Kannapolis City Schools District Improvement Plan

Vision: Valuing, inspiring, and supporting all students	**Mission**: To promote an environment that ensures safety, community, equity, and growth	

	Big Rock 1	Big Rock 2	Big Rock 3	Big Rock 4
District Areas of Focus	**Rigorous and Aligned Core Instruction**	**Data Driven Decision Making**	**Core Behavior and Social-Emotional Learning**	**Family and Community Engagement**
District Improvement Aligned Indicator	The LEA has oriented its culture toward shared responsibility and accountability.	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.
District Goals Aligned to Indicators	Goal 1: 100% of schools in Kannapolis City will meet or exceed growth expectations as measured by EVAAS. Goal 2: The district-wide composite proficiency for science, math, and reading as measured by NC EOG and EOC assessments will increase by 7 percentage points.	Goals 1, 2, 3, 4, and 5	Goal 3: 100% of educators will effectively implement core behavior practices as evidenced by a 10% reduction in office referrals. Goal 4: Students will demonstrate improved social and emotional competence as evidenced by a 5% increase of students rated within the "typical" and "strength" ranges on the designated SEL screener.	Goal 5: Each KCS school will reduce the % of chronically absent students by 10% and chronically absent staff members by 10% as measured by daily attendance.
School Level Aligned Indicator	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.	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.	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.	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)

Big Rock 1: Rigorous & Aligned Core Instruction

NCStar District Indicator:

The LEA has oriented its culture toward shared responsibility and accountability.

Big Rock 1 Champions:

Erin Anderson and Samantha Campbell

Goal 1:

100% of schools in Kannapolis City will meet or exceed growth expectations as measured by EVAAS.

Goal 2:

The district-wide composite proficiency as measured by NC EOG and EOC assessments will increase by 7 percentage points.

Current implementation efforts:

Throughout 2020-21, the KCS Academics Team examined teaching and learning structures at the school and district levels. Highlighted were differing practices and resources which did not consistently support common learning experiences for all students. Below are prioritized findings:

School and classroom schedules are created and shared; however, expectations for core instructional times and selected resources are not consistent.

While many schools are using multiple data sources to support instructional planning, there is a need for common district assessments promoting shared accountability. The diverse practices did not leverage data driven planning district-wide (professional development, resources, etc.).

School and district leaders complete observations through NCEES (North Carolina Education Effectiveness System) providing quality feedback, but systems are needed to support the purposeful integration of data into post-conferences and professional development plans.

While school leaders regularly visit classrooms and provide feedback to teachers, structures to support frequent monitoring of instructional priorities are needed.

District and school teaming structures do not consistently include stakeholders from varying roles and responsibilities to support shared learning and accountability.

While all schools received a standard allotment of support staff, there are elevated needs for additional personnel to support academics and behaviors at high-need schools.

What this will look like when fully implemented:

Kannapolis City Schools maintains a shared culture of responsibility and accountability that includes all stakeholders in Kannapolis City Schools. All school staff, teachers, teacher leaders, administrators, district office personnel, school board members, and parents/guardians in the community have clear understanding and ownership of their role in each and every student's academic achievement and growth. School level leaders develop school schedules and calendars that allow school level leaders to participate in instructional planning with teachers. Schedules created allocate time for content and instruction based on research and district guidance.

Teachers share planning data analysis of common assessments. School and district staff participate in data analysis and action planning with a problem-solving mindset. If students are not at mastery of standards, regular ed teachers, EC (Exceptional Children) teachers, ML (Multilingual) Teachers, administrators, and district office personnel work collaboratively to alter variables within our locus of control to change this outcome. Because we know the center of our schools are within each and every active classroom, this is where teacher leaders, administrators, and members of the central office academic teams spend their time.

Classroom walkthroughs and analysis of the data collected is completed regularly. Teachers, School Improvement Teams, PBIS (Positive Behavior Interventions and Supports) teams, and other site-based decision making bodies are empowered to collect and analyze their own data. District meeting agendas for principals, assistant principals, and instructional coaches, are thoughtfully and consecutively planned to develop leaders, build collective efficacy, and create accountability.

School level administrators are well-versed and confident in providing timely feedback through the NC teacher observation instrument. Administrators utilize district created timelines for completing observations with a focus on post-conference feedback for teachers. A review, celebration of, and analysis for improvement of teacher value-added data is incorporated into formal observation conferences, informal meetings, and professional development plans. Administrators, regular education teachers, EC resource, AIG (Academically Intellectually Gifted), and ML teachers are adept at analyzing subgroup EVAAS (Education Value-Added Assessment System) data, creating action plans to address areas of opportunity or scale up successes.

