Comprehensive Progress Report

Mission:

Monroe High School's mission is to educate and prepare our students to be productive citizens in a diverse and technologically driven society through the enhancement of core instruction and the development of a community dedicated to improving student literacy and mastery of the content for all students within an EmpowerED culture.

Vision:

To cultivate a Culture of Achievement for Students and Teachers

Goals:

80% of students at Monroe High School will meet or exceed expected growth outcomes.

80% of students will meet or exceed expected growth in the performance measures.

! = 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:			• 2020-2021: Classroom management will continue to be a topic of conversation. With school starting in the manner it did, with COVID19, this conversation has been easier just due to volume. However, the team is well aware that this building will one day be "full" again. Classroom management continues to be at the forefront of the conversation. Our continuous volume of discipline referrals is a key indicator of a classroom issue. Teacher emotions are key to a successful classroom. At the present time, apathy and failure to enforce basic rules: Cell phones and headphones. Plan for success: Five Minute Video challenge; Assessments; Planned Observation; random observations; peer evals; small group instruction; PLC weekly meetings; Beginning teacher training; monthly BT and Mentoring program. Strong classroom management instructional practices modeled for those who need support.	Limited Development 11/09/2017		
			Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:			Teachers will implement the principles of the Foundations training within their classrooms. Evidence to support the indicator is fully met include a decrease in classroom discipline referrals and Educator Handbook reports.		Susan Furr	06/04/2021
Actions				1 of 5 (20%)		
		10/28/20	Back to school video that highlights students and the changes to expectations, norms, and procedures for the start of the 2020-2021 school year.	Complete 08/17/2020	Elizabeth Smith	08/17/2020
		Notes:				
		11/9/17	Foundation team revitalized and and active part of being proactive with behavior in the building.		Shannon Batchelor	12/01/2020

	Notes:	Purpose of this plan is to increase safe and orderly environment for students and staff.			
	10/28/20	Behavior norms and procedures agreed upon and explicitly taught/used		Shannon Batchelor	01/15/2021
	Notes:				
	9/24/19	Monitor the discipline referrals for frequency and by type.		Elkin Lenis	06/01/2021
	Notes:				
	10/28/20	Foundation team will work to implement the "REDHAWK" word association as a way of life and a norm at MHS		Elizabeth Smith	06/01/2021
	Notes:				
Implementation:			01/29/2018		
Evidence	1/29/2018				
Experience	1/29/2018				
Sustainability	1/29/2018				

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:		This is the fifth year of delivering the content through the S.I.M. (Strategic Instruction Model) to support mastery of for all students through guaranteed viable curricula of the Tier 1 instruction. In addition, the third year of structuring the work of the PLCs around the four guiding questions: What do we expect our students to learn?; How will we know when they are learning?; How will we respond when they don't learn?; How will we respond if they already know it?. Presently, we also have Common Planning in core classes, Common Assessments to determine how well the units adhere to the standards, Course and Unit Organizers which map the critical content through SMARTER planning and are aligned to the standards, Analyses of student data to plan instruction as well as to evaluate the learning taking place, and are using Frames, Question Exploration Guide Routine, and the Concept Mastery routines to enhance the delivery of the content through a literacy model. Teachers were taught the Frame Routine, Course and Unit Organizer Routines during the professional development sessions in August 2019. During the monthly PLC meetings, additional professional development will be offered to support the delivery of the Content Enhancement Routines. These routines assist with assessing mastery of the critical content as well as a review of the critical content in preparation of the EOCs, NCFEs, and Exams scheduled for January 2020, June 2020, August 2020, January 2021, and June 2021.	Limited Development 11/09/2017		
How it will look when fully met:		All PLCs will have considered and answered the four guiding questions of the PLC model. Each PLC will have working drafts of Course and Unit Organizers for all courses offered through English, Math, Science, and Social Studies. Content Enhancement Routines and Strategies implemented in all classrooms and *Redhawk Connections* to support Tier I and Tier 2 instruction.		Shannon Batchelor	06/01/2021
Actions			0 of 5 (0%)		
	11/9/17	First Drafts of Course and Unit Organizers will be due in January 2020.		Audrey Price	02/01/2021

	Notes:	The fifth year of implementation of the S.I.M.			
11/9/17		Final drafts of Course and Unit organizers are due June of 2020.		Audrey Price	06/01/2021
	Notes:	Collected final drafts from English, Math, Science, and Social Studies. Approximately 1/3 of the teachers are fully implementing Routines as both teacher and student tools. Next year, work continues with additional professional development for all departments, and additional routines to support mastery of the critical content.			
6/13/18		Continue creating and implementing the Content Enhancement Routines within and across all Departments.		Audrey Price	06/01/2021
	Notes:				
10/28/20		Unit recovery discussion and development		Shannon Batchelor	06/01/2021
	Notes:	Unit recovery will be offered at the end of T1, T2, T4, T5.			
10/28/20		Continue work involving uniformly addressing the four questions through all planning		Elkin Lenis	06/01/2021
	Notes:				

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 Content Enhancement Routines of the SIM are the Tier 1 interventions provided to 100 percent of the population to support mastery for 80% of the students. We deliver content with the expectation that 80% of our students achieve proficiency through initial instruction and content.

