

Comprehensive Progress Report

Mission: Our mission is to commit daily to nurturing the needs of the whole child in order to ensure success.

Vision: Our vision is to be a school in which our students reach their full potential, and continue on the path of excellence.

Goals:

School Performance Composite Goal: By June of 2023, Rankin Elementary will increase the school performance composite by 5%; 33.3% to 38.2%. 3rd Grade Reading by 5%; 24.6 to 30% 3rd Grade Math by 5%; 37.1% to 42.1% 4th Grade Reading by 5%; 39.4% to 34.4% 4th Grade Math by 5%; 27.4% to 32.4% 5th Grade Reading by 5%; 33.6% to 38.6% 5th Grade Math by 5%; 35.8% to 40.8% 5th Grade Science by 5%; 35.8% to 40.8%

Achievement Gap Goal: By June of 2023 Rankin Elementary will decrease the overall math Achievement gap for black students from 7pts to fewer than 2.

By June 2023, Rankin Elementary will work towards reducing lost instructional days for our students by 50% as compared to 2021-22 school year, from 47 instructional days lost to fewer than 22 instructional days lost.

By June 2023, 100% of the staff will have completed required LETRS modules as required by the State.

By 2023, Rankin will decrease the percent of students who are chronically absent from 45.5% to fewer than 35%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are slowly transitioning to less teacher-talk and more student engagement.	Limited Development 09/25/2016		
<i>How it will look when fully met:</i>		ALL teachers will provide instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Kennisha Wade	06/07/2023
Actions			4 of 6 (67%)		
	7/28/17	Members of the Administrative Instructional Team will conduct systematic, focused walkthroughs to gather data on instructional practices. The data will be analyzed by the AIT and SIT to make decisions about professional development needs.	Complete 09/17/2019	Kennisha Wade	06/14/2020
<i>Notes:</i>					
	10/6/20	All teachers will utilize a variety of modes for remote learning. Examples can include voiceover powerpoints, Nearpod lessons, and teams created lessons	Complete 02/12/2021	Kennisha Wade	12/08/2020
<i>Notes:</i> Remote teachers are utilizing nearpods, powerpoints, voice overs, break out rooms, starfall website, Waterford resource, Istation on Demand Assessments, video clips, and are recording lessons and posting them to Canvas for students who need additional access to lessons. In person teachers are utilizing a camera app that allow students to mark up worksheets, Show Me App, google docs, Readworks.com, and Microsoft Teams for small groups.					
	10/30/19	After conducting a walk through, the ILT decided to provide teachers with professional development on preparation and customization of Eureka math lessons focusing on increasing opportunities for student engagement.	Complete 11/05/2019	Kennisha Wade	01/12/2021
<i>Notes:</i>					
	7/28/17	Adminstration and AIT team will work collaboratively with staff to determine our school's resource gaps, aligning instructional materials accordingly.	Complete 06/01/2021	Kennisha Wade	06/01/2021
<i>Notes:</i> Progress is being made as K-3 CKLA Skills gaps have been identified and we have had PLCs that focused on targeting those gaps using the Assessment and Remediation Guide for each grade level. Grade levels began using individual intervention plans.					

	2/23/21	Through the ongoing data analysis cycle, teachers will create an attainable instructional plan based on various assessments and data to address individual learning needs of all students.		Kennisha Wade	01/30/2023	
	<i>Notes:</i> We had two data professional developments in preparation of creating these plans. Each teacher was responsible for creating a plan for students in their class based on current assessments and screener data.					
	9/26/19	Select staff will attend LETRS (Language Essentials for Teachers of Reading and Spelling) professional development throughout the year.		Kennisha Wade	06/30/2023	
	<i>Notes:</i> Selected staff is continuing to complete the sessions for the second round of LETRS training. Our completion is expected to be June 1st, 2021. Another cohort will be begin LETRS training for the 2021-2022 school year.					
	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>The behavior support team will analyze teacher referral data to identify students and/or teachers that need support and develop plans and implement plans to support them. The PBIS team met over the summer and evaluated the data and overall implementation efforts and created some suggestions for the 2018-2019 school year. PBIS team provided lessons for teachers regarding behavior expectations and Administration also met with students to reiterate behavior expectations. We are currently exploring aspects of Restorative practice framework as well. We were recognized as a PBIS model school.</p> <p>8/31/2021 Due to COVID issues there was no specific data for this item during the previous school year. The team will address gathering data during this school year. Many staff members were trained in Restorative practices as a framework and a guide.</p>	Limited Development 09/25/2016		
	<i>How it will look when fully met:</i>		All students will be consistently engaged in learning throughout the day. They will engage in socially acceptable conversations and interpersonal behaviors. Teachers will incorporate preventative policies and procedures and will be proactive in dealing with issues. Teachers will employ techniques to deescalate an event rather than escalate it.		William Thomas	06/02/2023
	<i>Actions</i>			8 of 10 (80%)		
	12/12/17	Teachers will review PBIS lesson plan of goals and expectations with students. Specialists and PBIS committee will speak with students during specials to show that specialists are a part of this too.	Complete 01/30/2018	classroom teachers and specialists	01/11/2018	
	<i>Notes:</i>					