Building level leaders receive timely, data-informed coaching and professional development to empower building leaders in the areas of student culture, staff culture, instruction, interventions, and safety. Buildings are appropriately and strategically staffed to ensure supports are in place for a focus on instruction and student culture.

District and school teaming structures are inclusive of multidisciplinary roles and have shared responsibilities. Within all K-12 schools, teaming structures are inclusive of an Multi-Tiered Systems of Support (MTSS) Leadership team, Specialized Instructional Support Personnel (SISP) teams, Data/PLC Teams, Core Behavior

Teams, and Individual Problem Solving Teams. Through each of these structures, schools are able to plan, evaluate, and determine action steps to deliver a system of support through core, supplemental, and intensive levels.

Change over time data including iReady, DESSA (Devereux Student Strengths Assessment), FastBridge, DIBELS-8, Educator's Handbook, NC CheckIns, SchoolNet Common Interim Assessments, ACCESS, and student attendance as well as NC School Accountability Data points (Participation, Cohort Graduation Rate, EOG/EOC proficiency and growth, Math Course Rigor, ACT, WorkKeys, CTE (Career Technical Education) Credentials, and ML progress) are analyzed by school level and district level administrators to monitor ongoing progress.

Data Points to Monitor Progress Throughout the Year:
1) K-3 MClass
2) 6-8 CIAs, iReady
3) 9-12 CIAs, NC Check-Ins

Elementary School Progress Monitoring		
K-3 MClass/DIBELS % at/ Above Grade Level Composite Score	Target	Actual
Baseline: May 2023		50%
Monitor Date 1: September 2023	25%	26%
Monitor Date 2: February 2024	50%	
Monitor Date 3: May 2024	75%	

Middle School Progress Monitoring		
6-8 Math EOG & Math CIAs % Proficient	Target	Actual
Baseline: June 2023		26%
Monitor Date 1: September 2023 CIA 1		15%
Monitor Date 2: November 2023 CIA 2	20%	
Monitor Date 3: January 2024 CIA 3	30%	
Monitor Date 4: February 2024 CIA 5	33%	
Monitor Date 5: May 2024 Math EOG	35%	
6-8 Math EOG & Math iReady % Proficient	Target	Actual
Baseline: June 2023		26%
Monitor Date 1: August 2023 BOY		15%
Monitor Date 2: January 2023 MOY	25%	
Monitor Date 3: April 2024 EOY	30%	
Monitor Date 4: May 2024 Math EOG	36%	
6-8 Reading EOG & Reading iReady % Proficient	Target	Actual
Baseline: June 2023		32.2%

Monitor Date 1: August 2023 BOY		21%
Monitor Date 2: January 2023 MOY	26%	
Monitor Date 3: April 2024 EOY	31%	
Monitor Date 4: May 2024 Reading EOG	36%	
6-8 Science EOG & Science CIA % Proficient	**Target**	**Actual**
Baseline: June 2023		49.2%
Monitor Date 1: September 2023 CIA 1		57.1%
Monitor Date 2: November 2023 CIA 2	60%	
Monitor Date 3: January 2024 CIA 3	63%	
Monitor Date 4: February 2024 CIA 5	65%	
Monitor Date 5: May 2024 Science EOG	68%	

High School Progress Monitoring		
9-12 English II EOC & English II Check-Ins % Proficient	**Target**	**Actual**
Baseline: June 2023 End of Course English II		32.7%
Monitor Date 1: Check-In 1 Semester 1		58.8%
Monitor Date 2: Check-In 2 Semester 1	62%	
Monitor Date 3: Fall EOC English II	65%	
Monitor Date 4: Check-In 1 Semester 2		
Monitor Date 5: Check-In 2 Semester 2		
Monitor Date 6: Spring EOC English II		
9-12 Math 1 and Math CIAs % Proficient	**Target**	**Actual**
Baseline: June 2023 EOC Math 1		14.3%
Monitor Date 1: September CIA 1 Semester 1		10.1%
Monitor Date 2: October CIA 2 Semester 1	20%	
Monitor Date 3: November CIA 3 Semester 1	25%	
Monitor Date 4: December Fall EOC Math 1	30%	
Monitor Date 5: February CIA 1 Semester 2	15%	
Monitor Date 7: March CIA 2 Semester 2	18%	

