Comprehensive Progress Report

Mission:

Rocky Mount Prep's mission is to educate, equip and empower each scholar to excel academically by providing equitable learning opportunities and collaborating with families and communities.

Vision:

Each scholar will graduate with experiences and exposure to equip them to embrace and engage in future opportunities.

Goals:

At least 40-50% of scholars will score level 3 or above on the EOC/EOG across all grade spans. (A2.04, C2.01, B2.03)

Rocky Mount Prep will have at least 40% overall proficiency composite score and meet expected growth. (A4.16, B3.03, A1.07, B1.03, A2.04, B2.03, C2.01)

RMP team member retention rate will increase by at least 10-15%. (C3.04, A4.16, B2.03)

Rocky Mount Prep will retain 90% of it student body from previous year. (E1.06, C3.04, A4.06, A4.01, C2.01)

Rocky Mount Prep will increase 8th grade student retention by at least 10-15%. (E1.06, A2.04, C2.01, B1.03)

! = 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
Initial Assessment:	Currently, RMP has common expectations across the K-12 campus. Teachers review classroom expectations daily. In 2018 -2019, RMP worked with a consultant company to establish common behavioral expectations across the campus. The Deans of Culture have worked to create an SEL/Behavior matrix to ensure that specific social-emotional supports are provided to students when they do not respond to or meet the expectations that are reinforced by the staff. All classroom teachers incorporate SEL lessons throughout the day to support student needs.	Limited Development 02/22/2018		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When RMP fullly implements a Comprehensive Behavior Management System throughout grades K-12: • RMP will utilize a Expectations Matrix aligned with SEL best practices and supports for when scholars are and are not meeting expectations. • Staff will utilize a common language around behavior expectations, interventions and supports. • RMP staff will have a reference guide for RMP culture and expectations to utilize throughout the year. • This will outline all Core, Supplemental and Intensive behavior supports aligned with MTSS. • RMP Scholar-Family Handbook will align to the RMP Culture and Expectations reference guide. • Classroom expectations and PBIS matrices will be posted in all classrooms. • PBIS matrices will be posted in all common areas. • Teachers will explicitly teach classroom expectations at the beginning of the year and any time a new routine/procedure is introduced. Expectations will be reviewed positively immediately following any breaks from school or interruptions to instruction. • Scholars and families will understand the expectations of scholar behavior while in class and at school. • Educator's Handbook will be utilized as a means for tracking major and minor behavior concerns. Data from Educator's Handbook will be used as a part of the school's MTSS. • Minor and major discipline infractions will be reduced.			**Breona Walker**	**06/02/2023**
Actions		**16 of 20 (80%)**			
12/29/18	Classroom Management Plans will be posted in all K-12 classrooms.	Complete 01/07/2019		Chaunte Garrett	01/07/2019
Notes:					
3/2/21	Establish clear, expectations for virtual class behavior K-5.	Complete 09/25/2020		Breona Walker	09/01/2020
Notes:					
3/2/21	Establish clear, expectations for virtual class behavior K-5.	Complete 09/25/2020		Melody Lynch	09/01/2020
Notes:					

3/2/21	Create and facilitate professional development for teachers regarding adjustments to classroom expectations for face-to-face instruction aligned with COVID-19 protocols K-5.	Complete 03/31/2021	Breona Walker	04/12/2021
Notes:				
3/2/21	Create and facilitate professional development for teachers regarding adjustments to classroom expectations for face-to-face instruction aligned with COVID-19 protocols K-5.	Complete 03/31/2021	Melody Lynch	04/12/2021
Notes:				
3/2/21	Establish common critical face to face routines and procedures appropriate for each grade level K-5 in aligned with COVID-19 Pandemic restrictions.	Complete 03/31/2021	Breona Walker	04/19/2021
Notes:				
3/2/21	Establish common critical face to face routines and procedures appropriate for each grade level 6-12 in aligned with COVID-19 Pandemic restrictions.	Complete 03/31/2021	Melody Lynch	04/19/2021
Notes:				
3/8/21	Provide initial training for K- 5 staff related to Educator's Handbook. 1. How to use it. 2. Expectations around use.	Complete 03/31/2021	Breona Walker	06/02/2021
Notes:				
3/8/21	Provide initial training to 6-12 staff on the use of Educator's Handbook. 1. How to use it. 2. When to use it.	Complete 02/15/2021	Melody Lynch	06/02/2021
Notes:				
4/30/21	Create the RMP SEL Matrix aligned with behavior expectations and SEL best practices K-5.	Complete 05/31/2021	Breona Walker	06/30/2021
Notes:				
4/30/21	Create the RMP SEL Matrix aligned with behavior expectations and SEL best practices 6-12.	Complete 05/31/2021	Melody Lynch	06/30/2021
Notes:				
4/30/21	Implement an on-boarding process for new families to RMP around behavior and culture expectations.	Complete 07/31/2021	Breona Walker	06/30/2021
Notes:				
4/30/21	Train 6-12 staff on the use of the SEL Behavior Matrix.	Complete 08/02/2021	Melody Lynch	08/02/2021
Notes:				
4/30/21	Train K- 5 staff on the use of the SEL Behavior Matrix.	Complete 08/02/2021	Breona Walker	08/02/2021

