Comprehensive Progress Report

Mission:

"We pledge to empower scholars to be confident, academically prepared, and resilient to overcome present challenges and conquer future opportunities."

Vision: "As highly qualified educators, we engage and motivate scholars through unique opportunities and authentic experiences. We empower our scholars to be confident, academically prepared, and resilient through the use of positive incentive programs and the promotion of a growth mindset culture."

Goals:

HSA@MMS will attain "C" level status and meet or exceed growth as designated by the NCDPI.

To reduce the rate of failure and raise engagement for scholars

To incorporate the restart model flexibilities in how we hire and recruit a more diverse staff.

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! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	High expectations for all staff and students			
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
Initial Assessment:	The following are currently in place: PBIS Matrix (B4's) in place (Be Responsible, Respectful, Prepared, Safe) Staff training is offered annually for PBIS procedures. PBIS events and store are used for student to spend their "bucks." School uses beginning of year lessons to teach B4 expectations.	Limited Development 10/24/2017		
How it will look when fully met:	By the end of this school year: * ALL staff members will consistently enforce PBIS B4 and CHAMPS expectations. The objective will be fully met when all staff members are holding students accountable for following the PBIS or student behavioral expectations. It will also require teachers to accurately and consistently use RedCritter to positively reinforce students when they meet the B4 expectations. This can be achieved when staff members are being held accountable by their peers and administration through walk throughs and other accountability assessments.		Jamar Bellamy	12/20/2021
Actions		4 of 8 (50%)		
10/24/17	Purchase, set up, and provide training to new staff members and ongoing professional development for staff members who need support implementing Redcritter throughout their instruction.	Complete 11/27/2018	Jennifer Lodge	10/31/2018
Notes:				
10/14/18	All teachers will create a Classroom Culture Plan and modify its effectiveness throughout the school year.	Complete 06/07/2019	Sherese Williams	06/07/2019
Notes:	Teachers will create the plan prior to the first day of school. Teachers will review their plan monthly. 12.17.2018 - All teachers have submitted plans to Mrs. Williams.			

	11/28/17	ALL staff members will consistently monitor common areas and transitions and hold students accountable for common area expectations using school wide nonverbal signals or common CHAMPS expectations/language.	Complete 01/20/2020	Elizabeth Griffin	01/20/2020
	Notes:	12.17.18 - We are not doing this as routine yet.			
	10/14/18	The PBIS/Foundations team will meet monthly to assess data and school progress on enhancing school/classroom culture and decrease both minor and major office referrals.	Complete 06/07/2020	Elizabeth Griffin	06/07/2020
	Notes:	Team will provide monthly updates to the school improvement team and parent council on school culture progress. 12.17.2018 - Team is meeting monthly. Challenge - Have PBIS team, as they review data, to ID "brag data" to shout out in the newsletters to let teachers know that their work is paying off.			
	11/13/20	all HSA@MMS teachers will be doing the following with Redcritter: * Verbally communicating bucks earned and what B4 was used to earn the bucks consistently. * Assigning/posting bucks in the Redcritter system throughout the week.		Keith Shea	01/30/2021
	Notes:				
	11/28/17	Administration will inspect the use of PBIS B4/CHAMPS language and RedCritter usage via classroom observations and Bi-Weekly Redcritter reports. Teachers will receive Google Form feedback from the observations and usage reports with praise and/or growth feedback.		Kurt Varney	06/01/2021
	Notes:	12.17.2018 ***Admin has started this but we are not doing these enough to say that we, as a school, we have implemented to fidelity.***			
	11/13/20	The PBIS/Foundations team will meet monthly to assess data and school progress on enhancing school/classroom culture and decrease both minor and major office referrals.		Kurt Varney	06/01/2021
	Notes:				
	11/13/20	Purchase, set up, and provide training to new staff members and ongoing professional development for staff members who need support implementing Redcritter throughout their instruction.		Keith Shea	06/01/2021

Notes:			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The following are currently implemented: PLTs meet weekly, however, there are no or limited structures to ensure school wide PLT efficiency or effectiveness. Grade levels assess differently. Grade levels administer county benchmarks. Review of benchmarks depends on the grade level. Gradual Release of Responsibility and Purpose Statement training took place in 2016-2017. Walk-through document was made and feedback in these areas started. Literacy Workshop training began in 7th and 8th grade with limited school wide effectiveness. Fidelity of school wide instructional best practices are limited. Rigor, relevance, and the Economy of Language is limited.	Limited Development 01/18/2017		