Tier 2 "supplemental interventions" service 10-15 percent of students. For these students, the Xtreme reading program supports mastery of the English I content through intensive development of literacy skills. This is the third year of Xtreme. There was an initial cost associated with Xtreme Reading program but covered in the 2017 budget. In addition, the Redhawk Connections block is used to group and re-group students based upon data to provide interventions to support mastery of the critical content in Math I, English II, and Biology.

Tier 3 "intensive interventions" are provided to approximately 3-5 percent of students. The YES Academy (year three) is specifically designed to address the needs both academically and behaviorally of the 5%. Currently, there is student misconception/perception that the YES Academy is for attendance issues rather than academic development. Redhawk Connections homerooms support students according to reading ability. Currently working in Tier 1 with the Safe and Civil Schools.

 End of Year Review:

   Although all three targets have been met for this objective, this is a three to five-year process to implement the CAST. The work will continue with additional professional development on the routines and strategies of the CLC, the YES Academy placement and monitoring of at-risk students' progress, as well as the continuation of Xtreme Reading for at-risk ninth graders and a section of Xtreme Reading for English II. in addition, this year's plans include having all departments rather than just the Four Core areas of English, Math, Science, and Social Studies map the critical content through the Course and Unit Organizers. | Limited Development 11/09/2017 | | |

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	MTSS implemented both academically and behaviorally across Tiers 1 - 3.			**Shannon Batchelor**	**06/01/2021**
Actions			**1 of 3 (33%)**		
11/9/17	Indentify and Implement Xtreme Reading to Tier 2 students.		Complete 06/30/2017	Elkin Lenis	06/01/2021
Notes:					
9/23/19	Teachers will continue to collaborate within their PLCs to map the critical content to support mastery for all students through the creation and implementation of the Course and Unit Organizers as well as other CERs.			Shannon Batchelor	06/01/2021
Notes:					
10/28/20	Develop and implement unit recovery plans.			Shannon Batchelor	06/01/2021
Notes:					
Implementation:			05/31/2018		
Evidence	5/31/2018				
Experience	5/31/2018				
Sustainability	5/31/2018				

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:		MHS' faculty through guidance and mental health counselors, and the school psychologists will continue to develop strategies to support the emotional needs of the students. A top priority to support this indicator is to implement more consistency among teachers, administration, and counselors to better help students with their emotional learning. Professional development based on the implementation of helping teachers to notice students emotional and psychological needs is needed. The SEL Team begun last year to support the MTSS and the initiatives within the community meets monthly to implement professional development, monitor the processes to communicate and address the social and emotional needs of our students.	Limited Development 11/09/2017		
How it will look when fully met:		The indicator will be fully implemented when students who are in Tier 2 and Tier 3 interventions will have systems in place for support. Foundations training for all staff to support the Emergency Crisis Team. A SEL Team fully integrated within the procedures and processes of MHS.		**Forrest Jackson**	**06/01/2021**
Actions			**2 of 5 (40%)**		
	11/9/17	Develop an emergency crisis team for students who are in emotional/mental health crisis.	Complete 06/13/2018	Forrest Jackson	06/15/2018
	Notes:				
	11/17/17	Foundations PD across the year for all staff.	Complete 06/15/2018	Danielle Kelly	06/15/2018
	Notes:				
	11/9/17	Established a team of individuals who are trained on Mental Health First Aid training.		Forrest Jackson	06/01/2021
	Notes:				
	11/9/17	All faculty will have a working knowledge of how to refer students who need immediate attention and understand when students may need a SIT protocol.		Forrest Jackson	06/01/2021
	Notes:				
	9/23/19	Develop the processes for teachers and staff to refer students to the Social Emotional Learning Team and to communicate with the teachers and staff regarding the resources available to support the students.		Forrest Jackson	11/01/2021
	Notes:				

KEY	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)	Implementation Status	Assigned To	Target Date