7/27/17	Develop a PBIS handbook that includes all rules, procedures, expectations, and matrices.	Complete 08/01/2018	Shequita Hughes	05/08/2018
<i>Notes:</i> Teachers need to have a "go to" reference at their finger tips. This would be especially helpful for new teachers.				
7/27/17	Provide teachers with lesson plans and videos for the beginning of each semester. All teachers will use these materials to teach students the PBIS matrices. Indicator 4.05	Complete 01/08/2019	Roni Bryant	08/31/2018
<i>Notes:</i> Giving teachers the lesson plans and providing videos will ensure fidelity of practice, to be in place at the beginning of the 2018-2019 school year. At the beginning of this school year, there was an assembly to show PBIS goals and expectations.				
7/27/17	Develop and implement a specific procedure for identifying and referring students to the PBIS support team.	Complete 10/15/2018	Shequita Hughes	10/10/2018
<i>Notes:</i> We need a more concise, coherent way to identify kids needing behavior support. Administration and PBIS will meet to determine what needs to be handled in the classroom, and what needs to be referred to the office, and what the consequences will be for the behavior. Once administration and PBIS have met, staff will have input into this as well. We will look at refreshing some parts of Rankin culture (i.e. the mantra), as they seem to have lost their effectiveness. **On October 29th the PBIS committee will identify students with multiple referrals, behavior plans, and students in IST for behavior, and meet with their teachers using a "check in/check out system"***				
9/26/18	Administration and Counselors will meet with all grade levels the last week of the month to have Town Hall meetings with students to review behavior expectations and character education.	Complete 03/25/2019	Shauna Swann	04/25/2019
<i>Notes:</i>				
9/26/18	Morning Meetings will be embedded within the Master Schedule and teachers will utilize Mondays and Fridays for restorative circle relationship building activities.	Complete 06/07/2019	Hannah Caldwell	06/07/2019
<i>Notes:</i>				
9/17/19	Administration will provide ongoing SEL (Social Emotional Learning) training to staff.	Complete 01/19/2021	Roni Bryant	01/19/2021
<i>Notes:</i>				
9/17/19	Teachers will receive ongoing MTSS training via webinars and face to face learning beginning October 1st, 2019.	Complete 03/09/2021	Kendral Flowers	03/09/2021
<i>Notes:</i>				

9/17/19	New teachers and Subs will receive a "discipline bootcamp"/cheat sheet from our behavior specialist, where they will receive information on routines, procedures, classroom management, beginning of the year setup, and individual student support.		William Thomas	10/30/2022
<p><i>Notes:</i> This will be ongoing process as we continue to make necessary adjustments based on COVID-19 procedures and protocols.</p> <p>1st and 3rd Monday of each month.</p>				
7/27/17	Administration will work with teachers and teams who have the highest rate of discipline referrals to support them in implementing effective classroom management systems.		Stephanie Rakes	01/30/2023
<p><i>Notes:</i> Some teachers need support with classroom management. Grade levels will decide what support they need. We will look at in-school referrals only.</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>Unpacking documents will be reviewed on an ongoing basis and explicitly explained to new staff members. The documents will be used to develop instructional units.</p> <p>3rd grade started utilizing ARC program, units of study, and coaching in October 2017.</p> <p>Kindergarten and 1st grades began implementing CKLA domains in October 2017.</p> <p>Eureka Math units are being utilized by 4th grade in August 2017. 2nd grade began implementation in January 2018.</p>	Limited Development 09/10/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		All teachers on a team will use the unpacking document during common planning time to develop instructional units. Essential Questions will reflect specific learning targets, and these learning targets will drive the learning activities. Teachers will frequently use quality common formative assessments to assess student learning and determine student needs. All teachers will provide high quality, rigorous assignments that are tightly aligned to the standards.	Objective Met 02/08/22	Kennisha Wade	06/02/2022
Actions					
	10/20/16	Teachers and administrators will utilize the Rankin lesson plan rubric and ARC (grades 3-5) & CKLA (K-1) frameworks when writing and evaluating lesson plans.	Complete 01/20/2017	Kendral Flowers	05/15/2018
<i>Notes:</i> A copy of the rubric is attached.					
	9/10/16	During weekly PLCs, review unpacking documents prior to planning units and monitor/create rigorous common formative assessments and tasks. Pre-assessments will also be created to gauge student baselines.	Complete 09/30/2016	Kendral Flowers	05/26/2018
<i>Notes:</i>					
	9/10/16	Teams will use the unpacking and pre-assessment data to construct standards-based units that are relevant to the students.	Complete 09/30/2016	Kendral Flowers	06/26/2018
<i>Notes:</i>					
	3/27/18	CKLA will be implemented in 2nd grade beginning August 2018.	Complete 08/27/2018	Kennisha Wade	08/31/2018

