

Comprehensive Progress Report

Mission:

Renaissance West STEAM Academy Mission Statement:

We will nurture, develop, and celebrate the whole child while creating an emotionally safe, hands-on, collaborative learning environment where scholars are passionate, reflective, critical thinkers, and push through all challenges-academic and behavioral-and THRIVE.

Renaissance West STEAM Academy Vision Statement:

Vision:

The Renaissance West scholar will SMASH stereotypes, break the cycle of intergenerational poverty, and develop into a socially conscious change agent who, through excellent educational experiences, will be positioned to excel in high school, college, and career and give back to and build up their community.

Goals:

Renaissance West Steam Academy will reduce chronic absenteeism for all students and maintain a 95% attendance rate as measured through PowerSchool attendance reports.

Duty Free Lunch: 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 a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: 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).

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

Renaissance West Steam Academy will increase literacy performance in grades 3-8 to 30% college and career readiness and increase grade level proficiency to 35% for the 2021-2022 academic year as measured by the end-of-grade state assessments.

Renaissance West Steam Academy will increase mathematics performance to 40% college and career readingness to 40% and increase grade level proficiency to 50% as measured by the end-of-grade state assessments.

Renaissance West Steam Academy will increase science performance in grade 5 and grade 8 to 60% college and career reading and increase grade level proficiency to 70% as measured by the state end-of-grade assessments.

! = 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>Renaissance West has implemented the Caring School Curriculum school-wide. Lessons for the first two weeks of school include setting classroom norms and establishing classroom rules and procedures. The administrative team monitors SEL lessons for fidelity.</p> <p>We are strengthening and better implementing positive behaviors in all classrooms and recognize positive scholar behaviors. The middle school team has implemented an incentive program to recognize and encourage positive middle school behaviors. Both Class Dojo and the middle school incentive plan encourage positive teaching through the use of our school behavior matrix.</p> <p>Renaissance West will begin the journey of Cultural Responsive Teaching through the book study written by Dr. Zaretta Hammond. An Equity Team has been created to help lead the efforts of keeping Equity as the focus and this team will meet monthly directly with the principal.</p>	Limited Development 10/01/2018		

<p>How it will look when fully met:</p>	<p>When this objective is fully meet, it will</p> <p>Look Like: Teachers holding daily morning meetings where they are fully engaged with scholars identifying emotions and needs to be met to create a successful day of learning. Teachers will collaborate with social workers and counselors to address scholar physical and emotional needs. Teachers are regularly integrating positive behavior supports into the daily flow of class. Panorama survey indicates SEL growth in all areas. Classroom behavior expectations are ingrained in daily activities.</p> <p>Sound like: Positive conversation and acknowledgement among staff and scholars. Teachers teaching and modeling our core behaviors school-wide. Teachers calling home with positive reports. Words and works of kindness permeate the campus.</p> <p>Feel like: A community of joy, kindness and caring. It feels like a safe and inviting place to work.</p>		<p>Brandy Johnson 9/25/19</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/28/20</p>	<p>Differentiated professional development and coaching will be provided on Panorama survey, behavior/classroom management and SEL. Professional Development will be provided by , Student Support Services Team, and BTSP.</p>		<p>Hillman Brown</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>8/28/20</p>	<p>A K-5 and a middle school incentive system will be implemented and teachers and students will be educated on the program. The incentive program will include rewards that encourage attendance, academic progress, and positive behavior.</p>		<p>Brandy Feaster 9/25/19</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>9/28/21</p>	<p>Cultural Responsive Teaching will be the professional development focus. Teachers and all staff will be exposed and held accountable for implementing the tenets of Culturally Responsive Teaching by Zaretta Hammond. Records of PD will be recorded monthly.</p>		<p>Dwight Thompson 8/16/2021</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				

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>		<p>The current reality of instructional planning at Renaissance West is teachers exhibit limited knowledge of the implementation and systems of planning. Throughout the 2021-2022 school year, we will work on the following implementation efforts.</p> <p>1) The instructional protocol for planning is currently being modeled and guided through the use of coaches. The goal is to build capacity of the process of standards alignment, unpacking, identifying the learning targets, checks for understanding, and reteaching.</p> <p>2) Teachers meet weekly with coaches to unpack standards and plan implementation of lessons.</p> <p>3) Teachers work to create exemplars that clearly identify what mastery of standards look like and sound like.</p> <p>4) RWSA is a part of the EL Augmented School Support model working with an EL Coach for grades K-1.</p>	Limited Development 10/01/2018		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The goal is to build the capacity of leaders, instructional coaches, and teachers to hone their craft in service of quality implementation of EL Education curriculum, Core Actions, and the Instructional Shifts for ELA/Literacy.</p> <p>When this objective is being fully met, it will:</p> <p>Look like: The instructional protocol for planning will be modeled by the literacy and math coaches under the guidance and supervision of the Principal, Assistant Principal, and Dean of Students. The goal is to build capacity of the process of standards alignment unpacking, identifying the learning targets, checks for understanding, and reteach. Teachers will transition from focusing on the "what" to the "how" when delivering instruction.</p> <p>Sound Like: Teachers will have conversations with coaches and ask questions during PLCs about not only what the standard is but how they know the scholar has mastered it. Teachers will be able to accurately answer, "What will scholars be able to do when they have mastered the standard?" Teachers will also describe processes that will occur if students do not master a standard. Teachers and coaches will use common language when discussing how to unpack the standards in each lesson.</p> <p>Feel Like: When this objective is fully met it will feel like a spirit of collaboration and problem solving is in place. Teams will be eager to lean in and work together.</p>			Diana Hosse 9/25/19	06/08/2022
Actions			0 of 3 (0%)		
4/26/19	During PLCs teachers preview and discuss curriculum and resources, measuring them against the standards for learning and evaluating if/how the lessons can be modified to ensure that scholars are able to fully access what they should know, understand and do.			MCLs and Facilitators	01/24/2022