Initial Assessment:	- Freshman Orientation - Mentoring Program at middle school and high school - Graduating seniors walk through elementary schools (should be done at middle school as well) - Award ceremony at high school football games for elementary and middle schools - Cross-grade planning and collaboration between core subject teachers (2x or more per month) - Computer lab for college classes (through SPCC) and AP courses - Guest speakers from the community during homeroom to discuss job/career/college opportunities In addition to the above initiatives, MHS has been working with MMS to facilitate smoother transitions to 9th grade. Vertical alignment discussions with administration, counselors, parents, students occur across the school year. Curriculum changes include EES and Biology course-year long delivery for the gifted 9th graders, Xtreme Reading for 9th graders as a Tier 2 Intervention, and math tutors to support Math I mastery. Class meetings with the administration emphasize expectations and opportunities for students grade to grade and level to level.	Limited Development 11/09/2017		
How it will look when fully met:	Systems for students transitioning from MS - HS will be in place and formally documented. Students moving from grade to grade with MHS will feel supported when working with guidance counselors, teachers, and administrators.		**Chad Hinson**	**06/01/2021**
Actions		**2 of 5 (40%)**		
11/9/17	Meet with administrators at the middle school to identify similarities and differences in structure.	Complete 04/27/2018	Mike Harvey/Johnny Sowell/Nichole Jackson/Danielle	04/27/2018
Notes:				
11/9/17	Explore Shadow/Mentor opportunity for 8th grade students.	Complete 05/04/2018	Mike Harvey	05/25/2018

					Assigned To	Target Date
	Notes:					
	11/17/20	Survey students to ensure that at least 90% of students have someone on staff to reach out to for assistance.			Tia Drake	03/01/2021
	Notes:					
	11/9/17	Conduct orientation/registration meetings for rising 9th grade students.			Dexter Days	05/01/2021
	Notes:					
	11/9/17	Host parent meetings for students and parents of MS students to discuss differences between the two schools.			Dexter Days	05/01/2021
	Notes:					

Core Function:		**Dimension B - Leadership Capacity**				
Effective Practice:		**Strategic planning, mission, and vision**				
KEY	**B1.01**	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:		UCPS' supports MHS in the work to provide an MTSS to address and meet the needs of our students. In addition, the leadership team of UCPS supports the development of an EmpowerED culture within the LEA and within the schools. Under the direction of Dr. Tara Todd, the MTSS Team of MHS and faculty were awarded "Model" recognition for the work to support all three Tiers academically and social emotionally to address the diverse needs of our students.	Limited Development 10/25/2019			
How it will look when fully met:		When this objective is fully met there will be an alignment of all the Tiers across the academic, social-emotional, and behavioral domains. Grades earned, credits recovered, absences, discipline data, and number of social-emotional referrals will be considered when determining level of implementation.			**Elizabeth Smith**	**06/01/2021**
Actions			0 of 4 (0%)			
	10/25/19	Monitor at-risk students through MTSS.			Elkin Lenis	06/01/2021
	Notes:					
	10/25/19	The Foundations Team in collaboration with Dr. Todd and Ms. Navelly will identify behaviors and goals to support at-risk students in Tiers1, 2, and 3			Shannon Batchelor	06/01/2021

	Notes:				
	10/25/19	Attendance, discipline referrals, and credits earned will be monitored.		Elkin Lenis	06/01/2021
	Notes:				
	10/25/19	Apply for MTSS Recognition in June. The MTSS Team is working to support an application for "Exemplarary" recognition.		Shannon Batchelor	06/01/2021
	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:			• Required observations conducted by all administrators. • Walkthroughs • Prioritized interventions for teachers struggling with content and/or behavior management. • Administrators meet with teachers that did not meet growth to develop a plan for reaching all learners. • Principal facilitated a Mentor program where new teachers paired with successful veteran teacher for additional support. Visits from the office of school performance.	Limited Development 11/09/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Feedback from administrators for improvement in pedagogy.		**Shannon Batchelor**	**06/01/2021**
Actions				3 of 4 (75%)		
	11/9/17		Complete all scheduled observations through NCEES.	Complete 06/08/2018	Admin Team	06/15/2018
	Notes:					
	11/9/17		Attend Monthly PLC meetings to discuss progress towards school wide goals.	Complete 05/23/2018	Danielle Kelly	06/15/2018
	Notes:					

11/9/17	Conduct ongoing data analysis meetings for entire school on progress across all disciplines towards school wide goals.	Complete 04/30/2018	Mike Harvey	06/15/2018
Notes:				
10/25/19	The Leadership Team will conduct walkthroughs within classes and during Redahwl connections to support the fidelity of implementation of the Strategic Instruction Model (S.I.M.) and the Reading Across the Content (RAC) initiatives.		Shannon Batchelor	06/01/2021
Notes:				
Implementation:		06/14/2018		
Evidence	6/14/2018			
Experience	6/14/2018			
Sustainability	6/14/2018			

