



Kannapolis City School 2022-2023 District Improvement Plan

KCS Vision: Valuing, inspiring, and supporting all students.

KCS Mission: To promote an environment that ensures safety, community, equity, and growth.

KCS Values: We believe in the value and importance of the following:

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| <ul style="list-style-type: none">● History and traditions.● Highly qualified, professional, committed staff.● Emphasis on valuing student differences.● Cultural responsiveness.● Safe and caring environment.● High expectations for learning and growth.● Challenging and engaging curriculum.● Ongoing community partnerships. | <ul style="list-style-type: none">● Development of critical/creative thinking.● Culture of continuous improvement.● Social/emotional and character support.● Fiscal responsibility for resources.● Effective/consistent student interventions.● Resources/instruction to strengthen technology skills.● Sufficient support programs for EC/EL. |
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KCS Goals 2022-23:

- 100% of schools will meet or exceed growth as measured by EVAAS.
- The district-wide composite proficiency for science and math as measured by NC EOG and EOC assessments will increase by 7 percentage points.
- 100% of educators will effectively implement core behavior practices as evidenced by a 10% reduction in recorded disciplinary incidents.
- Students will demonstrate improved social and emotional competence as evidenced by a 5% increase of students rated within the “typical” and “strength” ranges on the designated social and emotional screening assessment.



B01 The LEA has oriented its culture toward shared responsibility and accountability.

Current Implementation Efforts:

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:

- School and classroom schedules are created and shared; however, expectations for core instructional times and selected resources are not consistent.
- 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.).
- 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.
- While school leaders regularly visit classrooms and provide feedback to teachers, structures to support frequent monitoring of instructional priorities are needed.
- District and school teaming structures do not consistently include stakeholders from varying roles and responsibilities to support shared learning and accountability.
- 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.

Indicator Champion: Dr. Annie Parker

Target Date for Full Implementation: June, 2025

Description of What Fully Met Will Look Like:

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 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 feedback through the NC 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, 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, 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, and student attendance as well as NC School Accountability Data points (Participation, Cohort Graduation Rate, EOG/EOC proficiency and growth, Math Course Rigor, ACT, WorkKeys, and ML progress) are analyzed by school level and district level administrators to monitor ongoing progress.



Action Steps:	Person Responsible	How Often	Target Date
Allocate, recruit, and hire 3 additional Deans of Students for the three highest need schools (KMS, Forest Park, and GW Carver).	Kevin Garay	Once	September 2022
Initiate and maintain a partnership with ESS to help fill substitute positions and ensure continued instruction at all times.	Kim Greek	Ongoing	August 2022
District leaders will develop a district wide framework for instructional schedules/time for K-5.	Chris Triolo	Annually	August 2022 - ongoing
District leaders will train administrators and instructional coaches on instructional framework.	Annie Parker	Semester	August 2022 / January 2023
School Administrators will develop master schedules to reflect district instructional framework.	Directors and Principals	Annually	August 2022 - ongoing
School Administrators will train staff in 'the why' of the instructional framework and consistent scheduling.	Principals	Annually	August 2022
District Level Directors will meet with individual principals to review and support master schedule development.	Annie Parker	Annually	Spring 2022
School Administrators will build PLC schedules in a way that allows for maximum attendance and participation from principals, assistant principals, and instructional coaches.	Annie Parker	Annually	August 2022
Administrators, Assistant Principals, Instructional Coaches will intentionally plan attendance to PLCs.	Annie Parker	Monthly	January 2022 and June 2023
School Administrators will share PLC schedules with District Level Directors.	Annie Parker	Annually	August 2022