	Notes:				
1/14/22	Support Teachers with Continued Coaching and Feedback	Complete 05/27/2022	Dean of Culture	02/01/2022
	Notes:				
10/10/22	"Teach Like a Champion" Training	Complete 08/19/2022	Chaunte Garrett	08/22/2022
	Notes: Aug. 15-19 Staff Development Days				
10/10/22	Monthly Behavior PLCs (K-5)		Breona Walker	06/02/2023
	Notes: September 26-30 October 24-28 November 14-18 December (Nov. 28-Dec. 2) January 23-27 February 20-24 March 27-31 April 24-28 May 22-26				
10/10/22	K-5 Guidance Lessons		Sharon Hines	06/02/2023
	Notes:				
10/10/22	Monthly progress monitoring of behavior contracts implementation (as needed basis)		Breona Walker	06/02/2023
	Notes:				
10/10/22	Quarterly school-wide behavior celebrations		Breona Walker	06/02/2023
	Notes:				
Implementation:		01/14/2022		
Evidence	2/6/2019			
Experience	2/6/2019			
Sustainability	2/6/2019			

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**
Initial Assessment:	All teachers and teacher teams are providing standards aligned instruction through curriculum resources that are standards aligned and work in PLCs. All core subject areas utilize curriculum that are NC SCOS aligned. In the elementary school, K-6 ELA utilizes Journeys. In the secondary school, 6-12 utilizes SpringBoard. For math, K-5 utilizes Zearn. In secondary school, 6-8 utilizes Zearn and 9-12 Math courses utilize SAVAAS. For science, K-8 and Biology utilize StemScopes. For social studies, K-8 utilizes Studies Weekly. During summer of 2020, a team of ELA and Social Studies teachers in the secondary school created an integrated pacing guide for the two subjects. Courses that do not have a specifically assigned state aligned curriculum write unit utilizes the NC SCOS.	Limited Development 01/23/2017		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	At full implementation, all tested subject areas will be in state-aligned curriculum. The goal of this implementation will be to to improve scholar achievement so that the school performance composite will be at least 40% as measured by end of course/end of grade assignment. Additional evidence of full implementation includes: 1. Teacher's lesson plans refer to the purchased curriculum and utilize the materials regularly during instruction as evidenced by instructional walkthroughs and formal evaluations. 2. PLCs utilize and refer to the resources during weekly or bi-weekly instructional conversations and document in PLC notes.		**Chaunte Garrett**	**06/02/2023**
Actions		**6 of 14 (43%)**		
1/30/17	Develop student schedules based on the academic needs and state requirements	Complete 06/30/2017	Chaunte Garrett	06/30/2017
Notes:	All students schedules are completed.			

1/30/17	Support best practices in instructional design and delivery by way of: Conducting Walk-throughs and providing feedback PLC facilitation and participation Co-teaching/Modeling Whole group and individual professional development	Complete 06/30/2017	Chaunte Garrett	06/30/2017
Notes:	2016-17 conducted curriculum analysis to determine the alignment of the curriculum taught and instructional materials. It was determined that the curriculum materials were not in alignment, so new curriculum instructional materials were ordered to align with the common core standards. After ordering materials that were aligned, staff was trained to use the required pacing guides. Coaches were assigned to teachers to monitor lesson plans and provide coaching in the classrooms.			
1/30/17	Implement weekly lesson planning using school approved templates and incorporating instructional feedback from school deans and administrator	Complete 06/30/2017	Chaunte Garrett	06/30/2017
Notes:				
1/30/17	Select and implement state aligned curriculums with fidelity	Complete 08/01/2017	Chaunte Garrett	08/01/2017
Notes:	ongoing, expected date 12/31/2018			
1/30/17	Implement models of blended learning and the appropriate digital tools to meet scholar learning needs	Complete 12/03/2018	Chaunte Garrett	08/01/2018
Notes:	Implementation models of blended learning ongoing.			
10/30/19	Curriculum team will train on the "Get Better Faster" protocol for monitoring teacher growth and development	Complete 05/21/2021	Chaunte Garrett	12/20/2020
Notes:				
10/10/22	Staff development provided for teachers on Journeys, Mastery Connect, Springboard, iReady, Elevate, and Zearn		Chaunte Garrett	12/16/2022
Notes:	some PD was given during staff development days before the start of school			
10/10/22	Collaboration with NTN math coaches to create curriculum maps for K-5 Math.		Nakia McDougald	12/16/2022
Notes:				

10/10/22	Lesson Plan feedback provided by DoIs on a weekly/bi-weekly basis			Chaunte Garrett	06/02/2023
Notes:	K-2-Sharper 3-5- Atwell 6-8- Grant 9-12- Wallace				
10/10/22	Teachers submit standard-aligned lessons weekly through google classroom.			Chaunte Garrett	06/02/2023
Notes:	K-2-Sharpe 3-5-Atwell 6-8-Grant 9-12-Wallace				
10/10/22	3-5 Weekly PLC meetings with teachers to discuss instructional strategies & pacing			Amanda Atwell	06/02/2023
Notes:					
10/10/22	6-8 Weekly PLC meetings with teachers to discuss instructional strategies & pacing			Kenya Grant	06/02/2023
Notes:					
10/10/22	3-5 Weekly PLC meetings with teachers to discuss instructional strategies & pacing			Jeaninne Wallace	06/02/2023
Notes:					
10/10/22	K-2 Weekly PLC meetings with teachers to discuss instructional strategies & pacing			Susan Sharpe	06/02/2023
Notes:					
Implementation:			10/10/2022		
Evidence	1/10/2018 As evidenced provided by walkthrough google docs and agenda/minutes from PLC meeting				
Experience	1/10/2018 The objective was carried out by members of the Leadership and administrative team.				
Sustainability	1/10/2018 Ongoing PLC meetings and administrative walkthroughs				