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:	Three to five-year process-school driven, PLCs, and ultimately to an individual teacher. Presently, most data is generated by the administration and pushed out to teachers. Specifically, the current status involves the following: Data Committee will meet the second Wednesday of each month to review and analyze school-wide data. • Some teams (i.e. within PLCs) view aggregate classroom data but it not regularly reviewed by all teams. • School Performance Data is generally shared during faculty meetings and all leadership teams. • The data is being shared, however, there should be more data analysis and conversations about the data. Simply sharing data does not mean change will necessarily occur. • There should be more consideration of data when making school-wide decisions. • However, there are also other needs that have a higher priority.	Limited Development 11/09/2017		
How it will look when fully met:	This objective will be fully met when all teachers generate data to inform instruction. In addition to school-wide data, Course and Unit Organizers, Benchmark and Unit assessments data, lessons to reteach or to enrich the delivery of the content to support the school goal of "80% of students will meet or exceed expected growth".		Shannon Batchelor	06/01/2021
Actions		**4 of 5 (80%)**		
11/17/17	PLC minutes	Complete 05/31/2018	Karen Mitchell	06/15/2018

	Notes:			
11/17/17	Course and Unit Organizers	Complete 05/31/2018	Karen Mitchell	06/15/2018
	Notes:			
11/17/17	Benchmark and Unit assessments data	Complete 05/31/2018	Michael Harvey	06/15/2018
	Notes: APs within respective disciplines, Chad Broome and Karen Mitchell will work with the PLCs to support data collection, analyses, and ways to inform instruction.			
11/17/17	Review EOC results	Complete 08/19/2019	Christopher Kelly	06/15/2019
	Notes: Dr. Harvey, APs, Chad Broome, Karen Mitchell, and PLCs will review, analyze, and report to faculty and staff on the progress made toward the school wide goal of "80% of students will meet or exceed expected growth".			
9/23/19	The Data Committee will meet monthly to review data to support data driven instruction and the goal of MHS "80% of students will meet or exceed expected growth".		Shannon Batchelor	06/01/2021
	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:	Working in conjunction with the EPIC Grant office, we will continue to recruit qualified teachers and staff. Through collaboration with Dr. Rorie's office, UNCC, and MHS' BT/Mentor program we will work to address the needs of our faculty to support retention.	Limited Development 10/25/2019		
How it will look when fully met:	When this objective is fully met, MHS will have a high retention rate as we did in 2017 (92.2%). BTs and mentors will feel fully supported. Data considered will include the TWC survey, feedback provided during the monthly MHS' BT/Mentor meetings, the number of teachers and staff who attend the "New to Monroe" orientation and welcome.		**Shannon Batchelor**	**06/01/2021**
Actions		0 of 3 (0%)		
10/25/19	New to Monroe Orientation		Audrey Price	06/01/2021
	Notes:			
10/25/19	Monthly support meetings for BTs/Mentors		Ashley Ponscheck	06/01/2021

Notes:			
10/25/19	Plan and hold celebrations to reward teachers and faculty.	Administrative Team	06/01/2021
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:		Limited Development 11/09/2017		
	• Connect Ed messages • Orientation at the beginning of school year • Facebook/Twitter • Surveys done at home by parents • Redhawk cards • Telephone calls home addressing concerns for the students as well as their successes • Parent Portal A review of this indicator has illustrated the importance of working to shift the emphasis of communications with parents/guardians from presenting information to a conversation of how the home can support the learning for all students. To support this shift, we will work to: • Emphasize within parent meetings the importance of how parents can assist students with learning at home. • Increase opportunities to vertically align with MMS to meet with stakeholder groups to support the transition to MHS-AP Capstone, Early Transition program. • Add a public service announcement regarding home support to Connect Ed messages. • Access community support.			
How it will look when fully met:	This objective will be fully met when there is ongoing and regular communication between the home and school. Evidence to support full implementation includes agendas from parent meetings, minutes from vertical alignment meetings with MMS, teacher communications with parents, ConnectEd messages, and Facebook and Twitter posts.		**Shelby Hutson**	**06/15/2021**
Actions		**3 of 5 (60%)**		
	11/9/17 Communicate weekly the message of school matters including, attendance, and progress towards graduation.	Complete 06/07/2018	Shannon Batchelor	06/15/2018

Notes:				
11/9/17	Regularly post the importance of parental involvement through social media outlets and other communication devices.	Complete 06/12/2018	Slerra Burtis	06/15/2018
Notes:				
11/9/17	Record videos to send on how to access parent portal and canvas and provide incentives for students to have parents watch the videos.	Complete 06/14/2018	Ashely Ponscheck	06/15/2018
Notes:				
11/17/20	Participate in community events highlighting the school's partnership and stake in the greater Monroe community		Shannon Batchelor	06/01/2021
Notes:				
11/9/17	Host parent PBIS night, celebrate success, and educate parents on the expected behaviors for success at MHS.		Administrative Team	06/01/2021
Notes:				