<i>Notes:</i>				
3/27/18	Eureka Math units will be implemented by grades Kindergarten through Fifth.	Complete 08/27/2018	Kennisha Wade	08/31/2018
<i>Notes:</i>				
7/27/17	Title I funds will be used to purchase the American Reading Program for 3rd grade and for purchasing coaching for all teachers. Title I funds will purchase Eureka Math for K-5.	Complete 03/27/2018	Kennisha Wade	06/01/2019
<i>Notes:</i>				
9/26/18	Teachers will meet with Coaches for CKLA, ARC, and Eureka	Complete 06/07/2019	Kennisha Wade	06/07/2019
<i>Notes:</i>				
3/27/18	Teachers will attend professional development for Eureka Math.	Complete 06/15/2019	Kennisha Wade	06/20/2019
<i>Notes:</i> Teachers will attend PD as it is planned by the district.				
9/17/19	Title 1 funds were utilized to purchase a Math coach and a reading interventionist to support teachers in their instruction and individual student learning needs.	Complete 08/14/2019	Kendral Flowers	08/14/2019
<i>Notes:</i>				
9/17/19	Title I funds will be used to purchase the CKLA program for 3rd grade and for purchasing coaching for all teachers. Title I funds will purchase Eureka Math for K-5.	Complete 11/17/2020	Kendral Flowers	11/17/2020
<i>Notes:</i>				
3/23/21	Utilize Title 1 funds to add three additional Eureka coaching days for new staff.	Complete 04/13/2021	Kennisha Wade	04/27/2021
<i>Notes:</i>				
11/9/21	K-5 Eureka coaching, prep for success and deliberate practice session.	Complete 02/08/2022	Olga Todman	01/30/2022
<i>Notes:</i> Prep for success has been completed. Deliberate practice will be the next phase.				
11/9/21	All grades K-5 will participate in a CKLA coaching on upcoming knowledge units on the planning and teacher and student ownership of the lesson.	Complete 02/08/2022	Beverly Slaughter	02/14/2022
<i>Notes:</i> The initial part was completed on 11/30/2021. Follow up will be January 25th to determine how things are going.				
9/28/21	Literacy Specialists and reading interventionists participated in district wide training for spire intervention kits purchased with title 1 funds.	Complete 02/08/2022	Kennisha Wade	06/02/2022
<i>Notes:</i>				
Implementation:		02/08/2022		

Evidence	10/7/2016 We have the completed unpacking documents. 1/27/2017 Unpacking documents, lesson plans, walkthrough data			
Experience	10/7/2016 We reviewed all unpacking documents for ELA and Math. 1/27/2017 This has been a two-year process, and , in actuality, is an on-going process. As new people come on board, we need to ensure that they become fully versed in the process.			
Sustainability	10/7/2016 We will continue to refer to the unpacked standards to form instruction. 1/27/2017 Continuing monitoring and coaching. PD as needed.			
A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Due to the knowledge gaps that a majority of our students have, a great deal of time is spent ensuring that students have the prerequisite skills required for mastery of the new learning targets. This, in turn, limits the time teachers have to teach to mastery new material. This is a circular problem.	Limited Development 09/26/2016		
How it will look when fully met:				
Actions				
<i>Notes:</i>				