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:		With Consult with NCDPI IABS, we continue to work on our teaming structure. We currently have several components of MTSS are working to align them in accordance to the model provided by NCDPI. Components in place are: • Utilization of universal screener and analyze data to identify areas for core support. • Utilize PLC's as data problem solving teams. PLCs meet regularly. Teachers provide dedicated intervention time based upon data.	Limited Development 01/30/2017		
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			

How it will look when fully met:	Upon full implementation, RMP's use of MTSS as a framework for whole school improvement will ensure a sound instructional model so that students' academic growth will improve to ensure 100% of tested classes/courses meet expected growth by June 2022 as measured by NC DPI EVAAS Index.		Chaunte Garrett	06/30/2023
	At full implementation, RMP's MTSS will...			
	1. Host meetings for school improvement on a pre-determine schedule with clear agendas and minutes taken.			
	2. Utilize a team structure including teams of leaders and teachers to inform decision making and two-way streams of communication.			
	3. Include an Instructional Handbook for reference of Core, Supplemental and Intensive supports offered at RMP in the areas of Academics, Behavior, Attendance and Social-Emotional Learning through the lenses of Instruction, Curriculum, and Environment.			
	4. Utilize data to assess and review all elements of Core regularly for both student achievement and implementation fidelity.			
	5. Reduce the numbers of students need supplemental and intensive supports to 15% and 5% respectively within two years of full implementation.			
	6. Provide data to be utilized by the IEP in the event that a scholar is suspected of having a disability.			
	7. Provide a structure so that PLCs will serves a problem solving teams to determine ways to meet individual needs according to a standard treatment protocol in each area of Core.			
	8. Provide a standard treatment protocol to address student needs as an element of Supplemental instruction and as a part of Core when warranted with data.			
	9. Provide a structure of data decision rules and evaluation procedure to ensure staff members are able to react to data effectively.			
	10. Provide a structure to support the whole child through data driven instruction by reviewing the Core, Supplemental and Intensive supports necessary for students success in Academics, Behavior, Attendance and Social Emotional Learning.			

Actions		7 of 11 (64%)		
1/30/17	Implement a Balanced Assessment System to include: Administer and analyze NWEA assessments to identify strengths and weaknesses and set academic goals for each student. Revise, administer and analyze Benchmark assessments to identify student learning misconceptions and modify instructional plans Administer and analyze in class assessments to identify student learning misconceptions and modify instructional plans	Complete 06/30/2017	Chaunte Garrett	06/30/2017
Notes:	The expected target date is 6/30/18			
1/30/17	Implement a flexible grouping model based upon student skill attainment as indicated by qualitative and quantitative data.	Complete 06/30/2017	Chaunte Garrett	06/30/2017
Notes:	Expected target June 30, 2018			
4/30/21	Conduct the FAM-S needs assessment to determine MTSS needs and implementation.	Complete 04/30/2021	Amber Brewer	05/07/2021
Notes:				
4/30/21	Develop and refine official MTSS teaming structure that supports both K-12 and Divisional initiatives. Present the proposed structure to Superintendent, DOIs, DOCs, and Leadership for feedback. Present the propose structure to Teacher Leaders and/or K-12 Team for feedback.	Complete 01/14/2022	Chaunte Garrett	01/14/2022
Notes:				
3/2/21	Develop an MTSS teaming structure than aligns with RMP's current Leadership Structure.	Complete 08/01/2022	Chaunte Garrett	02/01/2022
Notes:				
10/10/22	Establish a MTSS process & protocol for tiering students	Complete 08/30/2022	Nakia McDougald	08/30/2022
Notes:				
10/10/22	MTSS Training #1: Strengthening the Core	Complete 09/09/2022	Nakia McDougald	09/09/2022
Notes:				
10/10/22	Tier I Corrective Instruction Plans due		Nakia McDougald	10/31/2022
Notes:				
10/10/22	MTSS Support Meetings for Teachers #1-Planning for Interventions (Oct.) #2- Accommodations vs. Modifications (Nov.) #3- Catching Kids Up (Dec.)		Nakia McDougald	12/16/2022

