

## 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.



! = 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
<i>Initial Assessment:</i>		<p>The following are currently in place:</p> <p>PBIS Matrix (B4's) in place (Be Responsible, Respectful, Prepared, Safe)</p> <p>Staff training is offered annual for PBIS procedures.</p> <p>PBIS events and store is used for student to spend their "bucks."</p> <p>School uses beginning of year lessons to teach B4 expectations.</p>	Limited Development 10/24/2017		
<i>How it will look when fully met:</i>		<p>By the end of this school year:</p> <p>* ALL staff members will consistently enforce PBIS B4 and CHAMPS expectations.</p> <p>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 RedCrittter 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.</p>		Sherese Williams	06/08/2019
<i>Actions</i>			<b>0 of 7 (0%)</b>		
	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.		Jennifer Lodge	10/31/2018
<i>Notes:</i>					

10/24/17	By January 19th all 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.		Sherese Williams	12/01/2018
<i>Notes:</i>				
10/24/17	Weekly office referral data by grade level will be collected using Ed Handbook, charted, and monitored to evidence the effectiveness of the PBIS/CHAMPS efforts.		Sherese Williams	12/01/2018
<i>Notes:</i>				
11/28/17	Administration will inspect the use of PBIS B4/CHAMPS language and RedCrittter 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.		Jamar Bellamy	12/01/2018
<i>Notes:</i>				
10/14/18	All teachers will create a Classroom Culture Plan and modify it's effectiveness throughout the school year.		Sherese Williams	06/07/2019
<i>Notes:</i> Teachers will create the plan prior to the first day of school. Teachers will review their plan monthly.				
10/14/18	The PBIS or Foundations team will meet monthly to assess data and school progress on enhancing school/classroom culture and decrease both minor and major office referrals.		Sherese Williams	06/07/2019
<i>Notes:</i> Team will provide monthly updates to the school improvement team and parent council on school culture progress.				
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.		Sherese Williams	12/01/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>

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

<p><b>How it will look when fully met:</b></p>	<p>When these objectives are fully implemented the following will be accomplished to fidelity:</p> <ul style="list-style-type: none"> <li>* EmpowerED practices will be evident in all planning and instruction.</li> <li>* 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.</li> <li>*Daily instruction is focused on the planned learning target and students are able to describe what they are learning and why it is important.</li> <li>*Non-ELA teachers use techniques daily to incorporate literacy into their content area.</li> <li>*The Workshop model of literacy will be implemented at all grade levels to enhance the structures and strategies of the ELA block.</li> <li>*ESL Teams will have more specific techniques to use to support growth in the ELL student.</li> <li>*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.</li> </ul>		<p>Elizabeth Griffin</p>	<p>06/07/2019</p>
<p><b>Actions</b></p>		<p><b>0 of 7 (0%)</b></p>		
<p>10/24/17</p>	<p>All teachers will plan and deliver learning using the EmpowerEd practices.</p>		<p>Elizabeth Griffin</p>	<p>06/07/2019</p>
<p><i>Notes:</i></p>				
<p>10/24/17</p>	<p>All PLTs will plan backwards using the HSA PLT Protocol and HSA lesson plan template.</p>		<p>Elizabeth Griffin</p>	<p>06/07/2019</p>
<p><i>Notes:</i></p>				
<p>10/24/17</p>	<p>All non-ELA teachers will use Disciplinary Literacy techniques daily utilizing R. Lent's DL models via reading, writing, inquiry, and collaboration as evidenced in lesson planning and classroom observations.</p>		<p>Elizabeth Griffin</p>	<p>06/07/2019</p>

*Notes:* Teachers will Utilize R. Lent's DL models via reading, writing, inquiry, and collaboration.  
The Literacy Transformation Team will create a process for non-ELA teachers to collaborate with the LTT to plan opportunities to provide PD and reflection/observation of targeted DL Techniques.

10/24/17 The Literacy Transformation Team and Leader Teacher Team will establish clearly defined instructional expectations for all subject areas. Instructional Expectations will provide training if needed, tights, and looses for implementation.

