

Comprehensive Progress Report

Mission:

To promote an environment that ensures safety, community, equity, and growth

Vision:

Valuing, inspiring, and supporting all students

Vision:

Vision for Teaching and Learning:

Each and every KCS student is empowered through relevant, equitable, and engaging instruction aligned to clear outcomes, informed by data, and planned collaboratively within a culture of care and high expectations.

Goals:

Accelerate academic growth and achievement for all students through high-quality instruction, bold expectations, and a relentless commitment to excellence. SMART Goal: The district-wide composite proficiency as measured by NC EOG and EOC assessments will increase by 7 percentage points.

Prepare every student for post-graduation enrollment, enlistment, employment, and entrepreneurship by building knowledge, confidence, well-being, and strong habits for success. District SMART Goal: 100% of schools in Kannapolis City will exceed growth expectations as measured by EVAAS.

Cultivate a learning environment where every student feels seen, valued, and supported by promoting belonging, elevating diverse voices, and prioritizing practices that nurture well-being, growth, and equity. District SMART Goal: 100% of educators will effectively implement core behavior practices as evidenced by a 10% reduction in office referrals.

Cultivate a learning environment where every student feels seen, valued, and supported by promoting belonging, elevating diverse voices, and prioritizing practices that nurture well-being, growth, and equity. District SMART Goal: Students will demonstrate improved social and emotional competence as evidenced by Aperture Impact Report: +5% [students measuring in need range (pre) to typical and/or strength range (post)]

Strengthen trust and collaboration with families and community partners by fostering transparent communication, shared responsibility, and meaningful engagement that supports student success and well-being. District SMART GOAL: Each KCS school will reduce the % of chronically absent students by 10% and chronically absent staff members by 10% as measured by daily attendance.



Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A02	The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(5623)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The superintendent and central office staff have aligned their expectations and goals for all staff and schools across KCS. Specific goals for student achievement, proficiency, and growth have been established. These goals have been communicated consistently to all stake holders through a variety of opportunities (Convocation, Principal meetings, Teacher Representation Meetings, Parent Representation Meetings, School Board Meetings, etc.). Additionally, the superintendent has provided explicit direction and support to principals and school improvement teams at each school in KCS to align their school goals to the the set district goals of student achievement and growth.</p> <p>The superintendent meets throughout the school year with each principal to calibrate expectations and the implementation of sound practices to meet these expectations. Each principal develops a plan for growth and keeps a portfolio to demonstrate, document, and provide evidence of their efforts and commitment to achieving expectations. Attendance, academic, behavior, social emotional, human resource data and more are tracked across the year for each school and provided to the principal on a regular and ongoing basis. The superintendent meets with principals across the year to review a 'snapshot' of this data to ensure each principal is on track to meeting set goals and expectations.</p>	Limited Development 10/02/2024		

<p>How it will look when fully met:</p>	<p>All schools in Kannapolis City Schools establish and maintain high expectations for student growth and achievement. Principals, teachers, and families work collaboratively to ensure that each student meets or exceeds growth on a yearly basis. The superintendent, school principals, leadership teams, and all school staff maintain a belief system that all students, regardless of race, ethnicity, socioeconomic background, Multi-Lingual (ML) or Exceptional Children (EC) status can meet and/or exceed mastery of standards and grow academically to their full potential. The superintendent and school leaders share and consistently communicate a common message around achievement expectations. All staff members in KCS can articulate these expectations and have efficacy and agency in their ability to achieve these expectations.</p> <p>Additionally, all staff in KCS are knowledgeable of and committed to utilizing sound instructional practices to achieve academic growth and proficiency for students. School teams are calibrated on highly effective strategies and utilize these strategies in their classrooms regularly to achieve the goals communicated.</p>		<p>Erin Anderson</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>1 of 8 (12%)</p>		
<p>9/10/25</p>	<p>Develop a new support system for English as a Second Language (ESL) and Academically and Intellectually Gifted (AIG) students by implementing regular coach meetings focused on high-impact strategies within PLCs.</p>	<p>Complete 09/30/2025</p>	<p>Erin Anderson</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/10/25</p>	<p>Ensuring curriculum updates are communicated through secondary content leads in collaboration with instructional coaches, Multi-Lingual Learners (ML) specialists and the Academically Intellectually Gifted (AIG) coordinator.</p>		<p>Erin Anderson</p>	<p>01/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/10/25</p>	<p>Launch a K–12 writing initiative by implementing The Writing Revolution as a book study to guide the development of aligned writing resources across all grade levels.</p>		<p>Deana Lewis</p>	<p>05/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/10/25</p>	<p>Create, review, and align instructional resources to state standards, incorporating Academically and Intellectually Gifted (AIG) strategies, to expand available materials, support teachers, and better meet the needs of gifted learners.</p>		<p>Steve Fulton</p>	<p>05/30/2026</p>
<p><i>Notes:</i></p>				