	Notes:				
	10/10/22	MTSS Training #2: Tiering Students		Nakia McDougald	02/28/2023
	Notes:				
	10/10/22	Monthly MTSS meetings with SIT reps to discuss status of MTSS implementation.		Nakia McDougald	06/02/2023
	Notes:				
Implementation:			11/20/2019		
	Evidence	1/19/2018 Our assessment calendar details when scholars are taking our various assessments. Our professional development menu provides time for teacher data analysis. Teachers modify lesson plans bases upon their data.			
	Experience	6/30/2017 The Leadership Team has worked tirelessly with staff and students to assure academic success.			
	Sustainability	6/30/2017 The leadership Team will continue to accurately access student data to pinpoint needed academic growth and development.			
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:	In summer 2020 a teacher lead design team in collaboration with the guidance counselors convened to develop an initial understanding and implementation steps for SEL at RMP. The Deans of Culture worked with School Culture Teams to develop a capacity for daily SEL classroom implementation, including a framework and training. Staff reviewed these resources at the July 8, 2020 Team Summit. Revisions were made and initial professional development around Social Emotional Learning and was provided during 2020-2021 beginning of the year professional development. Both K-5 and 6-12 Deans of Culture rolled our daily SEL practices according to the CASEL framework providing professional development to staff prior to each phase of the roll-out.	No Development 03/05/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	At full implementation, scholars will experience opportunities to engage social emotional learning, practice social emotional learning skills, and celebrate their abilities to manage various aspects of their lives seamlessly throughout the school day. This happens, within their classrooms, engagement in social spaces at school and within the context of the learning. Specifically, full implementation will include: • Teachers are continuing to implement daily SEL lessons. • Teachers are reinforcing the daily SEL lessons during instructional delivery utilizing a common language. • Teachers are reminding scholars of SEL strategies throughout the school day utilizing a common language. • Teachers know specific "look for's" to indicate that students need additional support in SEL beyond the classroom and know how and which helping professional within the school community to contact for support. • Teachers utilize the proper protocol for providing scholars with additional SEL support beyond Core.		**Breona Walker**	**06/02/2023**
Actions		**7 of 11 (64%)**		
3/2/21	RMP's Social Emotional Learning Design team will present initial professional development around Social Emotional Learning at Team Summit and get feedback from staff.	Complete 03/02/2021	Melody Lynch	07/08/2020
Notes:				

	3/2/21	Define K-5 daily SEL implementation expectations and develop a plan for implementing all three SEL phases from CASEL throughout the school year.	Complete 10/12/2020	Breona Walker	09/01/2020
	Notes:				
	3/2/21	Meet with K-5 PLCs to train on each phase of the SEL Rollout prior to implementation.	Complete 06/02/2021	Breona Walker	06/02/2021
	Notes:				
	3/2/21	Provide SEL materials aligned to specific themes or actions from CASEL weekly for staff for classroom instruction.	Complete 06/02/2021	Breona Walker	06/02/2021
	Notes:				
	1/14/22	Apply SEL practices in support of deescalating discipline challenges and referrals.	Complete 10/29/2021	Dean of Culture	09/01/2021
	Notes:				
	1/14/22	Identify SEL time in the schedule grades 6-12.	Complete 01/04/2022	Counselors	01/04/2022
	Notes:				
	1/14/22	Identify SEL Curriculum for grades 6-12	Complete 01/04/2022	Chaunte Garrett	01/04/2022
	Notes:				
	10/10/22	K-5 Guidance Lessons		Sharon Hines	06/02/2023
	Notes:				
	10/10/22	Implementation of SEL Curriculum 6-12 --> Daily Safe Circles Lessons		Aaron Edmunson	06/02/2023
	Notes:				
	10/10/22	Implementation of SEL Curriculum K-5 --> Daily announcements & lessons		Breona Walker	06/02/2023
	Notes:				
	10/10/22	Advisory Meetings (9-12 guidance)		Jeaninne Wallace	06/02/2023
	Notes:				
Implementation:			01/14/2022		
Evidence	1/14/2022				
Experience	1/14/2022				

				Implementation Status	Assigned To	Target Date
Sustainability		1/14/2022				
	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:			Currently, RMP provides teachers with student instructional outcome data to support the upcoming teacher with determining student needs upon entry in the new grade level. RMP Directors of Instruction are currently developing a plan for the implementation of Vertical PLCs to help teachers situate their content along the trajectory of a student's educational experience. The middle and high school were combined into a secondary school to establish a consistent behavioral and college going culture within the secondary school building. RMP hosts transition nights for scholars rising from 5th to 6th grade and 8th to 9th grade. RMP Deans of Culture are developing a transition plan for new scholars and families who are enrolling at RMP to help them make meaningful connections as soon as possible post the enrollment lottery placement. Summer Bootcamps were held for entering Kindergarteners, 6th graders & 9th graders.	Limited Development 12/29/2018		

How it will look when fully met:	At full implementation, meeting this objective will be evidence in meeting our 90% scholar retention rate and reducing scholar attrition during the 5th-6th transition and 8th -9th transitions. Specifically, RMP will... • Implement regular vertical teams will meet regularly (at a minimum once per quarter) to discuss strategies to support scholar success from grade level to grade level and subject to subject. • Align academic and behavior expectations so that they are known, understood and practiced throughout the K-12 campus. • Host effective transitions nights to support scholars with transitioning from one grade level to the next, especially for incoming Kindergarten, 6th Grade and 9th Grade Families. • Implement on-boarding for new families to ensure cohesive expectations across the campus post enrollment lottery. • Have academic programming that attracts families to remain at RMP K-12, and encourages new families to join the RMP families when spots become available. • Reduce academic, behavior, attendance and social-emotional gaps of scholars through an MTSS.		Kenya Grant	06/02/2023
Actions		**5 of 6 (83%)**		
12/29/18	Combine middle and high school establishing the secondary school to establish consistent academic and behavior expectations supporting scholar development.	Complete 07/17/2018	Chaunte Garrett	07/17/2018
Notes:				
12/29/18	Implement vertical teams in the secondary school to provide the opportunity of ongoing collaboration for scholar success from grade level to grade level.	Complete 06/30/2019	Chaunte Garrett	06/03/2019
Notes:				
10/30/19	Develop and implement vertical teams in the elementary school to develop teacher's understanding on the grade level standards in math and science as a part of a continuum to support scholar growth from grade level to grade level	Complete 02/28/2022	Chaunte Garrett	09/01/2021
Notes:				
10/10/22	Grade 6 & 9 Summer Bootcamp	Complete 08/19/2022	Aaron Edmunson	08/31/2022
Notes:				
10/10/22	Kindergarten Summer Program for entering Kindergarten students	Complete 08/19/2022	Breona Walker	08/31/2022