	Target	Actual
Monitor Date 8: April CIA 3 Semester 2	21%	
Monitor Date 9: May Spring EOC Math 1	25%	
9-12 Math 3 & Math CIAs % Proficient	**Target**	**Actual**
Baseline: June 2023 End of Course Math 3		36.4%
Monitor Date 1: September CIA 1 Semester 1		12.5%
Monitor Date 2: October CIA 2 Semester 1	17%	
Monitor Date 3: November CIA 3 Semester 1	22%	
Monitor Date 4: Fall EOC Math 3	40%	
Monitor Date 5: February CIA 1 Semester 2	20%	
Monitor Date 7: March CIA 2 Semester 2	28%	
Monitor Date 8: April CIA 3 Semester 2	35%	
Monitor Date 9: Spring EOC Math 3	40%	
9 - 12 Biology EOC and Bio CIAs % Proficient	**Target**	**Actual**
Baseline: June 2023 End of Course Biology		32.1%
Monitor Date 1: September CIA 1 Semester 1		17.8%
Monitor Date 2: October CIA 2 Semester 1	25%	

Monitor Date 3: November CIA 3 Semester 1	30%	
Monitor Date 4: Fall EOC Math 3	35%	
Monitor Date 5: February CIA 1 Semester 2	20%	
Monitor Date 7: March CIA 2 Semester 2	25%	
Monitor Date 8: April CIA 3 Semester 2	30%	
Monitor Date 9: Spring EOC Biology	35%	

District Action Step to Reach Goal:
- Analyze NCEES and EVAAS data looking for correlations between NCEES evaluations and Teacher Value-Added in EVAAS. (Standard 4: Teachers Facilitate Learning for their Students)
- Provide Training to Instructional Coaches on DDI (Data Driven Instruction) Cycle for K-3 mClass Data.
- Implement DDI Cycles for K-3 mClass Assessments in all elementary schools.
- Provide Professional Development of the 3rd - 5th Grade Literacy Program - CKLA
- Provide Professional Development to Instructional Coaches on the 3rd - 5th Grade Literacy Program - CKLA
- Provide Training on the Formative Assessment Platform
- Implement a book study on Student Centered Coaching and The Moves for Instructional Coaches and Instructional Technology Facilitators
- Coaches will complete a minimum of 4 coaching cycles throughout the school year
- Enhance iReady data collections and pathway completion for Kannapolis Middle School
- EOS (Equal Opportunity Schools) Kickoff to increase advanced program enrollment and performance for AL Brown High School
- Implement DDI Cycles for 6-10 ELA (English Language Arts) Courses
- Gather student feedback through an EOS Survey Data Collection

Big Rock 2: Data Driven Decision Making

NCStar District Indicator: The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.

Big Rock 1 Champions: Jennifer Brinson and JoAnne Garay

Goal 1: 100% of schools in Kannapolis City will meet or exceed growth expectations as measured by EVAAS.

Goal 2: The district-wide composite proficiency as measured by NC EOG and EOC assessments will increase by 7 percentage points.

Goal 3: 100% of educators will effectively implement core behavior practices as evidenced by a 10% reduction in office referrals.

Goal 4: Students will demonstrate improved social and emotional competence as evidenced by a 5% increase of students rated within the "typical" and "strength" ranges on the designated social and emotional screening assessment.

Goal 5: Each KCS school will reduce the % of chronically absent students by 10% and chronically absent staff members by 10% as measured by daily attendance.

Current implementation efforts:

A consistent walkthrough instrument is utilized by every school in KCS. Items on the walkthrough instrument include core behavior and core instructional practices valued in K-12 classrooms across KCS. Some schools make the data collected from these walkthroughs transparent to a variety of teams (leadership, MTSS Leadership, PBIS, SIT). Some schools have developed their own data routines for reviewing the classroom walkthrough data.

In Kindergarten through 8th grade classrooms teams regularly review beginning, middle, and end of year screening data (mCLASS, FastBridge, DESSA, ODRs, Attendance, iReady) to determine students who have grade level skills and students who are at risk. Teams create supplemental intervention plans utilizing a standard treatment protocol. Further, as students need intensive support, teams engage in individual problem solving for personalized intervention.

A minimal amount of professional development for school leadership on utilizing EVAAS (subject specific, subgroup data, teacher value-added, and student projections) has occurred. This professional development focused on level setting and content knowledge of EVAAS. Some school and district leaders have continued to deepen their understanding and use EVAAS data for targeted conversations with staff.