How it will look when fully met:	When these objectives are fully implemented the following will be accomplished to fidelity: * EmpowerED practices will be evident in all planning and instruction. * Daily instruction is aligned to the RIGOR of the standards and are systematically assessed formatively and analyzed collectively as a PLT using a data analysis protocol. *Daily instruction is focused on the planned learning target and students are able to describe what they are learning and why it is important. *Non-ELA teachers use techniques daily to incorporate literacy into their content area. *The Workshop model of literacy will be implemented at all grade levels to enhance the structures and strategies of the ELA block. *ESL Teams will have more specific techniques to use to support growth in the ELL student. *All PLTs will use the PLT Planning Protocol and lesson plan format that ensures the 4 Critical Questions of a PLT are addressed in all lessons AND the the planning process is a backwards by design process.		Elizabeth Griffin	12/16/2021
Actions		**4 of 5 (80%)**		
11/28/17	All PLCs will create assessments to measure ongoing learning and provide summative assessments such as the NC Check In or the like and analyze data, track progress toward their PLC academic goal, and make changes to practices to ensure growth.	Complete 01/07/2020	Elizabeth Griffin	01/07/2020
Notes:	***The PLT facilitator owns the accountability to ensure this process takes place.***			
10/24/17	All teachers will plan and deliver learning using the EmpowerEd practices.	Complete 06/07/2020	Elizabeth Griffin	06/07/2020
Notes:				

10/24/17	ESL Teams will receive professional development themselves OR provide staff professional development on techniques to grow EL Learners.	Complete 06/07/2020	Elizabeth Griffin	06/07/2020
Notes:	***Targeting the 119 ELLs addressed by the new state law on ELL proficiency measure.***			
10/24/17	All PLCs will plan using the four essential questions of a PLC.	Complete 11/16/2020	Setrina Byrd	11/16/2020
Notes:				
10/14/18	PLCs, in their planning process, will ensure that lessons and instructional practices are rigorous, relevant, culturally responsive, heavy in literacy techniques, and that the burden of the "work" is on the learner and not the teacher.		Brittany Gendron	12/16/2021
Notes:	PD: Rigor and Relevance Culturally Responsive Practices Practices to shift the cognitive load to the learner and not the teacher.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY 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)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	The following are currently in place: PBIS is implemented as a Tier I behavior intervention. Tier I content instruction is continually being considered for enhancement. Tier I and II have been implemented in the RTI process. Tier I being core instruction and Tier II being Student Success time every day.	Limited Development 01/18/2017		

How it will look when fully met:	When these objectives are fully implemented the following will be accomplished to fidelity: Tier II and Tier III academic interventions will be implemented as follows: Redhawk Time for all core content academic areas Math Specialists for mathematical academic interventions Guidance staff for academic and social behavior interventions CICO mentors for students who are not attending school regularly (virtually and/or for face to face instruction) These will be monitored by the MTSS committee and adjusted based on various data sources which include the RTI Stored site and the HSA@MMS Data dashboard. Attendance, behavior, and academics are routinely monitored and progress or lack of progress is determined and acted upon by the MTSS committee. Using targeted small group instruction as our Tier II intervention. HSA@MMS will plan and implement a Tier III intervention process by using smaller grouping of students and more intensive interventions during the "Term Recovery" portion of the school day. The MTSS committee will meet every other week to review the systems in place as well as monitor the academics and behaviors of students who are in tier II and tier III and make adjustments where necessary.		Kasha Giddins	06/01/2021
Actions		**1 of 5 (20%)**		
10/24/17	Use 7th grade math tutors to provide small group instruction to identified students in both intervention and enrichment in collaboration with 7th grade math teachers.	Complete 12/01/2017	Amy Hall	06/07/2019
Notes:				
10/24/17	Create a Tier 2 and Tier 3 behavior intervention process utilizing various data points, identification criteria, selection process, monitoring process, and behavior improvement plan creation.		Elizabeth Griffin	06/01/2021

Notes:				
10/24/17	MTSS team, will monitor attendance data, create and support attendance improvement plans, and manage/support attendance rewards and challenges school wide.		Elizabeth Griffin	06/01/2021
Notes:	SST includes: Counselors, social worker, psychotherapist, parent liason, BMTs, admin, and classroom culture leader teacher			
10/14/18	Create a Tier 2 academic intervention program for ELA and Math including utilizing various data points, identification criteria, selection process, and monitoring process.		Elizabeth Griffin	06/01/2021
Notes:				
11/13/20	Create a Tier 2 academic intervention program for all core content courses including utilizing various data points, identification criteria, selection process, and monitoring process.		Amy Kopcznski	06/01/2021
Notes:				