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**
Initial Assessment:	The LEA currently utilizes several teams to support ongoing school improvement under the leadership structure implemented in July 2020. This includes a Leadership Team with leaders from across the divisions by role including the Superintendent, School Cabinet Members and Directors, Directors of Instruction for each division, Deans of Culture of each division, Instructional Coaches from each division, school counselors from each division. This team meets bi-weekly. Weekly, the Superintendent meets with the School Culture Leaders and Instructional Leaders. Additionally, RMP hosts a monthly Teacher Leaders meeting with designated members of the faculty for feedback on current school improvement initiatives. Recently, RMP added a Director of Curriculum and Talent Development to support with MTSS and School Improvement Planning.	Limited Development 10/30/2019		

		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	At full implementation, RMP would utilize a layered approach to teaming for school improvement as the school functions as both a K-12 district and K-12 school with two divisions, to align school improvement priorities across the campus and involve input from appropriate groups of stakeholders. Specifically RMP's LEA Support & Improvement Team(s) will... 1. Meet on a regular schedule to discuss school improvement supports and improvement initiatives. 2. Have a consistent manner for including necessary stakeholders in decision making. 3. Convene ad-hoc meetings as necessary and appropriate to accomplish task. 4. Provide opportunities for and clear path for accessing leadership from instructional staff through methods of intentional distributive leadership. 5. Solicit, collect and analyze input from applicable stakeholders on decisions and key priorities. 6. Share applicable notes and decisions with stakeholders. 7. Align all decisions with researched-based, best practices when applicable. 8. Use the lens "what's best for kids" and RMP's mission, vision and core values for decision making.			**Chaunte Garrett**	**06/02/2023**
Actions			**2 of 3 (67%)**			
	3/9/21	RMP establishes a consistent meeting schedule for LEA Leadership teams including the Leadership Team, Culture Team and Instructional Leaders Team.	Complete 07/01/2020		Chaunte Garrett	08/16/2020
	Notes:					
	3/9/21	Leadership Teams utilize regular agenda templates aligned to the mission, vision and core values.	Complete 07/01/2020		Chaunte Garrett	08/16/2020

	Notes:				
	10/10/22	RMP establishes a consistent meeting schedule for LEA Leadership teams including the Leadership Team, Culture Team and Instructional Leaders Team.		Chaunte Garrett	06/02/2023
	Notes:				
Implementation:			10/10/2022		
	Evidence	3/9/2021 3/9/2021Leadership team agendas and email communication show the regular meeting schedule for LEA Leadership Teams.			
	Experience	3/9/2021 RMP established consistent meeting schedules for the LEA Leadership team for the purposes of school improvement. The Leadership team consisting of the Superintendent, Cabinet Directors, Directors of Instruction, Deans of Culture, Instructional Coaches and School Counselors meet bi-weekly. Agenda's are provided ahead of schedule and align with the school's mission, vision, and core values. Cultural Leadership Team and Instructional Leaders teams consisting of the Superintendent, Directors of Instruction, Deans of Culture and Instructional Coaches meet weekly.			
	Sustainability	3/9/2021 3/9/2021The team will continue to on a regular schedule, utilizing ad-hoc meetings for items or initiatives not directly align to the agenda tasks.			
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:	The LEA currently utilizes several teams to support ongoing school improvement under the leadership structure implemented in July 2020. This includes a Leadership Team with leaders from across the divisions by role including the Superintendent, School Cabinet Members and Directors, Directors of Instruction for each division, Deans of Culture of each division, Instructional Coaches from each division, school counselors from each division. This team meets bi-weekly. Weekly, the Superintendent meets with the School Culture Leaders and Instructional Leaders. Additionally, RMP hosts a monthly Teacher Leaders meeting with designated members of the faculty for feedback on current school improvement initiatives. Recently, RMP added a Director of Curriculum and Talent Development to support with MTSS and School Improvement Planning.	Limited Development 03/02/2021		
How it will look when fully met:	At full implementation, the Directors of Instruction and Deans of Culture will convene a collection of Teacher Leaders and other Instructional Staff as function of school improvement to review implementation of effective practices. RMP Division Leadership teams will... 1. Include the Director's of Instruction, Deans of Culture, Guidance Counselors (or representatives), RMP Teacher Leaders, and at a minimum one grade level/subject/area representative. (Instructional Assistants should also have a representative.) 2. Focus on implementation of key initiatives aligned to School Improvement Plan that pertain to that division. 3. Serve as a "divisional" overview of school progress across all areas of Core. 4. Function as a component of MTSS. 5. Meet at least monthly, with specific team or ad-hoc meetings being hold in lieu of a second meeting.		**Chaunte Garrett**	**06/02/2023**
Actions		0 of 2 (0%)		
10/10/22	Monthly meeting to focus on implementation and practice as they relate to school improvement goals & objectives.		Nakia McDougald	06/02/2023
Notes:				

| | | 10/10/22 | Monthly meeting to focus on MTSS implementation status and tiered students as it pertains to MTSS plan for the year. | | Nakia McDougald | 06/02/2023 |

