL)		Courtney Burns	06/09/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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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:

As of June 2023, 8th grade Math CCR for SY 2022-2023 increased from 1.1% to 1.2%, which indicates that we did not meet the district's Goal 2 of 14.6%. As of May 2023, we made progress on this goal but did not fully meet it, based on MAP data. From Fall to Spring MAP, 8th grade reading and math met the school index growth by 0.70, 6th grade reading by 0.10, 7th grade reading by 0.21, and 8th grade reading by 0.76. We are also trending with our ML subgroup in 7th and 8th grade math, and 6th, 7th and 8th grade reading, and 8th grade reading EC subgroup.

As of May 2023, the successes we experienced related to this indicator in meeting our goal is implementation of small group instruction in reading, math and science for the second semester of the school year. Restructuring of students in ELA and math classes based on MAP data, and small group instruction was conducted by classroom teachers, instructional coaches, support staff, and administrators.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that we did not restructure classes and consistently implement small group instruction in ELA and math classes, until the second semester of the school year.

As of May 2023, the opportunities that exist to address these challenges for the 2023-2024 school year is to enhance PLC planning time with unpacking curriculum lessons, planning for small group instruction, and discussing student data. Restructuring of students and small group instruction will begin after the fall MAP assessment.

Limited Development
08/22/2022

How it will look when fully met:	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.		Neodria Brown	06/15/2024
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Actions		0 of 3 (0%)		
8/31/23	Develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. (EVAAS, Math I, Math 8, and FAM-S 29)		Tangela Solomon	02/01/2024
<i>Notes:</i>				
8/22/22	Design and implement lesson plans with evidence of discretionary moves for core instruction to address the achievement gaps based on mastery of standards, using MAP, common assessment, and content assessment data. (EVAAS, Math 8)		Tangela Solomon	06/09/2024
<i>Notes:</i>				
8/22/22	Establish and implement a universal model for providing tiered standard-aligned instruction to meet the individual needs of students through small group instruction, re-teaching of standards, and enrichment activities in math, reading and science, based on i-Ready diagnostic data and MAP benchmark assessment data. (Math 8, Math I, EVAAS, Title I)		Tangela Solomon	06/09/2024
<i>Notes:</i>				

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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Initial Assessment:

As of June 2023, according to the Navigator Portal MTSS by School Report there are 93 scholars in the 5th percentile and below, 208 in the 6-24th percentile, 235 in the 25-50th percentile, 262 in the 51-100, and 61 missing data, for MTSS collectively in reading and math. There are 163 students in the 51-100th percentile in MTSS for reading and 213 students for math.

As of May 2023, the successes we experienced related to this indicator in meeting our goal is that a comprehensive assessment system is established, and staff understand and have access to academic, behavior, and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally 2) determine why students are at-risk 3) monitor student academic and social-emotional growth/progress 4) inform academic and social-emotional instructional planning 5) determine student attainment of academic/behavioral outcomes. All students participated in iReady diagnostic assessments and daily lessons in reading and math, during academic enrichment. iReady data was used as data points school wide to measure student mastery between benchmark assessments, and drive small group instruction.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that the essential elements of MTSS implementation are defined, but not understood by all school staff. The leadership team does not ensure professional development and coaching for all staff members on data-based problem-solving relative to their job roles/responsibilities.

As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is for the leadership team to ensure all staff are actively engaged in ongoing professional development and coaching necessary to support MTSS implementation and engage in consensus building activities for MTSS implementation.

Limited Development
08/22/2022

<p>How it will look when fully met:</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 & 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 & 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 & 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>		Michelle Fox	06/15/2024
Actions		0 of 4 (0%)		
7/25/23	Establish and monitor a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (EVAAS and FAM-S 3)		Patrice Holmes	02/01/2024
<i>Notes:</i>				
9/21/23	Within the 2023-24 school year, our CSI -LP school will implement the following evidenced-based intervention: engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices to increase overall student performance. (EVAAS)		Neodria Brown	06/09/2024
<i>Notes:</i>				