Notes: MOY Progress 12/15/2020

Teams meet weekly for all subject areas. During PLCs, teachers are arriving having internalized the lesson. They spend the planning time modeling strategies and thinking through teacher questions and anticipating student misconceptions. Teachers also provide differentiated resources to meet the needs of all levels of learners.

9/20/19 During PLCs, teachers will model components of the Language Arts instruction ,Mathematics and Open Up (math) curriculum for their colleagues before teaching the lesson.

MCLs Facilitators

01/24/2022

Notes: MOY Progress

In Envisions, teachers review Solve and Share questions, discuss the Learning Bridge videos to add teaching points, and analyze independent practice for lessons. As a part of the Augmented Schools Project with EL, teachers meet weekly with their coach and an EL Coach. Grade levels have begun to receive EL walkthroughs to acquire baseline data for our teaching practice.

9/2/20 The instructional leadership team, consisting of all instructional leaders, will meet weekly to discuss progress in PLCs, current data trends, and plan next steps based on those trends.

Dwight Thompson

01/24/2022

Notes: MOY Progress

During ILT meetings, we have streamlined our PD planning practices. We organize and use coaching data to determine our PD for monthly PD meetings. Our PDs thus far have been Active Engagement Strategies (October 14th), MAP PD (November 13th), DDI Series (September-October) and our upcoming PD for January will be centered around Unconscious Bias in the classroom.

Implementation:

08/30/2020

Evidence

8/30/2020

Experience

8/30/2020

Sustainability

8/30/2020

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

Initial Assessment:

The current reality at Renaissance West STEAM Academy indicates we are in the very beginning stages of implementation of a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. The team currently meets once per month in PLCs to provide support and guidance. There is a current need for all stakeholders to take ownership of the process and internalizing data. In grades K-5 we will be serving 150 scholars in math and literacy interventions. Interventions consist of Dreambox for math, Edgenuity for literacy, Really Great Reading for literacy lab, and Kathy Richardson for the math lab.

"No New Teaching" Block of time are being implemented for teachers to review/extend previous content specific skills and standards. In prior years, scholars rotated to each of the content area teachers to receive balanced enrichment/remediation. Middle school scholars in the MTSS process, are pulled out during the independent portion of their ELA block for intervention services. Most pull out, if at all, will occur during the " No New Teaching" time blocks of the day.

The ILT Team is beginning the collective work of rolling out Paul Bambrick DDI and Coaching models. Both the Math Facilitator and Literacy Coach are working with District Data Use for School Improvement (DUSI) and MTSS teams to build a cohesive plan and implementation timeline that embeds DDI and MTSS into all PLCs and PDs. Our DUSI collaboration is centered on strengthening our coaching team to effectively execute the DDI culture in all facets of planning and coaching.

It is evident at this time the instructional leadership team is in the beginning stages of being more aligned and understanding a true coaching framework/model of teacher support. Current assessment data from the previous school year, indicates a true need of reorganizing and beginning at the very beginning stages of instructional support with a major emphasis on strong core instruction. EOG data indicates at least 95% of our school is performing below grade-level.

Limited Development
10/01/2018

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is being fully met, it will:</p> <p>Look Like: All classroom teachers and support staff providing solid core instruction and interventions to scholars. Each stakeholder working to build and maintain relationships with scholars daily to encourage full engagement. Small groups of students working on targeted skills to build a bridge from off grade level instruction to mastering on grade level content. Classroom and intervention data is tracked utilizing AIMS Web and SchoolNet. Teachers and scholars hold conferences quarterly to inform and encourage scholar growth. Parents are updated quarterly on scholars' growth and are involved in the decision making process. The standard treatment protocol is used with fidelity and partnered with hands-on instruction. MTSS PLC time is consistent and valued by all stakeholders . The MTSS system is an established, well communicated process. The MTSS leadership team meets monthly to review data, reflect on the progress, and refine clear and concise steps for whole school achievement.</p> <p>Sound Like: Scholars are able to articulate their individual growth tracking data in scholar data binder. There is one common “sound”/understanding about how and why we use data by all stakeholders.</p> <p>Feel Like: A collective process that is shared by all. The MTSS process provides real results on academic achievement. Our scholars take pride and ownership in their academic progress.</p>			Imani Harper	06/08/2022
Actions			0 of 2 (0%)		
10/1/18	Monthly meetings with PLCs for MTSS case review.			Denita Newby	01/24/2022
	<i>Notes:</i>				
4/26/19	Review school-wide data weekly as an Instructional Leadership Team (ILT). Continuously define areas of improvement and growth. Leave each meeting with explicit goals and next steps.			Denita Newby	01/24/2022
	<i>Notes:</i>				
Implementation:			04/26/2019		