Notes:		

Core Function:			**Dimension B - Leadership Capacity**			
Effective Practice:			**Distributed leadership and collaboration**			
	KEY	**B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, all RMP teachers and instructional assistants have assigned roles and duties as it pertains to the virtual learning environment. Directors of Instruction and Deans of Culture follow-up with staff related to assigned duties. The school schedule provides staff with daily planning time. Staff also have time to plan and collaborate during staff development time on Fridays.	Full Implementation 03/08/2021		

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
Initial Assessment:		Presently, teachers submit lesson plans to the Directors of Instruction for each division for review on a weekly basis. Directors of Instruction and Deans of Culture conduct walkthroughs during classes. The Instructional Leaders receive updates on teacher's progress in the coaching process on a bi-weekly from NTN Math Coaches. RMP is working to align its evaluation process to its current virtual instructional model and conditions.	Limited Development 01/30/2017		

			Chaunte Garrett	06/02/2023
How it will look when fully met:	At full implementation, regular monitoring of curriculum and classroom instruction combined with the provision of timely, clear, constructive feedback to teachers will improve scholar achievement in alignment with RMP's strategic goals for 50 percent of scholars to achieve a level 3 or higher in test areas and for RMP to exceed expected growth with a minimum of 3.0 growth index. Additionally monitoring instruction at RMP will... 1. Be grounded in instructional best practices such as those detailed within *Get Better Faster* and *Teach Like a Champion*. 2. Be strategic, bite-sized and achievable. 3. Be expected and welcomed as a part of the growth process in striving for instructional excellence. 4. Facilitated and lead by the Directors of Instruction, but participated in by various instructional leaders across the campus. 5. Serve to gather data around necessary professional development as a part of the school's MTSS. 6. Serve to collect implementation data around initiatives related to Core, Supplemental and Intensive curriculum implementation related to Academics, Behavior, Attendance and Social-Emotional Learning as a part of the school's MTSS. 7. Function in alignment with, and compliment, the school's evaluation instrument and process.			
Actions		**9 of 13 (69%)**		
1/31/17	Support best practices in instructional design and delivery by way of: Conducting Walk-throughs and providing feedback PLC facilitation and participation	Complete 06/30/2018	Chaunte Garrett	06/30/2017
Notes:				

1/31/17	Develop professional learning communities to encourage teacher collaboration in lesson planning and using data to support student learning.	Complete 12/31/2018	Chaunte Garrett	06/30/2017
Notes:					
1/31/17	Implement a comprehensive professional development plan for the RMP staff focused on the following topics: PLC and Vertical teams Blended Learning Lesson Planning and Unpacking Curriculum Standards BT/Mentoring Classroom Management	Complete 01/10/2018	Chaunte Garrett	06/30/2017
Notes:					
1/31/17	Provide a variety of professional development opportunities to include: Vendor specific NCDPI Sponsored PD Menu Real-Time PD	Complete 01/10/2018	Chaunte Garrett	06/30/2017
Notes:	Teachers have consistent professional development opportunities throughout the academic school year. Also, virtual professional developments are available for teachers to participate in.				
1/31/17	Implement weekly lesson planning using school approved templates and incorporating instructional feedback from school deans and administrator	Complete 06/30/2018	Chaunte Garrett	06/30/2017
Notes:	There will be a new on-boarding process for new teachers to get acclimated to the lesson plan template.				
3/9/21	Instructional Leaders across the campus will participate in the Instructional Leaders Cohort #3 through Want More! Do More! to continue to develop skills to provide timely, effective feedback to teachers.	Complete 05/21/2021	Chaunte Garrett	05/21/2021
Notes:					
3/2/21	Teachers in K-5 submit virtual lesson plans aligned with established curriculum and NC SCOS weekly to Director of Instruction.	Complete 10/01/2020	Stephanie Horton	06/02/2021
Notes:					

3/2/21	Teachers in 6-12 submit lesson plans aligned to curriculum and NC SCOS weekly to Secondary Director of Instruction.	Complete 10/01/2020	Kenya Grant	06/02/2021
Notes:				
1/14/22	Instructional leaders do weekly walk-throughs and provide feedback on instructional practices.	Complete 01/04/2022	Chaunte Garrett	01/04/2022
Notes:				
10/10/22	Teachers in K-5 submit lesson plans aligned with established curriculum and NC SCOS weekly to Director of Instruction.		Amanda Atwell	06/02/2023
Notes:				
10/10/22	Teachers in 6-12 submit lesson plans aligned to curriculum and NC SCOS weekly to Secondary Director of Instruction.		Kenya Grant	06/02/2023
Notes:				
10/10/22	Support best practices in instructional design and delivery by way of: Conducting Walk-throughs, providing lesson plan feedback and weekly PLCs		Chaunte Garrett	06/02/2023
Notes:				
10/10/22	Bi-weekly classroom observations & planning with NTN Math Coach (Elementary & Secondary)		Nakia McDougald	06/02/2023
Notes:				

