

Comprehensive Progress Report

Mission: *Mission: Empowering all scholars to be confident learners and leaders while promoting self-efficacy and a growth mindset through celebrations and an atmosphere of trust.*

Vision: Vision: Empowering all scholars to lead their own learning

Goals:

By the end of the 2023-2024 school year, HSA@MMS will meet or exceed growth as designated by the NC Department of Public Instruction.
 To reduce the rate of failure and raise engagement for scholars.
 use employment flexibility for the 2023-2024 school year to recruit and hire North Carolina teachers, parent liaison, and an additional assistant principal



! = 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>		June 2023- There was an increase in giving LiveSchool points but we continue to struggle with equity across all staff giving them out. PBIS store was opened and students had the opportunity to use their points to shop in the store. Referrals in Educators Handbook are as follows: Office: 1,920 Minors: 1,972 This is a reduction from the 2022-23 school year: (Office: 2943 , Minors: 2280)	Limited Development 10/24/2017			

Dec 2022- All staff will participate in Trauma Informed Classroom Training to assist with the de-escalation of negative behaviors while increasing and maximizing instructional time. The training dates are January 17, 24 and 31.

Aug 2022- CHAMPS training offered for new administration and staff took place with Ms. Guadalupe. Not all staff were able to attend. The goal is for training to be scheduled during a professional development day for beginners and refreshers which ALL staff attend.

Aug 2022- Teachers orient students on CHAMPS policies and procedures throughout the day.

Sept 2022- As of 9/27/22, our major/minors total 102. This is a reduction from Sept 2021 (we had 411). This indicates that staff is communicating the behavioral expectations and using CHAMPS, and B4s appropriately and consistently. This also indicates that staff is being held accountable for their role in communicating the behavioral expectations of the school.

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 the school store are used for students to spend their "points."

The school uses beginning-of-year lessons to teach B4 expectations during the first 10 days of school

<p>How it will look when fully met:</p>	<p>* ALL staff members are consistently enforcing 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 RedCritic to reinforce students when they meet the B4 expectations positively. This can be achieved when staff members are being held accountable by their peers and administration through walk-throughs and other accountability assessments.</p>		<p>Geydis Guadalupe</p>	<p>12/15/2023</p>
<p>Actions</p>		<p>2 of 7 (29%)</p>		
<p>11/13/20</p>	<p>Purchase, set up, and provide training to new staff members and ongoing professional development for staff members who need support implementing liveschool throughout their instruction.</p>	<p>Complete 09/27/2022</p>	<p>Keith Shea</p>	<p>12/31/2022</p>
<p><i>Notes:</i></p>				
<p>10/24/17</p>	<p>Purchase, set up, and provide training to new staff members and ongoing professional development for staff members who need support implementing LiveSchool throughout their instruction.</p>	<p>Complete 09/27/2022</p>	<p>Kurt Varney</p>	<p>12/31/2022</p>
<p><i>Notes:</i></p>				
<p>11/13/20</p>	<p>all HSA@MMS teachers are following with liveschool: * Verbally communicating points earned and what B4 was used to earn the points consistently. * Assigning/posting points in the liveschool system throughout the week.</p>		<p>Geydis Guadalupe</p>	<p>12/15/2023</p>
<p><i>Notes:</i> Sept 2022- Points are being distributed with 6th grade leading with points implementation. This is inconsistent between grade levels and it will be addressed during grade level PLCs and staff meetings.</p>				
<p>11/13/20</p>	<p>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.</p>		<p>Geydis Guadalupe</p>	<p>12/15/2023</p>
<p><i>Notes:</i> Sept 2022- PBIS had their first meeting 9/21. They created their agenda and will be addressing PBIS and minimizing minor/major behaviors moving forward. This will align with the MTSS behaviors and identifying Tier 1,2 and 3.</p>				

11/28/17	<p>The administration is inspecting the use of PBIS B4/CHAMPS language and liveschool usage via classroom observations and liveschool reports.</p> <p>Teachers are receiving Google Form feedback from the observations and usage reports with praise and/or growth feedback.</p>		Geydis Guadalupe	12/15/2023
<p><i>Notes:</i> 6/20/23- Continuing to track.</p> <p>9/27/2022 - LiveSchool training took place Sept 2022 and we are adding this tool to the walkthrough implementation. CHAMPS and PBIS is communicated via morning/afternoon announcements, in the classrooms and common areas and there are CHAMPS posters to remind students on expectations. CHAMPS training for staff took place Aug 2022 by Ms. Guadalupe and we plan to have another training during a professional development day to ensure ALL staff are trained.</p> <p>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.***</p>				
11/28/17	<p>ALL staff members are consistently monitoring common areas and transitions and hold students accountable for common area expectations using school wide nonverbal signals or common CHAMPS expectations/language.</p>		Geydis Guadalupe	12/15/2023
<p><i>Notes:</i> 12.17.18 - We are not doing this as routine yet.</p> <p>9-7-22- Staff at HSA have been using and enforcing CHAMPS behavior and expectations.</p> <p>9/27/22- Based on the reduction of major/minors from 9/2021 to 9/2022, staff is being consistent and ensuring that students are aware of the behavior expectations of the school.</p> <p>12/2/22- The master schedule was revised to ensure that only one grade level is transitioning in the school building. Also, staff are required to walk their students to related arts, minimizing disruptive behaviors.</p>				
10/14/18	<p>The PBIS/Foundations team is meeting monthly to assess data and school progress on enhancing school/classroom culture and decrease both minor and major office referrals.</p>		Geydis Guadalupe	12/15/2023

Notes: The team will provide monthly updates to the school improvement team and parent council on school culture progress.