	8/22/22	As an Instructional Leadership Team, along with teaching faculty and support staff, we will utilize assessment data (universal screeners - MAP, iReady, common assessments, district benchmarks) to analyze students' academic needs to support differentiated placement. (EVAAS, FAM-S 3, CSI, Title I)		Patrice Holmes	06/09/2024	
<i>Notes:</i>						
	8/22/22	Incorporate built-in academic enrichment to analyze the effectiveness of core, supplemental and intensive academic and behavioral support based on small group and/or one-on-one instruction across the curriculum. (EVAAS, Math 8, CSI, Title I)		Patrice Holmes	06/09/2024	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Data: As of June 2023, our out-of-school suspension rates have slightly increased from the SY 2021-2022 to SY 2022-2023 from 230 students to 231, respectively. OSS for SWD have decreased from SY 2021-2022 to SY 2022-2023 from 19.1% to 13.9%. Panorama results from Spring 2023 for 412 students show that self-efficacy was at 38% and self-management was at 56%, which are slightly lower compared to Spring 2022 results.

As of May 2023, the successes we experienced related to this indicator in meeting our goal is that attendance and chronic absenteeism and out of school suspensions have decreased from the 2021-2022 school year. Attendance and behavior incentives have been implemented school wide and across all grade levels to encourage and motivate students.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that there are some students with chronic absences attributed from out of school suspensions and family issues, which cannot be continued at the school level.

As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to continue with our monthly student services meetings to discuss and track attendance and suspension data. The focus will be to continue building community partnerships that can support student and family needs outside of school. Students will continue to receive incentives for attendance and behavior across the school.

Limited Development
08/22/2022

<p>How it will look when fully met:</p>	<p>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.</p>		<p>Neodria Brown</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/6/23 Provide teacher PD , student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. The school wide behavior matrix and expectations will be implemented and referenced through the school year through SEL lessons by the administrative team, grade level leaders, support staff and classroom teachers. There will be ongoing professional development for staff during staff meetings, individual coaching and school wide trainings that will reflect and review the framework of the school wide behavior plan. (SEL, OSS, EVAAS, and FAM-S 30)</p>		<p>Amaya Dicker</p>	<p>02/28/2024</p>
<p><i>Notes:</i> Teacher PD- Capturing Kids Hearts, PBIS school wide matrixes, and Educator's Handbook- August 2023</p>				
	<p>9/6/23 Provide SEL planning time for PLCs quarterly so teams can review Panorama data and develop lessons utilizing provisioned district curriculum and the Panorama Playbook. (SEL, FAM-S 31)</p>		<p>Phillip Middleton</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				
	<p>8/22/22 Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. (EVAAS) Link: https://docs.google.com/document/d/1fUieyszVbCD9GfZd141Py8eE58CRy8yRI5DD7mwdbwQ/edit?usp=sharing</p>		<p>Dervi Elliott-Bennett</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				

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
<p><i>Initial Assessment:</i></p>	<p>As of May 2023, 3 feeder elementary schools participated in an in-person school tour at Ranson IB, a group of 50 8th graders visited WS for school tour, and Ranson participated in several school family nights at feeder schools, prior to the magnet fair.</p> <p>As of June 2023, our enrollments for honors and advanced course enrollment as aligned with CMS Goal 3 is as follows, 6th, 7th and 8th grade Honors ELA enrollment was 27, 24, and 34, respectively; 6th and 7th grade Honors Math and Math I (HS credit course) enrollment was 30, 23 and 33, respectively; Spanish I and Spanish II (HS credit courses) enrollment was 44 and 8, respectively; French I Part A and Part B (HS credit courses) enrollment was 45 and 56, respectively.As of May 2023, the successes we experienced related to this indicator in meeting our goal is that Ranson offers honors ELA and math classes for 6th through 8th grade students, and Math I for 8th grade students. Partnerships with feeder elementary and high schools have been established to prepare future Ranson IB scholars and transition current 8th grade IB students. This allows students and parents to explore IB options at the middle and high school level, to continue with the IB curriculum and provide more opportunities for new IB students.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that we continue to incorporate IB school wide and build the capacity of instructional leaders and classroom teachers, across all subject groups. Currently, we incorporate IB at some capacity in all subject groups and classrooms.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to provide school wide IB professional development and send a team of staff members to the district IB training in August 2023, to strengthen implementation within the school.</p>	<p>Limited Development 08/22/2022</p>			