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
Initial Assessment:		Currently, the Instructional Leaders team does review academic data. Pre Pandemic, instructional data was discussed in school based teams and PSU Curriculum Team post test administration. Classroom walk-through data was discussed and PD determined based on instructional walk-throughs. Currently, Directors of Instruction analyze and develop support plans in conversation with the Superintendent and with collaboration with school based leadership teams. Post Pandemic, the team is currently undertaking plans to begin strategically incorporating walkthrough and instructional data to determine next steps and additional layers of support. To provide additional support around instructional best practices, and expand the coaching capacity of the campus, RMP recently initiated a partnership with EdConnective enabling nearly 100% instructional staff across the campus to receive instructional coaching in some capacity. This generates weekly data on teachers specific actions steps that the Instructional Leaders team plans to use to support both school improvement and professional development planning.	Limited Development 03/08/2021		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	At full implementation, RMP will utilize aggregate classroom observation data alongside academic data to drive school improvement and professional development within an MTSS. Specifically, this practice at RMP will... 1. Happen on a regular interval schedule aligned with the academic, assessment and instructional calendar. 2. Be collected regularly by a variety of instructional leaders or support staff using a consistent location or method. 3. Be aligned with current high-priority school improvement initiatives. 4. Utilized to celebrate instructional growth by both scholars and staff.				**Nakia McDougald**	**06/02/2023**
Actions				**6 of 9 (67%)**		
	3/8/21	Determine the best method for utilizing EdConnective coaching data including answer to the following questions: 1. What data do we have? 2. What does it communicate to us? 3. How often will we review it? 4. How can we use this to support RMP's current strategic initiatives aligned to the mission, vision, and core values?		Complete 04/26/2021	Amber Brewer	03/19/2021
	Notes:	Created a dashboard compiling all of the data from EdConnective coaching into one place. Presented to the Instructional Leaders on 4/30/2021 for review. No additional feedback provided.				
	3/8/21	Determine whether or not to continue the partnership with EdConnective for the 2021-2022 school year. 1. Feasibility 2. Generation of usable data 3. Effectiveness		Complete 06/30/2021	Chaunte Garrett	06/30/2021
	Notes:					
	1/14/22	Train teachers on data analysis protocol and assessment cycle to support intervention planning.		Complete 11/12/2021	Chaunte Garrett	11/12/2021
	Notes:					
	1/14/22	Establish data days in the operational calendar for extensive data review.		Complete 11/12/2021	Chaunte Garrett	11/12/2021

Notes:				
1/14/22	Review instructional data in School Leaders, Instructional Leader Weekly Meetings and K-12 Support Team meeting.	Complete 01/14/2022	Chaunte Garrett	01/14/2022
Notes:				
10/10/22	Establish data days in the operational calendar for extensive data review.	Complete 08/31/2022	Chaunte Garrett	08/31/2022
Notes:				
10/10/22	Review instructional data in School Leaders, Instructional Leader Weekly Meetings and K-12 Support Team meeting.		Chaunte Garrett	06/02/2023
Notes:				
10/10/22	Teachers will create & update Tier I Corrective Instruction plans based on data analysis throughout the year.		Nakia McDougald	06/02/2023
Notes:				
10/10/22	Teachers will tier students in Tier 2 & Tier 3 of the MTSS process based on individual student data.		Nakia McDougald	06/02/2023
Notes:				
Implementation:		01/14/2022		
Evidence	1/14/2022			
Experience	1/14/2022			
Sustainability	1/14/2022			

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:	RMP has utilized numerous approaches related to recruiting, evaluating, rewarding and replacing staff.	Limited Development 03/08/2021		
	Rewarding:			
	1. RMP annually nominates a Teacher of the Year.			
	2. RMP hosts monthly staff birthday acknowledgements.			
	3. RMP recently instated a years of service award and pin.			
	4. RMP celebrates its legacy staff members.			
	5. RMP Board of Trustees Spotlight events to highlight staff and scholar achievements.			
	Evaluating:			
	1. RMP is currently working to implement NCESS.			
	Replacing:			
	1. RMP utilizes interview committees when hiring new staff.			
	Recruiting:			
	1. RMP has hosted and participated in job fairs and recruitment events at local universities.			
	2. Memorandum of Understanding for teacher development with Wesleyan University.			
	3. Recruitment of international staff.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	recruiting, evaluating, rewarding and replacing staff. At full implementation recruiting, evaluating, rewarding and replacing staff would each plan an intertwined role within the school community and serve to support RMP in reaching its goal of 85% staff retention		**Chaunte Garrett**	**06/02/2023**

year to year.

Evaluating:

RMP's evaluation system will...

1. Be clearly laid out with a schedule and expectations for the year;

2. Be aligned to RMP mission, vision, and core values;

3. Be conducted in a fair, equitable and ethical manner.

4. Aid in decisions related to contract renewal.

5. Be aligned with, but separate from, RMP's coaching practices.

Rewarding:

RMP's reward system for staff will...

1. Be clearly laid out with a schedule and expectations for the year;

2. Be aligned to RMP mission, vision, and core values;

3. Be conducted in a fair, equitable and ethical manner;

4. Celebrate and honor the uniqueness of RMP and its staff with opportunities to reward and honor both high quality instruction and growth.

Replacing:

RMP's process for replacing staff will...