	9/10/25	Build the capacity of coaches and department leads through coaching cycles, partner walkthroughs, and coach meetings, with a focus on high-impact practices, data-informed planning and reflection, and leadership calibration and support.		Erin Anderson	05/30/2026
<i>Notes:</i>					
	9/10/25	Implement onboarding practices for new hires to become familiar with district priorities prior to entering the classroom by completing a Canvas course on their first day of employment if hired after the start of the school year.		Deana Lewis	01/30/2026
<i>Notes:</i>					
	9/10/25	Establish a comprehensive system for professional development that includes two district professional development (PD) days, job-embedded PD through coaching and collaborative planning, school-led PD on early release days, and collaborative opportunities for specialists during early release days.		Laura Baker	01/30/2026
<i>Notes:</i>					
	9/10/25	Introduce and integrate new instructional tools—Spacial Temporal (ST) Math, Diffit, CommonLit, Department of Public Instruction (DPI) Arts Hub, and The Writing Revolution (TWR) 2.0—to enhance teaching and learning across the district.		Allison Teague	05/30/2026
<i>Notes:</i>					
	AB06	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement.(5170)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our district has taken significant steps to examine the current state of policies, structures, and practices that influence school improvement. Over the past year, we have worked to identify areas where central control has either supported or hindered progress, and we have begun adjusting processes to align more directly with student outcomes. This has included reviewing decision-making structures, clarifying lines of accountability, and addressing inefficiencies that slow down school-level implementation.

We have also prioritized improvement by establishing clear expectations for principals and leadership teams, ensuring that communication about the urgency of raising achievement is consistent across schools. Efforts such as restructuring Professional Learning Communicates (PLC) facilitation, aligning professional development to Teach Like a Champion strategies, and addressing district-wide issues like instructional misalignment have reinforced our focus on building leadership capacity and raising expectations.

At the same time, we continue to encounter challenges. Shifting a culture of low expectations, balancing central oversight with school-level autonomy, and navigating financial constraints remain ongoing struggles. While we have started to re-examine policies and practices through the lens of equity and high expectations, there is more work to be done to create systemic alignment and ensure that all structures actively drive improvement rather than inadvertently lowering the bar.

Limited Development
06/22/2025

How it will look when fully met:

When this objective is fully realized, our district will have a coherent set of policies and structures that eliminate barriers and empower schools to accelerate student achievement. Central office functions will operate as direct supports to school improvement, ensuring that resources, timelines, and accountability systems are streamlined and responsive to the needs of leaders and teachers. Instead of fragmented or siloed processes, the district will function with unified priorities and shared responsibility for student outcomes.

School leaders will experience increased clarity and consistency in how improvement initiatives are communicated and supported. Improvement plans will be directly tied to district structures, with principals and leadership teams receiving timely coaching, resources, and flexibility to implement what is most impactful in their context. Communication from the district will emphasize urgency without sacrificing support, fostering a culture where leaders and teachers feel both accountable for and capable of meeting ambitious goals.

