

Comprehensive Progress Report

Mission:

The mission of Reaching All Minds Academy is to prepare students to become productive citizens with the skills needed to solve complex problems, think critically, exhibit positive social competencies, and to function in a highly technological and global society.

Vision:

Our belief is that instruction using real world experiences in a safe and orderly learning environment will result in well-prepared students who will make a positive difference in their communities.

Goals:

By 2022, Reaching All Minds Academy will receive a growth in the amount of proficiencies by 25% or better, as well as, meet growth standards as determined by NC State testing program, a letter grade of C or better on NC Report Card measures and be recognized as a either a “prepared” or “model” level of achievement NC STEM school.

By 2022, Reaching All Minds Academy will improve its parental involvement and parent engagement activities by 30%



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have received virtual walkthroughs and peer observations. Upon reopening, each teacher will have one formal evaluation which includes a pre-conference. Pre-conference will include discussions around teacher's professional development plan.	Limited Development 03/24/2021		
<i>How it will look when fully met:</i>		When this goal is fully met, each teacher will have a summative evaluation to reflect walkthroughs, peer observations and formal observation. Additionally, professional development plans will continue to reflect the strengths and weaknesses of the individual teacher.	Objective Met	Angela Cheek	05/14/2021
Actions			1 of 1 (100%)		
	3/24/21	Review observational data with Mr. Hargrove.	Complete 03/18/2022	Angela Cheek	03/24/2021
<i>Notes:</i> Task will continue until all reviews are completed.					
	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>		Currently, Reaching All Minds Academy has all core instructors participating in EL and Eureka Math curriculums. The curriculums provide an initial assurance of equitable rigor, diversity and differentiation.	Limited Development 03/25/2021		
<i>How it will look when fully met:</i>		Observational data collected by the curriculum team will convey the varied instructional strategies and deliveries.		Antoine Hargrove	05/15/2020
Actions					
<i>Notes:</i>					

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>		Currently, Reaching All Minds Academy (RAMA) participates in biweekly professional learning communities with the school's behavior support team to discuss strategies and interventions.	Limited Development 03/25/2021		
<i>How it will look when fully met:</i>		When this objective is fully met, it will be reflected in the presentations and minutes of the behavior team PLCs, as well as, data collection tool used by Reaching All Minds Academy.		Angela Cheek	05/31/2022
Actions			0 of 1 (0%)		
	3/26/21	Implementation of School Mascot to enhance culture and ownership of expectations, Implement student reporting link, streamline behavior referral process.		Angela Cheek	05/31/2022
<i>Notes:</i>					
KEY	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The implementation of our BOLD school culture program has been introduced and experienced its initial rollout. Included within the BOLD school culture is training and implementation on uniform practices with restorative justice, PBIS best practices and goal setting action steps and monitoring.	Limited Development 03/26/2021		
<i>How it will look when fully met:</i>		When this objective is fully met evidence of the school's culture of BOLD will be able to be observed all throughout the school day within various facets.		Antoine Hargrove	06/11/2021
Actions					
<i>Notes:</i>					
KEY	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date

Initial Assessment:			All middle grade students participate in two annual community service engagements per year. Additionally, Reaching All Minds Academy hosts an annual community day for various vendors to advertise and provide services and resources for surrounding community members. Finally, girls of all ages participate with the North Carolina Girl Scout troops and the coordinating community service projects that are inclusive of the program.	Full Implementation 03/26/2021		
	A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)		Implementation Status	Assigned To	Target Date
Initial Assessment:			All instructional staff utilize EL curriculum for Language Arts and Eureka Math for Mathematics and follow a pacing guide that aligns the curriculums with the state's standards.	Full Implementation 03/26/2021		
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)		Implementation Status	Assigned To	Target Date
Initial Assessment:			All instructional staff meets weekly on Mondays to analyze student's response to instruction and performance to drive instructional plans for remediation, intervention and enrichment.	Full Implementation 03/26/2021		
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)		Implementation Status	Assigned To	Target Date
Initial Assessment:			All lesson plans are included with the scripted curriculums and are observed weekly by the curriculum team.	Full Implementation 03/26/2021		
	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)		Implementation Status	Assigned To	Target Date
Initial Assessment:			This expectation is satisfied via scripted curriculums, sight words and supplemental program and assessments are provided through NWEA and Learning A to Z.	Full Implementation 03/26/2021		

		A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Learning targets and unit rubrics are referenced and used to help drive students to mastery and communicate to parents the progression of the learning targets towards mastery.	Full Implementation 03/26/2021		