District Level Directors will attend PLCs regularly with intentional schedules set and shared with academic teams.	Annie Parker	Monthly	January 2022 and June 2023
School Administrators and Coaches will attend and facilitate CIA data analysis and action planning.	Jennifer Brinson	Every 6-8 Weeks	Every 6 - 8 Weeks
A calendar of CIA data analysis and action planning dates will be set by each school and shared with district level directors.	Jennifer Brinson	Semester	August 2022 and January 2023
District academic team members will sign up to attend scheduled CIA data analysis meetings at schools to support facilitation.	Chris Triolo	Every 4-6 Weeks	October, November, January, March, April
Administrators and Instructional Coaches will complete a minimum of 5 walkthrough observations a week.	Annie Parker (preK-5) and Daryle Adams (6-12)	Weekly	September 2022 - ongoing
Data collected in walkthroughs will be shared with teacher groups for grade and whole school analysis and decision making.	Principals	Monthly	October 2022 - ongoing
A year-long meeting calendar will be created by the district with intentional scheduling to deliver information and PD in a sequential order: Principal, Assistant Principal, and Instructional Coach.	Chris Triolo	Annually	July 2022
Consistent agendas will be created by district leaders to streamline the flow of information to school leaders.	Chris Triolo	Annually	July 2022
District leaders will develop an observation timeline for principals.	Kim Greek	Annually	July 2022
District leaders will share and train principals and assistant principals on the observation timeline and expectations.	Kim Greek	Annually	July 2022



District leaders will train the principals at schools designated as low performing on Super Evaluations.	Kim Greek, Chris Triolo, Jennifer Brinson	Annually	September 2022
District leaders will train principals on how to read, analyze, and utilize data from subgroup value-added EVAAS to determine strengths and opportunities for improvement.	Jennifer Brinson	Annually	October 2022
Principals will bring subgroup value-added EVAAS data to school leadership teams and begin conversations on school, grade, department strengths and opportunities for improvement.	Jennifer Brinson and Chris Triolo	Quarterly	October, December, February, March
District leaders will train principals on how to read, interpret, and utilize teacher value-added EVAAS data to guide conversations with teachers regarding strengths and opportunities for improvement.	Jennifer Brinson	Annually	September / October 2022
District leaders will provide training, support, and opportunities for principals to cross reference EVAAS teacher value-added data and NCEES observational data noting alignment, strengths, and opportunities for improvement.	Jennifer Brinson, Kim Greek	Annually	November 2022
District MTSS coordinator will provide school and district staff with ongoing training and coaching of establishing and revising teaming structures as needed.	JoAnne Garay	Ongoing	June 2023
District MTSS coordinator will provide training on teaming structures through data implementation meetings.	JoAnne Garay	Three times per year	June 2023



C10 The district develops and supports a comprehensive professional development plan centered on district wide teaching and learning initiatives.

Current Implementation Efforts:

For a number of years prior to the pandemic, Kannapolis City Schools had followed a cycle of professional development that was district-lead and delivered to school-based teams. This model known as KILT (Kannapolis Instructional Leadership Teams) focused on specific teaching strategies around core instruction and it was successful in improving instructional practices across all campuses. During the pandemic, focus shifted to school-based professional development offerings with select district professional development delivered to specific groups or targeted to specific curricula or programs. Most professional development has been tied to the district's strategic priorities, academic targets, social-emotional needs, and educator feedback. While offerings have been of high quality, there is an opportunity to be more data-driven, aligned across the district, and supported through the lens of continuous improvement and a cycle of inquiry. Beginning Spring 2022, district and school leaders have collaborated to generate a plan aligned to a new vision for teaching and learning. Launching the 2022-23 school year, the district has been focused on three target areas: reinforcing strong core instruction, core behavior supports, and effective data use.

Indicator Champion: Dr. Jessica Grant

Target Date for Full Implementation: June, 2025

Description of What Fully Met Will Look Like:

The comprehensive professional development plan for Kannapolis City Schools is developed to support district and state teaching and learning initiatives for academics, behavior, and social emotional learning. Each school in KCS completes a Facilitated Assessment of MTSS (FAM-S) to determine areas for professional development and support continuous school improvement. KCS district-level leaders use the FAM-S along with other district wide data sources (student performance and growth data, district and school walkthrough data, and the NC Teacher and District Working Conditions Survey) as the foundational needs-assessment resources. These resources drive the selection of district-wide initiatives and accompanying professional development.

All elementary teachers have extensive training in early literacy instruction grounded in the science of reading. All elementary teachers in KCS are adept in assessing and instructing students in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Additionally, all elementary math teachers receive professional development and coaching to ensure success in the implementation of the newly adopted Illustrative Math program. The district's calendar is intentionally planned to consider professional development. Teacher workdays and early release days are carefully considered and planned to space professional development for teachers across the school year.