12.17.2018 - The 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.
9-7-22- The MTSS team will start meeting to review behaviors and interventions that are being used. Some students have been placed on an escalation cycle to help intervene with their behavior.

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
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Initial Assessment:

The following are currently implemented:

PLCs, led by multi-classroom support leaders, meet weekly, however, there are no or limited structures to ensure school-wide PLC efficiency or effectiveness.

Grade levels assess differently. Grade levels administer county benchmarks. The review of benchmarks depends on the grade level.

Gradual Release of Responsibility and Purpose Statement training took place in 2016-2017. A walk-through document is used to provide immediate and additional feedback for instruction and classroom management.

Academic monitoring and data collection focus are implemented with a focus on student data

The fidelity of school-wide instructional best practices is limited, but improving.

Rigor, relevance, and overall proficiency with vocabulary and whole Language are limited.

Limited Development
01/18/2017

<p>How it will look when fully met:</p>	<p>When these objectives are fully implemented the following will be accomplished to fidelity:</p> <ul style="list-style-type: none"> * 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 PLC 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 PLCs will use the PLC Planning Protocol and lesson plan format that ensures the 4 Critical Questions of a PLC are addressed in all lessons AND the planning process is a backward-by-design process guided by assessment and standards 		<p>Tiffany McKinney</p>	<p>10/30/2023</p>
<p>Actions</p>		<p>4 of 5 (80%)</p>		
<p>11/28/17</p>	<p>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.</p>	<p>Complete 01/07/2020</p>	<p>Tiffany McKinney</p>	<p>01/07/2020</p>
<p><i>Notes:</i> ***The PLT facilitator owns the accountability to ensure this process takes place.***</p>				
<p>10/24/17</p>	<p>All teachers will plan and deliver learning using the EmpowerEd practices.</p>	<p>Complete 06/07/2020</p>	<p>Tiffany McKinney</p>	<p>06/07/2020</p>
<p><i>Notes:</i></p>				

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	Tiffany McKinney	06/07/2020
<i>Notes: ***Targeting the 119 ELLs addressed by the new state law on ELL proficiency measure.***</i>				
10/24/17	All PLCs will plan using the four essential questions of a PLC.	Complete 11/16/2020	Tiffany McKinney	11/16/2020
<i>Notes:</i>				
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.		Tiffany McKinney	10/27/2023
<p><i>Notes:</i> June 2023- Walkthroughs will be implemented, establish PLC protocols and data analysis. The PLC room will be a supportive environment to work on these areas.</p> <p>Sept 2022- Teachers meet in their subject area PLCs to pace, create and share resources to ensure objectives are being taught. Lesson plans are being reviewed to ensure that there is rigor and there is more student driven vs teacher taught. Coaches are also assisting in developing strategies and techniques to assist teachers in this goal. Walkthroughs are assisting to see what needs to be reviewed. Grade levels are on different levels of implementation but moving forward.</p> <p>PD: Rigor and Relevance Culturally Responsive Practices Practices to shift the cognitive load to the learner and not the teacher.</p>				

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
<i>Initial Assessment:</i>		<p>12/2/22- PLCs are working with instructional coaches in the area of math and reading. Dr Vague is supporting science teachers with instruction and behaviors.</p> <p>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.</p>	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		<p>We will be able to answer the four questions of a PLC each time we meet:</p> <p>What do we expect our students to learn?</p> <p>How will we know they are learning?</p> <p>How will we respond when they don't learn?</p> <p>How will we respond if they already know it?</p> <p>We will be able to improve student performance due to the reflections and work of the PLC.</p>		Tiffany McKinney	05/01/2024
<i>Actions</i>			2 of 5 (40%)		
3/28/22		Use budget flexibility to hire an additional assistant principal	Complete 08/25/2021	Jamar Bellamy	08/25/2021
		<i>Notes:</i>			
3/28/22		Use budget flexibility to hire an additional instructional coach	Complete 08/25/2021	Jamar Bellamy	09/01/2021
		<i>Notes:</i>			
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.		Tiffany McKinney	05/01/2024
		<i>Notes:</i>			

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.		Tiffany McKinney	05/01/2024
<i>Notes:</i>				
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.		Tiffany McKinney	05/01/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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.		Dr. Angela Foster	10/30/2023
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.		Angela Foster	10/30/2023
<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.		Angela Foster	10/30/2023
<i>Notes:</i>					
10/18/19		Will have admin. team trained on look fors		Angela Foster	10/30/2023
<i>Notes:</i> Sept 2023- Admin training is occurring with instructional coaches (Dr Todd and Dr Vague). Walkthroughs began September 19th.					

