



Our Direction

Carolina International School

Date of Report: 2/3/2022

Vision:

Students have a virtually inexhaustible capacity to learn. We believe that every student has a vast inherent potential for learning that is best actualized through a coherent, comprehensive program to achieve academic excellence while addressing the needs of the whole child. Students are unique. A variety of approaches are necessary to meet the needs of a diverse student population.

Values:

The values that form the core of daily relationships and interactions in our school are:

RESPECT

- We will respect others and their property at all times.
- We will listen to each other, knowing that we have individual differences that make us unique and valuable.

RESPONSIBILITY

- We will accept responsibility for our words and actions.
- We will treat others as we would like to be treated.

SOLUTIONS

- We will create a positive environment where problems are met with creative solutions.

SERVICE

- We will actively seek ways to help others in our school, our community, and our world.

Mission:

The mission of Carolina International School is to nurture students’ natural curiosity and joy of learning while they achieve academic excellence through a challenging, interdisciplinary, international curriculum. Our students, parents, teachers, and staff help to create a stimulating learning community that develops:

- Critical and compassionate thinkers
- Confident and open-minded communicators
- Resourceful and responsible citizens and leaders of our local and global communities.

Goals:

- CIS will implement an effective multi-tiered system of support to meet the needs of every student.

Performance Measure(s)

Performance Indicator: All teachers will participate in collaborative team meetings to discuss data and data-driven instructional approaches.		
Data Source: NWEA MAP data	Baseline Year: 2017	Baseline: 85
Target Date: 2019	Target: 100%	Actual: 100%
Target Date: 2020	Target: 100%	Actual: 100%
Target Date: 2021	Target: 100%	Actual: 100%
Target Date: 2022	Target: 100%	Actual:

Performance Indicator: Data will be collected for all special programs (AIG, MTSS, EL, and EC) and used to support student progress and teacher planning.		
Data Source: Formative and Summative Assessment data	Baseline Year: 2018	Baseline: 85
Target Date: 2019	Target: 95%	Actual: 95%
Target Date: 2020	Target: 95%	Actual: 95%
Target Date: 2021	Target: 95%	Actual: 95%
Target Date: 2022	Target: 95%	Actual:

Performance Indicator: Professional Learning Communities will meet twice a month.		
Data Source: Minutes from meeting	Baseline Year: 2018	Baseline: 85
Target Date: 2019	Target: 90%	Actual: 90%
Target Date: 2020	Target: 90%	Actual: 90%
Target Date: 2021	Target: 90%	Actual: 90%
Target Date: 2022	Target: 90%	Actual:

- CIS will prepare all students for globally diverse post secondary pursuits; college and career ready or military, using a rigorous curriculum.

Performance Measure(s)

Performance Indicator: 80% of students will meet the proficiency growth within the 61 percentile (or higher) in grades K-2 Math.		
Data Source: NWEA/MAP	Baseline Year: 2019	Baseline: 60
Target Date: Kindergarten 2020	Target: 70%	Actual:
Target Date: First 2020	Target: 70%	Actual:
Target Date: Second 2020	Target: 70%	Actual:
Target Date: Kindergarten 2021	Target: 80%	Actual: 36%
Target Date: First 2021	Target: 80%	Actual: 24%
Target Date: Second 2021	Target: 80%	Actual: 16%
Target Date: Kindergarten 2022	Target: 80%	Actual:
Target Date: First 2022	Target: 80%	Actual:
Target Date: Second 2022	Target: 80%	Actual:

Performance Indicator: 80% of students will meet the proficiency growth within the 61 percentile (or higher) in grades K-2 Reading.		
Data Source: NWEA/MAP	Baseline Year: 2019	Baseline: 60
Target Date: Kindergarten 2020	Target: 70%	Actual:
Target Date: First 2020	Target: 70%	Actual:
Target Date: Second 2020	Target: 70%	Actual:
Target Date: Kindergarten 2021	Target: 80%	Actual: 35%

Target Date: First 2021	Target: 80%	Actual: 30%
Target Date: Second 2021	Target: 80%	Actual: 37%
Target Date: Kindergarten 2022	Target: 80%	Actual:
Target Date: First 2022	Target: 80%	Actual:
Target Date: Second 2022	Target: 80%	Actual:

Performance Indicator: High school students will complete UNC high school requirements for graduation/diploma.		
Data Source: CGR report	Baseline Year: 2018	Baseline: 84.9%
Target Date: 2019	Target: 85.8%	Actual: 100%
Target Date: 2020	Target: 86.7%	Actual: 95%
Target Date: 2021	Target: 87.6%	Actual: 89.2%
Target Date: 2022	Target: 88.5%	Actual:

Performance Indicator: Students will meet the annual longevity goal of 2.003% (or higher) in grades 3-8 Reading		
Data Source: State-wide tests and Summative assessments	Baseline Year: 2016	Baseline: 52%
Target Date: 2017	Target: 52%	Actual: 52%
Target Date: 2018	Target: 54%	Actual: 48.3%
Target Date: 2019	Target: 56%	Actual: 49%
Target Date: 2020	Target: 58%	Actual:
Target Date: 2021	Target: 60%	Actual: 48.5%
Target Date: 2022	Target: 63%	Actual:

Performance Indicator: Students will meet the annual longevity goal of 2.031 % (or higher) in English 2.		
Data Source: State-wide tests and Summative assessments	Baseline Year: 2016	Baseline: 32.6
Target Date: 2017	Target: 32.6%	Actual: 32.6%
Target Date: 2018	Target: 34.6%	Actual: 49%
Target Date: 2019	Target: 36.7%	Actual: 43.8%

Target Date: 2020	Target: 38.7%	Actual: 48%
Target Date: 2021	Target: 40.7%	Actual: 63.8%
Target Date: 2022	Target: 42.8%	Actual:

Performance Indicator: Students will meet the annual longevity goal of 2.709% (or higher) in grades 3-8 Math.		
Data Source: State-wide tests and Summative assessments	Baseline Year: 2016	Baseline: 41.1
Target Date: 2017	Target: 41.1%	Actual: 41.1%
Target Date: 2018	Target: 43.8%	Actual: 33.7%
Target Date: 2019	Target: 46.5%	Actual: 35.3%
Target Date: 2020	Target: 49.2%	Actual:
Target Date: 2021	Target: 51.9%	Actual: 26.3%
Target Date: 2022	Target: 54.9%	Actual:

Performance Indicator: Students will meet the annual longevity goal of 2.981% (or higher) in grades Math 1 and Math 3.		
Data Source: State-wide tests and Summative assessments	Baseline Year: 2016	Baseline: 13.9%
Target Date: 2017	Target: 13.9%	Actual: 13.9%
Target Date: 2018	Target: 16.9%	Actual: 20%
Target Date: 2019	Target: 19.9%	Actual: 22.8%
Target Date: 2020	Target: 22.8%	Actual: 50%
Target Date: 2021	Target: 25.8%	Actual: 43.9%
Target Date: 2022	Target: 28.8%	Actual:

- CIS will provide a safe and positive environment for teachers to teach and students to learn.

Performance Measure(s)

Performance Indicator: By the end of the 2021 school year, 100% of CIS teachers will be trained in the implementation of safety measures that pertain to their job description including, but not limited to: verbal de-escalation training, CPR/First aid training, Safe Schools training, etc.		
Data Source: Safe School website	Baseline Year: 2017	Baseline: 85
Target Date: 2018	Target: 95%	Actual: 89%
Target Date: 2019	Target: 100%	Actual: 95%
Target Date: 2020	Target: 100%	Actual: 100%
Target Date: 2021	Target: 100%	Actual: 100%

Performance Indicator: CIS will implement the Say Something Anonymous Reporting System.		
Data Source: Say Something Training	Baseline Year: 2018	Baseline: 100%
Target Date: 2019	Target: 100%	Actual: 100%
Target Date: 2020	Target: 100%	Actual:
Target Date: 2021	Target: 100%	Actual: 90%
Target Date: 2022	Target: 100%	Actual:

Performance Indicator: Parents, Teachers and Students will participate in the Working Conditions Survey.		
Data Source: Working Conditions Survey	Baseline Year: 2017	Baseline: 70
Target Date: 2020	Target: 70%	Actual: 80%
Target Date: 2022	Target: 80%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Update 2021 School Year

https://ciscomets-my.sharepoint.com/:x:/p/sarahgrifton/EVB8wUj1tRJMnxpGbgaK7NkBJbjTV_hUGEzzRIPe-3TzCA?e=MOR3ul

The following link leads to the current data for CIS. Due to COVID, no testing was done after March 13th 2019.

[Needs Assessment 2019](#)

[Teacher Working Conditions Survey Three year analysis](#)

Summary of information:

EOY Assessments:

Overall 3-8 grade EOG average: ELA 62%; Math 55%; Science 82%

Overall high school EOC average: Bio 18%; Math I 37.20%; Math III 31.10%; English 60%

ACT/Work Keys 53.30%

Graduation Cohort: 4 year 100%; 5 Year 87%

TSI - SWD area , demonstrated no growth

Disciplinary Data:

During the 2018-19 school year, 70% of disciplinary referrals were given to students not of European background. As seen in May 2018 81% and October 2018 90%. Our teachers understanding and affective demeanor in the classroom is having a direct impact on their classroom management; which in result is impacting our student achievement.

Mentor/Mentee Data:

Based on the most recent Teacher Working Conditions Survey only 75% of our Mentees felt supported.

Student Outcome Data:

Our data shows students in the EL and SWD population are still not showing the growth necessary to move us out of TSI status.

There is some correlation between our behavior data and the population of students not showing growth on academic assessment data.

There is still room to grow when working with our Beginning Teachers and Mentors, as well as the professional development they are provided.

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

The Leadership Team meets once a month to review Indicators associated with goals.

Key stakeholders have been provided the opportunity to attend training of the NCStar program to help develop a more robust School Improvement Process.

Selected Indicators:

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

Data analysis and instructional planning

- A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)
- A3.02 Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
- A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

Facilities and technology

- D2.01 ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)
- D2.02 ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)
- D2.03 Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.(5175)
- D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)
- D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

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)
- 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)

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

Monitoring instruction in school

- B3.06 School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.(5304)

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)

Resource Allocation

- D1.02 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

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)
- B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)
- B1.07 The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)

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)

A4.21 The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)

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)