Core Function:	Dimension A - Instructional Excellence and Alignment					
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Effective Practice:	Data analysis and instructional planning					
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		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school participates in NWEA diagnostic assessment and progress monitoring for 3 annual benchmarks. (Beginning of Year, Middle of Year and End of Year)	Full Implementation 03/26/2021		

Core Function:	Dimension A - Instructional Excellence and Alignment					
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Effective Practice:	Student support services					
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		A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			General Education, Special Education and Related Services have routine meetings to discuss and analyze performance of students with IEPs. Minutes of meetings are routinely submitted to the administrative team.	Full Implementation 03/26/2021		
		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>			Self-regulation and relationships skills are taught with celebrating successes in class and morning meetings. PBIS encourages positive interactions and supports quarterly while teaching decision making skills. Anti-bullying information provided.	Full Implementation 03/26/2021		
		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Reaching All Minds Academy has a long standing partnership with RAM Organization and receives supplemental programs and services via the after school and tutoring services provided by their organization.	Full Implementation 03/26/2021		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			SEL professional development is provided to staff ongoing that includes self-care and adult SEL. Google classrooms currently being created to support the staff with students. Counselor provided incentives for SEL professional development and school counseling week. Administration celebrates staff and provided incentive during winter break and will occur again at a minimum during the Spring semester.	Full Implementation 03/26/2021		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Reaching All Minds has established student engagement specialists to work in tandem with the behavior support team to assist the leadership team and administrative team with continual analysis of attendance, behavior and academic data and progress monitoring.	Limited Development 03/26/2021		
<i>How it will look when fully met:</i>		This objective, once fully met will convey a systemic and detailed data collection and documentation of at risk students to support Reaching All minds Academy MTSS efforts and training.		Antoine Hargrove	06/11/2021
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>- At the beginning of the school year, teachers receive training on the EL and mathematics curriculum, how to find resources online, how to implement the activities virtually, the use of different virtual platforms such as google classroom, khan academy, seesaw, pear deck, and kahoot.</p> <p>Also all the teachers have the opportunity to participate in the Collaborative PD (School Data dives meeting - Grade Level meeting) allows for learning teams to meet at grade level or content area, during these meetings the teams begin to serve as mentors and support groups for each other's continued professional practice improvements.</p>	Limited Development 03/26/2021		
<i>How it will look when fully met:</i>		When this goal is fully met,The LEA/School will provide high quality professional development (PD) that factors in sufficient time for collaboration and active learning, allowing for authentic, ample practice opportunities for those striving to strengthen their instructional capacity.		Angela Cheek	06/11/2021
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>- Staff meetings always start with the good news or special dates that the staff wants to share with the team, it's a wonderful way to celebrate everyone's good news.</p> <p>Also during the staff meeting we have the opportunity to welcome new teachers and new school staff. Last year we were fortunate to celebrate one of our teachers Mrs. Carstoba Byrdsong for being the Durham County Teacher of the Week.</p>	Limited Development 03/26/2021		
<i>How it will look when fully met:</i>		<p>When this goal is fully met, celebrations would occur once a month during our staff meeting, we can create a RAM Award (or Crystal Apple award) where teachers have the opportunity to nominate other teachers based on their work with students, commitment to education and positive impact on the lives of their students. Celebration is a public way to show that good work is noticed and appreciated, especially when the good work is connected with improved instruction and better student learning.</p>		Angela Cheek	06/11/2021
Actions					
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We utilize google forms to monitor teachers documentation of parental contacts We host one annual report card pick up with conferences	Limited Development 04/30/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Routine and consistent check ins with parents	Objective Met 04/30/20	Angela Cheek	05/15/2020
Actions					
	4/30/20	continue to progress monitor	Complete 03/13/2020	Angela Cheek	05/15/2020
<i>Notes:</i>					
Implementation:			04/30/2020		
Evidence	4/30/2020 4/30/2020	Google forms			
Experience	4/30/2020	positive responses from report card pickup			
Sustainability	4/30/2020	continue to monitor			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Current implementation efforts include some students having 'Reading logs' to use at home.</p> <p>When this goal is fully met, the school would have provided opportunities for students to participate in a 'Reading at home' activity, and educational videos to families about the importance and benefits of reading frequently at home. Families will also be provided with free websites that can be used as a library at home: Storynory, Funbrain, Story online, Audible (for kids), Vooks, Epic, RAZ Kids Reading A - Z.</p>	<p>Limited Development 03/26/2021</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	