Evidence	4/26/2019 Action #1: Students in all grades have been identified for reading, math, and writing interventions at both supplemental and intensive levels of support. Students who have shown progress in their supports have continued to receive their interventions or have moved to a less intense tier. Students who have not shown growth in comparison to their peers have received more intensive support and if still showing no growth an MTSS parent meeting was held. During that parent meeting it was determined if the plan will continue, intensify, or if a referral to the EC department would be made. Action #2: ILT meetings were held quarterly to analyze state assessments and look at core grade level data. Next steps were established.				
Experience	4/26/2019 Action #1: MTSS meetings are held once or twice a month with every grade level and the MTSS team members. During MTSS meetings class and individual data was analyzed and supplemental and intensive plans were created. During MTSS meetings supplemental and intensive plans were analyzed for effectiveness and explicit next steps were made. Action #2: ILT team members included the principal, assistant principal, facilitators, lead literacy teacher, and all members of the coaching team. Quarterly data was analyzed for grade levels looking at core classroom data. Next steps were established and implemented.				
Sustainability	4/26/2019 Action #1: Continuing to reserve times on the calendar for every grade level to meet once or twice monthly. Teachers to continue to implement supplemental and intensive plans effectively. Action #2: Continuing to reserve times on the calendar for full ILT meetings to analyze quarterly data as a team. It will be necessary to continue to make next steps and follow through on implementation.				
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:

A significant portion of our scholars have endured adverse childhood experiences, leading to the need for comprehensive student support services and sufficiently trained teachers and staff members.

Our student support services team consists of two school counselors, two social workers, a part-time school psychologist and two temporary part-time school nurses. We also have three behavior modification technicians, one school-based mental health therapist and our Dean of Students. Each member of the team has distinct roles and responsibilities as they work towards the common goal of providing social, emotional and community resource support.

All scholars have received the CMS anti-harassment and bullying training (Title IX), and all classes have been trained to utilize the Caring Schools SEL program daily. Administration and Instructional team members are monitoring implementation of SEL lessons weekly. The implementation of our SEL goal will be assessed by specifically focusing on growth of the Self Management domain of the Panorama survey.

Limited Development
10/01/2018

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully met, it will:</p> <p>Look like: Teachers teaching social skills to manage behaviors through Caring Schools and core behaviors expectations, using our Caring Schools Curriculum during our SEL block. Scholars follow RWSA core behavior matrix guidelines, with the ability to identify and regulate their emotions and behaviors in appropriate ways. Teachers are able to identify scholars in need of support from the SSPLC, with these supports easily accessible.</p> <p>Sound like: Scholars having a voice and opportunity to identify their emotions and the ability to articulate the skills and strategies for self emotional regulation. Teachers are able to manage and use de-escalation strategies to support scholar needs and maintain caring, orderly classroom environments. Teachers fully utilize the SEL block to teach social emotional curriculum and core positive behaviors. SEL instruction is embedded in interactions throughout the school day, increasing instructional time and opportunities to access grade-level content.</p> <p>Feel like: Scholars feel safe and valued in the classroom and trust the teachers and staff. Teachers express joy in working with scholars and feel confident in their ability to provide SEL instruction. Teachers are proud of their scholars' emotional growth and feel empowered by the tools and supports in place.</p>			Brandy Johnson 9/25/19	06/08/2022
Actions			0 of 2 (0%)		
10/15/19	Student Support Services will provide monthly professional development and training on the identification of students' emotional states, specifically focusing on the Emotional Regulation domain of the Panorama survey.			Hillman Brown	01/24/2022
<i>Notes:</i>					

10/15/19	School social workers will collaborate with teachers and other members of the student services team to support social emotional needs of students that impact attendance and chronic absenteeism during in-person and virtual learning. This will be monitored by daily phone call logs, minutes from quarterly parent attendance meetings, and classroom attendance punch cards.		Brandy Feaster 9/25/19	01/24/2022	
<p><i>Notes:</i> MOY Progress 2021</p> <p>Social Workers, Counselors, Dean, AP, and Principal meet during SSPLC Bimonthly meetings. Teachers follow a protocol to monitor student attendance remotely and in person. If students are absent, social workers follow up from call logs. Attendance celebrations for perfect attendance are held to encourage students to attend remotely and in person. Teachers also attend these virtual celebrations to build relationships with students.</p>					
Implementation:		04/26/2019			
Evidence	4/26/2019				
Experience	4/26/2019				
Sustainability	4/26/2019				
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

Initial Assessment:

Pre-K students are invited and encouraged to attend our Kindergarten Beginner's Day where parents of rising kindergarten students learn the expectations of being in kindergarten and how to prepare themselves for this new level of learning.

