

Comprehensive Progress Report

Mission:

Our mission is to provide all students with equitable educational opportunities and positive outcomes by using culturally responsive teaching, restorative practices, social-emotional learning, trauma-responsive practices, positive behavior supports and tiered interventions.

May 20, 2020

Vision:

Our vision is to empower students through alternative educational opportunities to make a positive change in academics, behavior and character that lead to productive citizenship and lifelong learning.

May 20, 2020

Goals:

Analyzing and adjusting managerial aspects of school to better serve our families.

Provide wrap-around services for our students to help eliminate barriers to education.

Implement with fidelity MTSS including Tier 2.

Increase student growth

Increase student success rate once the student returns to their home school situation.



! = 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>Teachers struggle to find to best combination behavioral management and rigorous instruction.</p> <p>All actions ceased March of 2020 due to Pandemic. Restart in progress.</p>	Limited Development 06/11/2019		
<i>How it will look when fully met:</i>		<p>When fully met, classroom rules and PBIS expectations will be posted and reviewed with students. Teachers will plan for and teach classroom-specific expectations and procedures to students in their class and implement ideas from CHAMPS training to support their planning and teaching. Students will understand and follow the expectations in class because the expectations are clear and actively taught. Additionally, SEL lessons that target classroom management will be taught in RISE in order for students to see and understand how these behaviors influence their relationships with themselves, teachers, and peers. In response to student behaviors, teachers will consistently provide positive feedback to students in the form of praise or possibly rewards or will implement consequences and provide feedback to students regarding the behaviors that need improvement. Strong rapport and relationships among students and staff will be evident. Increased student engagement and time on task will also be evident due to effective classroom management.</p>		Anne Berryhill	05/28/2021
Actions			4 of 7 (57%)		
8/21/19	Kickboard (online positive feedback platform) Check-in Middle School		Complete 09/18/2019	LaKenya Robins	09/18/2019
	<i>Notes:</i> Collection of Kickboard (online positive feedback platform) Reports and data notebooks for middle school students to ensure that feedbacks are being entered daily and used as effectively as possible.				
8/21/19	Kickboard (online positive feedback system) Check-in for High School		Complete 09/18/2019	Craig Adelhardt	09/18/2019
	<i>Notes:</i> Run Kickboard (online positive feedback system) reports and collect a selection of data notebooks to check on students being given their feedbacks daily and that the Kickboard platform is being used effectively.				

9/25/19	All team members will read the Wise Ways (best practices documents provided by NCSTAR) and bring new action items to the table at the next Site Based Meeting	Complete 10/17/2019	Craig Adelhardt	10/23/2019
<i>Notes:</i>				
10/18/19	Write 5 SEL lessons to target SEL strategies related to classroom management	Complete 11/09/2020	Lynette Simons	04/20/2021
<i>Notes:</i> Mrs. Simons wrote original SEL lessons and identified several SEL lessons from other sources that relate to the SEL strategies that can support classroom management. SEL strategies related to classroom management and lesson alignment: Be responsible - 3 lessons Manage emotions - 5 lessons Solve problems creatively - 2 lessons Respect others - 4 lessons Communicate effectively - 3 lessons Build relationships - 2 lessons Negotiate fairly - 2 lessons Seek help - 3 lessons				
10/18/19	Implement 5 SEL lessons in RISE		Lynette Simons	05/28/2021
<i>Notes:</i>				
10/18/19	Once per grading period analysis and presentation of behavior data and BMT reports		Robert Cooke	05/31/2021
<i>Notes:</i> Data review will happen Once marking period (6 weeks) 13NOV - 1st 12 weeks review...infractions based on race data and discussion				
10/18/19	Discuss targeted skills or issues during Odyssey DRAFT Implementation		Anne Berryhill	05/31/2021
<i>Notes:</i> Focusing on Structure at 28OCT Meeting				