Each department within the central office will operate with the mindset of service to schools, ensuring that every action and initiative is directly connected to supporting student success. Departments will establish clear, measurable goals aligned with district priorities and will regularly monitor their progress toward these targets. Rather than functioning in isolation, departments will collaborate across silos to provide cohesive and responsive support, removing barriers and streamlining processes for principals and teachers. This shift will position the central office as a true partner in school improvement, with every department—from academics to operations to student services—working in alignment to accelerate outcomes for students.

Ultimately, achieving this objective will mean that the district has created a culture of high expectations and alignment that extends from the central office to every classroom. Our policies and practices will serve as levers for change rather than constraints, ensuring that school improvement is not only prioritized but sustained. The sense of urgency will be matched by the capacity and structures needed to translate urgency into action, leading to measurable and lasting gains in student outcomes.

Sara Newell

06/01/2026

Actions		0 of 11 (0%)		
9/26/25	The Superintendent or designee will evaluate all central office employees utilizing the North Carolina Educator Evaluation System (NCEES) observation and evaluation instrument to ensure accountability, alignment, and growth.		Sara Newell	06/01/2026
<i>Notes:</i>				
9/26/25	Central office staff complete a self-evaluation annually with documented strengths, areas for growth, and aligned professional development plans.		Sara Newell	06/01/2026
<i>Notes:</i>				
9/26/25	Each central office department will create SMART goals aligned with district priorities, develop action steps to address these goals, and implement a monitoring process to track progress and impact.		Sara Newell	10/06/2025
<i>Notes:</i>				
9/26/25	The Superintendent, cabinet, and central office directors will meet quarterly to review departmental progress toward established goals, identify successes, and problem-solve barriers.		Jennifer Brinson	10/30/2025
<i>Notes:</i>				
9/26/25	An intentional schedule will be established to ensure each central office staff member launches the week at a selected school site, prioritizing visibility, accessibility, and support for principals, teachers, and students.		Sara Newell	12/30/2025
<i>Notes:</i>				
9/26/25	Each central office staff member will complete a minimum of five classroom walkthroughs at an assigned school each week to strengthen instructional alignment and provide actionable feedback to school leaders.		Jennifer Brinson	11/20/2025
<i>Notes:</i>				
9/26/25	Analyze monthly analysis reports of Central office Walkthroughs to highlight district-wide instructional trends and generate action steps; adjustments in coaching and support are documented and communicated to schools.		Jennifer Brinson	11/30/2025
<i>Notes:</i>				
9/26/25	The Superintendent or designee will establish and maintain a regular meeting schedule with central office directors to monitor progress, provide support, and problem-solve barriers in keeping with the “in service of schools” framework.		Sara Newell	12/30/2025
<i>Notes:</i>				

9/26/25	Establish and maintain a central office teaming structure that includes overlapping membership across departments to ensure ongoing collaborative work, reduce silos, and increase collective ownership of student outcomes.		Sara Newell	12/30/2025
<i>Notes:</i>				
9/26/25	Central office will develop and share a quarterly “Data Snapshot” for each school, consolidating key performance indicators and data points from every central office department (e.g., academics, student services, operations, finance, Human Resources). This snapshot will provide principals with a clear, timely picture of strengths, challenges, and needs across the district’s priority areas.		Jennifer Brinson	10/30/2025
<i>Notes:</i>				
9/26/25	Based on the quarterly Data Snapshot, each central office department will provide differentiated, tiered levels of support to schools (universal, targeted, and intensive). Supports will be tailored to the unique needs of each school and will be monitored for effectiveness through ongoing collaboration between central office and school leadership.		Jennifer Brinson	10/30/2025
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development			
-----------------------	-------------------------------------	--	--	--

Effective Practice:	Practice 2B: Target professional learning opportunities			
----------------------------	--	--	--	--