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

<p>Initial Assessment:</p>	<p>We currently have Pre-IST and IST systems in place.</p> <p>Unpacking documents will be reviewed on an ongoing basis and explicitly explained to new staff members. The documents will be used to develop instructional units.</p> <p>3rd grade started utilizing ARC program, units of study, and coaching in October 2017.</p> <p>Kindergarten and 1st grades began implementing CKLA domains in October 2017.</p> <p>Eureka Math units are being utilized by 4th grade in August 2017. 2nd grade began implementation in January 2018.</p> <p>Currently:</p> <ul style="list-style-type: none"> • Everyone (K-5) has had training in Eureka math • There have been coaching dates established for the 2018-19 school year in Eureka, CKLA, and ARC • CKLA is now being implemented in 2nd Grade <p>2021-22 School Year</p> <p>Eureka math planning days with a coach have been established for grades K-5 and are already underway.</p> <p>Additional CKLA coaching days will be purchased through Title I Funds, to support grades 4 and 5.</p> <p>Additional math intervention tool kits will be purchase using Title I funds.</p>	<p>Limited Development 09/10/2016</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p><u>By the end of the 2019, Rankin Elementary will increase the school performance composite from 36.7% to a minimum of 40%.</u></p> <p><u>Rankin will decrease the number of non proficient students by 5% as shown below.</u></p> <p>—</p> <p><u>*1A-By June 2020, students will increase their reading proficiency from 33.9 to 36.9</u></p> <p><u>*1B-By June 2020, students will increase their Math proficiency from 35 to 38.5</u></p> <p><u>*1C-By June 2020, students will increase their Science proficiency from 50.4 to 54</u></p> <p>*All data will come from the EOG assessments*</p> <p>10/23/18: We are making progress towards the action items listed below.</p>		Objective Met 02/08/22	Kennisha Wade	10/21/2023
Actions					
9/10/16	The team will review referral information from the previous school year to determine students and teachers who may need support for the current school year.		Complete 09/10/2018	PBIS team	09/28/2018
<i>Notes:</i> The PBIS intervention team meets twice a month to identify students needing additional behavior support. Teachers may also bring a student to the team for ideas and suggestions.					
7/27/17	Develop and implement a specific procedure for identifying and referring students to the PBIS support team.		Complete 11/27/2018	Shaquita Hughes	11/01/2018
<i>Notes:</i>					
7/27/17	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.		Complete 06/21/2019	Roni Bryant	06/21/2019
<i>Notes:</i>					
7/27/17	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services		Complete 06/21/2019	Katherine Morris, Shauna Swann	06/21/2019
<i>Notes:</i>					

7/27/17	The school provides all students extended learning opportunities (e.g., SAS and academic tutoring)	Complete 09/17/2019	Crystal Black	08/01/2019
<i>Notes:</i>				
9/10/19	WIN (What I Need) aka Rime Time has been embedded into our Master schedule for the 2019-2020 school year.	Complete 06/01/2020	Kendral Flowers	06/01/2020
<i>Notes:</i> This will be targeted support in Math and ELA for all students.				
9/10/19	We will create some incentives to improve attendance and tardiness for staff and students.	Complete 06/01/2020	Grace Migui	06/01/2020
<i>Notes:</i> Our school social worker makes weekly announcements				
9/10/19	Counselors will pull targeted small groups based on student's specific needs.	Complete 06/01/2020	Dawn Moreland	06/01/2020
<i>Notes:</i> *daily as needed				
9/10/19	Town Hall meetings will be held monthly where certain students will be recognized for different character traits (i.e Respect, Responsibility, Kindness)	Complete 06/01/2020	Shauna Swann	06/01/2020
<i>Notes:</i> Town hall meetings are broken into K-2 and 3-5.				
9/10/19	PLCs will meet at least twice a month to discuss data from CFAs/interim assessments to determine effectiveness of core instruction.	Complete 06/01/2020	Kennisha Wade	06/01/2020
<i>Notes:</i>				
12/2/20	Train all math teachers, support staff and interventionists in Number Worlds.	Complete 01/05/2021	Tiffany Cole	01/05/2021
<i>Notes:</i>				
6/18/19	Implement specific strategies from our Goalbook Pathways tool to further support targeted subgroups.	Complete 01/19/2021	Jackie Hines	01/19/2021
<i>Notes:</i> IST Team members will have access to Goalbook Pathways by September 2019. IST team members will use Goalbook for at least one intervention by January 2020. IST team members will routinely use Goalbook Pathways for multiple interventions by June 2020.				
10/8/20	Staff will receive ongoing MTSS training via webinars.	Complete 04/28/2021	Kendral Flowers	05/07/2021
<i>Notes:</i> Completed FAM-S administration on 4/26/2021 for the 2021 school year to identify focus indicators for the 2021-2022 school year.				
10/8/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings.	Complete 06/04/2021	Kennisha Wade	06/04/2021
<i>Notes:</i>				

10/6/20	All classroom teachers and instructional support personnel will have access to Number World supplemental resource to provide for their students.	Complete 02/08/2022	Jackie Hines	06/02/2022	
<i>Notes:</i> Classroom teachers have access to Number World and have received training in the usage of this program provided by the district.					
Implementation:		02/08/2022			
Evidence	10/11/2016 We have meeting agendas and behavior data.				
Experience	10/11/2016 We're still working out the kinks, but overall the team has been successful. We have a systematic way of approaching both teacher and team concerns surrounding student behavior.				
Sustainability	10/11/2016 Time. More teachers are taking advantage of the assistance than was anticipated. We're exploring how to meet the needs of the school within the time we have. We may added a third meeting a month.				
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:	IST and Pre-IST currently monitor students' academic and emotional development and growth. PBIS is currently in place to further support the behavioral well being of students. Counselors are pulling small groups weekly for specific behaviors such as social emotional skills, and anger management.	Limited Development 09/10/2016			
	Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:	We have created a Student Support Service team that will focus on creating and maintaining additional wrap-around supports for students with varied health, social emotional needs. Classroom teachers assess student data and refer students to the various support teams as needed.	Objective Met 11/04/21	Roni Bryant	06/04/2020	
Actions					
10/29/19	In the 1st Quarter, counselors identified students for small group counseling based on specific social-emotional needs.	Complete 10/28/2019	Dawn Moreland	10/28/2019	
<i>Notes:</i>					
9/17/19	Utilize counselors to create small groups that address individual social emotional needs based on teacher observation and current referrals to the counselors.	Complete 07/01/2020	Roni Bryant	06/01/2020	

