

2021-2022 State of the School Report

Ranson Middle	 <p>Ranson IB Middle School</p>
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Principal Name	Neodria Brown
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	18.8	16.1	24.1		5.9	10.3
	CCR	5.6	<5	8.6		<5	<5
Grade 7	GLP	18.8	17.1	20.3		10.5	<5
	CCR	6.9	5.2	10.9		<5	<5
Grade 8	GLP	16.1	15.6	13.2		<5	<5
	CCR	5.5	<5	6.6		<5	<5
School	GLP	17.9	16.3	18.7	26.7	5.7	5.4
	CCR	6.0	<5	8.6	13.3	<5	<5
Math		All	Black	Hispanic	White	English Learners	Students with

							Disabilities
Grade 6	GLP	12.4	7.0	28.8		11.4	5.6
	CCR	5.6	<5	16.9		5.7	<5
Grade 7	GLP	13.2	12.6	14.3		<5	8.7
	CCR	6.6	5.8	6.3		<5	<5
Grade 8	GLP	9.2	6.2	14.7		<5	<5
	CCR	<5	<5	6.7		<5	<5
Math I	GLP	36.5	32.1	42.1			
	CCR	9.6	7.1	10.5			
School	GLP	18.0	15.7	22.1	27.8	6.1	7.0
	CCR	8.5	6.5	11.8	16.7	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	38.1	36.2	40.8		12.5	15.9
	CCR	26.0	24.7	26.8		<5	9.1

EOG School Composite	18
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

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)

SIP 2021-2022 Goal: During the 2021-2022 school year, 100% of teachers will have consistent instructional coaching to achieve 40% grade level proficiency in assessed subjects and grades.

School Actions: Consistent, tiered instructional coaching support for teachers based on their instructional and managerial needs following the Get Better Faster Scope & Sequence; Instructional Leadership Team Calibration Walk using the RIBMS Instructional Road Map and Get Better Faster Scope and Sequence to identify school-wide instructional needs and managerial trends; professional development (school-wide and PLC/content-specific on the use of IB lesson plans, aligning IB standards to the NCSCOS, and implementing IB rubrics and assessments.

A1.07: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. (5124)

SIP 2021-2022 Goal: Increase the percentage of students who feel a sense of belonging at Ranson IB Middle, to at least 50% by Spring 2022 as measured by the Panorama SEL survey.

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

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

A4.01: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

SIP 2021-2022 Goal: Decrease OSS by 10% from 2019 - 2020 school year

Big 10 Procedures (school-wide management procedures) practiced by staff and students during first days of school with constant reinforcement throughout the year; Raider Way lessons at the start of each semester to acclimate all Ranson Raider stakeholders to RIBMS culture and expectations; MTSS Tiered support provided for scholars with additional social-emotional needs; community circles, morning meetings, SEL lessons, advisory lessons; school-wide consequence matrix and intervention support; monthly incentives for scholars based on attendance, discipline, academics; Panorama data analysis

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)

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)

SIP 2021-2022 Goal: 100% of teacher lessons are grade-level appropriate and standards-aligned, meeting the North Carolina Standard Course of Study and IB standards requirements.

School Actions:

Frequent teacher observation and lesson feedback provided by the administration team and ILT- weekly; ILT will assign instructional action steps based on teacher needs (weekly/ as needed), following the coaching tiered support plan, and action steps will be monitored by admin (weekly/ as needed); ILT calibration walks to occur at least once per quarter

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

SIP 2021-2022 Goal: 40% of students reach proficiency on the Reading, Math, and Science End of Grade and End of Course tests.

School Actions: 6 week DDI cycles with interim assessments, weekly data meetings, and data dives implemented consistently, implementing instructional action plans to address instructional needs/ student progress; PD on data driven instruction; Teach Like A Champion 2.0 Book Study; IB implementation school-wide

III. CHIEF CHALLENGES

- Chronic absenteeism - our average daily attendance rate has increased compared to this point last school year; however, chronic absenteeism continues to be challenging, adversely impacting our scholars' time on task.
- Exceptional Children Staffing - Ranson IB has a high percentage of Exceptional Children scholars in comparison to the school size and schools comparable in size; currently, our Exceptional Children population is 15.1% of our total student body. Although our ECGC and EPC teachers do a dynamic job servicing our scholars, there is a lot of time spent on IEP meetings and ensuring IEPs are accurate and up to date, which impacts the quality of services being provided. We could benefit from having an additional allotment for EC staff.
- Health-related absences (staff and students) - COVID has severely impacted our school community, and although we attempt to provide remote services while scholars may be quarantined, many of our scholars are in households with multiple

siblings/relatives which makes it difficult to access instruction during the day. When staff are absent, we have limited sub coverage, even with paying teachers to cover classes.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The highest level school improvement plan action is ensuring teachers receive consistent coaching using our Ranson IB Tiered Instructional Support Plan which aligns observation feedback to the NCEES Teacher Evaluation Standards. There are coaching action steps provided to support the implementation of CMS Core Actions #1-3 which have been aligned to our IB instructional standards and also support teachers with instruction and classroom management. Instructional coaches are, in turn, coached by administrators to ensure that teachers are delivering standards-aligned, grade-level and content appropriate instruction to 100% of our scholars. The IB framework is provided in each course.