1. Be clearly laid out with a schedule and expectations as appropriate;

 2. Be aligned to RMP mission, vision, and core values;

3. Be conducted in a fair, equitable and ethical manner;

4. Be conducted by a team directly related to or with specific knowledge of the job to be filled.

5. Be facilitated in a manner that is efficient, reducing the impact of turnover on students.

6. Incorporate effective job-related on-boarding of new staff both at

the beginning and throughout the school year to include at a minimum:
1. Acclimation to RMP's mission, vision, core values, and staff expectations; 2. Access to all necessary resources and technology necessary for job duties; 3. Minimal training related to resources and technology necessary for job duties.

Recruiting:

RMP's process for recruiting staff will...

1. Be clearly laid out with a schedule and expectations as appropriate;

2. Be on-brand for RMP and aligned to RMP mission, vision, and core values;

3. Be conducted in a fair, equitable and ethical manner;

4. Leverage and build key partnerships with Institutes of Higher Education, where appropriate.

5. Celebrate and promote the employment opportunities at RMP through a collaboration with current employees within the context of numerous communication modalities including word of mouth, testimonials, videos, social media, ads, seminars, etc.

6. Leverage key benefits and aspects unique to charter schools, and specifically RMP, to generate potential candidates for employment.

Actions		**5 of 8 (62%)**		
4/30/21	Review potential options to increase the number of qualified applicants to RMP jobs.	Complete 04/29/2021	Amber Brewer	04/30/2021
Notes:				
3/8/21	Conduct an audit of current recruitment practices, policies, procedures and practices.	Complete 07/31/2021	Chaunte Garrett	06/02/2021
Notes:				
4/30/21	Participate in Virtual Recruitment Fair for 2021-2022 School Year.	Complete 06/30/2021	Amber Brewer	08/13/2021
Notes:				
3/8/21	Partner with the Director of Communications and Marketing to develop a recruitment campaign for 2021-2022 school year.	Complete 06/30/2021	Amber Brewer	08/16/2021
Notes:				
1/14/22	Utilize LinkedIn to support recruiting candidates.	Complete 07/01/2021	Director of Communications	07/01/2022

	Notes:				
	10/10/22	Recognition of levels of Teacher of the Year across grade spans (Ex. Beginning TOY, Specials TOY, TOY, etc.)		Aaron Edmunson	06/02/2023
	Notes:				
	10/10/22	Teacher of the Month- Elementary		Breona Walker	06/02/2023
	Notes:				
	10/10/22	Teacher of the Month-Secondary		Aaron Edmunson	06/02/2023
	Notes:				
Implementation:			01/14/2022		
Evidence		1/14/2022			
Experience		1/14/2022			
Sustainability		1/14/2022			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | Currently, RMP utilizes several methods for communicating with families as a part of their "Family Included Model." The RMP Deans of Culture serve as the primary conduits for family related events and communication needs related to school culture. RMP employs a full-time Director of Communication and Marketing who sends out weekly blasts through the SwitchK-12 PowerSchool system. These happen in the forms of call-outs, emails and text messages. The drawback to this system is inaccurate parent/family information in PowerSchool. Additionally, the Director of Communication and Marketing utilizes social media platforms for communication with stakeholders and manages RMP's website. In the elementary school, teachers primarily use Class Dojo as a means for communication with families. Secondary school primarily use Remind.com. All scholars are now enrolled in Google Classrooms for all subjects which also serve as a communication platform with families. One potential opportunity area here is to ensure that families are enrolled as a "guardian" through Google Classroom and are receiving the updates, and ensuring all staff know how to email families through Google Classroom. Recently, the Director of Instruction has begun to provide staff with canned messages and images for whole school related announcements that can be posted in their Dojos, Reminds or Google Classrooms to ensure consistent messaging across the campus.

RMP Elementary School hosts virtual Monthly Parent Meetings in each grade level. Teams must choose two times to accommodate parent work schedules and communicate these dates to the Dean of Culture.

RMP is initiating an on-boarding process for new families post the enrollment lotter in March. This will help ensure new families know what to expect at RMP according to its mission, vision and values, as well as connect early and often with the school. | Limited Development 03/08/2021 | | |

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	RMP will establish an on-boarding system for educating, equipping and empowering new RMP families to excel as a part of the jaguar community by: 1. Setting a schedule for new family nights aligned with RMP's mission, vision and core values. 2. Providing families with clear expectations and procedures to follow to connect with the RMP community. 3. Connecting families to teachers early and often prior to their first day.			**Chaunte Garrett**	**06/02/2023**
Actions			1 of 6 (17%)		
3/8/21	Plan and schedule RMP new-family enrollment meetings aligned to RMP's mission, vision, and core values.	Complete 06/02/2021	Breona Walker	06/02/2021
Notes:				
10/10/22	Bi-Weekly PTA meetings		Chaunte Garrett	06/02/2023
Notes:				
10/10/22	Connect & communicate with parents via Class Dojo & Remind (ongoing)		Amanda Atwell	06/02/2023
Notes:	K-2-Sharpe 3-5-Atwell 6-8-Grant 9-12-Wallace			
10/10/22	Weekly bit.ly with announcements for the week		Chaunte Garrett	06/02/2023
Notes:				
10/10/22	Social Media Posts to keep families informed		Chaunte Garrett	06/02/2023
Notes:				
10/10/22	Monthly family engagement nights		Chaunte Garrett	06/02/2023
Notes:				
Implementation:		01/14/2022		
Evidence	1/14/2022			

Experience	1/14/2022			
Sustainability	1/14/2022			