Denny Ferguson

06/07/2019

*Notes:*

10/24/17 ESL Teams will receive professional development themselves OR provide staff professional development on techniques to grow EL Learners.

Dalila DeAreu

06/07/2019

*Notes:* \*\*\*Targeting the 119 ELLs addressed by the new state law on ELL proficiency measure.\*\*\*

11/28/17 All PLTs 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 PLT academic goal, and make changes to practices to ensure growth.

Elizabeth Griffin

06/07/2019

*Notes:* \*\*\*The PLT facilitator owns the accountability to ensure this process takes place.\*\*\*

10/14/18 PLTs, 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.

Denny Ferguson

06/07/2019

*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
<i>Initial Assessment:</i>		<p>The following are currently in place:</p> <p>PBIS is implemented as a Tier I behavior intervention.</p> <p>Tier I content instruction is continually being considered for enhancement.</p> <p>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.</p>	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		<p>When these objectives are fully implemented the following will be accomplished to fidelity:</p> <p>Tier II and Tier III models, including Student Success, Extend the School Year, and 7th grade math tutors, implemented, monitored, and adjusted based on student progress or lack of progress.</p> <p>Attendance, behavior, and academics are routinely monitored and progress or lack of progress is determined and acted upon.</p> <p>Using the iReady program and 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 "Extend the Day" funding. The MTSS team, which includes the PBIS chair and the RTI co-chairs, will meet monthly 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.</p>		Denny Ferguson	06/07/2019
<b>Actions</b>			<b>1 of 7 (14%)</b>		
	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.		Sherese Williams	11/01/2018
<i>Notes:</i>					

10/24/17	Student Services Team, as part of the PBIS/Foundations Team, will monitor attendance data, create and support attendance improvement plans, and manage/support attendance rewards and challenges school wide.		Jennifer Lodge	06/07/2019
<i>Notes:</i> SST includes: Counselors, social worker, psychotherapist, parent liason, BMTs, admin, and classroom culture leader teacher				
10/14/18	Conduct 6 week progress monitoring meeting with parents and stakeholders of students who are in Tier 2 and Tier 3 behavior intervention process.		Sherese Williams	06/07/2019
<i>Notes:</i> 1 X every six weeks.				
10/14/18	Create a Tier 2 academic intervention program for ELA and Math including utilizing various data points, identification criteria, selection process, monitoring process, and i-ready resources.		Elizabeth Griffin	06/07/2019
<i>Notes:</i>				
10/24/17	Use "Extend the School Day" funding as a Tier 3 academic initiative to target the lowest performing students who are not already receiving Tier 3 services (EC or ESL).		Temest Harris	06/07/2019
<i>Notes:</i> Focus School Money Funded				
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
<i>Notes:</i>				
10/24/17	Use "Extend the School Day" funding will target 8th grade math students for additional math instruction to ensure the growth made in 7th grade is continued. Beyond these students additional 6th and 7th graders will be invited to participate in this program as funding allows.		Denny Ferguson	06/08/2019
<i>Notes:</i> Elevate K-12 will be providing the instructional program. Transportation provided. Snack provided. Amy Hall will ensure that math practices are aligned and EK-12 progress monitoring is showing growth. T. Harris will manage the logistics of the program.				

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Team will meet to monitor and adjust school plan and actions to ensure we are on track to reach our goals.			Amy Ridilla	06/07/2019
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/24/17	SBT will meet monthly or bi-monthly.			Amy Ridilla	06/07/2019
		<i>Notes:</i> 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.				
		B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		MMS is undergoing a transition to the Health Sciences Academy at Monroe Middle School.		Limited Development 10/24/2017		
<i>How it will look when fully met:</i>		The HSA Transition Team will monitor the transition of leadership and transformation to the Health Sciences Academy.			Denny Ferguson	06/07/2019
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	10/24/17	Bi-Weekly HSA updates will be published in the staff newsletter.		Complete 01/02/2018	Melissa Hines	06/07/2019
		<i>Notes:</i>				
	10/24/17	A "Parent Council" will be created and meet monthly to discuss school progress and plan events and opportunities to enhance HSA and engage more parents and families in the mission of the school.		Complete 01/02/2018	Sherese Williams	06/07/2019

*Notes:* \*Emphasis will be placed on getting representation from the PC on the SIT and communication on school improvements be communicated from the SIT to the PC and then ideas for improvement from the PC to the SIT.  
 \*SIT meetings and PC meetings will be held on the same night this year to support communication.