All schools utilize a consistent classroom walkthrough instrument to collect data on core behavior and core instruction in prekindergarten through 12th grade classrooms. Walkthrough data is collected by all stakeholders (principals, assistant principals, instructional coaches, and district level academic team members). Teachers also use the classroom walkthrough instrument. Data from classroom walkthroughs is analyzed on a regular basis by teacher groups and teams at school levels. Schools utilize the walkthrough data in conjunction with assessment data and other data sources to determine next steps for professional development. District academic team members complete classroom walkthroughs in all schools regularly. Data is analyzed at a district level to determine patterns of strengths and opportunities for improvement.

All instructional leaders in KCS are knowledgeable, confident, and utilize the principles and practices of Data Driven Instruction. Instructional leaders in the school participate in and facilitate data analysis meetings regularly throughout the year. Real time knowledge and understanding of student progress, teacher strengths, and areas of improvement for both inform professional development choices schools leaders and teachers make throughout the school year.

Additionally, the comprehensive professional development plan for Kannapolis City Schools includes coaching and training developing, supporting, and monitoring the social-emotional health of each and every student. Research-based assessment systems provide an efficient way for teachers, school-leaders, SIS team members, and district office personnel to regularly reflect upon and assess students' social-emotional wellness. Core curriculum and allotted scheduled time is in place for schools to provide intentionality in teaching skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Universal data pertaining to students' skill is analyzed regularly. Supplemental and intensive supports are provided to students who may need additional opportunities to develop proficiency with these essential life skills including communication, problem-solving and managing stress. All KCS district educators and KCS School Board members know and understand the significance social-emotional wellbeing has in creating a foundation upon which to build student confidence and maximize individual student success in the classroom and life.

Action Steps:	Person Responsible	How Often	Target Date
Each school will complete a FAM-S to provide information to determine areas for professional development and support continuous school improvement.	JoAnne Garay	Annually	May 2023
District leaders will complete the FAM-D and use the data to inform professional development for district level improvement.	JoAnne Garay	Annually	May 2023



District leaders will select indicators of focus for all Kannapolis City Schools to create consistent anchors for district wide initiatives and professional development.	Chris Triolo	Annually	July 2022
District leaders will facilitate school level leaders in the unpacking of selected indicators to develop a shared understanding.	Jennifer Brinson	Annually	July 2022
District level leaders will develop a timeline and process for school improvement plans to provide support and ensure alignment to district initiatives.	Chris Triolo and Jennifer Brinson	Monthly	Ongoing
District leaders will provide a school improvement plan rubric for schools to provide support and ensure alignment to district initiatives.	Chris Triolo	Annually	August 2022/3
The district will support and prioritize state required LETRS training by creating calendars that allow ample time for teachers to participate in this professional development.	Annie Parker and Chris Triolo	5 times a year	June 2023
District leaders will create a district-wide instructional framework for literacy and implement it in all elementary schools to ensure appropriate classroom instructional time to apply the science of reading in K-5 classrooms.	Annie Parker and Chris Triolo	Annually	July 2022
District leaders will develop a calendar of professional development days for 4th - 8th grade teachers to unpack math and science CIAs.	Annie Parker	Annually	August 2022
District leaders will design, deliver, and facilitate professional development for 4th - 8th grade teachers to unpack math and science CIAs.	Annie Parker	5 times a year	May 2023
District leaders will create a plan to support schools in securing substitute teachers during district initiative PD for 4th - 8th grade teachers.	Kim Greek	Ongoing	September 2022
The school district will develop a school calendar with strategic staff development days embedded.	Kim Greek and Chris Triolo	Annually	July 2023



Schools and districts will reserve teacher workdays and professional development days for district initiative professional development including LETRS.	Annie Parker and Daryle Adams	Monthly	June 2023
District leaders will establish a Walkthrough Implementation Team that includes various stakeholders from district and school leadership to create a consistent walkthrough for KCS.	Jennifer Brinson	Twice a year	July 2022 January 2023
Walkthrough team will write or select the questions for the walkthrough instrument.	Jennifer Brinson	Annually	July 2022
The Walkthrough Implementation Team will develop a Guide on the Side that provides explanations and additional resources for each question posed on the walkthrough instrument.	Jennifer Brinson	Annually	July 2023
District leaders will develop a Guide on the Side to provide explanations and additional resources for each question posed on the walkthrough instrument to specifically for alternative setting EC classrooms.	Kelly McGill	Annually	December 2023
The walkthrough implementation team will create a Walkthrough FAQ for school leaders and teachers to find answers to common questions for walkthroughs.	Jennifer Brinson	Annually	July 2022
District leaders will create a user-friendly form to gather data using walkthrough questions.	Jennifer Brinson	Annually	July 2022
District leaders will train principals, assistant principals, and instructional coaches on best practices for classroom walkthroughs.	Jennifer Brinson and Annie Parker	Monthly	July 2023
School level leaders will calibrate walkthroughs as a school team prior to begin walkthroughs.	Principals	Annually	September 2022
District level leadership will complete walkthroughs as a district team to calibrate classroom walkthroughs.	Chris Triolo	Quarterly	October, November, January, March