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
<i>Initial Assessment:</i>		<p>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.</p> <p>Sept 2022- MTSS data meetings with Ms. Guadalupe for admin and staff. Students will participate in iReady beginning of year diagnostics to give staff a foundation of where students are academically. Small groups will be created from this information and teachers will facilitate small groups for 30 minutes at the end of each instructional block. iReady middle and end of year diagnostics will give feedback on growth areas, and areas that we need to focus on.</p> <p>Sept 2022- iReady diagnostics are given and data from this creates MTSS instructional tiers.</p> <p>Sept 2022- MTSS meeting to create small groups for Tier 2 in math and reading, grade level</p> <p>Sept 27, 2022- Small group for Tier 2 identified students begin</p>	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		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.		Dr. Angela Foster	10/30/2023
<i>Actions</i>			0 of 4 (0%)		
	2/19/21	Identify high risk students in each classroom and develop a plan for success that includes academics, SEL, and behavioral support. (Being developed during Kid Talks)		Sandra Lewis	10/30/2023
<i>Notes:</i>					

2/19/21	Implement the identified strategies and progress monitor for effectiveness. (Also through Kid Talk)		Sandra Lewis	10/30/2023
<i>Notes:</i>				
2/19/21	Develop an MTSS committee that meets to review the data once a month		Sandra Lewis	10/30/2023
<i>Notes:</i>				
2/19/21	Share Discipline, Attendance, Teacher evaluation data, and Academic data with Site Based team on a quarterly basis		Angela Foster	10/30/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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. 10/2022- There are financial incentives to attract applicants to MMS. There is high priority funds, attendance incentives and other programs that the staff at MMS has access to if academic parameters are met.		Dr. Angela Foster	10/30/2023
<i>Actions</i>			3 of 4 (75%)		
	2/19/21	Use Employment Requirement flexibility to hire candidates who are not formally trained as educators but may have real life experience and/or have an invested interest in our community	Complete 06/01/2021	Elizabeth Griffin	06/01/2021

<i>Notes:</i>				
11/13/20	We utilize national job boards such as LinkedIn to market our open vacancies to recruit from a wider field	Complete 06/01/2021	Elizabeth Griffin	06/01/2021
<i>Notes:</i>				
11/13/20	We market and recruit from diverse interest groups at colleges to fully realize our restart flexibilities	Complete 06/01/2021	Elizabeth Griffin	12/01/2021
<i>Notes:</i>				
11/13/20	Offer culturally responsive training to staff-ongoing		Geydis Guadalupe	10/30/2023
<p><i>Notes:</i> December 2022- We have scheduled Trauma Informed Classroom Training for all staff January 2023. Teachers have the option to register for behavior support sessions through our EC department.</p> <p>Sept 2022- Teachers are provided training in ELL, EC and behaviors that are familiar to our school population. We offer translation services for our Hispanic population. We are scheduling training in this area for end of year 2022.</p> <p>Currently, MMS is 60% Hispanic, 30 % Black and 10 % other.</p> <p>on-going</p>				

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:

Aug 2023- Administrators have secured parent representation for the school improvement team. Family engagement nights are scheduled throughout the year to encourage family and community relationships. Curriculum Night and HSA nights are scheduled throughout the year.

Aug. 2023 - Open House was successful, Parents received support with PowerSchool, transportation, and confirming updated parent emails/phone numbers.

September 2023- The Principal has partnered with the local police department to establish a mentoring (P.A.S.S.) program for 8th-grade students who are frequent flyers.

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 communication and positive calls to parents/guardians

Parent Council

Open House

Leader in Me Lighthouse Team is established.

Limited Development
11/13/2020

How it will look when fully met:	<p>Most parents will have powerschool and side by canvas accounts.</p> <p>More parent participation in school events and greater connection with school.</p> <p>More parent participation in Parent Council.</p>		Trena Marshall	12/15/2023
Actions		3 of 4 (75%)		
3/28/22	Use of Employment Flexibility to hire and retain a parent liaison	Complete 08/25/2021	Jamar Bellamy	09/01/2021
<i>Notes:</i>				
11/13/20	Gather more updated contact information at the beginning of the 2022 school year via PowerSchool events where parents accessed and confirmed we had the correct information.	Complete 08/17/2022	Jamar Bellamy	08/17/2022
<i>Notes:</i>				
11/13/20	Increase parent members in Parent Council.	Complete 10/04/2023	Trena Marshall	10/30/2023
<i>Notes:</i>				
11/13/20	Create more parent workshops to support them in supporting their children.		Trena Marshall	10/30/2023
<i>Notes:</i> Completed PowerSchool night 8/17/22, information session. Donuts with Principal began Sept 9 2022 and continues bi-weekly until the end of the school year.				