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
<i>Initial Assessment:</i>		All content areas follow state standards with district specific guidance for each grade and unit.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		<p>When fully implemented, our school will have the following practices and procedures in place:</p> <p>All teachers will have pacing guides that map out the instruction of state-mandated standards for all grade levels and content areas he or she teaches.</p> <p>Pacing guides will indicate which standards are taught and assessed during each unit.</p> <p>Pacing guides will align teacher objectives to state-level standards.</p> <p>Pacing guides will be uniform in instances more than one teacher teaches the same grade level and content area.</p> <p>Every teacher will have and use standards tracking documents, built from his or her pacing guides, to monitor his or her teaching of each grade level and content area standards they teach.</p> <p>Standards tracking documents will bold those standards that are deemed essential to that content area, should that information be available.</p> <p>Every teacher will have and use mastery tracking documents to monitor how well his or her entire class and each student has mastered each grade level and content area standard on summative assessments.</p> <p>Administration will have access to and use standards and mastery trackers (aggregated by content area) to keep abreast of pacing and mastery as well as support instruction across the school.</p> <p>All computer-assisted instructional lessons will be aligned to pacing guides and standards for use as formative assessments and/or practice during core instruction.</p> <p>For all content areas, instructional data will used to drive decision making about:</p> <ul style="list-style-type: none"> - eliminating non-essential standards due to pervasive and documented 		Heather Diaz	06/08/2022

low mastery to allow more time to be spent on fewer standards.

- relooping or remediating on standards taught in previous grade levels to address deficits indicated on diagnostics.
- reteaching standards that had low whole class mastery.

When feasible (given more than one teacher teaching the same content and grade level), professional learning communities will build common assessments and use those to measure mastery and drive instructional decisions.

Data we will use for evidence of full implementation:

- standards and mastery trackers used with fidelity (see action step 4)
- PLC meeting minutes (action step TBD)
- IXL usage and other analytic data (see action step 3)
- standards-aligned assessments (state and classroom level)
- EOG and EOC scores
- MTSS and RtI:Stored! data showing improved core instruction and/or academic outcomes

Actions		1 of 4 (25%)		
10/28/19	All teachers will have pacing guides that map out the instruction of state-mandated standards for all grade level and content areas he or she teaches.	Complete 11/05/2020	Melanie Patrick	12/21/2020
<i>Notes:</i> All collected				
10/28/19	All computer-assisted instructional lessons will be aligned to pacing guides and standards for use as formative assessments and/or practice during core instruction. <i>Notes:</i> IXL for use in core ELA and math instruction for now.		Melanie Patrick	12/21/2020
<i>Notes:</i>				

10/28/19	<p>Every teacher will have standards tracking documents, built from his or her pacing guides, to monitor his or her teaching of each of grade level and content area standards they teach.</p> <p>and</p> <p>Every teacher will have mastery tracking documents to monitor how well his or her entire class and how well each student has mastered each grade level and content area standard on summative assessments.</p> <p>Notes: These are combined as they will be housed in one document per teacher. See specifics noted in step 2 above.</p>		Heather Diaz	01/06/2021
<i>Notes:</i> Template has been built				
10/28/19	<p>Every teacher will use standards tracking documents, built from his or her pacing guides, to monitor his or her teaching of each of grade level and content area standards they teach.</p> <p>and</p> <p>Every teacher will use mastery tracking documents to monitor how well his or her entire class and how well each student has mastered each grade level and content area standard on summative assessments.</p> <p>Notes: Will need admin support for compliance perhaps.</p>		Heather Diaz	05/31/2021
<i>Notes:</i>				

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>		Tiers 1 and 2 are fully implemented with us using feedback for tweaks. We will be moving forward with Tier 3 this year.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		<p>4 year training cycle began in 2016...all district trainings completed. New staff are provided opportunities to access past MTSS trainings with MTSS coach monitoring and support. Refresher training offered annually now that district-mandated training rollout has been completed.</p> <p>State MTSS Recognition received in 2019</p> <p>Currently investigating altered pacing guides and standards requirements for supporting student success in the area of CORE instruction.</p> <p>We set new Tier 2 and Tier 3 rules annually. Monthly we look at entry and exit based on progress monitoring and new enrollment.</p> <p>We will be implementing Rtl:Stored! and we have a fully trained staff member.</p>		Heather Diaz	08/26/2021
Actions			0 of 3 (0%)		
	11/17/20	Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Interventions for Math		Chad Mahaffey	11/17/2020
	<i>Notes:</i> Have set Core for Math and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.				
	11/17/20	Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Interventions for ELA		Charles Cooper	11/17/2020

Notes: Have set Core for ELA and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.