District level leaders will complete a minimum of 5 walkthroughs a week.	Chris Triolo	Weekly	June 2023
District level leaders will notify and collaborate with school level principals whenever possible during their weekly walkthroughs.	Annie Parker and Daryle Adams	Weekly	June 2023
District level leaders will allot time on principal, assistant principal, and instructional coach meeting agendas to support implementation of classroom walkthroughs.	Chris Triolo	Monthly	June 2023
District level leaders and school level leaders will analyze data gleaned from classroom walkthroughs to plan real-time professional development during school and district team meetings.	Chris Triolo and Kevin Garay	Monthly	June 2023
District leaders will schedule initial professional development for Data Driven Instruction (DDI) for all school level leaders.	Chris Triolo	Annually	June 2022/3
District leaders will determine needs for district and individual professional development and coaching after each CIA cycle throughout the school year.	Chris Triolo	Every 4-6 Weeks	September, October, January, February
District level leaders will utilize a feedback rubric to gather information on school leaders' strengths and opportunities for improvement on facilitation of data driven instructional conversations and protocols following each CIA.	Chris Triolo	Every 4-6 Weeks	October, November, January, March
District leaders will utilize time during principal, assistant principal, and instructional coach meetings to provide continued professional development needed on data driven instruction.	Chris Triolo and Annie Parker	Monthly	Ongoing
District leaders will provide school staff with on-going training on social-emotional curriculum, including Second Step K-8 and school-based Capturing Kids Hearts.	Jessica Grant	Annually	Ongoing



District leaders will provide progress updates to schools and feedback re: implementation progress to support the Second Step Digital curriculum across all elementary schools.	Jessica Grant	Quarterly	Ongoing
District leaders will analyze core SEL screening data (DESSA and HS-SSR) to evaluate the impact of core SEL curriculum K-12.	Jessica Grant and JoAnne Garay	Three times per year	October, January, May
District leaders, in collaboration with Cabarrus Health Alliance, will provide evidence-based restorative practices and Reconnect for Resilience training opportunities for teachers and support staff in grades 4 through 8.	Jessica Grant	Three times per year	September, November and February
District leaders will provide school leaders and student services staff on-going core behavior practices training during principal meetings and SSMT meetings.	Jessica Grant	Quarterly	June 2023
District leaders will provide on-going professional development related to equity leadership to assistant principals serving as school-based equity design team leads.	Jessica Grant	Five times per year	September, November, January, March, April
District leaders will provide ongoing training and support to school-based SISP teams to support effective teaming structures and analysis of student SEL, behavior and attendance data.	Jessica Grant and JoAnne Garay	Monthly	June 2023
District leaders will develop and share a district year-long assessment calendar to include benchmark dates for social-emotional learning universal screeners.	Jennifer Brinson	Three times per year	September, January and May
The district MTSS coordinator will create a year-long PD calendar for school leader training and collaboration.	JoAnne Garay	Annually	January 2023
The district MTSS coordinator will facilitate meetings with all school coaches and APs to support the implementation of MTSS at schools.	JoAnne Garay	Three times per year	June 2023
The district MTSS coordinator will differentiate support for school-level implementation by providing on-site coaching and support for school leaders.	JoAnne Garay	Weekly	June 2023



Schools will create and submit tiered meeting calendars to district MTSS coordinator.	JoAnne Garay	Annually	September 2022
District level leaders will prioritize, schedule, and attend school level MTSS meetings for problem solving support.	JoAnne Garay and Jessica Grant	Weekly	June 2023
Schools will develop master schedules with allotted time for teaching core, supplemental, and intensive interventions of social emotional learning.	Principals	Annually	June 2023

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D09 The district supports a comprehensive assessment structure that includes implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments.

Current implementation efforts:

At the close of the 2021-2022 school year, Kannapolis City Schools utilized NC Check Ins three times a year to benchmark the progress of students in 3rd - high school in Math, Reading, and Science. Schools analyzed data independently after NC Check Ins to review student performance and standards for growth. Teachers and professional learning communities at schools leveraged data with different processes to address reteaching. However, there was not a current systematic plan, expectation, or monitoring system from the district level to support schools in developing action plans for reteaching whole class, small group, and individual students.

Instructional coaches at each school are adept at data analysis and supporting teachers with their disaggregation of the data.

Indicator Champion: Dr. Jennifer Brinson

Target Date for Full Implementation: June, 2025

Description of What Fully Met Will Look Like:

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. 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.

Action Steps:	Person Responsible	How Often	Target Date
Write Common Interim Assessments for Math 3rd - 8th, Science 5th and 8th, Math 1, Math 3, Biology, and NC Extended Content Standards.	Laura Baker, Cara Wolford, teacher-teams	Every 6 weeks	Beginning July 2022
Partner with outside experts to assess the alignment of KCS written CIAs to the rigor of state standards.	Annie Parker	Annually	August 2022
Develop a district testing calendar for short cycles of testing, analysis, and reteaching.	Jennifer Brinson	Annually	August 2022
Develop a district wide calendar for CIA administration.	Jennifer Brinson	Annually	August 2022
Create a short cycle calendar for ES, MS, and HS.	Jennifer Brinson	Annually	August 2022
Train school level leaders on the short cycle calendars.	Jennifer Brinson, Annie Parker, Daryle Adams	Annually	August 2022
Gather dates for data analysis and action planning from all schools.	Chris Triolo	Every 6 weeks	Beginning September 2022
Create a form for district office leaders to select school level CIA analysis and action planning meetings to attend.	Chris Triolo	Every 6 weeks	Beginning September 2022



Train all district office academic team personnel on attending, participating, and supporting facilitation of data team meetings at school sites.	Chris Triolo	Every 6 weeks prior to CIA Analysis Mtgs.	
Create feedback form to collect strengths and opportunities for improvement (OFI) of school based leaders' facilitation of data meetings.	Chris Triolo	Annually	October 2022
Schedule and facilitate post CIA facilitation reflection meetings for district academic team members to calibrate around strengths and next steps.	Chris Triolo, Jennifer Brinson	Every 6 weeks after CIA Analysis Mtgs.	October 2022-May 2023
Determine and schedule professional development, coaching, and support for individual or collective school-based leaders after academic team calibration.	Chris Triolo, Annie Parker, Daryle Adams	Every 6 weeks after CIA Analysis Mtgs.	Beginning October 2022
Develop a calendar for 4th and 5th grade district wide CIA unpacking dates.	Laura Baker	Annually	August 2022
Develop a calendar for 6th, 7th, and 8th grade CIA unpacking dates.	Cara Wolford, Tamara Pope	Annually	August 2022
Develop a calendar for Math 1, Math 3, and Biology CIA unpacking dates.	Daryle Adams	Annually	October 2022
Content Experts, Instructional Coaches, and District Math Specialists facilitate unpacking of CIAs (test-in-hand) and train teachers on high-yield instructional strategies for teaching the standards to be assessed.	Laura Baker, Cara Wolford	Every 6 weeks prior to beginning of CIA teaching cycle	August 2022 - May 2023
Train all principals and assistant principals in Data Driven Instruction.	Chris Triolo	Monthly	June 2023
Provide all principals and assistant principals with a copy of the book Driven by Data.	Chris Triolo	Once	July 2022
Build ongoing professional development into the principal, assistant principal, and instructional coach meetings.	Jennifer Brinson, Chris Triolo	Monthly	June 2023



Create templates for protocols to be utilized by school-based leaders while analyzing CIA data and creating action plans.	Jennifer Brinson	Annually	September 2022
Train EC and ML teachers on CIA data analysis.	Jennifer Brinson, Bonnie West, Allison Teague	Bi-monthly	October 2022 - May 2023

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