Counselors provide guidance lessons to fifth grade scholars on the transition from elementary to middle school. This lesson series begins in March and continues throughout the scheduling process for the upcoming school year. The transition process consists of classroom guidance lessons, information sessions on courses/electives offered and a tutorial on how to complete scheduling. Students are able to schedule their courses/electives electronically and provide their selections to their parents/guardians for parental consent.

Plans for this year include transitions from eighth grade to high school, as this is our first 8th grade class. Scholars will participate in a series of workshops and lessons, providing information on course/elective scheduling, high school procedures and protocols, as well as the social-emotional aspect of transitioning to another school.

To ensure the vertical alignment of the middle grades, a middle school advisory board has been established. They meet monthly to discuss academics, behavior and procedures. The grade 4-8 counselor provides classroom guidance lessons and support services on a variety of topics and SEL competencies, including middle school and high school transitions, peer to peer relationships, self-esteem and etc.

Limited Development
10/01/2018

<p>How it will look when fully met:</p>	<p>At full implementation, this would look like:</p> <p>Students will be equipped with the SEL skills and strategies needed to be successful and empowered scholars. Students will also be actively engaged participants in their own transition processes, throughout the school and ultimately to their prospective high schools. The middle school advisory board would implement and monitor key procedures, protocols and activities for middle school scholars, on a consistent basis. The middle school advisory board will consist of the middle school counselor, middle school academic facilitator, grade level teachers and elective teachers, as well as student representatives.</p> <p>At full implementation, this would sound like:</p> <p>Students actively participate and own their transition process, using the academic language of scheduling and being capable of explaining the process. Members of the advisory board would engage in effective and productive conversation, surrounding middle school academics and procedures.</p> <p>At full implementation, this would feel like:</p> <p>Both students and staff members would have an active and engaged voice in each of the processes, allowing for everyone to take ownership and pride in the systems created.</p>		<p>(Sara) Hillman Brown</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/20/19</p>	<p>The Middle School teachers will to discuss procedures and plan collaboratively to promote vertical alignment from 5th grade to middle school and throughout the middle school grade span.</p>		<p>(Sara) Hillman Brown</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>9/20/19</p>	<p>Create an year long transition plan for Pre-K to K, for students to be acclimated to the kindergarten environment and expectations.</p>		<p>Renita Hobbs</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>9/20/19</p>	<p>School counselors will provide social emotional lessons, academic consulting and other student services, to support transition processes from Pre-K to K, 5th to 6th and 8th to 9th grade.</p>		<p>Lakenya Robbins</p>	<p>01/24/2022</p>

Notes:

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
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Initial Assessment:	<p>Renaissance West STEAM Academy has the following meeting structures in place that support our school improvement process. Our school improvement team meets monthly. The administrative team meets weekly with the principal and the total instructional leadership team meets with the principal grounded in rapidly improving instructional practices.</p> <p>Renaissance West leadership meets with Renaissance West Community Initiative and School Leadership Council on a quarterly basis.</p>	Limited Development 10/01/2018		
How it will look when fully met:	<p>When this objective is fully met, it will</p> <p>Look Like: All initiatives working together in collaboration to support the mission and vision of the school.</p> <p>Sound Like: Staff using common vocabulary to articulate our vision. There is professional discourse around leading edge topics that foster our continued individual and collective growth.</p> <p>Feel Like: Living and breathing our core values of joy, community, educational excellence and opportunity and emotional resilience</p>		Shelton Morgan	06/08/2022
Actions		0 of 2 (0%)		
9/23/19	Record of instructional leadership meeting agendas that operate at the application level. Focus areas is data analysis, lesson plan feedback, walkthrough feedback, and coaching artifacts.		Shelton Morgan	01/24/2022
<i>Notes:</i>				

9/11/21	RWCI and SLC supports help push student achievement forward. Record of attendance at these meetings and collaborating with the supports in place show a common theme of focus on student achievement.		Shelton Morgan	01/24/2022	
<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>		<p>The principal and instructional leadership team (ILT) meet weekly, to design a school wide planning structure using the instructional planning approach (IPA) . The ILT current meets weekly with the principal to build a school-wide data culture that includes an assessment calendar, assessment alignment to standards, data analysis, and coaching practice.</p> <p>The ILT includes two facilitators, 4 Master Classroom Leaders (MCLs), a middle school academic facilitator, two assistant principals, one Dean of Students and the principal.</p> <p>Meeting agendas and minutes are uploaded on our Canvas and shared with the team.</p>	Limited Development 10/01/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met, it will</p> <p>Look Like: The principal and leadership team will meet weekly to discuss trends across the building from daily walkthroughs and informal observations. The team will identify next steps across the entire school and track progress towards those goals. Each leadership team member will have one on one coaching sessions to identify the focus and action steps for each grade level team. Teacher leaders will meet in PLC to discuss next steps with teachers and the implementation in the classroom.</p> <p>Sound Like: Leaders discuss walkthrough data trends. Coaches/facilitators plan and collaborate on action steps. Teachers discuss, examine and expound on data fluidly using protocols the Get Better Faster trajectory.</p> <p>Feel Like: A common understanding of school initiatives and best practices that are discussed in ILT and SIT meetings. A place where staff are encouraged to think outside of the box and explore new possibilities or extending their own learning and the learning of others.</p>			Dwight Thompson 8/16/2021	06/08/2022
Actions			0 of 3 (0%)		
9/23/19	To facilitate the implementation of effective practices, the ILT will meet weekly to discuss coaching protocols and caseloads, vertically align planning, and review walkthrough data.			Dwight Thompson 8/16/2021	01/24/2022
<i>Notes:</i>					
9/2/21	To facilitate the implementation of effective practices, all members of the School ILT will participate in weekly coaching sessions.			Dwight Thompson 8/16/2021	01/24/2022
<i>Notes:</i>					
9/11/21	Application level- regularly recording instructional practices and looking at lesson plan feedback, walkthrough feedback and live PLC implementation.			Ebone Artis	01/24/2022
<i>Notes:</i>					
Implementation:			04/26/2019		