	C10	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>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, Multi-tiered Systems of Support (MTSS) Leadership, Positive Behavior Intervention and Support (PBIS), School Improvement Team (SIT). Some schools have developed their own data routines for reviewing the classroom walkthrough data.</p> <p>In Kindergarten through 8th grade classrooms teams regularly review beginning, middle, and end of year screening data (mCLASS, FastBridge, Devereux Student Strengths Assessment (DESSA), Office Discipline Referrals (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</p>	Limited Development 11/16/2022		

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 Education Value-Added Assessment System (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. In some schools, 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

How it will look when fully met:

District level teams utilize established protocols to analyze data sources then move quickly to problem solving and creating action steps based on this data analysis. This process occurs in cycles of improvement and involves team members from departments across the district. Utilizing an Improvement Cycle process at the district level allows district level coordinators, specialists, and directors to feel confident in supporting school teams through the same improvement cycle process in support of schools reaching established goals.

Teaming Structures are thoughtfully established at the district level and each school site to ensure data, data analysis, and action planning flows

John Basilice

06/01/2026

in a timely and transparent manner through all stakeholders. Teams established 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 Specialists (ITS), Multilingual Teachers, District Specialists, and EC Specialists (math/science/literacy/early literacy) also utilize student centered coaching as one path for collaboration with classroom teachers. TFs, ML teachers, and Specialists monitor specific student data and work collaboratively with 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. ITSs, 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 through data based problem solving classroom walkthrough data 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. Strengths are levered within and across schools and teams to encourage and empower educators to use these 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 can identify students who are in need of supplemental and/or intensive supports. 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 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 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.

Actions		0 of 6 (0%)		
9/10/25	District leaders will continue a three year PD plan to implement restorative practices and effective response to school-based mental health needs, including initiation of restorative office hours		John Basilice	11/30/2025
<i>Notes:</i>				
9/10/25	District leaders will provide training and ongoing technical assistance in effective data analysis which differentiates problematic student behavior from training needs of staff (for all identified elementary students with 3 office discipline referrals; all high school students with 4 office referrals).		John Basilice	10/30/2025
<i>Notes:</i>				
9/10/25	District leaders will provide technical assistance to school staff on revised/ updated data analysis protocols for behavior and adaptive coping strategies.		John Basilice	11/30/2025
<i>Notes:</i>				

9/10/25	District leaders will provide a series of activities, processes, and protocols in response to data analysis indicating needs related to behavior and adaptive coping strategies.		Carrie Overcash	10/30/2025
<i>Notes:</i>				
9/10/25	District leaders will convene an alternative to suspension stakeholders group to develop a protocol and series of practices to implement safe and viable methods to decrease the number of lost student days due to suspensions.		John Basilice	12/30/2025
<i>Notes:</i>				
10/1/25	District leaders will provide content for Specialized Instructional Support Personnel (SISP) teams to train school district personnel in effective behavior management strategies.		Basilice and J. Garay	08/30/2025
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	B01	The LEA has oriented its culture toward shared responsibility and accountability.(5140)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Throughout 2020-21, the KCS Academics Team examined teaching and learning structures at the school and district level. Highlighted were differing practices and resources which did not consistently support common learning experiences for all students. Below are prioritized findings:</p> <p>School and classroom schedules are created and shared; however, expectations for core instructional times and selected resources are not consistent.</p> <p>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.).</p> <p>School and district leaders complete observations through NCEES providing quality feedback, but systems are needed to support the purposeful integration of data into post-conferences and professional development plans.</p> <p>While school leaders regularly visit classrooms and provide feedback to teachers, structures to support frequent monitoring of instructional priorities are needed.</p> <p>District and school teaming structures do not consistently include stakeholders from varying roles and responsibilities to support shared learning and accountability.</p> <p>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.</p>	<p>Limited Development 09/28/2022</p>		
<p>How it will look when fully met:</p>	<p>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</p>		<p>Daryle Adams</p>	<p>06/06/2026</p>

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 teachers, ML 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 district office academic teams spend their time.