11/17/20 Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Interventions for Behavior

Madison Dill

11/17/2020

Notes: Have set Core for Behavior and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.

	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
<i>Initial Assessment:</i>			Our students are academically unreachable unless their emotional needs are met.	Limited Development 06/11/2019		
<i>How it will look when fully met:</i>			<p>We will know this objective is fully met when:</p> <p>We can obtain supportive data that our mental health, counseling, social work and support staff have increased in the use of effective clinical support services which increase and/or enhance the social and emotional well-being of our students.</p> <p>Classroom teachers and support staff have received the training on how to incorporate SEL skills within their lesson plans.</p> <p>We have solidified a universal SEL curriculum for RISE time and ensure that all teachers have access to it, and are using it with fidelity.</p> <p>We are providing instruction, and caring attention that promotes students' self-respect, increased management of emotions, increases in concern for others, and increased evidence that students are taking responsibility for themselves and their own choices and actions as evidenced by better attendance, self reports of feelings of self-worth, self-control and understanding of self, and decreased numbers of *different students requiring classroom removals and suspensions.</p> <p>This indicator will look at the number of removals and suspensions in addition to the number of different students requiring these interventions so that one or 2 students cannot negatively skew outcomes due to excessive removals and interventions being required.</p>		Rachel Patton	06/09/2021
Actions				5 of 10 (50%)		
		8/21/19	Teacher satisfaction with provided RISE lessons	Complete 09/18/2019	Juany Lago	09/18/2019
			Notes: A survey will be developed for teachers to supply input and suggestions for beginning of year RISE lessons.			

9/25/19	All team members will read the Wise Ways best practices documents provided by NCSTAR) for this indicator and bring possible action steps to the next meeting.	Complete 10/18/2019	All	10/23/2019
<i>Notes:</i>				
10/18/19	Research and discuss increased clinical support services; restarting Life Skills Club (Olden) Social skills group (Peloché) Investigating working with community support agencies ie: Daymark Recovery Services / Turning Point / Shift Mentoring to partner clinical support services for group counseling supports and to increase, as needed, referrals for increased levels of clinical support for students and families. (Care team) Notes: As this action has multiple layers, several team members will be working on different parts to achieve success		Rachel Patton	12/01/2020
<i>Notes:</i>				
10/3/20	Counseling Staff pushing into RISE for both High School and Middle School Notes: This will be a collaborative effort with both the middle and high school counselors, social workers, BMTs and Mental Health Therapist		Debbie Nichols	12/01/2020
<i>Notes:</i>				
10/3/20	Research and identify opportunities to increase staff training on how to incorporate SEL skills within their lesson plans and daily teaching practice. Notes:		Regina Dill	12/01/2020
<i>Notes:</i> Began created a 'Cliff's Notes' version of the book 'SEL Every Day' by Meena Srinivasan for in house professional development. 10/9/20				
10/3/20	Research and identify opportunities to increase staff training on how to incorporate SEL skills within their lesson plans and daily teaching practice. Notes:		Paul Ruefle	12/01/2020
<i>Notes:</i>				
10/30/19	Investigate the use of therapy dogs for student and teacher emotional regulation.		Amy Gorman	05/30/2021

<i>Notes:</i> Looking into the possibility of having trained therapy dogs on site.							
10/18/19	Counseling staff will push into RISE (school scheduled intervention time) groups on the middle school level weekly to discuss important Social emotional Learning skills.			Complete 03/02/2020	LaKenya Robins	05/31/2021	
<i>Notes:</i> The counselors will design 1 lesson a week and teach once to each (3) RISE (school scheduled intervention time) group during a 1 week period.							
10/18/19	A Life Skills Club will be developed to serve those students on level one. This club will occur once a week and will address social and emotional skills that keep these students from leveling up.			Complete 10/25/2019	LaKenya Robins	05/31/2021	
<i>Notes:</i> The students for this club will be chosen and assigned based on levels and/or presentation of certain social emotional deficiencies based on data.							
10/18/19	Our school social worker, Ms. Peloché, will design and implement a social skills work group with the 7th grade. This group will meet weekly.			Complete 03/09/2020	Cielo Peloché	05/31/2021	
<i>Notes:</i> Data has shown that our 7th grade is where the focus of this new group needs to be concentrated.							
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
<i>Initial Assessment:</i>		There is an informal transition process between schools which we are looking to formalize.			Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		Procedures will be well documented and in place for both school communities involved with the placement of each student.				Steve Campbell	08/16/2021
Actions							
<i>Notes:</i>							

