



Our Direction

Ray Street Academy

Date of Report: 9/3/2020

Vision:

Find a way to offer new beginnings by implementing smaller learning communities of students who will be successful in the digital-based culture

Values:

We pride ourselves in having an amazing culture that supports building positive and meaningful relationships with our students.

Mission:

At Ray Street Academy, we will provide a safe and supportive environment that builds positive, meaningful, and real relationships with our students while encouraging academic success and self-managed behavior.

Goals:

- By June 2020, 50% of students in membership at Ray Street Academy will show proficiency in the ELA NC Check-in's and the EOC benchmarks.

Performance Measure(s)

Performance Indicator: ACTION STEPS ? Differentiation PD (Teacher Clarity .75) ? Content PLC's (Teacher clarity .75) ? Walk-throughs Planning and Prediction .76)		
Data Source: informal assessments/ CFA's, NC Check-in's, EOC benchmark data	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- By June 2020, 50% of students in membership at Ray Street Academy will show proficiency in the Math NC Check-in's and the EOC benchmarks.

Performance Measure(s)

Performance Indicator: ACTION STEPS ? Differentiation PD (Teacher Clarity .75) ? Content PLC's (Teacher Clarity .75) ? Walk-throughs (Planning and Prediction .76)		
Data Source: informal assessments/ CFA's, NC Check-in's, EOC benchmark data	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- By June 2020, attendance will increase by 20%.

Performance Measure(s)

Performance Indicator: ACTION STEPS ? Attendance letters/ Connect Ed messages (Feedback .70) ? Parent conferences (Feedback .70) ? Home visits (Questioning .48)		
Data Source: Attendance reports, point sheets, school social worker quarterly report	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- Using point sheets to show growth in individualized student behavior goals as they work through the tiered level system while decreasing incidents that lead to disciplinary actions by 20%.

Performance Measure(s)

Performance Indicator: ACTION STEPS ? monitoring point sheets in areas of verbal control, physical control, following directions, and performing on task. (Identifying Similarities & Difference-Compare and Contrast New to Old Problems 1.23) ? ISS and OSS data (Identifying Similarities & Difference-Compare and Contrast New to Old Problems 1.23) ? monitoring cool-off room frequency (Identifying Similarities & Difference-Compare and Contrast New to Old Problems 1.23)		
Data Source: leveled point sheet system, discipline referrals, daily log/point sheets	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Testing data and attendance data

Student Outcome Data:

EOC, Panorama data and attendance reports.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

2019-2020 is our baseline for using NCSTAR

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Family Engagement

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)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)