<p>How it will look when fully met:</p> <p>When this goal is fully met, the school would have provided opportunities for students to participate in a 'Reading at home' activity, and educational videos to families about the importance and benefits of reading frequently at home. Families will also be provided with free websites that can be used as a library at home: Storynory, Funbrain, Story online, Audible (for kids), Vooks, Epic, RAZ Kids Reading A - Z.</p> <p>This goal will be fully met, when school personnel and parents/guardians can have a healthy and transparent relationship that will foster academic growth as well as SEL growth for the student.</p> <p>Information that will be used to determine that this objective has reached full implementation will be</p> <p>1) More parent/guardian events dealing with the school's expectations for students and parents.</p> <p>2) Providing surveys for parents/guardians to grade the school on what we can improve on.</p> <p>3) Making sure contact information for parents/guardians is being constantly updated and is accurate.</p>		<p>Objective Met 03/23/22</p>	<p>Lauryn Thomas</p>	<p>06/10/2022</p>
<p>Actions</p>				
<p>3/26/21</p>	<p>Data Collection and Monitoring of school and home communication</p>	<p>Complete 06/09/2021</p>	<p>Lauryn Thomas</p>	<p>06/01/2021</p>

Notes:

Implementation:		03/23/2022		
Evidence	3/23/2022 School's website of parent Resources			
Experience	3/23/2022 Two Way Communication Logs			
Sustainability	3/23/2022 Videos will be archived for repeated use and added to our Parent Academy schedule of offerings.			

	E1.08	Professional development for teachers includes support for working effectively with families.(5184)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff continues to be engaged in SEL for students and families. Training provided for engagement team and community liaison. Counselors attended school mental health training, training provided by MHTTC, Panorama, and training for Foster Care POC to support students and to continue providing professional development to staff.	Limited Development 03/26/2021		
How it will look when fully met:		Continued professional development and SEL training and supports provided.		Brenda Fearnot	06/11/2021

Actions

Notes:

	E1.09	The school provides parents/guardians with practical guidance to maintain regular and supportive verbal interactions with their children, to establish a quiet place for children's studying at home, and to model respectful and responsible behaviors. (5185)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The School notify and support families through different channels of communication like : emails, schoolRush, phone calls, google meetings or zoom. Teachers make parents and guardians aware of school programs and conferences about student support.. Teachers communicate to parents students strength and concerns and how they can help their children using different strategies and digital tools.</p> <p>Teachers send monthly family letters about the curriculum units of study including information about reading, math, science, Social emotional learning, tips of creating a good study environment and information about educational apps available to use at home for practicing what have been learned in the class and help them at home with homework.</p>	Limited Development 03/26/2021		
How it will look when fully met:	By the end of the 2020 -2021 school year, the school will provide clear communication with parents/ guardians by sharing classroom expectations, grade level goals and strategies they could use and share with their children in order to build and maintain verbal interaction, connections and set up study routines and how to model good behaviors.		Eucaris Mercado	06/11/2021
Actions				
<i>Notes:</i>				

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	At the beginning (After Progress report/first Report)- Each grade level was given the mandate to have formal meetings with parents. This meeting served to inform parents of expectations, what to expect at the grade level, guiding parents through understanding the report cards and the different levels and what they mean. Most importantly parents were given the opportunity during this meeting to have private conversations in which they share cognitive, socio-emotional and physical concerns outside of the classroom.	Limited Development 03/26/2021			
	Priority Score: 2 Opportunity Score: 2	Index Score: 4			
<i>How it will look when fully met:</i>	Meetings throughout the rest of the year discussing social, emotional and physical concerns outside the classroom are not scheduled, but are conducted by teachers as the needs arise. Parents and teachers communicate about these developments through class dojo, text messages, video and audio calls.	Objective Met 03/23/22	Latoya Bascoe	06/11/2021	
Actions					
3/26/21	Targeting End of Grade Testing Week of April 12-16 be scheduled for teachers to meet with family members formally to engage in two way communication regarding students' cognitive, socio-emotional and physical development outside the classroom.	Complete 02/25/2022	Latoya Bascoe	04/12/2021	
<i>Notes:</i>					
Implementation:		03/23/2022			
<i>Evidence</i>	3/23/2022 Parent Notification Letters				
<i>Experience</i>	3/23/2022 Parent Conference videos				

<i>Sustainability</i>	3/23/2022 Parent Meeting Minutes			
	E1.12 The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Parent meeting to celebrate counselor week and share SEL data and offering support. Parent eight grade meeting to discuss transition to high school, supporting students and goal setting. Behavior support, EC teacher, classroom teachers and counselor offer support, strategies and monitor progress with parents. Counselor provides Individual conferences with parents to provide strategies, support and referrals as needed. Counselor provides community information and strategies on Dojo.	Full Implementation 03/26/2021		