<p>How it will look when fully met:</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>Michelle Fox</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/22/22</p>	<p>Provide qualified 6th and 7th grade scholars with Honors ELA and Math courses, preparing for matriculation into Honors English 8 and Math I in 8th grade by 2024-2025 academic school year. (EVAAS, Math 8)</p>		<p>Michelle Fox</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/6/23</p>	<p>Design a transitional program for 6th and 8th grade students that will foster communication, respond to all stakeholders needs, and create a sense of community with feeder elementary and high schools. The transitional program will consist of rising 6th and 9th grade orientations, school tours, and parent nights at least twice a school year. (EVAAS, Math 8)</p>		<p>Michelle Fox</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				

9/21/23	Create opportunities for all scholars to experience the core curriculum anchored by global concepts, criteria, and interdisciplinary learning in all classes at each grade level. The IB experience will introduce students to skills and knowledge designed to enhance the global connections made throughout various classes. (EVAAS, Math 8)		Michelle Fox	06/09/2024
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Notes:

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>As of June 2023, Ranson IB EOG 8th grade math CCR scores increased by 0.1%, the school's overall composite score increased by 1%, EL EOG composite score increased by 8.9%, ELA EOG composite score increased by 2%, and SWD EOG composite score increased by 0.6%. Math EOG composite score decreased by 0.5%, Math I EOC scores decreased by 11.1%, and science EOG composite score decreased 1.2%</p> <p>As of May 2023, the successes we experienced related to this indicator in meeting our goal is that ILT consistently meets bi-weekly and the use of weekly calendars and/or trackers to monitor coaches' assignments and tasks. All subject groups participate in 2 PLC meetings weekly to discuss standard aligned instruction and data results from classroom, unit, interim, and benchmark assessments.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that not all students are not meeting their expected growth or proficiency based on MAP, interim and unit assessments.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to create restructuring plans in core areas with small group instruction, based on fall MAP data, during quarter 2 of the 2023-2024 school year. Continue this process throughout the school year based on current data analysis and teacher strengths.</p>	Limited Development 08/24/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			ILT will become a training time for all instructional leaders to strengthen their skill sets and become expert trainers in our instructional strategies and foci. ILT will be a sustained collaborative group that will continue to foster teacher leaders.		Neodria Brown	06/15/2024
Actions				0 of 2 (0%)		
		8/24/22	Providing each PLC support during weekly planning meetings through content lead teachers, administration, and instructional coaches. (EVAAS, Math 8)		Neodria Brown	06/09/2024

<i>Notes:</i>				
10/4/22	Establishing leadership and instructional teams with designated times to meet, twice a week for instructional planning. (EVAAS, Math 8)		Neodria Brown	06/09/2024
<i>Notes:</i>				
Implementation:		08/24/2022		
Evidence	8/24/2022 ILT Team bi weekly meeting Coaching Trackers Monitoring of Coaches Teacher leader track			
Experience	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.			
Sustainability	8/24/2022 Employing highly qualified Coaches to train teacher leaders.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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
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Initial Assessment:

As of June 2023, Ranson IB EOG 8th grade math CCR scores increased by 0.1%, the school's overall composite score increased by 1%, EL EOG composite score increased by 8.9%, ELA EOG composite score increased by 2%, and SWD EOG composite score increased by 0.6%. Math EOG composite score decreased by 0.5%, Math I EOC scores decreased by 11.1%, and science EOG composite score decreased 1.2%.

As of May 2023, the successes we experienced related to this indicator in meeting our goal is that all core subject groups have access to an MCL or instructional coach, for instructional guidance, modeling and feedback. The SIT meets monthly and uses a variety of data points to address and monitor the progress of the school wide SIP goals. The MTSS leadership team meets monthly to discuss the school's progress with multi-tiered instruction.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that implementation of new learning strategies and concepts are inconsistent across the school.

As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to continue to provide uninterrupted time for teachers and instructional coaches to plan for instruction and review student data. Instructional coaches will continue to use a PLC protocol and DDI process, during this time.

Limited Development
08/24/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will have designated planning blocks and days that are uninterrupted. 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
Actions			0 of 1 (0%)		
	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	02/01/2024
	<i>Notes:</i>				
Implementation:			10/04/2022		
Evidence	8/24/2022	Agendas, Meetings, PLC roles and responsibilities			
Experience	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.			
Sustainability	8/24/2022	Ensure the schedule allots for the time needed.			