Classroom walkthroughs and analysis of the data collected is completed regularly. Teachers, School Improvement Teams, PBIS 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 North Carolina 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, and ML teachers are adept at analyzing subgroup EVAAS 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, FastBridge, DIBELS-8, Educator’s Handbook, NC CheckIns, SchoolNet Common Interim Assessments (CIA), ACCESS, and student attendance as well as NC School Accountability Data points (Participation, Cohort Graduation Rate, End of Grade/End of Course (EOG/EOC) proficiency and growth, Math Course Rigor, America College Testing (ACT), WorkKeys, Career and Technical Education (CTE) Credentials, and ML progress) are analyzed by school level and district level administrators to monitor ongoing progress.

Actions		0 of 5 (0%)		
9/28/25	District leaders will create a crosswalk between DESSA/Second Step and Portrait of a Graduate		Daryle Adams	01/30/2026
<i>Notes:</i>				
9/28/25	District leaders will review the district’s ACT preparation plans and provide advice.		Daryle Adams	11/30/2025
<i>Notes:</i>				
9/28/25	District leaders will work with school counselors to increase the number of students registered in Free Application for Federal Student Aid (FAFSA) (PY 58.7%)		Johan Freeland	05/30/2026
<i>Notes:</i>				
9/28/25	District leaders will review the district’s WorkKeys preparation plans and provide advice.		Daryle Adams	11/30/2025
<i>Notes:</i>				
9/28/25	District leaders will work with the CTE department to increase the credentials earned by 5%		Johan Freeland	01/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4B: Solicit and act upon stakeholder input

	E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>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.</p> <p>ESL Survey for Parent/Guardian Input on Services</p> <p>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.</p> <p>Title I Survey to Assess Support</p> <p>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.</p> <p>K - 5 SEL Outreach</p> <p>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.</p> <p>District Interpreters</p> <p>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.</p>	<p>Limited Development 10/09/2023</p>		

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.

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.

Weekly Updates

The superintendent will provide weekly updates to families and the community.

<p>How it will look when fully met:</p>	<p>When goal 5 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. All schools in KCS will have active PTO/A or PTSA that work collaboratively with school administrators and teams.</p> <p>KCS will see an increase in family participation in school events, conferences, and support meetings with all families, including our multi-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.</p> <p>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.</p>		<p>Erica Williard</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>2 of 9 (22%)</p>		
<p>9/10/25</p>	<p>Schools will communicate through ParentSquare weekly.</p> <p><i>Notes:</i></p>		<p>Jennifer Brinson</p>	<p>11/30/2025</p>
<p>9/10/25</p>	<p>The district will communicate through ParentSquare weekly.</p> <p><i>Notes:</i></p>		<p>Sara Newell</p>	<p>11/30/2025</p>
<p>9/10/25</p>	<p>The district will communicate a safety message monthly.</p> <p><i>Notes:</i></p>		<p>Sara Newell</p>	<p>11/30/2025</p>
<p>9/10/25</p>	<p>Monitor the number of direct messages per school.</p> <p><i>Notes:</i></p>		<p>Erica Williard</p>	<p>11/30/2025</p>

9/10/25	Generate survey to families about engagement.	Complete 10/01/2025	Sara Newell	09/30/2025
	<i>Notes:</i>			
9/10/25	Send survey to families about engagement.		Sara Newell	09/30/2025
	<i>Notes:</i>			
9/10/25	HR creates reports for attendance every 10 days.	Complete 09/30/2025	Mandi Campbell	09/30/2025
	<i>Notes:</i>			
9/10/25	Review staff attendance data and protocols with principals.		Jennifer Brinson	09/30/2025
	<i>Notes:</i>			
9/10/25	Create consistent systems for attendance documentation and share with principals		Sara Newell	09/30/2025
	<i>Notes:</i>			