<i>Evidence</i>	1/3/2019 - See script of ConnectEd and Sign-In Sheet From October SLT			
<i>Experience</i>	1/3/2019 -during the Sept. 27 Title 1 parent night parent leaders showed interest in serving on the School Leadership Team. 2-3 Parents Consistently come to each SLT meeting. Principal Barksdale invited parent on her Connect Ed family phone blasts Sunday, Oct 07th invite to attend our Oct 17th SLT meeting. A total of 3 parents showed to the SLT			
<i>Sustainability</i>	1/3/2019 - Continue inviting parents to SLT meetings through weekly ConnectED			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>School culture is negatively infused with teacher frustration around the number and behavior severity of students not engaged in daily teaching and learning.</p> <p>To address the social, emotional, and behavior health of our staff we are collaborating with RWCI to seek partners who will provide staff luncheons, teacher appreciation activities, and ongoing recognition items such as small gift cards, food treats for the work room, and Teacher of the Month recognition.</p> <p>We will connect with our school partner, YMCA-Stratford Richardson, to request complimentary YMCA classes and gym passes to staff.</p> <p>Within the staff handbook, all staff are aware (per their signed staff acknowledgement forms) of the CMS Employee Assistance Program (EAP) which offers 5-7 free counseling sessions.</p>	Limited Development 10/01/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>When this objective is fully met our monthly staff recognition meeting will be sponsored by a community partner who will provide recognition items and repast for staff. Teacher appreciation week will be sponsored by a community or Faith partner and all staff will be recognized daily during the week.</p> <p>Once per semester, PLCs work offsite to plan, prepare, bond, and collaborate as a team.</p>		Diana Hosse 9/25/19	06/08/2022
Actions			0 of 3 (0%)		
	9/30/19	Once per semester PLCs to plan, prepare, bond, and collaborate as a team		Diamond Jones	01/24/2022

		<i>Notes:</i>			
	9/28/21	Social Committee is in place to support teacher needs and continue to recognize teacher efforts.		Katrina Nesbitt 4/20/21	01/24/2022
		<i>Notes:</i>			
	9/28/21	Surveys implemented by all members of the instructional leadership team to serve as check-points for staff needs and to obtain critical improvement to support rapid improvement.		Jennifer Tyler	01/24/2022
		<i>Notes:</i>			
Implementation:			04/26/2019		
	Evidence	4/26/2019 -Mood Meter/RULER curriculum implemented with 100% fidelity in all all classrooms PK-7			
	Experience	4/26/2019 After the RULER SEL PD, the counseling team, teacher leader, and Principal delivered Mood Meter SEL PD to the entire staff on March 20th. Staff learned how to identify the elements of the Mood Meter and saw direct application of the Mood Meter to students in the tier 3 Eagles Nest. Staff also engage in two activities to track their Mood throughout the day via the Mood Meter			
	Sustainability	4/26/2019 We will have additional summer PD for staff on what implementing the Mood Meter will look like in classrooms beginning day one of school for the 19-20 school year. Staff will continue to have SEL mini PD embedded into weekly staff Family Meetings. Staff will track their SEL/wellness via the Mood Meter.			
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

Initial Assessment:

Grade level PLCs meet weekly with facilitators/coaches to unpack standards and review for understanding of the EL Literacy, Envision Math and Open Up Resources Math curriculum. Coaches/ Facilitators will support teachers with unpacking the curriculum as well as providing individual and small group support for monitoring, coaching and modeling.

To support teachers our new teachers who are in need of coaching and modeling from experienced educators, we are participating in Teacher Leader Pathways.

Limited Development
10/01/2018

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<p>How it will look when fully met:</p>	<p>When this objective is fully met, it will</p> <p>Look Like: Teachers are able to effectively unpack curriculum standards, identify student misconceptions and scaffold learning so all scholars can access grade level curriculum. A comprehensive plan is developed for assessing, monitoring, coaching and modeling for teachers. Teachers are modeling effective teaching strategies for their peers. Teachers will utilize and analyze standards-based data trackers to determine academic gaps per standard/objective. Teachers will be recorded by coaches to improve and enhance current teaching practices. Coaches/ Facilitators will record feedback sessions provided to teachers following lessons.</p> <p>Sound Like: Teachers are utilizing the DDI process to discuss student assessment data and student work products to evaluate the effectiveness of teaching and learning. Facilitators/Coaches are asking probing questions to ensure a productive working session.</p> <p>Feel Like: A safe and supported learning environment where teachers feel open to share and reflect on their data and teaching practices to increase student learning.</p>		<p>Shelton Morgan</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/23/19</p>	<p>Facilitators/ Coaches will plan and support teachers with implementing the EL, Envisions and Open Up Resources Curriculum.</p>		<p>Artis, Brown, Jones, Morgan, Thompson, Tyler, Jenk</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>9/23/19</p>	<p>During PLC meetings, teachers will unpack standards, internalize lessons, and plan rigorous instruction to address misconceptions for all students. Teachers will then utilize informal and formal assessment data to plan for interventions, reteach or enrichment groups.</p>		<p>Artis, Brown, Jones, Morgan, Tyler, Jenkins, Thomp</p>	<p>01/24/2022</p>
<p><i>Notes:</i></p>				
<p>9/2/21</p>	<p>Facilitators/Coaches will record teacher lessons and provide feedback that will enhance and improve current teaching practices. Facilitators/Coaches will record their feedback sessions to be used in their personal coaching sessions.</p>		<p>Artis, Brown, Jones, Morgan, Thompson, Jenkins, Ty</p>	<p>01/24/2022</p>

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>		<p>A staff observation spreadsheet has been created. Each staff member is assigned to an administrator for observations. New teachers and teachers in their renewal cycles receive more observations than other teachers. The school admin team will discuss progress toward meeting the observation deadline weekly. In addition to the required observations, all instructional team members perform daily classroom walkthroughs and discuss at our administrative team meeting weekly. Our focal point is coaching for academic improvement.</p> <p>In collaboration with a number of District level departments, our teachers are receiving weekly coaching sessions both in the classroom and in small group meetings. Our new teacher coach facilitates monthly meetings for the Beginning Teacher Support Program.</p> <p>Our Northwest Learning Community and Elementary Equity Department provide walkthroughs to engage in co-observations of classroom instruction and PLCs.</p>	Limited Development 10/01/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met, it will:</p> <p>Look Like: Teachers building instructional and teacher leader capacity to meet the academic needs of all students due to intense coaching, timely feedback, weekly walkthroughs and formal observations. Therefore, there will be a positive increase in student data and progress in increasing our school composite score. As instructional capacity is reached in the classroom, teachers will request or be encouraged to take on coaching roles to support new teachers. Teachers will take leadership roles in the building that promote the success of the school improvement plan. Teachers will have access to opportunities to lead in their areas of interest and expertise at levels beyond the school building.</p> <p>Sound Like: Teachers having conversations with their coaches and admin to discuss their instructional strengths and areas of growth for improvement. The ILT members having collaborative conversations to provide effective, research based instructional practices and support to teachers. Teachers posing action research questions and seeking answers to challenges, growth opportunities, and new ideas.</p> <p>Feel Like: Teachers feel engaged with the coaching framework and model. They are aware of where they are and where they need to improve and also feel supported to meet their students' needs. A sense of community is created between ILT and teachers that increases instructional capacity and student scores in our school. Teachers empowered to grow and explore both within and outside their current area of expertise.</p>			Dwight Thompson 8/16/2021	06/08/2022
Actions			0 of 6 (0%)		
4/26/19	Admin team will receive RELAY training for instructional coaching. ILT members will be trained on the Get Better Faster coaching framework. All Teachers will receive weekly coaching by Facilitators/Coaches.			Instructional Leadership Team	01/24/2022
<i>Notes:</i>					

9/30/19	The Instructional Leadership Team will utilize the CMS walkthrough feedback form to assess key look fors in Core Actions and EL instruction. The team will establish look-fors and implement concrete action steps for its usage and components. Weekly ILT meetings will provide opportunity to review walkthrough data.		Instructional Leadership Team	01/24/2022
<i>Notes:</i>				
9/8/20	Facilitators/Coaches will conduct daily walkthroughs and share feedback during weekly coaching sessions with teachers. This will be monitored by walkthrough feedback forms, coaching notes and emails. The walkthroughs will be centered around the core actions in literacy and math. Coaches will also use the Get Better Faster model for coaching points after walkthroughs.		Artis, Brown, Thompson, Jones, Morgan, Tyler, Jenk	01/24/2022
<i>Notes:</i>				
9/8/20	A mentor-mentee program will be implemented for all beginning year teachers. Within the program, beginning teachers will have the opportunity to observe other peers and receive feedback on their teaching practices. This will be monitored by meeting agenda minutes and mentor-mentee coaching logs.		Terrilyn Brown 9/2/2020	01/24/2022
<i>Notes:</i>				
9/2/21	Principal will conduct walkthroughs with the two assistant principals and dean of students as a basis for their individual coaching sessions. A clear focus and action steps will be determined based on the shared walkthrough data		Dwight Thompson 8/16/2021	01/24/2022
<i>Notes:</i>				
9/11/21	Principal will maintain a tracking system to determine action steps for all instructional leaders. Each leader meets weekly with an administrative team member.		Dwight Thompson 8/16/2021	01/24/2022
<i>Notes:</i>				
Implementation:		04/26/2019		
Evidence	4/26/2019 Full implementation would look like consistent weekly coaching from all ILT members and utilizing Wednesday family/staff meetings to engage in PD aligned to staff coaching needs			
Experience	4/26/2019 -November professional development rolling out the new coaching framework -Start of coaching sessions for all staff Dec-April 2019 -Weekly instructional coaching sessions for teachers by facilitators and lead literacy teachers			

Sustainability	4/26/2019 -EOY Instructional Leadership Team retreat to reflect and analyze on the success of the coaching framework -Survey staff to get feedback on coaching framework -Use August pre-planning as a time to begin 1:1 coaching meetings with teachers and launch coaching meetings second week of Sept. 2019 for 19-20 SY			
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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	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

Initial Assessment:

The school leadership team shared previous school data during a beginning of the year staff meeting. We used this data to create new goals for the upcoming year in each assessed area, including K-2 literacy assessments. These goals will be used to plan, develop professional development, and coaching action steps.

This year, the school will be using data for two mandatory School PDP goals.

We are using Culturally Responsive Teaching and the Brain by Zaretta Hammond to calibrate our teaching practices across the entire school. This book will be used to plan professional development throughout the school year as well as consistently used as a focal point of discussion in planning and coaching sessions.

Our three areas of focus for the school year are: Core, Equity, and Managing Performance.

We will use Caring Schools and Panorama to collect data and monitor the social emotional learning of our students. This data will also help to create professional development, aligned with our book study, around the social emotional development of students and its impact on their academic success.

Limited Development
10/01/2018

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met, it will</p> <p>Look Like: Teachers will participate in weekly data planning based on the assessments (formal or informal), student work samples, and anecdotal notes with a Coach/ Facilitator. Teachers engaging in discussion around Culturally Responsive Teaching and adapting plans to meet the diverse needs of the student population. Daily Caring Schools lessons provided in each classroom. Monthly Professional Development created based on walkthrough data and school trends. Principal meeting weekly with Student Services Department.</p> <p>Sound Like: Discussions using Objective Analysis: reflecting on areas of growth, analysis of why students did not master an objective, and how to address this objective differently in the next teaching cycle. Conversation about teacher’s actions or other circumstances that impacted the mastery or non-mastery of their class. Data conversations among PLC members sharing effective practices and accepting constructive feedback.</p> <p>Feel Like: Teachers actively engaging in the process of analyzing their data and reflecting on their practices. A commitment to make adjustments after analyzing the results with a clear plan for reteaching and enriching scholars . Educators sharing common values, goals, and norms when implementing DDI; holding consistent and high expectations for themselves and scholars. A shift in focus towards an equity centered approach in all academic pursuits.</p>			Jennifer Tyler	06/08/2022
Actions			0 of 4 (0%)		
4/26/19	Coaches lead data dives with teachers to analyze scholars’ performance.			Artis, Brown, Jones, Morgan, Thompson, Tyler, Jenk	01/24/2022
<i>Notes:</i>					
10/19/19	Coaches use student and walkthrough data to identify professional development needs and meet with ILT weekly to discuss trends.			Artis, Brown, Jones, Morgan, Thompson, Jenkins, Ty	01/24/2022
<i>Notes:</i>					

9/2/21	Staff participates in book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond		Dwight Thompson	01/24/2022
<i>Notes:</i>				
9/2/21	Principal meets with Student Services Support Team to review data from attendance, and small group sessions (2 small groups per team member). Data will be used for school improvement.		Dwight Thompson, Student Services Team	01/24/2022
<i>Notes:</i>				
Implementation:		04/26/2019		
Evidence	<p>4/26/2019</p> <p>4/26/2019- Observations of PLCs have featured the facilitators engaging in more probing and questioning during PLCs and teachers engaging in more of the heavy lift.</p> <p>-Observations of PLCs have included deeper unpacking and understanding, at the teacher level, of the what the standard/objective looks like.</p> <p>-Teacher as Content Leads have been seen as being able to name the skill gap of students possess and way to re-mediate them.</p>			
Experience	<p>4/26/2019</p> <p>4/26/2019- The ILT met over the course of October and November to co-create a Standard Protocol for Teacher Leaders to use. Considerations of teacher current performance was analyzed to identify the Leader. A coaching plan for each leader was then made to ensure a smooth transition from Facilitator to Teacher Led.</p>			
Sustainability	<p>4/26/2019</p> <p>4/26/2019- Maintain the level of expectation from the BOY of 2019-2020. Teachers should begin coaching and training preparation during the summer months.</p>			