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
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Initial Assessment:

As of May 2023, 100% of core content teachers received on-going instructional coaching support, including walkthroughs, one-on-one coaching sessions, and instructional modeling . 100% of our beginning years (0-3) teachers have assigned mentors and receive monthly professional development to address instructional, behavioral, and learning gaps in the classroom.

The impact of coaching was evident through growth in the focus areas of 8th grade Math as 52% of students met or exceeded yearlong growth targets on the Spring MAP assessment. From Fall to Spring MAP, 8th grade reading and math met the school index growth by 0.70, 6th grade reading by 0.10, 7th grade reading by 0.21, and 8th grade reading by 0.76.As of May 2023, the successes we experienced related to this indicator in meeting our goal is that our master schedule reflects built-in time for all teachers to plan as a professional learning community and review student data and academic trends. Fall MAP , iReady, and interim assessment data in math, reading and science were used to restructure classes and plan for small group instruction. iReady for math and reading enrichment and remediation was used school wide Monday-Thursday, during academic enrichment. iReady diagnostic assessments were used as a data point, between benchmark assessment.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that even with on-going professional development, not all staff members understand the process of data-driven instruction for small group instruction and how to make discretionary shifts within content curricula.

As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to provide staff professional developments that lenses itself to individual staffneeds. Use RELAY strategies to observe and provide effective feedback that will strengthen teachers' ability to adjust teaching and learning based on data and meet the needs of all scholars. Practice clinics will be used as a way to provide staff differentiated support with instructional practices, classroom management, and student engagement.

Limited Development
08/24/2022

How it will look when fully met:	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
Actions		0 of 3 (0%)		
9/21/23	The principal and school leadership will routinely review students data to adjust student grouping for the Academic Enrichment and core instructional blocks. (EVAAS, Math 8)		Neodria Brown	02/01/2024
<i>Notes:</i>				
9/6/23	Develop a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (EVAAS, Math 8, SEL, OSS, FAM-S monitoring)		Neodria Brown	02/28/2024
<i>Notes:</i>				
9/6/23	Support the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving to guide instruction. (EVAAS, Math 8, SEL, OSS, FAM-S monitoring)		Neodria Brown	06/09/2024
<i>Notes:</i>				
Core Function:	Dimension C - Professional Capacity			
Effective Practice:	Quality of professional development			

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>As of June 2023, Ranson IB EOG 8th grade math CCR scores increased by 0.1%, the school's overall composite score increased by 1%, EL EOG composite score increased by 8.9%, ELA EOG composite score increased by 2%, and SWD EOG composite score increased by 0.6%. Math EOG composite score decreased by 0.5%, Math I EOC scores decreased by 11.1%, and science EOG composite score decreased 1.2%.</p> <p>As of May 2023, the successes we experienced related to this indicator in meeting our goal is that the principal monitors coaching observations through weekly coaching trackers and schedules. The principal created and implements a tool called the RIBMS Instructional Goals and Tiered Support rubric to track individual teacher's progress based on Get Better Faster, Teach Like a Champion, and IB/MYP expectations. The school Instructional Leadership Team participated in Core Action Walks with the West Learning Community, which provided action steps for specific teachers and content areas.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that not all teachers are progressing at the same rate and demonstrating the as level of mastery, according to the RIBMS Instructional Goals and Tiered Support rubric.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to continue to monitor and discuss teachers' progress and provide professional development that will build capacity within the leadership team and teachers.</p>	<p>Limited Development 08/25/2022</p>		
<p>How it will look when fully met:</p>	<p>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.</p>		<p>Michelle Fox</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/25/22 Develop and monitor a universal coaching tracker, to capture teachers' performance, action steps, and progress, based on walkthrough and informational observation data. (EVAAS, Math 8, SEL)</p>		<p>Tangela Solomon</p>	<p>06/09/2024</p>
<p>Notes:</p>				

8/25/22 Establish a protocol for using teacher observation and performance data to drive future professional development opportunity and providing additional support for classroom teachers. (EVAAS, Math 8)

Tangela Solomon

06/09/2024

Notes:

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>As of May 2023, according to the HR Report the number of non-highly qualified teachers decreased from 24 in quarter 3 and 6 teachers in quarter 4. Currently we have 6 math, 1 ELA, 2 science, 2 individuals and society, 1 extensions, 1 ML, and 1 dance vacancies.</p> <p>As of May 2023, the successes we experienced related to this indicator in meeting our goal is that marketing materials have been updated and the instructional leadership team participates in all district and school career fairs. Interviews for staff vacancies are conducted as a team or panel, which consist of Instructional Leaders, lead teachers, and administration. In January 2023, retention and recruitment bonus criteria for staff was put in place for qualifying staff. Retention and recruitment bonuses will be paid during SY 2023-2024 from the CSI school funds.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that there are limited candidates available to fill vacancies, which leave core classes without full-time teachers. Instructional coaches and support staff have to cover classes without a teacher, which takes away from teacher support.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to continue marketing the IB and MYP program to recruit highly qualified teachers. Collaborate with CMS to provide non-highly qualified teachers on-going support with instructional practices and classroom management skills.</p>	Limited Development 08/25/2022		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 2 (0%)		
	8/25/22	Update school marketing materials that are aligned to updated IB standards and practices. (EVAAS)		Michelle Fox	06/09/2024

Notes:

8/25/22 Participate in local and district job fairs to recruit highly qualified staff.
(EVAAS)

Neodria Brown

06/09/2024

Notes:

Core Function:

Dimension D - Planning and Operational Effectiveness

Effective Practice:

Resource Allocation

KEY

D1.02

The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:

As of June 2023, 8th grade Math CCR for SY 2022-2023 increased from 1.1% to 1.2%, which indicates that we did not meet the district's Goal 2 of 14.6%. As of May 2023, we made progress on this goal but did not fully meet it, based on MAP data. From Fall to Spring MAP, 8th grade reading and math met the school index growth by 0.70, 6th grade reading by 0.10, 7th grade reading by 0.21, and 8th grade reading by 0.76. We are also trending with our ML subgroup in 7th and 8th grade math, and 6th, 7th and 8th grade reading, and 8th grade reading EC subgroup.

As of May 2023, the successes we experienced related to this indicator in meeting our goal is the use of additional CSI and Title I allocation funds for instructional resources to support teachers with providing small group instruction in reading and math, in conjunction with the district's curriculum.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that we did not receive some of the allocations until the second semester of the 22-23 school year. Additionally, there were challenges with getting additional human resources, even with additional funding provided by the district.

As of May 2023, the opportunities that exist to address these challenges for the 2023-2024 school year is to enhance the instructional resources available through additional programs such as Go Formative, Brain Pop, Discovery Education, Flocabulary, and iReady, and math tutors. Allocations will also be used to provide an additional layer of support with extended day tutoring and Saturday school in math and science. Parent engagement will be enhanced through the partnership and support of SchermCo.

Human resources with allocations:

BMTs (2)

Academic Facilitator

Limited Development
09/20/2023

<p>How it will look when fully met:</p>	<p>At full implementation, there will be evidence of equitable distribution of resources by the district based on school needs, consideration of additional resources beyond funding, an establishment of resource priorities through stakeholders input that are aligned with student performance, and a combination of available funding sources to maximize available resources. The principal will ensure that staff have the appropriate time and instructional resources needed for high quality instruction and academic success. External partnerships will be established in further meeting the needs of students at the school.</p>		<p>Neodria Brown</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/20/23</p>	<p>Within the 2023-24 school year, our school identified the following resource inequity, time, as a result, our school plans to mitigate this inequity by implementing the Out of School Tutoring program to provide additional instructional time to students based on need. (EVAAS)</p>		<p>Michelle Fox</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				
<p>11/26/23</p>	<p>Within the 2023-2024 school year, there will be a shift in resources to address the needs of the school and close the missed opportunities, such as adjusting the allotment for retention bonuses, as staff become ineligible throughout the school year.</p>		<p>Neodria Brown</p>	<p>06/09/2024</p>
<p><i>Notes:</i> CSI/ATSI - Comprehensive Needs Assessment Resource/Fiscal Addendum Only</p> <p>***Resource Allocation for CSI/ATSI Schools***: Based on the data analysis and current needs listed above, how will the school plan to align and allocate resource(s) (money, time, human resources, instruction/training) within each school's instructional priorities? (Refer to D1.02 in NCStar)</p> <p>As of June 2023, 8th grade Math CCR for SY 2022-2023 increased from 1.1% to 1.2%, which indicates that we did not meet the district's Goal 2 of 14.6%. As of May 2023, we made progress on this goal but did not fully meet it, based on MAP data. From Fall to Spring MAP, 8th grade reading and math met the school index growth by 0.70, 6th grade reading by 0.10, 7th grade reading by 0.21, and 8th grade reading by 0.76. We are also trending with our ML subgroup in 7th and 8th grade math, and 6th, 7th and 8th grade reading, and 8th grade reading EC subgroup.</p> <p>As of May 2023, the successes we experienced related to this indicator</p>				