KEY	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our current level of development is limited. We have implemented PBIS procedures in all areas of the school (classroom, cafeteria, hallways). s of the school (classroom, cafeteria, hallways).	Limited Development 01/18/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		When these objectives are fully implemented the following will be accomplished to fidelity: *All teachers are implementing MTSS/PBIS Tier I supports on a daily basis. When students exceed those levels of supports, teachers utilize MTSS Tier II (PBIS) and Tier III structures. This may include "Check in and check out". Students will meet with specific staff mentors and discuss their behavioral and academic progress. Students will do this on a daily basis to ensure their continued success. Also, this will include small group student sessions with counselors as needed and assigned.		**Mini D**	**06/01/2021**
Actions			**4 of 6 (67%)**		
	10/24/17	The PBIS team will implement a PBIS tier II program where students will check in, at the beginning of the day, and check out, at the end of the day, with specific staff mentors. This program will hold tier II students more accountable for their behavior and academics as well as allow the PBIS committee to track data and success rates.	Complete 06/05/2020	Student Support Team	06/05/2020
	Notes:				
	12/16/19	Meeting on an every other week for Kid talk time within grade level PLCs	Complete 06/05/2020	Nina Thomas	06/05/2020
	Notes:				
	11/13/20	Schedule CPI certification training for staff	Complete 12/01/2020	Elizabeth Griffin	12/01/2020
	Notes:				
	10/24/17	The guidance counselors, mental health therapist, and social worker will select small groups of students based on attendance and discipline referrals, existing behavior plans that focus around goal setting, goal progress, monitoring strategies, and celebrating successes.	Complete 09/11/2020	Nina Thomas	12/29/2020
	Notes:				

11/13/20	Form School-based Crisis Team			Cassandra Davis	06/01/2021
Notes:					
11/13/20	Use of the culture coach to observe classroom environments and provide training based on feedback			Nina Thomas	06/01/2021
Notes:					
Implementation:			10/27/2020		
Evidence	9/11/2020 , The staff have been trained by PBIS leadership. The staff in turn trained the scholars. The whole staff were trained in MTSS and CHAMPS. There are posters in classrooms and on the wall.				
Experience	9/11/2020, It has taken a committee of committed educators to continuously seek ways for full indoctrination of all staff. There have trainings spread over the year but one of the main assets is teacher leadership. Once the teacher leadership was in place firmly for more than one year, it made a huge difference.				
Sustainability	9/11/2020 We will continue to reinforce the training, and make sure we are using common language when expressing ourselves to scholars and sharing corrections.				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
KEY 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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our current level of development is limited. The Site Base team has met once a month to discuss school concerns.	Limited Development 01/18/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Team will meet to monitor and adjust school plan and actions to ensure we are on track to reach our goals.	**Objective Met 10/27/20**	**Kasha Giddins**	**05/28/2021**
Actions				
10/24/17	SBT will meet monthly or bi-monthly.	Complete 10/09/2020	Amy Ridilla	06/12/2020
Notes:	The team will meet and run a PLT process that authentically monitors the SIP progress, and the team will provide updates to the school in progress toward meeting goals.			
Implementation:		10/27/2020		
Evidence	10/9/2020 We have agendas for each month in the 19-20 school year.			
Experience	10/9/2020 With new leadership and a new tool to measure effectiveness, the principal had/has a learning curve.			
Sustainability	10/9/2020 Keep meeting with Site Based regularly and meeting in between with my co-chair.			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our current level of development is limited. All teachers participate in weekly PLC content team meetings. All teachers are assigned to a committee that focuses on specific aspects of the school. No task assigned at this time due to focus on 3-5 other areas.	Limited Development 01/18/2017		
How it will look when fully met:		We will be able to answer the four questions of a PLC each time we meet: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? We will be able to improve student performance due to the reflections and work of the PLC.		**Sherritta Bell**	**06/01/2021**
Actions			**0 of 3 (0%)**		
	11/13/20	Each PLC and Committee will establish and share their PLC/Team NORMS in a shared Google Folder assigned specifically to each PLC/Committee.		Brittany Gendron	06/01/2021
	Notes:				
	11/13/20	Each PLC and Committee will establish and share their agenda and the minutes from each meeting in a shared Google Folder assigned specifically to each PLC/Committee.		Sherritta Bell	06/01/2021
	Notes:				
	11/13/20	Establish a school wide shared Q&A folder for PLCs and/or Committees to pose questions (in between meetings) that may need to be discussed/addressed during the next upcoming meeting.		Elizabeth Cross	12/01/2021
	Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our level of development in implementation is Limited. Monroe Middle currently implements impromptu classroom observations, and UCPS implements a teacher evaluation process (NC Educator Effectiveness System). Administration attends weekly PLC meetings and the county ICF attends the weekly PLC meetings as well. How it will look when fully met: A google form will be created for classroom walk-throughs, which gives teachers immediate feedback through email. Administrators will do classroom walk-throughs weekly for all teachers.	Limited Development 01/18/2017		
How it will look when fully met:			How it will look when fully met: A google form will be created for classroom walk-throughs, which gives teachers immediate feedback through email. Administrators will do classroom walk-throughs weekly for all teachers.		Kasha Giddins	05/28/2021
Actions				0 of 3 (0%)		
		10/24/17	Instructional Feedback walk-throughs, data gathered via Google Form, will be used to provide immediate and specific feedback on instructional practices.		Kasha Giddins	05/28/2021
		Notes:				
		10/14/18	The Classroom Culture walk-through form will be used to assess teacher implementation of CHAMPS expectations across all settings.		Kasha Giddins	05/28/2021
		Notes:				
		10/18/19	Will have admin. team trained on look fors		Kasha Giddins	05/28/2021
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			**Quality of professional development**			
	KEY	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Union County Public Schools regularly reviews a variety of school performance data such as formative and summative assessments, attendance, discipline and walkthrough data. Information from these sources, along with MTSS requirements and AdvancED recommendations, are used by the district's instructional team to determine common improvement goals and the professional development plan to support the attainment of the goals. LIMITED How it will look when fully met: In addition to the data sources currently being used for decision making, staff evaluation data is included in the process.	Limited Development 01/18/2017		
How it will look when fully met:			How it will look when fully met: In addition to the data sources currently being used for decision making, staff evaluation data is included in the process.		Setrina Byrd	05/28/2021
Actions						
		Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			It is the policy of the Union County Public Schools Board of Education to provide all applicants for employment with equal employment opportunities, evaluating each on their merits and qualifications for positions. A continuous system of recruitment and selection of personnel is maintained in order to assure competent candidates for employment. The Board recognizes the educational and professional advantages of diversity in the composition of the professional staff and is committed to a recruitment and employment program that reflects the diversity of Union County. Two job fairs are conducted each year. Current employees are provided with professional development, an annual evaluation, compensation, promotion opportunities and other attributes of employment. Satisfactory performance is considered the minimum acceptable standard of performance for teachers, administrators, and classified employees. Partnership have been established with Wingate University and UNC Charlotte in the areas of college students as tutors in our classrooms, new teacher support, second career teachers in a Master's program, and field experiences for pre-service teachers. LIMITED How it will look when fully met: A pipeline has been established to route candidates from local universities to Union County Public Schools, particularly in high needs areas. Teachers for Title I and High Priority schools will be selected using the Haberman interview processed based on his book, Star Teachers: Serving Children in Poverty.	Limited Development 01/18/2017		
How it will look when fully met:			How it will look when fully met: A pipeline has been established to route candidates from local universities to Union County Public Schools, particularly in high needs areas. Teachers for Title I and High Priority schools will be selected using the Haberman interview processed based on his book, Star Teachers: Serving Children in Poverty.		**Kasha Giddins**	**12/01/2021**
Actions				0 of 3 (0%)		
	11/13/20		We utilize national job boards such as LinkedIn to market our open vacancies to recruit from a wider field		Elizabeth Griffin	06/01/2021
	Notes:					
	11/13/20		Offer culturally responsive training to staff-ongoing		Lillian Velez	06/01/2021
	Notes:					
	11/13/20		We market and recruit from diverse interest groups at colleges to fully realize our restart flexibilities		Elizabeth Griffin	12/01/2021

Notes:			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY **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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We currently run weekly announcements on Blackboard for parents via text, call and email. Social media via Facebook, Twitter, and Instagram. Updating the website frequently and keeping current grade level newsletters Parent Council Open House/Drive thru	Limited Development 11/13/2020		
How it will look when fully met:	Most parents will have powerschool and side by canvas accounts. More parent participation in school events and greater connection with school. More parent participation in Parent Council.		**Todd Kopcznski**	**12/01/2021**
Actions		**0 of 3 (0%)**		
11/13/20	Gather more updated contact information.		Kasha Giddins	12/01/2021
Notes:				
11/13/20	Increase parent members in Parent Council.		Jennifer Ruiz	12/01/2021
Notes:				

11/13/20	Create more parent workshops to support them in supporting their children.		Mini D	12/01/2021
	Notes:			