10/24/17	The HSA@MMS Climate Committee will continue to generate "CONNECT" opportunities for staff to build morale and teamwork.		Jamar Bellamy	06/07/2019
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*Notes:*

10/24/17	The HSA Flight Program will continue in year 2. It offers BT's and new teachers to HSA the opportunity for professional growth, reflection, and the opportunity to ask questions and voice opinions for enhancing and retaining the new teacher induction process.	Complete 01/02/2018	Amy Hall	06/07/2019
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*Notes:*

**B1.06**

**Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

Grade level proficiency goals and student growth goals were not used in 2016-2017. Grade levels and individual teachers utilized goal setting processes in different ways or perhaps not at all.

Limited Development  
10/24/2017

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look when fully met:**

Grade level PLT academic proficiency goals will be set, monitoring, and revisited at each assessment to determine to maintain or change practices within the instructional plans.

Grade levels will routinely report out their progress toward reaching their goals to the SBT and faculty.

Students will set and maintain individual growth goals and will participate in academic celebrations when they meet or exceed their growth targets on county formative assessments.

**Amy Hall**

**06/07/2019**

**Actions**

**0 of 4 (0%)**

10/24/17	Grade level teams will analyze student EOG/NCFE or other data and set individual stretch goals in all core content areas.		Amy Hall	10/31/2018
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*Notes:*

10/24/17	Teachers will conduct student goal setting meetings with each student. Students will establish an academic goal, personal goal, and strategies to accomplish their goals. (This will be housed in an individual student goal notebook) .		Amy Hall	06/07/2019
<i>Notes:</i>				
10/24/17	Celebrate the successes and growth of all students throughout the year.		Amy Hall	06/07/2019
<i>Notes:</i>				
10/14/18	Grade Level Content PLTs will analyze the appropriate data and set an annual proficiency goal for their team. PLTs will monitor their progress toward the attainment of their goal, report progress the to the SBT and faculty, and continually reassess practices based on their growth or lack of growth.		Denny Ferguson	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		01/28/2018		
<b>Evidence</b>	1/28/2018			
<b>Experience</b>	1/28/2018			
<b>Sustainability</b>	1/28/2018			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	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		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		<b>Denny Ferguson</b>	<b>06/07/2019</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/24/17	30	Second Growth Feedback will be used to provide teachers immediate positive feedback that is specific and connected to instructional areas of focus for the 2018-2019 year.		Denny Ferguson	06/07/2019
<i>Notes:</i>					
10/24/17		Instructional Feedback (Glow and Grow) walk-throughs, via Google Form, will be used to provide immediate and specific feedback on instructional practices.		Denny Ferguson	06/07/2019
<i>Notes:</i>					
10/24/17		The EmpowerED walk-through Google form will be used to assess core instructional practices that UCPS and HSA expects all teachers to master.		Denny Ferguson	06/07/2019
<i>Notes:</i>					
10/14/18		The Classroom Culture walk-through form will be used to assess teacher implementation of CHAMPS expectations across all settings.		Denny Ferguson	06/07/2019
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are "expected" to maintain communication with parents via a parent communication log. However, we have limited progress because we have not inspected what we expect.	Limited Development 10/14/2018		
<i>How it will look when fully met:</i>		Teachers will maintain a parent contact log and it will evidence ongoing positive and constructive parent contacts via email and phone.		Elizabeth Griffin	06/07/2019
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/14/18	Teachers will maintain a parent contact log and it will evidence ongoing positive and constructive parent contacts via email and phone.		Elizabeth Griffin	06/07/2019
<i>Notes:</i> Teachers will bring their contact log to their bi-monthly grade level meeting for their grade level admin to review.					