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			UCPS has implemented the NCSTAR system for transparent monitoring of school improvement teams process for assessing, creating , and monitoring school improvement plans and they have a support system in place. Monitoring and coaching will occur through the NCSTAR website.	Full Implementation 07/22/2019		
	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:			2020-2021 Meeting Schedule SPS 2019 Meeting Schedule SPS 2020 Meeting Schedule	Full Implementation 06/11/2019		

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:			Master schedule in place which gives each teacher a full planning period. A PLC format has been established with the newly formed Odyssey teams meeting regularly after school.	Full Implementation 10/01/2019		

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>		We have redone our walk through tool and we have an observation schedule which should be fully implemented by the end of the first semester.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		All teachers will receive their appropriate observations and walk-throughs by deadlines and will receive timely feedback. Walkthrough tool has been developed and observation schedule has been set.		Steve Campbell	08/16/2021
Actions			0 of 1 (0%)		
	11/17/20	Walkthrough Tool is being created for teacher observations		Anne Berryhill	05/03/2021
<i>Notes:</i> Hope to implement by 02/2021					

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>		Sample teacher summative observations and Educator Handbook data was used to create an educator toolbox for classroom strategies and creating a positive classroom culture.	Full Implementation 10/01/2019		

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>		State evaluation cycles are followed. There are currently sporadic efforts in place to reward staff, but we are working toward a more consistent implementation. Our problem of practice and professional development includes teacher care.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		Teacher retention rates will increase, working condition survey results will reflect positive trends teacher morale. 11/2020 Update: Retention Rate greater than 90% from 2019-2020 to 2020-2021		Steve Campbell	06/09/2021
<i>Actions</i>			0 of 1 (0%)		
11/17/20		Administration will regularly recognize staff contributions to school culture and provide small gifts of appreciation provided through school and community efforts.		Steve Campbell	11/17/2020
<i>Notes:</i>		So far in 2020: Breakfasts, Lunches and shirts have been provided so far. Principal posts weekly recognition from colleagues for all staff to see in school weekly review.			

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 now have a student engagement coordinator who is working toward full implementation of this indicator by the beginning of next school year. All actions ceased March of 2020 due to Pandemic. Restart in progress.	Limited Development 10/01/2019		
How it will look when fully met:		There will be resources in place for family assistance along with a mentor piece for student engagement.		Juany Lago	05/26/2021
Actions			0 of 6 (0%)		
11/23/20		Create School Newsletter to be released once per semester <i>Notes:</i> First newsletter released 11/21/20 https://docs.google.com/presentation/d/1hGC-QsR_uyfdxPZ6FQncSLokMs3-BbwWgpLxGRAqdGY/edit?usp=sharing		Juany Lago	05/09/2020
11/23/20		Family Engagement Activities in Monroe <i>Notes:</i> First one occurred 11/21/20		AJ Olden	05/09/2020
10/28/19		Community Art Show in the spring showcasing student art work for the year. <i>Notes:</i> We will look for donations of framing and or framing supplies from the community.		Amy Thomas	05/01/2021
10/28/19		Create Family Engagement Lunch and Learns to be held once every 6-9 weeks. <i>Notes:</i> May have to be virtual or have two divided meetings to lower attendance at each due to pandemic.		Jennifer Pompeii	05/31/2021
10/28/19		Business Community and Celebration gatherings. <i>Notes:</i> May have to be virtual due to pandemic		Sondra Maske	05/31/2021
10/28/19		Open House model school event twice a year to invite all stakeholders to see what we are doing and how everyone can help to work toward continuous improvement.		Sarah Mohr	05/31/2021

Notes: October 20, 2020 'On the Hall' Virtual Open House - 50% attendance 7 p.m.
October 22, 2020 Virtual Student Open House for Middle School Students 7 p.m.