<i>Notes:</i>				
9/26/18	Our equity team will facilitate the implementation of equitable practices, analyze data to address disparities, and disseminate resources and information to staff to improve the achievement and well being of boys of color.	Complete 06/04/2020	Dawn Moreland	06/04/2020
<i>Notes:</i>				
7/27/17	ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development	Complete 06/21/2020	Ashley Troxler	06/21/2020
<i>Notes:</i>				
Implementation:		11/04/2021		
Evidence	1/27/2017 Sign-in sheets			
Experience	1/27/2017 Both PD's have been completed by all staff members.			
Sustainability	1/27/2017 More PD in African-American males. A plan to ensure fidelity of Capturing Kids; Hearts.			

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>5th grade students participate in transition activities for 6th grade. Kindergarten parents are provided with a transition meeting as well.</p> <p>2021-22</p> <p>A virtual tour will occur in April for rising 6th grade students for feeder schools for Rankin.</p> <p>There will be a curriculum night for Pre-k students transitioning to Kindergarten as well as a virtual walk through for Pre-k students and their parents.</p>	Limited Development 07/28/2017		
How it will look when fully met:			Students will consistently be a part of transitioning opportunities to support their social emotional well being.		Jana Lee	06/23/2023
Actions				3 of 4 (75%)		
	3/12/19	The Rankin library will host a BOGO book fair in the spring to give students an opportunity to get inexpensive books to utilize during the summer.	<i>Notes:</i>	Complete 04/10/2019	Ann Virost	05/01/2019
	3/12/19	Pre-K students will visit Kindergarten classrooms in the spring for "A Day in the Life of Kindergarten."	<i>Notes:</i>	Complete 05/08/2019	Aleisha Fuller	05/30/2019
	3/12/19	All 5th graders will visit a local middle school to learn about life in 6th grade.	<i>Notes:</i>	Complete 05/24/2019	Danielle Alexander	05/30/2019
	12/4/19	Grade level chairs will meet to discuss ELA/Math Standards to increase fluidity between K-5 grade levels.	<i>Notes:</i> Grade levels will meet to discuss Eureka Equip Assessment data for incoming students for the 2021-2022 school year.		Deanna Daniel	12/19/2022

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
<i>Initial Assessment:</i>		<p>Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school. We have a School Improvement Team that meets monthly. Members are elected by their departments. The teams focuses it's efforts on creating, monitoring and revising the school improvement team based on continuously gathered data.</p> <p>September 2019-</p> <p>Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.</p>	Limited Development 09/12/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	Objective Met 10/06/20	Roni Bryant	06/01/2020
Actions					
	7/27/17	The School Improvement Team will distribute leadership and responsibilities via committees so that each staff member is engaged in implementing the school improvement plan.	Complete 03/11/2019	Aleisha Fuller	03/01/2019
<i>Notes:</i>					
Implementation:			10/06/2020		
<i>Evidence</i>		10/6/2020			

<i>Experience</i>		10/6/2020			
<i>Sustainability</i>		10/6/2020			
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 SIT (School Improvement Team) currently meets once a month on the second Tuesday. On the fourth Tuesday, the SIT splits up and goes to the meetings of our various school committees. They serve as "Indicator Managers" to make sure each committee's work is aligned with their assigned Indistar indicator.</p> <p>We have created an ILT (Instructional Leadership Team) who looks at effective teaching practices by way of focused walkthroughs.</p>	Limited Development 09/12/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>2021-22</p> <p>The SIT will use information gathered from school committees to make better informed decisions to improve school effectiveness.</p> <p>Teachers will receive specific feedback to improve practices based on ILT data.</p>		Jackie Hines	06/30/2023
<i>Actions</i>			3 of 4 (75%)		
9/12/16	The School Improvement Team meets twice a month (the 2nd and 4th Tuesdays at 3:00).		Complete 09/25/2018	Aleisha Fuller	06/12/2018
<i>Notes:</i> The entire School Improvement Team (SIT) meets once a month, and SIT subcommittees meet once a month.					
12/4/19	Each member of the SIT will be assigned a school committee to be an "Indicator Manager" for.		Complete 10/21/2019	Roni Bryant	10/14/2019
<i>Notes:</i>					

12/4/19	The ILT (Instructional Leadership Team) will meet monthly as team to organize “focus” walk-throughs to collect data and review the implementation of effective practices.	Complete 03/09/2021	Kendral Flowers	03/09/2021
<i>Notes:</i>				
10/6/20	The SIT team will meet virtually twice a month, or as needed.		Jackie Hines	06/30/2023
<i>Notes:</i>				
Implementation:				
Evidence	3/1/2017 All SIT and SIT subcommittees agendas and meeting minutes.			
Experience	3/1/2017 We identified possible solutions then chose the one that we believed would be the most effective.			
Sustainability	3/1/2017 WE will need to be diligent about gathering and entering the information we need in order to record all SIT and SIT subcommittee data.			

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:		2021-22 Rankin has developed weekly PLC meetings in addition, grade levels meet weekly for planning of curriculum and pacing. Title I funds will be used for additional planning/data days for each grade level.	Full Implementation 08/17/2021		

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
<i>Initial Assessment:</i>		All teachers are delivering instruction aligned to the standards. We need to improve the level and quality of assignments. Administration has created a walkthrough schedule to determine classroom walks.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		Every teacher will provide daily, high level instruction that tightly aligns with the standards. ILT members will be able to see the practices that are being implemented consistently across each grade level.		Stephanie Rakes	06/30/2023
Actions			4 of 8 (50%)		
	7/27/17	Administrators and the Instructional Team will develop and follow a walkthrough calendar.	Complete 06/07/2019	Roni Bryant	06/07/2019
		<i>Notes:</i>			
	7/27/17	Instructional Leadership Team (ILT) members will coach 2 or 3 peers. They will receive release time in order to do this work.	Complete 03/09/2021	Kendral Flowers	03/09/2021
		<i>Notes:</i>			
	9/29/19	Administration and ILT Team will conduct ongoing walkthroughs throughout the year.	Complete 03/09/2021	Kendral Flowers	03/09/2021
		<i>Notes:</i>			
	3/23/21	Administration and ILT team members will conduct ongoing walkthroughs for remote classrooms.	Complete 06/04/2021	Kendral Flowers	06/04/2021
		<i>Notes:</i>			
	9/14/21	PLC courses created through Performance Matters for teachers at Rankin Elementary		Kennisha Wade	06/30/2023
		<i>Notes:</i>			
	11/16/21	District Eureka and CKLA coaching and feedback provided by math coach, CF and literacy specialists following visits where walkthrough data is collected.		Curriculum Team	06/30/2023
		<i>Notes:</i> Tiffany Cole, Kennisha Wade, Deanna Daniel, Kimberly Burleson, Kimberly Hairston, Roni Bryant			
	11/16/21	Curriculum team conducts walkthroughs and provides feedback according to data collected, discussing areas that are going well and needs for growth/improvement, along with next steps for implementation of necessary changes for teacher and student success.		Curriculum Team	06/30/2023
		<i>Notes:</i>			

11/16/21	Administration conducts comprehensive, standard and abbreviated evaluations according to the district provided schedule, sharing feedback according to areas in need of growth and areas of success.		Admin Team	06/30/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity		
Effective Practice:		Teacher quality and experience		
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To
Initial Assessment:		The schedule reflects allotted 40 minutes 4x week for planning and 60 minutes for PLC 1x per week.	Limited Development 09/13/2017	
How it will look when fully met:		Agendas from grade level planning Minutes from PLC Copies of lesson plans		Kennisha Wade
Actions				06/08/2018
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity		
Effective Practice:		Quality of professional development		
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status
Initial Assessment:		The Administrative Instructional and School Improvement Teams regularly look at school data and use it to make improvements and to make decisions about staff development, but we need to be more systematic.	Limited Development 09/12/2016	
		Priority Score: 3	Opportunity Score: 2	Index Score: 6
How it will look when fully met:		Data will be systematically collected from walkthroughs and focused learning walks as well as from all performance data and used to make more targeted decisions about professional development and school improvement activities.	Objective Met 05/24/22	Jackie Hines
Actions				05/11/2023
7/28/17	Members of the Curriculum Team will conduct systematic, focused walkthroughs to gather data on instructional practices. The data will be analyzed by the CT to make decisions about professional development needs.		Complete 09/17/2019	Kennisha Wade
				06/01/2020

<i>Notes:</i> The ILT decided to focus on one grade level at this time to gather data on instructional practices.				
7/28/17	Teams will regularly gather, submit and analyze student data. The CT will also analyze the data to look for trends and needs.	Complete 05/11/2021	Kendral Flowers	05/11/2021
<i>Notes:</i>				
9/14/21	Each grade level will look regularly look at the data from various areas. The data will be work samples, exit tickets in addition to data obtained from formal and informal assessments that are aligned with curriculum standards.	Complete 05/24/2022	Ms. Hairston	05/12/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
<i>Evidence</i>	5/24/2022			
<i>Experience</i>	5/24/2022			
<i>Sustainability</i>	5/24/2022			

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

<p>Initial Assessment:</p>	<p>2021-22</p> <p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. At Rankin, we have created a lesson plan rubric. The Instructional Leadership Team will conduct peer observations using a set of specific questions designed to focus the observer on various activities. Each teacher has received a detailed list of criteria for each indicator on the evaluation and the criteria are referred to during while the observation is being written and during the post-observation conference. There is a written walk-through schedule for administrators, and all walk-throughs are followed up written or face-to-face feedback session.</p>	<p>Limited Development 09/12/2016</p>		
<p>How it will look when fully met:</p>	<p>2021-22</p> <p>All staff members will be highly effective in their positions, as well as reporting high levels of job satisfaction.</p>		<p>Deanna Daniel</p>	<p>06/30/2023</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
<p>7/28/17</p>	<p>Develop a systematic way to recognize staff members.</p>	<p>Complete 01/19/2021</p>	<p>Roni Bryant</p>	<p>01/06/2020</p>

Notes:

9/26/18 Administration will meet with select staff members for "Feedback Fridays," to provide evaluative feedback. This will start with Beginning Teachers.

Stephanie Rakes

06/30/2023

Notes:

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
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Initial Assessment:

2021-22

We currently send interim reports every 4 weeks and report cards every 9 weeks. We make phone calls and hold parent conferences as needed. We hold 4 parent nights a year. As a result of COVID those parent nights are either drive through or virtually.

Bi-weekly reports are also sent home to parents. Class DOJO is another method of communicating with parents.

Updates are given by principal through connect-ed.

Limited Development
09/12/2016

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Parents will receive bi-weekly updates on the progress of the children. The updates will include specific things they can do at home to help their children. Curriculum nights will be tailored to meet the needs of parents in each grade level. An attendance team will work with parents to assist them in navigating the issues that are creating attendance issues for their children.

**Objective Met
05/24/22**

Roni Bryant

06/10/2022

Actions

9/26/18 Have a Reading Connections program in place for non-English speaking parents who have at least one child 4 years old or younger.

Complete 06/07/2019

Aida Vaca-Guzman

06/07/2019

Notes: This is a literacy program that meets twice a week and teaches parents how to read with their children. The program also provides families with books for their home libraries.

9/26/18	Ensure that information is clear and understandable for parents and translate as needed.	Complete 06/07/2019	Aida Vaca-Guzman	06/07/2019
	<i>Notes:</i> We have a new school social worker who is able to translate in Swahili. We will continue to use the services of Mrs. Vaca-Guzman for Spanish. For all other languages we will utilize the ESL services of Guilford County Schools.			
9/26/18	Hold face to face conferences after the 1st and 3rd grading periods.	Complete 09/17/2019	Roni Bryant	06/07/2019
	<i>Notes:</i>			
9/26/18	We will revisit and revise our parent involvement plan.	Complete 06/03/2019	Kennisha Wade	11/01/2019
	<i>Notes:</i> We will use some of our Title I funds to host various parent involvement activities.			
9/26/18	Provide timely information to parents through various methods (i.e. web pages, newsletters, ConnectEd, Parent Night, Class Dojo)	Complete 01/30/2020	Blayre Penn	01/21/2020
	<i>Notes:</i> Connect-Ed messages are also sent in Spanish.			
9/26/18	Send home bi-weekly progress reports.	Complete 01/30/2020	Blayre Penn	01/21/2020
	<i>Notes:</i> Progress reports are being sent home weekly. Parents are asked to contact the school if they do not receive them.			
3/12/19	The Parent/Community Involvement Team will be rebooting the "Lunch and Learn" program for our Vietnamese and African families.	Complete 01/22/2020	Grace Migui	06/01/2020
	<i>Notes:</i>			
3/12/19	We will host several Latino family nights throughout the year to provide additional curriculum support to Latino families.	Complete 06/01/2020	Blayre Penn	06/01/2020
	<i>Notes:</i>			
9/26/19	Develop responsibilities for a school/family outreach program that will maintain a constant line of communication between staff and family unit.	Complete 01/19/2021	Blayre Penn	01/19/2021
	<i>Notes:</i>			
9/26/18	Develop parent curriculum nights that are specifically targeted by grade level.	Complete 01/19/2021	Samantha DiCostanzo	01/19/2021
	<i>Notes:</i> Examples include curriculum and Title I night.			
2/23/21	Create parent involvement with student's reading by providing books for home libraries for Rankin students.	Complete 06/01/2021	Roni Bryant	06/01/2021
	<i>Notes:</i> Books will be provided by community sponsors and the school.			
3/2/21	Parents will support their child's reading by being provided reading tools and techniques through a book club, where they will be provided the book Reading Rescue 1, 2, 3, purchased using Title 1 funds.	Complete 06/01/2021	Ann Virost	06/01/2021