Common Interim Assessments (CIA) are in place across the district. The assessments are aligned to the rigor of the grade level standards. Teachers participate in collaborative unpacking with the assessment in hand prior to the teaching sequence. The professional development sessions are facilitated by content experts. Content experts and instructional coaches facilitate professional development where teachers collaboratively unpack standards for the next learning sequence and the common assessment for the short cycle of instruction.

A calendar of assessment, data analysis, and reteaching dates is established for all elementary, middle, and high schools. These short cycle calendars are used by schools to set calendars of professional learning communities to work collaboratively to analyze student data and inform instructional decision making. From this data, all general-education and some instructional support teachers (EC, AIG, ML) make and modify plans for acceleration, re-teach, service delivery, and support in an on-going manner throughout the school year.

What this will look like when fully implemented:
Teaming Structures are thoughtfully established at the district level and each school site to ensure data, data analysis, and action planning flows in a timely and transparent manner through all stakeholders. Teams are established to review data in all areas of academic, attendance, behaviors, SEL, and more.

Time for collaboration and action planning around data is allocated on all district level Principal, AP, Coach meetings as well as MTSS, SSMT, and district EC meetings. Timely data, support, modeling, and tools are provided to school level leaders. School level leaders capitalize on these resources and strategically share data with all stakeholders.

Coaches and school level leaders are adept in utilizing coaching cycles with teachers and teams of teachers. Student data is the center and driving force around coaching and teacher support. School level coaches regularly utilize coaching cycles and monitor student data to determine the effectiveness and next steps for coaching cycles.

Instructional Technology Facilitators (ITF), Multilingual (ML) Teachers, District Specialists, and EC Specialists (math/science/literacy/early literacy) also utilize Student Centered Coaching as one path for collaboration with classroom teachers. ITFs, ML Teachers, and Specialists monitor specific student data and work collaboratively with the school and district to advocate for action steps to continuously improve student outcomes. Instructional technology integration, co-teaching, direct student/teacher, and scheduling are monitored and adjusted based upon a variety of student data. TFs, MLs, and Specialists coach others to extend their reach in each school.

Data from a variety of sources are reviewed regularly to inform professional development for staff in KCS. Resource mapping in all departments for purchases are based on a variety of data sources to ensure a balanced and equitable use of funds, materials, and capital.

A culture of data transparency, a focus on locus of control, and an appreciation of failing forward exist in district and school leadership and as such school staff, students, parents, and community thrive, grow, and remain in Kannapolis City Schools.

District and school level leadership teams analyze data through problem solving protocols. Aggregate classroom walkthrough data is analyzed to identify strengths, opportunities for further investigation, and opportunities for growth for academic and behavioral practices observed. Based on this analysis decisions for resource allocation and professional learning occur. Strengths are leveraged within and across schools and teams to encourage and empower educators to use strengths to further grow their practice. District level meetings allocate time for school level leaders to reflect upon district and school level data and collaboratively plan

strategies for engaging their schools with this data. District leaders provide professional development opportunities for school level leaders to grow their knowledge and confidence as instructional and cultural leaders of their schools.

In Kindergarten through 8th grade classrooms teams regularly review beginning, middle, and end of year screening data (mCLASS, FastBridge, DESSA, ODRs, Attendance, iReady) to not only determine students who have mastered grade level skills but also students who are at risk in key skill areas. Teams create core intervention plans utilizing a prescribed protocol that then allows them to reflect and adjust core instruction to differentiate for all students. Teams then identify students who are in need of supplemental and/or intensive support. These plans are well documented and reviewed on a predetermined basis using progress monitoring data to determine instructional decisions.

Professional development for school leadership on utilizing EVAAS (subject specific, subgroup data, teacher value-added, and student projections) occurs at regular intervals. School and district leaders are confident in facilitating discussions around EVAAS data with school staff. Teachers across KCS are adept at utilizing student projection data to ensure projected or accelerated progress is made by each student. School leaders and teachers analyze subgroup data and use this data to inform programing and instructional decisions.

Common Interim Assessments (CIA) are in place across the district for all content areas. The assessments are aligned to the rigor of the grade level standards. Teachers participate in collaborative unpacking with the assessment in hand prior to the teaching sequence. The professional development sessions are facilitated by content experts. Content experts and instructional coaches facilitate professional development where teachers collaboratively unpack standards for the next learning sequence and the common assessment for the short cycle of instruction.

A calendar of assessment, data analysis, and reteaching dates are established for all elementary, middle, and high schools. These short cycle calendars are used by schools to set calendars of professional learning communities to work collaboratively to analyze student data and inform instructional decision making. From this data, all stakeholders (ML, EC, AIG, and regular education teachers) make and modify plans for acceleration, re-teach, service delivery, and support in an on-going manner throughout the school year.

School administrators and district administrators make professional development and budgeting decisions from the analysis of each common interim assessment. Because the principals in Kannapolis City Schools are the instructional leaders in their buildings, they are present, passionate leaders of this work. Administrators at each school know and understand Data Driven Instruction. They are well-trained and confident in their ability to facilitate data discussions in their grade level/department professional learning communities.

In collaboration with district office leaders, each school creates a calendar of CIA data analysis dates. These dates are prioritized by district office leaders. District office leaders attend and participate in school-level data analysis post CIA. Data on strengths and opportunities for improvement in facilitation of data discussions is collected and analyzed by district level directors to determine next steps for professional development and support. District data is analyzed from CIAs to determine patterns in student mastery of standards. Data is disaggregated by subgroups and utilized to make instructional, scheduling, professional development, and human

resource decisions at the district as well as the school level. From this data, all educators (ML, EC, AIG, and regular education teachers) make and modify plans for acceleration, re-teach, service delivery, and support in an on-going manner throughout the school year.

Data Points to Monitor Progress Throughout the Year:
1) Facilitated Assessment of Multi-Tiered System of Support - School and District Level (Fam-D/Fam-S)
2) Fidelity in completion of mid-point progress monitoring between BOY, MOY, and EOY for K-5 Students

KCS Progress Monitoring		
FAM-S Average Ratings in Problem Solving items	**Target**	**Actual**
Baseline: May 2023		Q22 - 1.75 Q23 - 2.13 Q24 - 1.88 Q25 - 2.13 Q26 - 1.88 Q27 - 1.25
Monitor Date 1: October 2023	Q22 - 2.00 Q23 - 2.50 Q24 - 2.00 Q25 - 2.50 Q26 - 2.00 Q27 - 1.50	
Monitor Date 2: February 2024	Q22 - 2.25 Q23 - 2.75 Q24 - 2.25 Q25 - 2.75 Q26 - 2.25	

	Q27 - 1.75	
Monitor Date 3: April 2024	Q22 - 2.50 Q23 - 3.00 Q24 - 2.50 Q25 - 3.00 Q26 - 2.50 Q27- 2.00	

Completion of mid-point progress monitoring between BOY, MOY, and EOY for K-5 Students	Target	Actual
Baseline: April 2023		76%
Monitor Date 1: October 2023	85%	
Monitor Date 2: December 2023	95%	
Monitor Date 3: March 2024	100%	

District Action Step to Reach Goal:

- Create a standing agenda item for data-based problem solving in Principal /AP/IC meetings
- Collaborate with each school team to intentionally create, staff, and schedule the various teams (SIT, MTSS Leadership, PBIS, etc) within the school to ensure they can execute the work of the school
- Provide PD and coaching for school teams to collaborate on establishing school teaming structures, schedules, and communication flow
- Develop data analysis protocols for school teams to use to regularly analyze attendance, behavior, Social-Emotional Learning data
- Provide time within ML PLCs for ML teacher receive instruction and collaboration time around student centered coaching
- Provide training and collaborative work time for Instructional Coaches and Instructional Technology Facilitators to embed Student Centered Coaching into

their practice with classroom teachers
- Develop protocols for teams to analyze MClass Data for K-3
- Participate in MClass Data analysis meetings with schools
- Partner with a school to develop protocols for analyzing Reading Check-In data
- Develop system for delivering chronic absenteeism data to schools on a regularly basis
- Develop protocols for schools to utilize while analyzing attendance data at the school level
- Develop protocols for schools to utilize while analyzing behavior data at the school level
- Develop protocols for schools to utilize while the DESSA screener

Big Rock 3: Core Behavior & Social Emotional Learning

NCStar District Indicator: The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.

Big Rock 1 Champions: Jessica Grant and JoAnne Garay

Goal 3: 100% of educators will effectively implement core behavior practices as evidenced by a 10% reduction in office referrals.
Goal 4: Students will demonstrate improved social and emotional competence as evidenced by a 5% increase of students rated within the "typical" and "strength" ranges on the designated social and emotional screening assessment.

Current implementation efforts:

For a number of years prior to the pandemic, Kannapolis City Schools had followed a cycle of professional development that was district-lead and delivered to school-based teams. This model known as KILT (Kannapolis Instructional Leadership Teams) focused on specific teaching strategies around core instruction and it was successful in improving instructional practices across all campuses. During the pandemic, focus shifted to school-based professional development offerings with select district professional development delivered to specific groups or targeted to specific curricula or programs. Most professional development has been tied to the district's strategic priorities, academic targets, social-emotional needs, and educator feedback. While offerings have been of high quality, there is an opportunity to be more data-driven, aligned across the district, and supported through the lens of continuous improvement and a cycle of inquiry. Beginning Spring 2022, district and school leaders have collaborated to generate a plan aligned to a new vision for teaching and learning. Launching the 2022-23 school year, the district has been focused on three target areas: reinforcing strong core instruction, core behavior supports, and effective data use.

What this will look like when fully implemented:

The comprehensive professional development plan for Kannapolis City Schools is developed to support district and state teaching and learning initiatives for academics, behavior, and social emotional learning. Each school in KCS completes a Facilitated Assessment of MTSS (FAM-S) to determine areas for professional development and support continuous school improvement. KCS district-level leaders use the FAM-S along with other district wide data sources (student

performance and growth data, district and school walkthrough data, and the NC Teacher and District Working Conditions Survey) as the foundational needs-assessment resources. These resources drive the selection of district-wide initiatives and accompanying professional development.

All elementary teachers have extensive training in early literacy instruction grounded in the science of reading. All elementary teachers in KCS are adept in assessing and instructing students in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Additionally, all elementary math teachers receive professional development and coaching to ensure success in the implementation of the newly adopted Illustrative Math program. The district's calendar is intentionally planned to consider professional development. Teacher workdays and early release days are carefully considered and planned to space professional development for teachers across the school year.

All schools utilize a consistent classroom walkthrough instrument to collect data on core behavior and core instruction in prekindergarten through 12th grade classrooms. Walkthrough data is collected by all stakeholders (principals, assistant principals, instructional coaches, and district level academic team members). Teachers also use the classroom walkthrough instrument. Data from classroom walkthroughs is analyzed on a regular basis by teacher groups and teams at school levels. Schools utilize the walkthrough data in conjunction with assessment data and other data sources to determine next steps for professional development. District academic team members complete classroom walkthroughs in all schools regularly. Data is analyzed at a district level to determine patterns of strengths and opportunities for improvement.

Within all school settings, each and every adult defines, models, and provides feedback on the expectations that create safe, welcoming and inclusive environments. Specifically, classrooms in KCS create learning environments that cultivate a sense of safety, security, and willingness to embrace challenges and take risks. Students are motivated to take ownership of their learning through knowledge of the grade level targets and development of goals towards mastery. To support created inclusive learning environments, all educators will use CASELs 3 Signature Practices of Welcoming Inclusion Activities, Engaging Strategies, and Optimistic Closures. These intentionally and explicitly build a habit of practices through which students and adults enhance their SEL skills. Develop cultural competency in an effort to ensure each and every student receives equitable support and intervention to reach their full potential.

All schools have identified Core Behavior teams that support implementation of research based practices for core behavior and PBIS systems. Further all schools have a defined core SEL framework which includes identified curriculum, instruction, environment, and data evaluation. The district uses continued strengths based SEL screener to assess areas of growth and areas of opportunity. As part of the environment for SEL, all K-5 schools designate the first 10 minutes of the school instructional day to Morning Meetings. All schools have identified Teaming structures that foster efficient work and effective outcomes for total school improvement. Teams analyze behavior and SEL data at the school level to maximize instructional time for all kids. Teachers feel efficacy in managing and supporting student needs in the classroom.

Additionally, the comprehensive professional development plan for Kannapolis City Schools includes coaching and training developing, supporting, and monitoring the social-emotional health of each and every student. Research-based assessment systems provide an efficient way for teachers, school-leaders, SISP team members, and district office personnel to regularly reflect upon and assess students' social-emotional wellness. Core curriculum and allotted scheduled time is in

place for schools to provide intentionality in teaching skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Universal data pertaining to students' skill is analyzed regularly. Supplemental and intensive supports are provided to students who may need additional opportunities to develop proficiency with these essential life skills including communication, problem-solving and managing stress. All KCS district educators and KCS School Board members know and understand the significance social-emotional wellbeing has in creating a foundation upon which to build student confidence and maximize individual student success in the classroom and life.