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:			<p>The principal and admin team collaborates with Human Resources and the Northwest Learning Community to seek opportunities to recruit teachers outside the typical school district channels as well as exploring opportunity to hire master classroom teachers.</p> <p>Administration team will engage in stay/irreplaceable conversations with staff in December and February of the school year.</p> <p>Grade level leaders were appointed at each grade level to represent their peers on the school leadership team and to act as key point person for sharing and disseminating information to the administrative team to assist in addressing key school challenges.</p> <p>Teachers and support staff participate in the interviewing and onboarding process, as well as attending job fairs to recruit and interview high-quality candidates.</p> <p>Exemplary experienced teachers receive opportunities to mentor teachers.</p>	Limited Development 10/01/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>When implementation is met:</p> <p>High quality teachers are retained with low staff turnover by the end of the year. Teachers are evaluated during the proper window and feedback is provided. Classrooms are visited daily by admin team members or by coaches/facilitators. Teachers are recognized monthly as "Teacher of the Month". All staff members are present in the building during the work day ie: absences and tardies are low. Teachers are an active part of the interview team.</p>		Diana Hosse 9/25/19	06/08/2022
Actions				0 of 3 (0%)		
	9/30/19	Daily walk-throughs completed by all members of the administrative team and timely evaluation cycle completed with pre and post conferences by the Principal, Assistant Principals, and Dean of Students.			Diana Hosse 9/25/19	01/24/2022

<i>Notes:</i>				
9/30/19	Utilize Teacher Leader Pathways in an effort to recruit more experienced teachers.		Dwight Thompson 8/16/2021	01/24/2022
<i>Notes:</i>				
9/2/21	The Admin team and ILT will select one teacher of the month each month beginning October 2021.		Diana Hosse 9/25/19	01/24/2022
<i>Notes:</i>				
Implementation:		04/26/2019		
Evidence	4/26/2019 -SLT members reviewed and revised the school-wide interview/hiring process -Master teachers selected to attend standards PD during the summer and will lead PD during first semester -Exemplary/irreplaceable teachers attend district level PD to provide feedback on the new Tier 1 ELA curriculum			
Experience	4/26/2019 It was important to give exemplary teachers the voice in reviewing and refining our interview/hiring process			
Sustainability	4/26/2019 -providing more coaching oppotunities for teachers -allowing more teachers to attend PD, outside of the school/district, to increase their capacity and provide feedback			

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:

We use a variety of communication platforms to communicate with our families such as Class Dojo, Connect5 messages, ParentSquare, and our school website includes tutorials for navigating Canvas. To ensure families are able to support their scholar with technology during virtual learning, the school currently holds technology support zoom sessions before school hours. Information is shared regularly in English and Spanish using a variety of communication channels including social media and others listed above.

A new expectation for the 2021-2022 is for classroom teachers to communicate weekly to parents via ParentSquare the expectations for learning for the following week. Each week this two-way platform allows families to correspond with their teachers, special area teachers, elective teachers and other certified personnel.

Limited Development
10/01/2018

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Looks Like objective is fully met, it will</p> <p>Look like: Parents frequently leading in the implementation of school activities. 100% of our families participating in school events. Parents will have developed a partnership of shared commitment to their child's learning. Bilingual staff and district interpreters will ensure we are effectively communicating with all of our non English speaking families so they will have equal access to involvement in their child's education and learning.</p> <p>Sounds Like: Parents and caregivers share thoughts and solutions to community and school issues. All stakeholders have a voice that is valued and feels heard.</p> <p>Feels Like: A family oriented community steeped in long-term, positive relationships. There is a sense of pride. Families feel supported and feel a strong sense of belonging. Families have a shared partnership in their scholars' whole-child development. Events provide and build a bridge between home and school that is strong, solid, inclusive, and inviting.</p>			Brandy Johnson 9/25/19	06/08/2022
Actions			0 of 4 (0%)		
10/1/18	School events will be implemented to increase family participation and engagement.			Alisa Jones	01/24/2022
<i>Notes:</i>					
4/26/19	Establish ongoing, two-way communication with families through tools such as Parent Square, school website, social media, Connect Ed. Leverage our partnership with RWCI to collaborate on hosting and promoting community & school events.			Alisa Jones	01/24/2022
<i>Notes:</i>					
9/2/21	Membership drive to support the newly established a PTSA Board.			Alisa Jones	01/24/2022
<i>Notes:</i>					

9/2/21	Host at least 5 Parent/Community Events throughout the school year to actively engage the community in school activities.		Alisa Jones	01/24/2022
<i>Notes:</i> Frequency is 5 times per year.				
Implementation:		04/26/2019		
Evidence	1/3/2019 1/3/2019- http://schools.cms.k12.nc.us/renaissancewestES/Pages/School-Leadership-Team-(SLT).aspx			
Experience	1/3/2019 1/3/2019- Parents are encouraged weekly via the Connect Ed message sent by Principal Barksdale to check our school website for upcoming events. Flyers are also sent home for families with limited access to technology.			
Sustainability	1/3/2019 1/3/2019- Continue to provide multiple modes of media to provide information to the community in which we serve.			