	<i>Notes:</i> Sessions will be both virtual and drive-in/parking lot formats.			
10/6/20	Teachers and staff will communicate with parents in multiple ways. Examples include, home visits, one on one meetings, phone calls, and online formats.	Complete 06/10/2021	Ann Virost	06/10/2021
	<i>Notes:</i> This item is ongoing and the team is continually addressing what occurs in this action item.			
11/10/21	Update absences and identify students that have been absent due to COVID or have been quarantined after visiting the isolation room. These students will be marked as excused.	Complete 11/30/2021	Deanna Daniel	11/30/2021
	<i>Notes:</i>			
11/10/21	A letter will be created and sent to families with tardy and attendance concerns. Tier 2 and 3 students will be included.	Complete 01/06/2022	Deanna Daniel	01/06/2022
	<i>Notes:</i> completed			
11/10/21	Social worker and CIS will work together to create ways to get students excited about coming to school. CIS will work on getting rewards for classrooms/students.	Complete 02/08/2022	Deanna Daniel	01/25/2022
	<i>Notes:</i>			
11/9/21	Winter Curriculum Night/Event to invite families to engage with teachers and learn about the instructional programming at Rankin.	Complete 02/24/2022	Ms. Tanner	02/28/2022
	<i>Notes:</i> The curriculum night will occur on 2/24/2022. There will be a separate section for Pre-k, K-2 and 3-5 will have their own bags. Specialists will contribute to the bags, ie art, music, PE. Math and literacy items will be in baggies for families. Some staff may dress up as famous Black history characters for scavenger hunt, I Spy. One or two items in bags will relate to Black History month. The theme will be Honoring Our Past /Inspiring Our Future.			
3/8/22	Rankin will celebrate the diversity of our students , staff and families in the Rankin community. We will learn about cultures in our school and enhance how much those cultures add to the overall strength of the Rankin Elementary environment.	Complete 05/24/2022	David Estefen	05/12/2022
	<i>Notes:</i> Family and Community Involvement Committee will be actively involved in this event. This will also go along with the spring book fair.			
11/9/21	Create a twitter page for the school to promote positive events and communication with community and families.	Complete 02/08/2022	Ms. Lee and Ms. Virost	12/20/2022
	<i>Notes:</i> The page is complete.			
Implementation:		05/24/2022		
Evidence	6/10/2021 Copies of the weekly reports			

Experience	6/10/2021 Teachers were able to buy into this process			
Sustainability	6/10/2021 Monitoring			

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Community Engagement			
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	E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	We currently have two parent representatives on our SIT. We provide the following opportunities for the school community: Latino Parent Nights, Rankin Reads, Round Table Discussions, Men of Rankin, Multicultural Nights		Limited Development 09/13/2017		
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How it will look when fully met:	Opportunities will be provided throughout the year for families and the community that foster to improve family-school relations. Photographs, BCS Good News submissions, Copies of Flyers, Sign-In Sheets, Program Evaluations			William Thomas	06/30/2023
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Actions			0 of 1 (0%)		
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	9/28/21	Parents will be engaged through school's social media page to enhance two way communication with parents and school. The PTA member hub program will be another asset that parents can use.		Shirrell Williams	06/30/2023
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<i>Notes:</i>					
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	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Create quarterly newsletters to be distributed to the school community. Newsletters will be translated in languages as needed.		Limited Development 09/13/2017		
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How it will look when fully met:	Parents will receive quarterly newsletters that include important dates, profiles, post and upcoming events, general information Copies of distributed newsletters Parent survey			Roni Bryant	06/14/2020
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Actions					
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<i>Notes:</i>					
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	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have SAS programing, a Parent Involvement Team, solicit business partners and incentives, solicit for sponsorships, partner with local colleges for interns/work study students, partnership with community churches, partner with Backpack Beginnings Program	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		Students will have access to human resources and other needed items to help them meet their educational needs.		Stephanie Rakes	06/30/2023
<i>Actions</i>			0 of 2 (0%)		
	9/28/21	Through the partnerships, students will be encouraged to send thank notes, cards and create videos thanking our community partners for their support of Rankin.		Crystal Black	06/30/2023
<i>Notes:</i>					
	9/28/21	Service oppportunities will be afforded to students to gain an insight in giving back to the community in which they live. Service learning projects will be determine by grade levels.		Beverly Slaughter	06/30/2023
<i>Notes:</i>					