Data to Monitor Progress Throughout the Year:
1) Devereux Student Strengths Assessment (DESSA) Composite Scores
2) Office Discipline Referrals (ODR)

KCS Progress Monitoring		
DESSA % of students moving from Need to Typical/Strength	**Target**	**Actual**
Baseline: April 2023		K-8: 42% 9-12: 27%
Monitor Date 1: September 2023	N/A	N/A
Monitor Date 2: December 2023	K-8: 44% 9-12: 29%	
Monitor Date 3: April 2024	K-8: 47% 9-12: 32%	
Ed Handbook Number of Major Office Discipline Referrals	**Target**	**Actual**
Baseline: June 2023		7,777

Monitor Date 1: Sept 6, 2023 Day 20	417	488
Monitor Date 2: November 2, 2023 Day 60	2149	
Monitor Date 3: February 6, 2024 Day 110	4159	
Monitor Date 4: May 23, 2024 Day 179	7000	

District Action Step to Reach Goal:

- Deliver teacher professional development regarding ML Students' Social Emotional Learning needs that may stem from immigration, english proficiency or other affective needs
- Directors complete school visits and coaching cycles with school Principals.
- Provide in-person professional learning quarterly to Core Behavior teams to continue best practice in implementation of core behavior practices
- Provide MTSS monthly newsletters containing prioritized areas of focus
- Host weekly consultation calls with school teams to support solving problems of practice
- Analyze walkthrough data to support core behavior
- Provide REconnect training to Beginning Teachers Reconnect training
- Offer Reconnect and Restorative Practices training for all school staff members

Big Rock 4: Parent and Community Engagement

NCStar District Indicator: 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)

Big Rock 1 Champions: Daryle Adams and Erin Anderson

Goal 5: Each KCS school will reduce the % of chronically absent students by 10% and chronically absent staff members by 10% as measured by daily attendance.

Current implementation efforts:

Kannapolis City Schools (KCS) is committed to fostering a strong and inclusive school community where parents and guardians are actively engaged in their child's education. Effective communication and engagement are vital components of this commitment, ensuring that all parents, including those with English as a Second Language (ESL) needs, have a voice in their child's education. This narrative outlines some of our current comprehensive plan for parent communication and engagement, which includes a range of initiatives and strategies.

ESL Survey for Parent/Guardian Input on Services: To better understand and meet the needs of our ESL families, KCS conducts an annual ESL survey. This survey will seek parent input on ESL services, the effectiveness of language support programs, and their overall satisfaction with the education their child is receiving. The feedback obtained from this survey will inform our ESL program improvements.

Title I Survey to Assess Support: Our Title I program aims to provide additional support to economically disadvantaged students and their families. KCS conducts regular surveys to assess the impact of Title I services, gather suggestions for improvements, and ensure that our resources are effectively meeting the needs of eligible families.

K - 5 SEL Outreach: Social and Emotional Learning (SEL) is crucial for the overall development of our students. KCS implements a K-5 SEL outreach program that involves parents in the SEL curriculum, provides resources for supporting SEL at home, and offers workshops on emotional well-being and communication skills.

District Interpreters: KCS understands the importance of clear communication with parents who may have language barriers. KCS employs district interpreters proficient in multiple languages to facilitate effective communication between schools and ESL families.

Parent Engagement Events: Throughout the school year, KCS will organize a variety of parent engagement events, including informational sessions, workshops, and family-friendly activities. These events cover topics like academic support, parent-teacher collaboration, and career readiness.

PBIS Incentives: To encourage positive behavior and a supportive school climate, KCS implements a Positive Behavioral Interventions and Supports (PBIS) program that includes incentives for both students and parents who actively participate and contribute to a positive school environment.

Monthly District Video: KCS produces and distributes a monthly district video that highlights important updates, achievements, and showcases the diverse talents and achievements of our students. This video will be accessible to all parents and community members.

Parent Advisory Council: KCS established a Parent Advisory Council composed of representatives from each school within the district. This council meets regularly to provide feedback and suggestions on district policies, initiatives, and programs.

Resource Fairs: In collaboration with our community partners, KCS organizes an annual resource fair, bringing together community organizations and district resources to provide parents with information on various services and support available within the community.

Kannapolis City Schools is dedicated to building strong partnerships with parents and the community at large. Through these comprehensive strategies and initiatives, we aim to enhance parent communication and engagement while ensuring that all families have equitable access to educational opportunities and support. These efforts reflect our commitment to fostering a collaborative and inclusive educational environment.

What this will look like when fully implemented:

When this indicator is fully implemented, Kannapolis City Schools will be a dynamic learning environment, which is inclusive of all stakeholders. Parents, students, community members, and staff will work hand in hand to aid academic and social instruction and supports. Student, family, and community voices will be heard and

evident in data analysis and decision making at the school and district level. Open communication will flow from school to home and in turn from home to school to support all students and families. All schools will have active parent participation on their School Improvement Teams to support the continual growth of each school.

KCS will see an increase in family participation in school events, conferences, and support meetings with all families, including our muliti-lingual families. All families will have an increased understanding of academics and student goals. Schools will experience high student participation in all academic supports, including after school and summer programming. Parents will be actively engaged and knowledgeable about the support services available to their child throughout their school experience.

With an increase in knowledge and participation, KCS will see an increase in positive messaging surrounding all schools and the district. Positive engagement will work to decrease chronic absenteeism for students and staff with the ultimate goal of high academic achievement and growth for all students.

Data to Monitor Progress Throughout the Year:
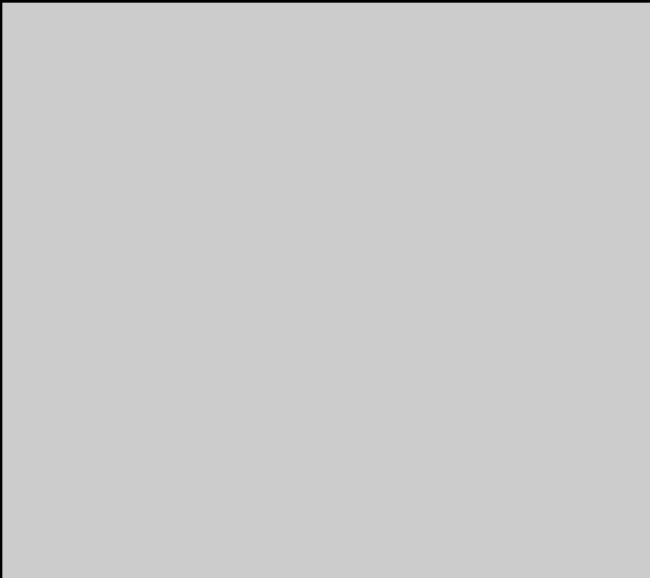1) Student Chronic Absenteeism
2) Staff Chronic Absenteeism

KCS Progress Monitoring		
Student Chronic Absenteeism	Target	Actual

Baseline: June 2023

	Student	Staff
FP	29%	27.59%
JP	27%	25.53%
FLW	19%	24.49%
GWC	23%	43.94%
NK	23%	32.35%
SB	24%	37.5%
KMS	29%	23.40%
ALB	38%	39.94%

Monitor Date 1: September 2023 20th Day

	Student	Staff
FP	26%	
JP	24%	
FLW	16%	
GWC	20%	
NK	20%	
SB	21%	
KMS	26%	
ALB	35%	

	Student	Staff
FP	26.47%	17.86%
JP	32.34%	28.26%
FLW	30.65%	13.95%
GWC	30.78%	26.42%
NK	34.48%	21.88%
SB	40.84%	30.77%
KMS	37.31%	20.21%
ALB	44.69%	29.57%

Monitor Date 2: January 2024 100th Day

	Student	Staff
FP	23%	22%
JP	21%	20%
FLW	13%	19%
GWC	17%	38%
NK	17%	27%
SB	18%	32%
KMS	23%	18%
ALB	32%	34%

	Student	Staff
FP		
JP		
FLW		
GWC		
NK		
SB		
KMS		
ALB		

Monitor Date 3: May 2024 175th Day

	Student	Staff
FP	19%	17%
JP	17%	15%
FLW	9%	14%
GWC	13%	33%
NK	13%	22%
SB	14%	27%
KMS	19%	13%
ALB	28%	29%

	Student	Staff
FP		
JP		
FLW		
GWC		
NK		
SB		
KMS		
ALB		

District Action Step to Reach Goal:

- Provide staff and student chronic absenteeism data to schools on a regular basis
- Develop Attendance Data protocols used to examine student and teacher attendance
- Convene a Community Focus Group to discuss necessary resources, interest, community events, and participation.   (Once a semester)
- Support each school in establishing and providing resources to strengthen their PTSO/PTA (Leveled principal meeting)
- Recruit a diverse group of parents to participate in the Parent Advisory Council
- Implementation of a school-wide communication plan for each school on how information will be shared from the school to home
- Create a pre and post parent survey for all schools to determine best methods of communication, parent needs, and parent input on school programs
- Analyze parent survey at leveled meeting