in meeting our goal is the use of additional CSI and Title I allocation funds for instructional resources to support teachers with providing small group instruction in reading and math, in conjunction with the district's curriculum.

As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that we did not receive some of the allocations until the second semester of the 22-23 school year. Additionally, there were challenges with getting additional human resources, even with additional funding provided by the district.

As of May 2023, the opportunities that exist to address these challenges for the 2023-2024 school year is to enhance the instructional resources available through additional programs such as Go Formative, Brain Pop, Discovery Education, Flocabulary, and iReady, and math tutors. Allocations will also be used to provide an additional layer of support with extended day tutoring and Saturday school in math and science. Parent engagement will be enhanced through the partnership and support of SchermCo.

Human resources with allocations:

BMTs (2)

Academic Facilitator

Academic Enrichment Strategies (use of iReady with small groups and personalized learning instruction)

Master Scheduling (Honors, Inclusion, and Math I) collaboration with instructional and classroom leaders

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	

<p>Initial Assessment:</p>	<p>As of May 2023, we have a 100% daily communication report for contacting parents through ConnectEd text messaging system.</p> <p>As of May 2023, the successes we experienced related to this indicator in meeting our goal is that Ranson IB currently have established strong and long-lasting community partnerships that have a positive impact on students, families and staff. Our community partnerships include, but not limited to Fifth/Third Bank, Jane’s Foundation, West Charlotte High School, St. Mark Episcopal Church, The Harvest Church, Love Fellowship, Friendship Missionary Baptist Church, and Communities in Schools There are on-going opportunities for families to engage in students' academic and behavioral progress, such as school wide Open House, IB and AIG parent night, Magnet School Open House, quarterly curriculum nights, quarterly parent-teacher conferences, and Above and Beyond monthly parent sessions. Daily communication from the principal, allows parents and families to stay informed of school events, expectations, and continuous improvement.</p> <p>As of May 2023, the challenges that we are facing in meeting our 2022-2023 SIP goal targets aligned to this indicator is that we do not have an official parent organization or committee, and parent engagement is inconsistent throughout the school year.</p> <p>As of May 2023, the opportunities that exist to address these challenges for the 2022-2023 school year is to continue providing opportunities for parents and families to engage in students’ academic and behavioral success, using innovative strategies. Partnering with SchermCo will allow Ranson IB to use a data-driven family empowerment approach and build stronger relationships with families and students.</p>	<p>Limited Development 08/25/2022</p>		
<p>How it will look when fully met:</p>	<p>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 advocation, 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.</p>		<p>Neodria Brown</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/21/23</p>	<p>Develop and distribute monthly grade level newsletters to include curricular information, counseling updates, and school announcements. (SEL, EVAAS)</p>		<p>Tangela Solomon</p>	<p>02/01/2024</p>

Notes:

8/25/22 Increase community partnerships that will contribute to accomplishing the our SIP goals and building a stronger School Improvement Team. Current partnerships with extended day tutoring vendors, such as PIMOSH and Learn It support the EVAAS and Math 8 SIP goal and provide additional academic support in reading, math and science. The partnership with SchermCo and Atrium Community Connections will directly impact parent engagement and building power in the community. (EVAAS, Math 8, SEL, Title I)

Michelle Fox

06/09/2024

Notes:

9/6/23 Create and execute a flow chart for parent communication to increase family involvement in all tiered intervention plan meetings. (EVAAS, OSS, and FAM-S 3)

Tangela Solomon

06/09/2024

Notes: